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ENGLISH LANGUAGE CAREER

TITLE:

THE USE OF SONGS TO INCREASE THE LEARNING OF THE ENGLISH VOCABULARY AMONG SEVENTH YEAR STUDENTS, IN PARALLEL "A" AT "POMPILIO REINOSO JARAMILLO" EDUCATIONAL CENTER, DURING THE SCHOOL YEAR 2013-2014

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

AUTHOR: Andrea Stefanía Elizalde Rojas

THESIS ADVISOR: Lic.Mg.Sc María Patricia Rodríguez Ludeña

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CERTIFICATION

Lic. Mg. Sc. María Patricia Rodríguez Ludeña

PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

That the research work entitled: **THE USE OF SONGS TO INCREASE THE LEARNING OF THE ENGLISH VOCABULARY AMONG SEVENTH YEAR STUDENTS, IN PARALLEL "A" AT "POMPILIO REINOSO JARAMILLO" EDUCATIONAL CENTER, DURING THE SCHOOL YEAR 2013-2014;** developed by the undergraduate student **Andrea Stefanía Elizalde Rojas**, has been thoroughly revised in all its parts, with pertinence and scientific rigor. Moreover, the research reports have been progressively reviewed and returned to the researcher with the corresponding observations and suggestions, in order to guarantee the research work quality. Therefore, it is authorized its presentation for further submission, grading and both private and public defense.

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Autora: Andrea Stefanía Elizalde Rojas
Cédula: 1104979511
Dirección: Loja, Av. Pio Jaramillo Alvarado y México.
Correo electrónico: andrea69elizalde@hotmail.com
Teléfono: 07 2565116   **Celular:** 0992460251

DATOS COMPLEMENTARIOS

Director de tesis: Lic.Mg.Sc. María Patricia Rodríguez Ludeña
Tribunal de grado
Dra.M.Sc   Elizabeth María Sarmiento Bustamante   **PRESIDENTA**
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THE AUTHOR

DEDICATION

I would like to dedicate my thesis work to Almighty God for providing me the strength and knowledge to finish this research. It is also dedicated to my family, especially to my loved parents: Victor Hugo Elizalde and María Esperanza Rojas whom have been so close to me giving all their love, and support to set and accomplish my goals. Thanks for having fostered in me the desire to excel and the desire for success in life.

"To accomplish great things, we must not only act, but also dream; not only plan but also believe." Anatole France

Andrea Stefanía

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GEOGRAPHIC MAP AND SKETCHES

Fuente: Ajustada de Google por Andrea Elizalde, 2015

SKETCHES
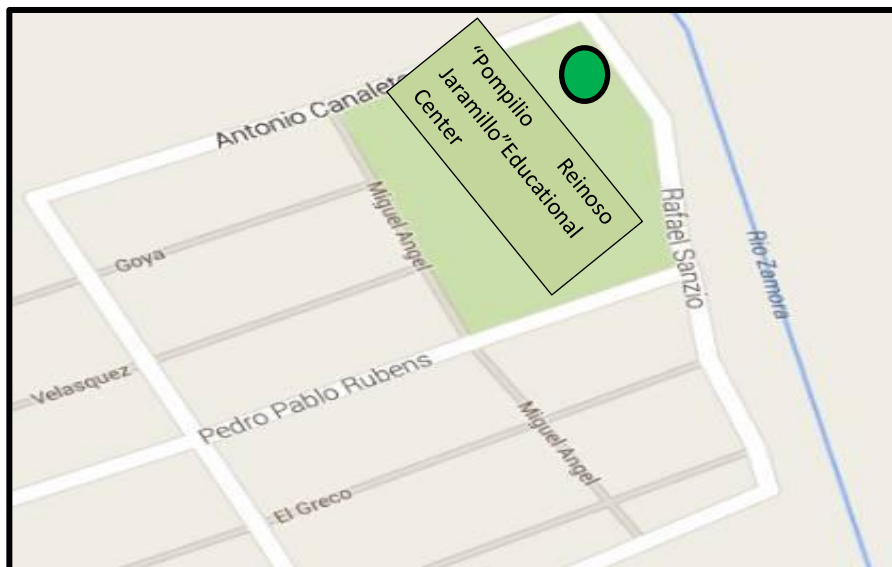
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THESIS SCHEME

a. TITLE

THE USE OF SONGS TO INCREASE THE LEARNING OF THE ENGLISH VOCABULARY AMONG SEVENTH YEAR STUDENTS, IN PARALLEL "A" AT "POMPILIO REINOSO JARAMILLO" EDUCATIONAL CENTER, DURING THE SCHOOL YEAR 2013-2014

b. RESUMEN

Este estudio es una investigación descriptiva que fue llevada a cabo con veinte estudiantes de séptimo año "A" en el Centro Educativo "Pompilio Reinoso Jaramillo". El propósito principal del trabajo de investigación acción fue incrementar el vocabulario de inglés a través del uso de canciones. Por lo tanto, algunos instrumentos como pruebas, cuestionarios y un diario de campo hecho por el investigador fueron diseñados para medir la percepción y progreso de los estudiantes. Los resultados obtenidos por estos instrumentos indicaron que las canciones incrementaron significativamente el vocabulario de los estudiantes, lo cual fue reflejado en el incremento de las notas de la prueba final. Asimismo, las respuestas recibidas de los cuestionarios confirmaron el progreso, entusiasmo y la actitud positiva hacia trabajar con canciones. En conclusión, este estudio facilitó a los estudiantes incrementar su vocabulario, al investigador afinar sus habilidades de enseñanza y a la comunidad tener un maestro bien preparado.

ABSTRACT

This study is a descriptive research that was carried out with twenty seventh-A year students at "Pompilio Reinoso Jaramillo" Educational Center. The principal purpose of the action research work was to increase the English vocabulary through the use of songs. Therefore, some instruments such as tests, questionnaires, and a teacher field diary made by the researcher were designed to measure the progress and students´ perception. The results obtained by these instruments indicated that songs increment meaningfully the student's vocabulary which was reflected in the raise of the post-test scores. Likewise, the answers received from the questionnaires confirmed the progress, enthusiasm and the positive attitude toward working with songs. In conclusion, this study facilitated the students to increase their vocabulary, the researcher to sharpen her teachings skills and the community to have a well-prepared teacher.

c. INTRODUCTION

This study was centered on the use of songs to increase the English vocabulary learning with children from eleven to twelve years old in a public school. These students receive English classes twice a week without the support of resources, strategies and activities that motivate and facilitate the learning of it, therefore, the current study explored a strategy to facilitate the increment of the vocabulary through the question: How do songs as part of the classroom activities solve the limitation of the vocabulary learning?

This research had remarkable relevance for the university, the students, and the researcher. It is worth to mention that action research has never been developed before at the English Language Career. This kind of research is extremely suitable for education due to the fact that its main purpose is to help teachers as well as researchers to solve their teaching problems "in action". In addition, it allows teachers to learn about their teaching at the same time they improve their teaching process. Action research is not only helpful for the researcher but also for the students since it tries to find a solution to the problem learners are facing.

The current study worked with a sample of 20 seventh-A year students of basic education in a public school. The action research work counted

upon an intervention of eight lessons. It had pre and post-tests, pre and post questionnaires and a field diary during the intervention. This intervention was planned based on the students' cognitive process to build up their knowledge related to vocabulary. The lessons were reinforced with activities that enable students to master, remembering and understanding new words.

The goal of this study was to increase the English vocabulary through the use of songs. To reach this overriding goal, the researcher inquired about the theoretical references about vocabulary and songs. Then, the issues that limited the vocabulary learning were diagnosed. In addition, in order to overcome them, the researcher designed an intervention plan supported with the use of songs called: Adopting songs to increase English vocabulary, afterwards, it was applied as part of the classroom activities with the purpose of solving the limitations in the learning of the vocabulary. Finally, the researcher reflected upon the effect that songs had on seventh-A year students' vocabulary in the way they increased their vocabulary.

During the development of the present action research work, the most highlighted strength was the staff of the school which always was communicative and collaborative with the researcher. Moreover the number of students was excellent to work and it enabled to assess them

individually each lesson, also their positive attitude toward working with songs facilitated the researcher to accomplish her main goal. Another strength was that the songs chosen to teach vocabulary the students really knew and liked, for that the intervention was easier to carry on. However, the only weakness that the researcher noticed during this process was that the near classes were too noisy, and sometimes interfered with the student's concentration.

This action research work dealt with the influence that songs might have on the increment of the English vocabulary. The findings of the investigation showed that songs determined positively the increment of the vocabulary and made the students more interested, relaxed and cooperative.

The development of this work was very useful in the way that helped to the researcher not only to gain more knowledge but also to share her teaching skills. Additionally, through this work, the researcher could notice the great way in which students get motivated to work with songs and the significant progress they got during the intervention, thus the researcher achieved the main goal and also gave to the English teacher a chance to evaluate his teaching skills and this way improving them.

This written report is organized in five sections: The literature review section presents theory of Vocabulary and Songs. Most of the vocabulary

literature is taken from information given by Hornby (1948, 2008), Zahro (2010), Eastwood (2000) and Milek (1993) and contributions of works of similar researches. The materials and methods section describe the design of the investigation, the methods that helped to do this study and the five points that were considered.

In the results section is detailed the findings of the research. These findings are presented in tables and figures with the corresponding analysis. Another section is the discussion that shows the major findings of the research, the importance of them and why the information obtained is relevant. In the last section are the conclusions and recommendations that showed that songs were an effective strategy that reduced the student's vocabulary limitations in English classes. Lastly, it is presented the suggestions that the researcher was able to do based on the conclusions drawn.

d. LITERATURE REVIEW

VOCABULARY

In order to have a global vision about vocabulary is very important to start by saying that studying language cannot be separated from studying vocabulary because it is an essential factor of any language.

In this perspective, Thornbury (2002) confirms that without vocabulary nothing can be conveyed. Undeniably only with sufficient vocabulary students can express their ideas effectively, can understand the language task and foreign language conversations. Definitely with limited vocabulary the students will have several difficulties in learning and understanding a foreign language.

According to the point of view of Finocchiaro (1974) the students' vocabulary can be divided into two kinds: active vocabulary and passive vocabulary.

Active vocabulary refers to the words in which the students can understand and pronounce correctly, for instance they can use them in speaking or in writing used by person to scramble his idea.

On the other hand, **passive vocabulary** refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.

Similarly, Celce Marianne and Olshtain Murcia (2000) pointed out: "There are two kinds of vocabulary: they are function words and content words".

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).

On the contrary, **the content words** are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones). In this manner content words can be divided into three general classes:

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

DEFINITION OF VOCABULARY

To be able to understand what vocabulary is, results essential to present some definiitons of vocabulary as follows:

As said by Hornby (1948) "vocabulary is one of the language components which should be mastered by English learners". He explains that vocabulary has role, which parallel with phonology and grammar help to the learner mastering the four language skills". He also states that vocabulary is a total number of words which (with roles for combining them) make up a language. This definition expresses not only the number of words a person knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meanings of words and their uses in context.

Moreover, Hornby A (2005) in his Advanced Learner's Dictionary applied a meaning of vocabulary as follows:

- All the words that a person knows or uses.
- All the words in a particular language.
- The words that people use when they are talking about a particular subject.

- A list of words with their meanings especially in a book or learning a foreign language.

Likewise, Jack Richards, John Platt and Heidi Weber (1985) states that "Vocabulary is a set of lexemes, including single words, compounds words and idioms.

Algeo and Pyles (1970) similarly give their idea about vocabulary. They affirm that vocabulary is the focus of language. According to them, it is in words that sounds and meanings interlock to allow us to communicate with each other, and it is words that we arrange together to make sentences, conversation and discourse of all kinds.

Each one of these theoretical definitions make an important contribution to the understanding of that vocabulary is a very indispensable part of language to help learners to communicate efficaciously. David Wilkins, 1972) emphasizes this with his saying: "without grammar, very little can be conveyed, without vocabulary nothing conveyed".

VOCABULARY AND ITS IMPORTANCE

Campillo (1995) states that vocabulary is clearly a very important element within a language since the overwhelming majority of meaning is

carried lexically; and, therefore, it is something to be taken into consideration in foreign language teaching although not the only one that conveys meaning, and that there are certainly other elements such as grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations or silences, not to mention the use of non-vocal phenomena such as kinesics and proxemics features.

The same author affirms that learning a language cannot be reduced of course to only learning vocabulary. McCarthy (1990) says "no matter how well the students learn grammar, no matter how successfully the sounds of second language are mastered, without words to express a wide range of meanings, communication in a second language just cannot happen in any meaningful way. It is an idea defended by many applied linguistics, such as Allen (1983), Wallace (1988), Taylor (1990), (Willis, 1990), etc.

Undeniably, vocabulary is much more than grammar, it is the key to children understand what they hears and reads in school; and to communicate successfully with other people. For these reasons it is very important for them to build up quickly a large store of words. As a result some research studies have shown the strong links between having an extensive vocabulary and achieving school success (Shoebottom, 1996-2014).

Another significant factor in vocabulary is that it also is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. Indeed as (Harmer, 1991) explained "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh", therefore, teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques.

TEACHING VOCABULARY

It is essential to highlight that Teaching Vocabulary is a complex task because it includes understanding the meaning of the words. Therefore teachers should use appropriate techniques and enough practice for certain words, so that the learning objectives will be achieved. In this manner a teacher must choose suitable methods to teach vocabulary. Teachers have to teach not only the meaning of the words but also have to use appropriate methods for each aspect of language (Zahro, 2010).

As stated by Jack C. (2001) "vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to. So, learning a language must be given special attention in order to get the goal of language learning.

Zahro (2010) holds that to support the developing of the four language skills, English language component, vocabulary, grammar and pronunciation or spelling are also taught. Besides that in constructing a sentence, second language learners do not need just grammar and pronunciation correctly but also the appropriateness of choosing vocabulary language.

Additionally, he sustains that teaching vocabulary is very significant for the students because in the increasing of vocabulary extension. Definitely between more lexes the learners have, more chances they master the language. In fact, teaching activities will be more fluently if the word is in a context form because students will know it clearly. In brief teaching vocabulary and grammar will be more effective if has relation with children's environment, so they can practice them easily.

HOW TO TEACH ENGLISH VOCABULARY?

According to David Cross (1991: 11-13) the procedure of teaching vocabulary can be divided into three stages:

- **Presentation:** In this stage, the teachers can use various techniques. However, the teachers have to be careful in selecting the techniques that they used in teaching activity;

- **Practice:** In the second stage, the teacher give exercises to the students in order to practice the subject items being learnt, making completion, matching, words classification, etc. Those are several types of exercise that can be used by the teacher in this stage;

- **Production:** In this stage the students are expected to apply the newly learn vocabulary through the speaking or writing activities.

On the other hand, Zahro (2010) remarks that to teach effectively new vocabulary, students must go through four essential stages:

- First, they notice a new word with help;

- Secondly, they recognize the word at first with help,

- Then later on their own;

- And lastly, they are able to both recognize and produce the word.

Frisby (1957) explains the main methodologies for teaching vocabulary in an English language classroom. These are the following:

- **LISTENING CAREFULLY**

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions.

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- **PRONOUNCING THE WORD**

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

- **METHODS OF GRASPING THE MEANING**

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

KEY STRATEGIES IN TEACHING VOCABULARY

In consideration of Frisby (1957) the following are some of the key strategies to explain the information and meaning of a new word to a class:

- **DEFINIITONS**

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the

word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

- **SELF-DEFINING CONTEXT**

At this point, the context makes the situation clear, and this in turn illuminates the meaning of the new word. Evidently this practice saves time and develops an intensive reading habit and better understanding.

- **ANTONYMS**

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

- **SYNONYMS**

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. The uses of synonyms in the English classes help to enrich a student's vocabulary bank and therefore provide alternative words instantly.

- **DRAMATIZATION**

This method can be practiced with easiness. It can win the favor of the students as learners like dramatizations and can easily learn through them. In addition, many situations can be dramatized or demonstrated.

- **PICTURES AND DRAWINGS**

Pictures of many types and colors can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic. Furthermore drawings can be used to explain the meaning of things, actions, qualities, and relations.

- **REALIA**

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be unnecessary.

- **SERIES, SCALES, SYSTEMS**

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal

numbers that form part of well-known series can be made clear by placing them in their natural order in the series.

- **PARTS OF WORDS**

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

- **ILUSTRATIVE SENTENCES**

It is better to give appropriate examples that clarify the range and variation of usage. If teachers use something as an illustrative example, or for illustrative purposes, they use it to show that what they are saying is true or to make the meaning clearer. Therefore, illustrative sentences are a great way of improving vocabulary, and grammar. It is beneficial for students don't just look at pictures, but also think and discuss about them.

- **PRACTICE FROM MEANING TO EXPRESSION**

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. At this point pictures, realia, context, dramatization, series and systems can be used.

- **READING THE WORD**

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners.

- **WRITING THE WORD**

It will enable the class to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective etc.

- **SHIFT OF ATTENTION**

Under this practice, the teacher provides a context by description or through reading which elicits the use of the word. The learners should be asked to pay attention to and develop an attitude or a point of view which he defends or attacks.

TECHNIQUES TO TEACH ENGLISH VOCABULARY

Zahro (2010) holds that the teaching techniques are important in teaching learning process not only determined by teacher and students'

competence but also with in appropriate technique. Students 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, for that reason, teachers should keep looking for a way to make learning vocabulary easier and more pleasant. The teaching techniques are very helpful for teachers, and so it is the teacher's task to use appropriate technique of vocabulary teaching.

The same author identifies many ideas and techniques to teach English vocabulary and of this way make lessons more interesting and effective. Those are the following:

- **REPEAT AND RE-PHRASE**

The repeat and re-phrase technique is effective in classrooms because a student may know various vocabulary words and now know the ones that the teacher is using. By using this technique the teacher exposes the student to new vocabulary that can be associated with the old to acquire a meaning. The student benefits by both the repetition, as the source of learning new vocabulary, and the use of old vocabulary to form a re-phrased question in order to acquire a new and better understanding of the English language. This technique can be used during oral instruction

given to the class or an individual student. It can also be applied during question and answer time in class, and is optimal for such a use as it provides students with an opportunity to better understand the question and answer it without help. This promotes a higher level learning, understanding, and self-confidence in students.

The repeat and re-phrase strategy is used in the classroom to promote, achieve, or ensure understanding of a given topic standard, or question. For example: if a student does not understand the question "what is the meaning of an adjective?" Then, the teacher can respond by either repeating, and/or if understanding is still not reached, re-phrasing the question to promote the student's application of knowledge. The question could be re-phrased as: "What does an adjective do?" This also helps with future questions as the student will better understand the meaning of the posed question.

Additionally, the repeat and re-phrase can be used to question for understanding by re-phrasing a sentence to check if the student properly understood the meaning of a particular word or concept. For example: "The girl avoided the water" is used to teach the vocabulary term "avoid. Questioning for understanding could be phrased as: "If she avoided the water, then she is not wet." The teacher can ask whether this is correct or not and the students can better understand what the term means and its uses.

- **VISUAL AIDS, MAPS, PICTURES, MULTIMEDIA**

Visual aids, maps, pictures, and multimedia are effective; they can provide students with a better grasp of the concept than any other word. "This is the object that matches the word." No matter what level the student is, they can understand the relationship between the two and easily grasp the new word or concept. In addition, these sorts of techniques spice up the classroom and keep things interesting. It is easy for a language class to become dull with repetition and writing. But, by implementing the use of various visual and audio aides the class can remain focused, but also entertained.

These strategic examples can be used as an introduction to vocabulary terms, concepts, teaching places (names/locations), and teaching specific behaviors (cultural). Additionally, teaching parts of speech can be done using these media as visual aids for actions, colors, etc. Multimedia can also be used to show language in practical use, dialogue, or visual or audio to materials read. Audio samples can also be used in teaching sounds of letters or words.

The learning outcome of this is that students will gain a better understanding of materials presented, and it can provide a second way of learning (visually). Students also have examples of the materials presented and a visual to put to the word.

- **COOPERATIVE GROUPS, PEER COACHING**

This technique optimizes personalized student learning time as each student can get personalized attention even if it is not given by the teacher. This is also helpful when the teacher is not supposed to be the focus of activities and instead can move from table to table and help as needed. It creates a community setting and gets students into helping each other and learning from each other. Cooperative groups work since there are many ways to break students into groups that allow them personally catered lessons on their level.

Placing students in cooperative groups or using peer coaching is especially helpful in an ELL (English language learner) classroom where students are or can be at mixed levels of learning English. When this is the case it is best to place them in groups that are chosen by the teacher in a manner that places higher level students with lower level ones. In this way the higher level student is learning, practicing, and perfecting techniques through teaching; and the lower level student is acquiring new knowledge and receiving help from a peer. This can also be used to place higher level students together to work on an assignment while the lower level students stay with the teacher to learn new information. In this way the teacher is able to optimize learning by provide new information to both levels without actually having to make one or the other sit through information that is either below or above their learning level.

The learning outcome of this strategy is that students are able to take in more information at one time while developing relationships and community amongst themselves. Additionally, by using this technique students will learn from each other. Many times, youths are more prone to hear out their peers over adults. Naturally, this caters to those thoughts and allows students to take in the needed knowledge, but in a way that is more entertaining. Working in groups also provides the teacher with many new lesson options to keep the classroom engaging and motivating.

THE PRINCIPLES OF TEACHING VOCABULARY

According to Purwoningsih (2007) and Ratnawati (2006) there are six principles on which teaching learning vocabulary is to be based, there are:

- **Aims**

At this point, the aims have to be clear for the teacher. How many things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of words? The aims of vocabulary items, for both teaching it using songs lyrics technique should be based on the curriculum given.

- **Quantity**

The teacher may have to decide the number of vocabulary items to be learnt. How many new words in a lesson can be learnt by learners? If they are too many words, the learner may become confused. The teacher should limit the number of words that will be taught to the students. Therefore in teaching vocabulary using song lyrics not all words should be learnt by students. He should limit the words to be learnt by underlying words or make a certain mark on the words ocurred on song lyrics.

- **Need**

In some cases, one hopes that the choice of vocabulary will relate to the aims of a course and the objective of an individual lesson, it is also possible for the teacher to take responsability of choosing the vocabulary to be taught for her or his students. In other words, the students put in a situation where they have to communicate and get the words that they need.

- **Frequent exposure and repetition**

When teaching vocabulary the words can not be teach once, it is not enough; it is necessary to repeat the words many times until students have

internalized the concept. Purwoningsih (2007) reports Wallace (1982) when he points out that: "The teacher should give so much practice and repetition until his students master the target words well. He also should give opportunity to the students to use the words in writing or speaking".

- **Meaningful Presentation**

The students should have a clear understanding about the meaning of the words; consequently the teacher must be as comprehensible as possible. "The teacher should present the target words in such a way that their meanings are perfectly clear, so the new word should be presented in context not in isolation" Wallace (1982) reported by Purwoningsih (2007).

The words should be appropriately chosen and taught by the teacher according to the situations, also it is important that the students recognize the appropriate word that should be used in a situation (formal or informal) or with the interlocutor. Ratnawati (2006) reports Wallace (1982) when he states that: "The choice of words can be various according to the situation in which we are speaking and according to how well we know the person whom we are talking to. Therefore, students should learn words in situations that are appropriate to them".

WHAT ARE SONGS?

Undeniably, songs are a stimulating media that offers the great imagination. The language song is usually easy to be understood. It gives motivation and makes the relation between teacher and students closer, and this relation will make the students have bravery to ask the teacher about everything including new vocabularies in song that they learn. Tarwiyah S (2008) stated that songs in foreign language classes may be used to motivate students in order to create a more relaxing foreign language classes.

DEFINITION OF A SONG

Before talking about the effectiveness of the songs in the teaching learning process, it is important to give some definitions as follows:

- ✓ A song is a short piece of music with words that be sung. It is a short musical work set a poetic text with equal importance given to music and to the words (Dictionary, 2000). It is usually performed with instrument accompaniment and may be written for one or several voices.
- ✓ Eastwood (2000) describes songs as an interesting media that offers the high imagination.

- ✓ Jamalus (1988) states that songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices.
- ✓ Hornby A.S (1995) defines song as a short poem or a number of verses set into music and intended to be sung.

From the definitions described above, the researcher can say that songs are an interesting media that allow students to develop their imagination, at the same time they facilitate the learning of vocabulary, this way songs permit children acquire more knowledge and develop their productive and receptive skills.

WHY USE SONGS TO TEACH ENGLISH VOCABULARY

We should consider that songs play an important role in the development of learning a second language because most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language. The use of songs is very helpful and work very well to introduce new vocabulary since children love them and learn the words by singing. In addition, they are useful to help children to develop listening skills and learn the pronunciation of the words.

Griffee (1992) affirmed that songs are useful to relax children when they are restless. Moreover teachers can use the same song as a warm up in different classes to create a routine and to assess vocabulary. Using

songs to teach vocabulary attracts students' attention immediately. Their natural admiration for their favorite artists should motivate them to try to understand the lyrics of their songs and according to Harmer (1991); motivation "is the biggest single factor affecting student's success".

There are some characteristics of learners that affect the language learning and as Ytreberg (1990) states:

- First, children's attention or concentration is considerably shorter that adult.
- To have children's attention, teacher needs to provide enjoyable activities, and therefore one of enjoyable activities for children is singing together.

Language teachers can and should consider the use songs as part of their classroom teaching repertoire since songs can provide valuable speaking, listening and language practice in and out of the classroom. Some key reasons shows why songs can work extremely well in the foreign language classroom, they are the following:

- They are authentic materials.
- Teacher can also teach culture and history.
- Songs contain repetitions, and repetitions enhance learning.

- They are a good way to teach vocabulary and pronunciation.

- They are fun and they can easily energize the unmotivated students.

- A variety of new vocabulary can be introduced to students through songs.

- Songs are usually very easily obtainable.

- Songs can be selected to suit the needs and interests of the students.

- Grammar and cultural aspects can be introduced through songs.

- Time length is easily controlled.

- Students can experience a wide range of accents.

- Song lyrics can be used in relating to situations of the world around us.

- They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom.

These are only some of the many reasons songs that are useful in the vocabulary learning classroom. EFL (English as a foreign language), ESL (English as a Second language) and foreign language teachers should all consider using songs as a regular part of their classroom activities (Lynch, 2013).

USING SONGS AS A TEACHING AID IN A CLASSROOM SETTING

In view of Milek (1993), music existed as long as the world itself. Few sounds put together make a melody- a melody which along with some words can create a beautiful whole called a song. The author affirms that

the words wreathed in music have usually more power of expression than the words alone. That is why they are more likely to be listened and remembered since songs are a powerful tool of expression they can be used successfully for teaching English.

The same author holds that songs are invaluable aids in developing students' abilities in listening, speaking, reading and writing. They can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, adjectives and adverbs.

On the other hand, Milek (1993) remarks that learning English through songs can be a change from routine classroom activities. It also provides a nonthreatening atmosphere for students, who usually are tense when they are required to speak English in a formal classroom setting. What is most important is the fact that students enjoy learning English through songs. Using regalia in a classroom in a form of songs seems to be a good factor raising students' motivation. As they learn the lyrics of the song they have been listening for years, they are often surprised to discover their meaning.

WHAT KIND OF SONGS TO CHOOSE?

According to the Milek's point of view (1993) there are many kinds of songs but not all of them suit the teaching purpose. First of all a teacher

should choose a song relevant to the age of students and their level of proficiency. There is no point in presenting a song with too difficult or too easy vocabulary or structures. Students may feel either bad, if the words are too difficult, or bored if they are too simple. Also songs treating some difficult subjects like love, politics, religion, beliefs, etc. should not be given to the students to whom these kinds of subjects are too mature. The topics of the songs should be carefully chosen for a specific age group.

The author also affirmed that chosen songs should be interesting. It should motivate students. Boring songs do not suit the purpose since they can even discourage. The best way to find an interesting song is to find what the musical preferences of students are and chose the song for example of their favourite band. But at the same time a teacher should not forget about the purpose of teaching a particular song.

CRITERIA FOR CHOOSING SONGS

Using songs in a classroom is a very good mean of teaching English but the main difficulty in doing this lies in choosing the most suitable songs from the hundreds of those available.

According to Milek (1993) there are some things needed to be taken into consideration while choosing a song for a classroom setting.

The suitability of a song depends on the age of the students, their level of proficiency and also how a chosen song fulfils the purpose of teaching. A teacher should consider what the goal of using a particular song is whether a chosen song is to help to carry the discussion on a particular topic, put the emphasis on the new vocabulary, focus on the grammatical issues or simply develop listening skills.

The ideal song for teaching is the one written primarily for the lyrics to be listened to, as opposed to songs featuring a lot of drum and loud guitars, intended primarily to be danced to (Sanderson, 1998).

Milek (1993) also pointed out that the lyrics of the song should be easily discernible. Each word must be clearly pronounced otherwise students, unable to catch the meaning, would be tensed while listening. Usually an artist is easier to understand than most bands, so it is better to choose the song sung by the soloists. Moreover, bands often use a chorus next to the lead singer's voice. Sometimes it happens that mixing many voices may result in creating two or more parallel songs that complement each other. The effect is often rich and interesting, but it may create confusion in students' minds when they try to separate onset of lyrics from the other. The songs must be rich in vocabulary and should carry some kind of a message. Only such songs are good materials for teaching purpose. New words from the songs enrich students' vocabulary and interesting topics may easily evolve the points for discussion.

In brief, not all songs are suitable for classroom setting. Teachers should avoid the ones which are too fast- paced, those, in which the music buries the singer's voice or in which there is no substance to the lyrics. Finally songs that verge on the obscene, those focus mainly on music or ones including lyrics that are discriminatory (for example songs that mock religious beliefs) should be avoided.

THE USE OF SONGS AS PEDAGOGICAL TOOLS

Although there is strong practical evidence supporting the use of music in the English language classroom; there is also a growing body of research conforming that songs are a useful tool in language acquisition. In fact musical and language processing occur in the same area of the brain (Medina, 1993).

Naturally, the songs in the classroom may have different effects, depending on the strengths and weaknesses of the students in the classroom. Undeniably songs offer a change from the routine procedures in the classroom. They are invaluable tools to develop listening skills and pronunciation, therefore potentially helping them to improve their speaking skills also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). One of the benefits of using

songs in the classroom is their flexibility due they can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool.

Perhaps the greatest benefit of using songs in the classroom is that they can be fun. IA significant aspect of Tarwiyah's work (2008) is that song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes.

Learning English through songs provides a relaxed atmosphere for students, who usually have great tension when speaking English. Songs results very effective when students need to memorize the new vocabulary. Often, when songs are used, learning the vocabulary lessons are more easily to be understood by students. 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.

Purcell J. (1992) states that in listening students can become bored by repeatedly listening to a narration or dialogue as they attempt to understand the meaning of new words or phrases in context. On the contrary, 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 (Millington, 2011).

Millington (2011) in his work states that in speaking children are often ready to learn new sounds and this can take a great deal of practice. Songs can allow learners to practice a new sound without producing the same level of boredom. They also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English.

The same author remarks that 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. This repetition offers greater exposure to these words and can help to improve vocabulary. Therefore, the songs and the lyrics need to be selected carefully to complement the target vocabulary. A difficulty for teachers is finding and selecting songs that are suitable both in terms of vocabulary and topic or theme.

According to Jolly (1975) using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language. Songs reflect culture; she states, "Language and music are interwoven in songs to communicate cultural reality in a very unique way". Even though 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 (Millington, 2011).

Probably the most obvious advantage to using songs in the young learner classroom is that they are amusing. Millington (2011) affirms that most children enjoy singing and usually respond well to using songs in the classroom, but there are more significant benefits to using songs other than just being fun, because songs can bring variety to the everyday classroom routine.

WHAT POSITIVE CONTRIBUTIONS TO LANGUAGE LEARNING CAN SONGS MAKE?

According to Murcia Cortés (2012) there are some of the contributions that language learning can songs make. These are the following:

- Socio-emotional growth
- Physical development
- Cognitive training
- Cultural literacy
- Language learning

WHAT KIND OF ACTIVITIES CAN TEACHERS DO WITH SONGS?

Using songs in the classroom is a common activity but teacher have to take into account choosing songs that are clear, make sense and do not contain a lot of unknown vocabulary and also decide to pre-teach some key vocabulary.

The following are some of the funny activities that students enjoy when they work with songs (Macmillan English Campus, 2000).

GAP FILLS

- It is a common activity in which some words are removed from a text and replaced with spaces. The learner has to fill each space with the missing word or a suitable word. For example, gap all the verbs or adjectives.
- Students listen and fill in the missing words. They may need to listen two or three times.

JUMBLED LINES

- This activity works especially well with well-known poems, song texts, and sets of instructions that must be carried out in a particular order

such as a recipe, making a phone call or your daily routine and also for conversations between two speakers.

- It is a work activity, in which teachers write out the song lyrics, but they jumble whole lines and students have to put them into the correct order while listening to the song. Teachers may wish to cut up the lines, to make the task easier for the students or get them to cut up the sheet before the activity.

SPOT THE MISTAKES

- It is an easier activity in which teacher write out the lyrics of the song, but make about twenty mistakes for example change the tense, write an opposite or synonym instead of the correct word. Then students listen.
- The first time ask them to underline the words that are different and the second or third time actually write what they hear above the word or phrase that is wrong.
- After each hearing they can check with each other in a mixed ability classroom this ensures no-one is left behind and gets demotivated.
- After they have checked that they got the right words, ask them to go through and see if the mistakes were words or phrases that were the same, similar or opposite in meaning: a good focus on vocabulary and/or grammar.

TRANSLATION ACTIVITY

- It is a challenging activity to work in pairs or small groups, students choose a popular song in their mother tongue and translate it into English, ensuring that it is still singable to the same tune! They could also do it the other way round choosing a (pop) song sung in English and translate it into their own language.

WHAT STYLES OF MUSIC CAN TEACHERS USE?

As have been said before music can set the mood in various settings for that music plays a big role for some people, especially with children at schools. Jazzie Joe (2010) suggests the following wide range of styles of music. We also call them genres.

- **RHYTHM AND BLUES**

Rhythm and blues is a name for black popular music tradition. The style of this kind music is usually slow and often sad. It started in the southern US. Singers often sing about their difficult lives or their bad luck.

- **CLASSICAL MUSIC**

Classical music is generally a classification covering music composed and performed by professionally trained artists. Classical music is a written

tradition. It is composed and written using music notation, and as a rule is performed faithfully to the score. Art music is a term widely used to describe classical music and other serious forms of artistic musical expression, Western or non-Western, especially referring to serious music composed after 1950. In this style of music there is no singing. It is only instrumental. Famous composers of classical music include Mozart, Beethoven, and Bach.

- **REGGAE**

The style of this kind of music comes from Jamaica. It has strong second and fourth beats. Reggae songs often contain non-standard grammar.

- **CHILDREN'S MUSIC**

This style of music is easy to understand. They are songs that have been especially written for children.

- **COUNTRY**

This is a popular style of music that is based on traditional music from the western and southern of United States.

- **EASY LISTENING**

This style of music is not difficult, complicated, or serious. This is a wide style and may include other styles of music.

- **ELECTRONIC MUSIC**

Electronic music started with the invention of the synthesizer. Some subcategories of electronic music include electronic dance music, space, new age, ambient, and the catch-all "electronica," which can sometimes include all of the above electronic sub-genres. This style of music is often made on the computer or with other electronic instruments.

- **ROCK MUSIC**

This style of dance music began in the United States in the 1950s. It has a strong loud beat and simple tunes that are often repeated

- **HIP-HOP**

In this style of music, songs are often about politics or the society. The hip-hop artists speak the words rather than singing them. It is also called rap music or hip hop music.

- **NEW AGE**

This style of music helps people to relax. It is often used to create a calm and peaceful environment. Some people listen to this style of music when they are meditating or studying.

- **POP**

This style of music consists of popular modern music. These pop songs usually have strong beats and words that are easy to listen to and remember.

- **OPERA**

An opera is a kind of play where the characters sing rather than speak. These operas have orchestras.

- **R&B**

This popular style of music was started by African Americans in the 1940s. It was developed from blues and jazz.

- **WORLD MUSIC**

World Music is the traditional or folk music of a specific culture or country.

THE ADVANTAGES OF USING SONGS

- Preventing students' boredom in language classroom.

- Creating a pleasant atmosphere. Students are expected to be excited in the learning process.

- Facilitating a positive learning mood and motivate students to learning.

- Helping students to focus on the material discussed and raise their concentration in the learning activities.

- Connecting students to content topics. Students are expected to understand the topic that they studied through song.

- Reducing learning stress levels. When students are bored teacher can stimulate them by playing music to make them active again.

- Reinforcing memory through emotional association because songs are familiar with students' life. So, students are easy to understand the material.

- Stimulating imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.

- Reinforcing grammatical structures. Students are easy to understand the grammatical structure of a song by analyzing the tenses from the lyrics of a song.

- Teaching pronunciation efficiently because it is possible to students to imitate the native speaker pronunciation by listening to an English song.

- Making learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

THE DISADVANTAGES OF USING SONGS

- Music interrupts concentrations when applying to people who hate a genre of music.

- Music can disturb to other classes, if it is loud.

- Some students don't enjoy singing.

- Sometimes students just want to listen not to learn.

- Students disagree about which song use due that they have different musical preferences.

- Some students do not take music seriously.

- Some students get too excited.

- Lack of technical equipment due to the cost.

e. MATERIALS AND METHODS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques and instruments, materials and 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 and postgraduate students. This kind of research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated the researcher's reflections of the teaching and improved the students' situation.

- **CONTEXT**

"Pompilio Reinoso Jaramillo" educational center was selected as the place for the present action research work, and it is the school where the researcher was teaching and observing as a part of her teaching practicum; therefore, there are insights into the spectrum of English teaching within the school. "Pompilio Reinoso Jaramillo" Educational Center is located in Sauces Norte neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is compulsory as it is for middle and high schools. In the case of "Pompilio Reinoso Jaramillo" Educational Center, the treatment of English as a subject within the curriculum of the school is compulsory, but the periods of class devoted to teach it are limited to two classes weekly. It has a certified English teacher as part of its teaching staff.

- **PARTICIPANTS**

The seventh-A year students of basic education were chosen as sampling to develop the present action research work. The students in this

class were between eleven and twelve years old, and the population was 20 students between boys and girls. The students habitually receive two hours of English per week with a certified teacher, but in these classes the periods devoted to teach English are not enough, and the resources used to teach English are limited since the teacher only uses the textbook in his classes.

The permission to conduct this action research work was obtained from the principal through written format, and from the teacher through oral authorization. Confidentiality was maintained through password-protected data banks, with only the researcher and research professor having access to the data.

- **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 to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

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

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

The analytic-synthetic method was used to analyze the obtained results through two questionnaires, two tests and a research diary. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The statistic method made possible the quantitative statistical analysis of data derived from the tests and questionnaires as well as the qualitative analysis of the data received from the researcher's diary.

- **TECHNIQUES**

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

- **DATA COLLECTION INSTRUMENTS**

In order to get valuable data during the intervention, the researcher used the following instruments to gather the information.

- ✓ Two researcher's made tests of four multiple choice questions (annex 1 and 2, pages 163-166)
- ✓ Two Questionnaires of seven closed and multiple choice questions (annex 3 , pages 167-169)
- ✓ A field diary to observe the student's performance during each lesson (annex 6, page 174)

- **MATERIALS**

This research work was accomplished with the help of three main resources. The human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was the seventh-A year students of basic education of "Pompilio Reinoso Jaramillo" Educational Center. The cooperating teacher helped to provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this action research work.

A laptop, internet, a pen drive, and multimedia were some of the technological resources used. Office supplies such as handouts, textbooks and bibliography were important material components as well.

- **PROCEDURE**

The study started during the period of the teaching practicum in which the researcher had the opportunity to observe the English classes of seventh-A year students, in order to identify the issues they were facing.

The analysis of observations helped to form the problem statement and create a possible solution, furthermore, in order to support the questions raised during the observations a theoretical framework was developed.

Then, an intervention plan (Annex 1, page 148), organized in 8 lessons, was designed with the help of the literature framework. After that, the intervention plan was applied. During this stage quantitative and qualitative data was collected using the instruments mentioned above. The questions of the test were grouped according to the Bloom's cognitive approach to assessments. It means that it was considered what students need to perform in order to answer the questions correctly. After collecting the data it was tabulated and translated into tables. Means for each test section were calculated to have a better overall view of performance of the group in each test $x = \frac{\Sigma x}{n}$.

The Pearson Correlation coefficient $r = \frac{n(\Sigma XY)-(\Sigma X)(\Sigma Y)}{\sqrt{[n(\Sigma x^2)-(\Sigma x)^2][n(\Sigma y^2)-(\Sigma y)^2]}}$ was used to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between pre and posttests (x and y). Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the base line data to the post-test results.

Observation data was also obtained by periodical monitoring of the evaluation of the language skill by means of a researcher field diary.

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

f. RESULTS

In this section, the data received from tests and questionnaires was organized in   tables and graphs with the corresponding analysis done below them.
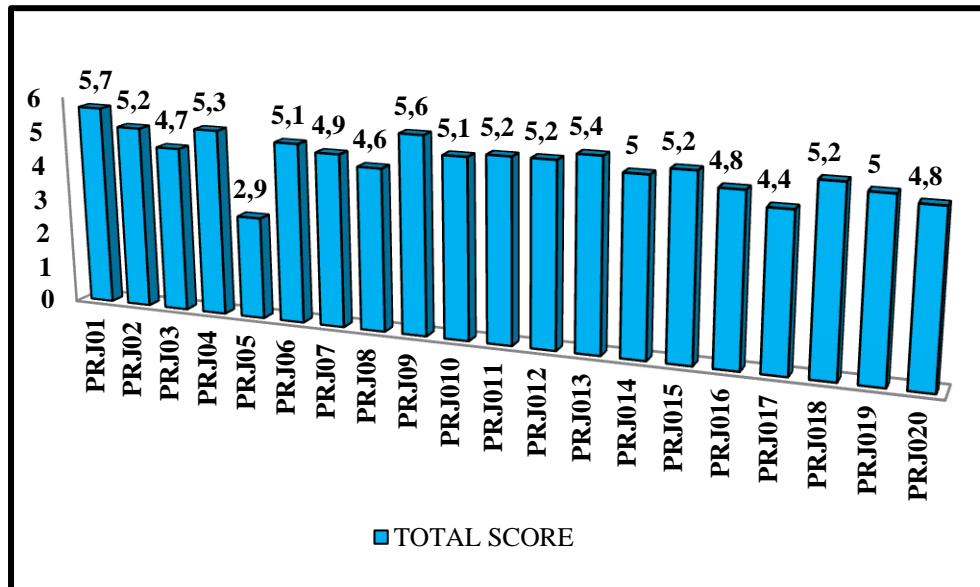
Table 1: Vocabulary Knowledge.

Pre-Test-Data

Student's code	R		U		Total
	$\dfrac{Q.\ 1}{3}$	$\dfrac{Q.\ 2}{3}$	$\dfrac{Q.\ 3}{2}$	$\dfrac{Q.\ 4}{2}$	$\dfrac{10}{10}$
PRJ01	3	1	0,5	1,2	5,7
PRJ02	2	1	1	1,2	5,2
PRJ03	1,5	1,5	0,5	1,2	4,7
PRJ04	1	2,5	1	0,8	5,3
PRJ05	0,5	2	0	0,4	2,9
PRJ06	2	0,5	1	1,6	5,1
PRJ07	2	1,5	1	0,4	4,9
PRJ08	1	1	1	1,6	4,6
PRJ09	1,5	2	0,5	1,6	5,6
PRJ010	1	2	0,5	1,6	5,1
PRJ011	1,5	1,5	1	1,2	5,2
PRJ012	2	1,5	0,5	1,2	5,2
PRJ013	2,5	2	0,5	0,4	5,4
PRJ014	1	1,5	0,5	2	5
PRJ015	2	1,5	0,5	1,2	5,2
PRJ016	1,5	1,5	1	0,8	4,8
PRJ017	1,5	1	1,5	0,4	4,4
PRJ018	1,5	1,5	1	1,2	5,2
PRJ019	1	2	0	2	5
PRJ020	2	1,5	0,5	0,8	4,8
MEAN	1,6	1,5	0,7	1,1	4,9

Note. Q= question; R= remembering; U= understanding; questions are grouped according to the cognitive process and the ability to apply knowledge (Bloom's cognitive behavior theory); PRJ= Pompilio Reinoso Jaramillo (school name).

Figure 1

The Pre Test

Figure showing bar chart of TOTAL SCORE for students PRJ01 to PRJ020:
PRJ01: 5,7; PRJ02: 5,2; PRJ03: 4,7; PRJ04: 5,3; PRJ05: 2,9; PRJ06: 5,1; PRJ07: 4,9; PRJ08: 4,6; PRJ09: 5,6; PRJ010: 5,1; PRJ011: 5,2; PRJ012: 5,2; PRJ013: 5,4; PRJ014: 5; PRJ015: 5,2; PRJ016: 4,8; PRJ017: 4,4; PRJ018: 5,2; PRJ019: 5; PRJ020: 4,8

With respect to the data obtained in the pre-test all the students could not get a good score, they got scores below an average expected (8/10). It was reflected by the mean (4.9) obtained from the whole group. It demonstrated that students had lack of vocabulary before starting the intervention plan. As shown the table, the students face more difficulties with question three where they had to use the vocabulary in context. It happened due to the lack of students' interest toward learning vocabulary; this helped explain why they got a low score. Therefore, it was essential to help students to be aware of the importance of learning of vocabulary and thus engage them with it since it is the focus of language, and definitely it is the key to communicate successfully with other people.

Table 2: Vocabulary Knowledge.

Post Test Data

Student's code	U	R		U	Total
	$\frac{Q1}{2}$	$\frac{Q2}{3}$	$\frac{Q3}{3}$	$\frac{Q4}{2}$	$\frac{10}{10}$
PRJ01	2	3	3	1,6	9,6
PRJ02	2	2,5	3	2	9,5
PRJ03	2	3	3	2	10
PRJ04	2	3	3	2	10
PRJ05	1	2	1,5	1,2	5,7
PRJ06	2	3	2,5	2	9,5
PRJ07	2	3	3	2	10
PRJ08	2	3	3	2	10
PRJ09	1,5	3	3	2	9,5
PRJ010	1,5	3	3	1,6	9,1
PRJ011	2	3	3	1,6	9,6
PRJ012	1	3	3	2	9
PRJ013	2	3	3	2	10
PRJ014	2	3	2	1,6	8,6
PRJ015	2	3	3	2	10
PRJ016	2	3	3	2	10
PRJ017	1,5	2,5	3	2	9
PRJ018	2	3	3	2	10
PRJ019	1	2,5	3	2	8,5
PRJ020	2	3	3	2	10
MEAN	1,7	2,9	2,8	1,9	9,3

Note. Q= question; R= remembering; U= understanding; questions are grouped according to the cognitive process and the ability to apply knowledge (Bloom's cognitive behavior theory); PRJ= Pompilio Reinoso Jaramillo (school name)

Figure 2

The Post Test
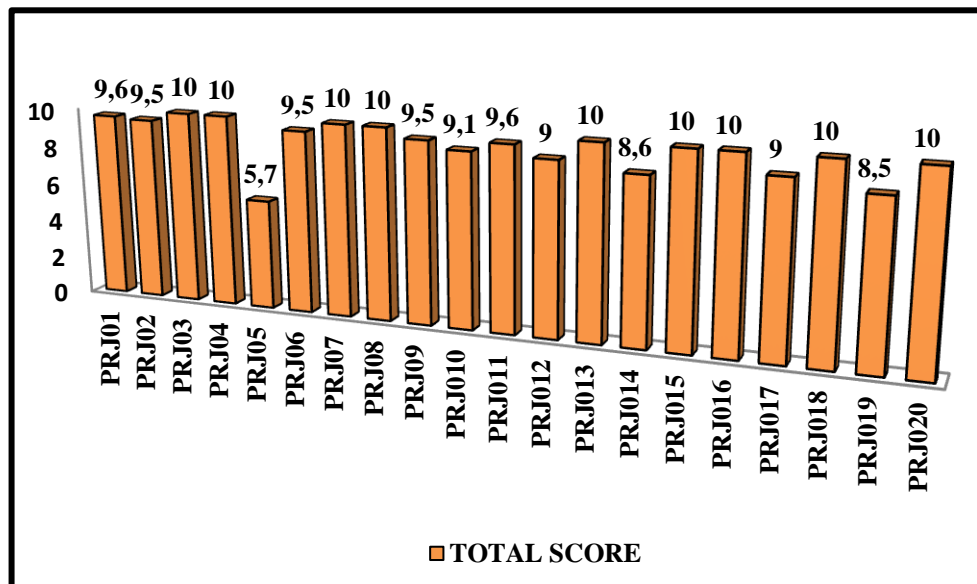
As revealed this graph, the outcomes given by the post-test demonstrated that all students improved their scores; it was reflected by the mean obtained from all of them (9.3). Fortunately, they overcame the limitations they had before. As a result they were able to recognize the words with easiness and understand them in context. Thus, the researcher proved that using songs in the classroom is an effective strategy to teach vocabulary since they ensure a better understanding of the new words.

According to Milek (1993) songs are helpful due they offer a change from routine classroom activities. Consequently, songs attract students' attention immediately, raising their enthusiasm; and simultaneously they provide valuable language practice in and out the classroom.

Table 3

Comparing Tests Results

Student's code	Pre-T X	Post-T Y	XY	X^2	Y^2
PRJ01	5,7	9,6	54,72	32,49	92,16
PRJ02	5,2	9,5	49,4	27,04	90,25
PRJ03	4,7	10	47	22,09	100
PRJ04	5,3	10	53	28,09	100
PRJ05	2,9	5,7	16,53	8,41	32,49
PRJ06	5,1	9,5	48,45	26,01	90,25
PRJ07	4,9	10	49	24,01	100
PRJ08	4,6	10	46	21,16	100
PRJ09	5,6	9,5	53,2	31,36	90,25
PRJ010	5,1	9,1	46,41	26,01	82,81
PRJ011	5,2	9,6	49,92	27,04	92,16
PRJ012	5,2	9	46,8	27,04	81
PRJ013	5,4	10	54	29,16	100
PRJ014	5	8,6	43	25	73,96
PRJ015	5,2	10	52	27,04	100
PRJ016	4,8	10	48	23,04	100
PRJ017	4,4	9	39,6	19,36	81
PRJ018	5,2	10	52	27,04	100
PRJ019	5	8,5	42,5	25	72,25
PRJ020	4,8	10	48	23,04	100
Σ	$\Sigma X=$ 99,3	$\Sigma Y=$ 187,6	$\Sigma XY=$ 939,53	$\Sigma X^2=$ 499,43	$\Sigma Y^2=$ 1778,58

Note. X= pretest; Y= posttest, PRJ=Pompilio Reinoso Jaramillo (school name) Σ=sum of all the variables.

Figure 3

Comparing Test Results
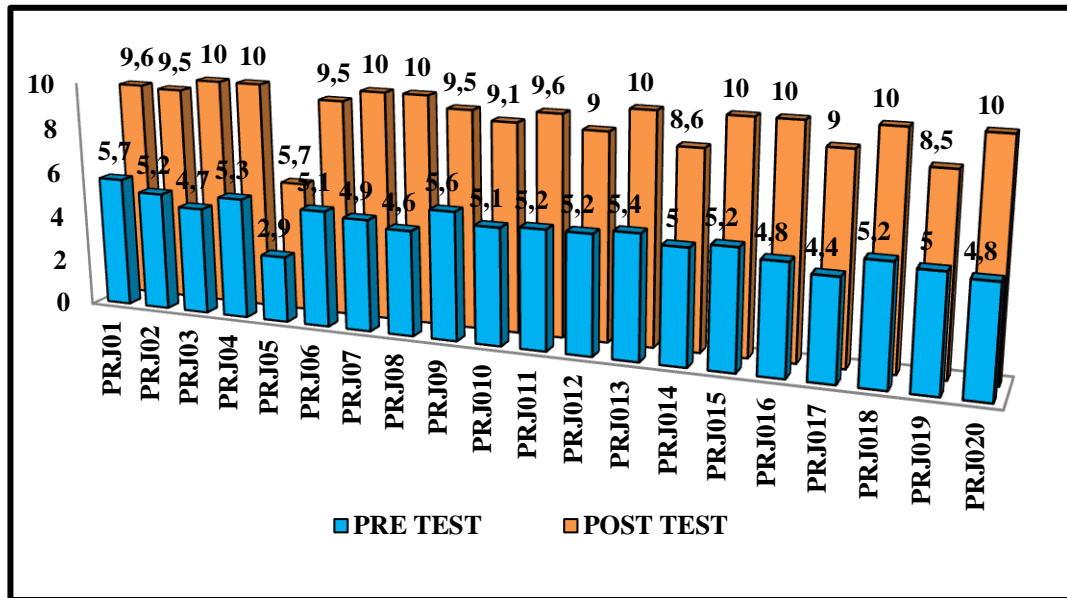
The Pearson correlation coeficient

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

$$r = \frac{20(939,53) - (99,3)(187,6)}{\sqrt{[20\,(499,43) - (9860,49)][20(1778,58) - 35193,76}}$$

$$r = \frac{18790,6 - 18628,68}{\sqrt{[128,11\,][377,84]}}$$

$$r = \frac{161,92}{\sqrt{48405,0824}}$$

$$r = \frac{161,92}{220,0115506}$$

$$r = 0,7359$$

In order to know the effectiveness that songs had on the students' vocabulary, they were assessed on the same items at the end of the intervention to assess how much they learnt through songs. Consequently, this graph presented the noticeable progress that the entire population got throughout the intervention, since all of them rose their scores. There was a student, however, who in this part obtained a low score (5, 7), it meant that he was still having some difficulties in remember the vocabulary, and understand it in context because he was absent during two lessons. At the time of applying the pre-test, the students were only able to recognize some words; whilst they could not understand them in context due they became very confused. Meanwhile, in the post test, they were capable to identify and understand the vocabulary learnt without problem.

It means that using songs in the classroom setting resulted very useful since they not only worked well to increase the students' vocabulary, but also to get children be funny and become interested in learning the English language. On the other hand, with the purpose to evaluate the strength of the relationship between pre and post-tests (x and y); the researcher used the r (Pearson correlation coefficient). Thus, it was stated that the strategy applied during the development of this action research work had a positive impact on the student's vocabulary and perception at a high level, it is reflected by the correlation coefficient obtained (0, 7359) which reveals that there was a positive correlation between both variables.

COMPARISON OF STUDENTS' PERCEPTION OF THE PRE AND POST QUESTIONNAIRE
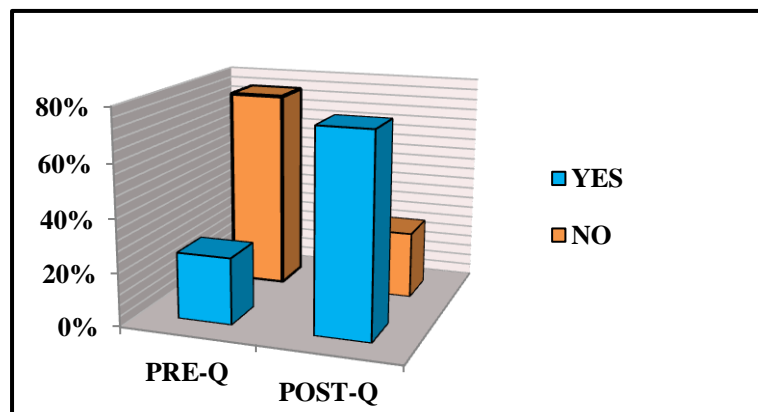
Question 1

Do you like the English classes?

Table 4

Like or dislike the English classes

Variable	Pre-Q		Post- Q	
	f	%	f	%
Yes	5	25	15	75
No	15	75	5	25

Source: Seventh "A" year students of "Pompilio Reinoso Jaramillo" Educational Center.
Researcher: Andrea Stefanía Elizalde Rojas.

Figure 4

Like or dislike the English classes

The data collected from this question stated that the majority of students (75%) did not like the English classes before the intervention; however, after applying it, the outcomes were fully invested. It reflected the strategy applied related to the use of songs motivated the students, since songs provided a pleasant classroom environment and learners felt more relaxed singing them, moreover, the songs maintained children focused on the material, and also entertained.

In view of Milek (1993) songs are a powerful tool for teaching vocabulary since students are interested in discover the meaning of the songs due their natural admiration for their favorite artists. Moreover, songs also help students to practice intonation and pronunciation.

Question 2

In the English classes, learning vocabulary is?
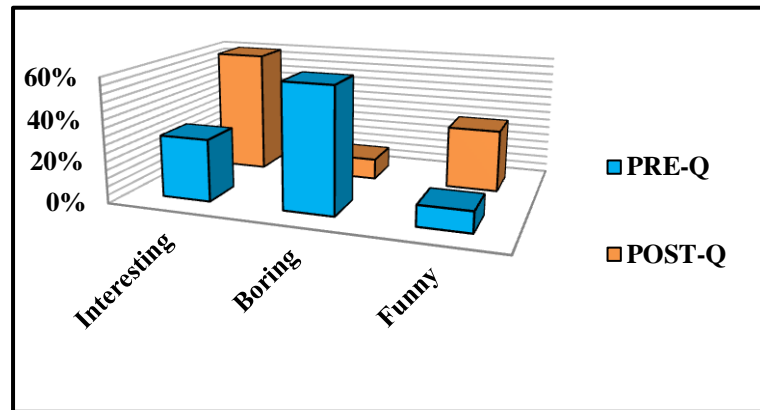
Table 5

Learning vocabulary is

Variable	Pre-Q		Post- Q	
	f	%	f	%
Interesting	6	30	12	60
Boring	12	60	2	10
Fun	2	10	6	30

Source: Seventh "A" year students of "Pompilio Reinoso Jaramillo" Educational Center.
Researcher: Andrea Stefanía Elizalde Rojas.

Figure 5

Learning vocabulary is

The data collected from this question by the pre questionnaire indicated that before using songs in the classroom, more than half of learners (60%) perceived the classes as boring. Nevertheless, in the post questionnaire these results were totally invested since the same percentage (60 %),   pointed that learning vocabulary was interesting due to the use of songs; and also a short sample (30%), revealed that learning vocabulary with songs was funny. This is why the songs helped to increase the students' motivation in learning vocabulary and thus children were not stressful in learning new words, on the contrary they enjoy so much each class.

According to Harmer (1991) the motivation is a very important factor that affects the student's success; therefore it is indispensable that teachers be aware about the essential role that it plays in the teaching-

learning process. In this manner, teachers can improve the quality of learning and accomplish good students' outcomes.

Question 3

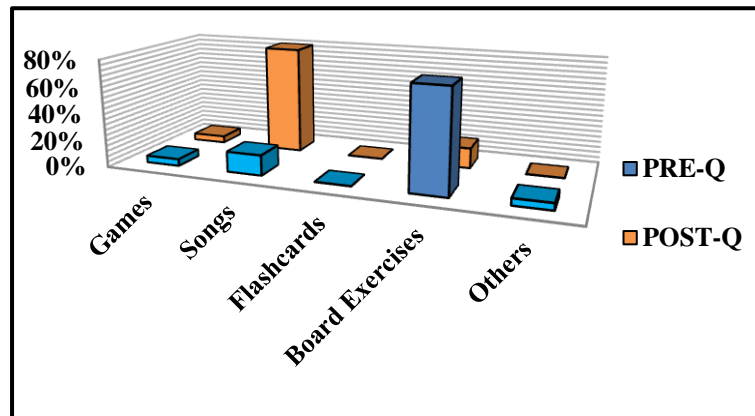Which resources are used in the English classes to learn vocabulary?

Table 6

Resources used in the English classes to learn vocabulary

	Pre-Q		Post- Q	
Resources	f	%	f	%
Games	1	5	1	5
Songs	3	15	16	80
Flashcards	0	0	0	0
Board Exercises	15	75	3	15
Others	1	5	0	0

Source: Seventh "A" year students of "Pompilio Reinoso Jaramillo" Educational Center.
Researcher: Andrea Stefanía Elizalde Rojas.

Figure 6

Resources used in the English classes to learn vocabulary

With respect to the data collected from the students in the pre questionnaire, a relevant majority (75%) affirmed the main resource used in the English classes were the board exercises; followed by a small group of students (15%) that affirmed that songs also were used; and few students (5%), revealed that games were used for teaching vocabulary. On the other hand, in the outcomes obtained in the post questionnaire, an overall majority of students (80%) established that songs were the resource most used; preceded by a small number of students (15%), that answered the board exercises were still used but in a lower frequency.

At the time of adopting songs in the classroom during the intervention, the students stimulated their imagination and creativity; furthermore, the relationship between the researcher and students became closer due that songs helped students to clarify doubts fearless, to focus on the material given, and raise their concentration in the learning activities.

Question 4

How often do you work with these activities?

Table 7

**Frequency of working with these activities**

Activities	Pre-Q					
	Always		Sometimes		Never	
	f	%	f	%	f	%
Gap Fill activities	12	60	8	40	0	0
Jumbled line activities	0	0	17	85	3	15
Spot the mistakes	0	0	16	80	4	20
Filling the blanks	4	20	14	70	2	10
Work in the textbook	15	75	5	25	0	0

Activities	Post-Q					
	Always		Sometimes		Never	
	f	%	f	%	f	%
Gap Fill activities	9	45	11	55	0	0
Jumbled line activities	5	25	15	75	0	0
Spot the mistakes	5	25	13	65	2	10
Filling the blanks	12	60	8	40	0	0
Work in the textbook	0	0	7	35	13	65

Source: Seventh "A" year students of "Pompilio Reinoso Jaramillo" Educational Center.
Researcher: Andrea Stefanía Elizalde Rojas.

Figure 7

Frequency of working with these activities
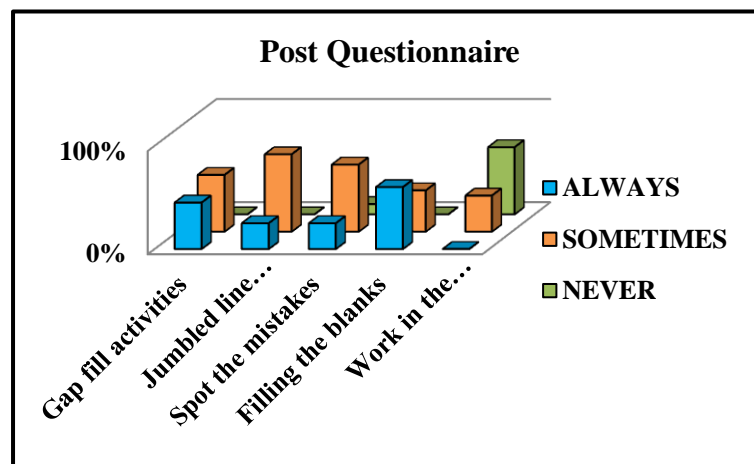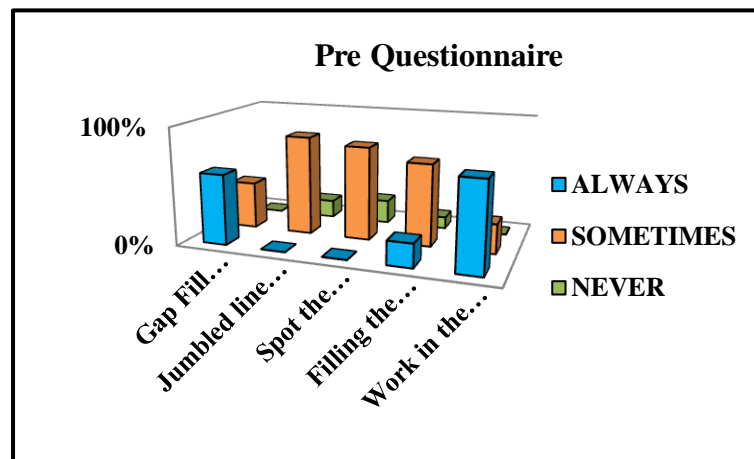
The information obtained by the students in the pre questionnaire indicated that the most used activity was gap fill, it was stated by more than half of students (60%); also, the majority of students (75%) affirmed that they always worked in the textbook. It indicated that the classes were monotonous because there were not several activities

which encourage the students' interest in learning vocabulary. However, after the intervention, more than half of students (55%) revealed the activity they used recurrently was gap fill; moreover, a relevant majority of learners (75%) pointed that jumbled line was also used; additionally, a significant sample (65%) chosen spot the mistakes; and more than half of children (60%) revealed that filling the blanks was also used.

It is clearly stated that the variety of these activities replaced the use of the textbook since almost the majority of learners (65%), affirmed that it never was used during the intervention.

Zahro (2010) affirms that good teachers must find the most suitable activities to teach vocabulary since it is a complex task. Their duty is to prevent students being confused and to facilitate the vocabulary learning, for that reason they need to include activities in which students have the opportunity to master it as much as they need, and thus achieved their learning goals.

Question 5

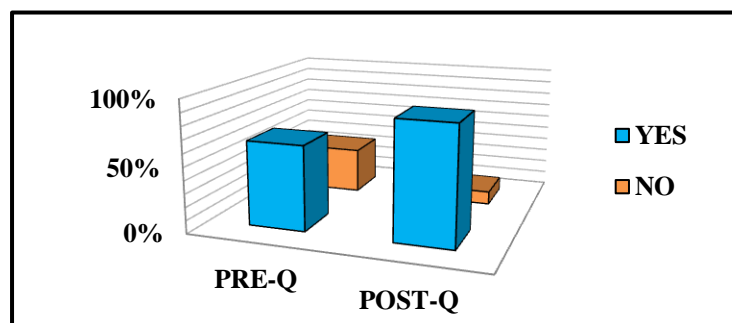Do you like to work with songs to learn vocabulary?

Table 8

Working with songs to learn vocabulary

Variable	Pre-Q		Post- Q	
	f	%	f	%
Yes	12	60	18	90
No	8	40	2	10

Source: Seventh "A" year students of "Pompilio Reinoso Jaramillo" Educational Center.
Researcher: Andrea Stefanía Elizalde Rojas.

Figure 8

Working with songs to learn vocabulary

The data derived from the pre questionnaire confirmed that more than half of students (60%) liked to work with songs before the intervention; followed by almost half of students (40%), that answered they did not like.

However after applying the intervention plan almost all students (90%) increased their interest toward working with songs.

According to Griffee (1992) songs are an excellent tool to work with children when they learn a foreign language because they are fun and can easily energize the unmotivated students. In addition, Murphey (1992) confirmed that one of the benefits of songs is their flexibility, due they can be used for a variety of purposes to motivate students, and also to assess effectively the vocabulary learnt.

Question 6

What kind of music do you prefer to learn vocabulary?

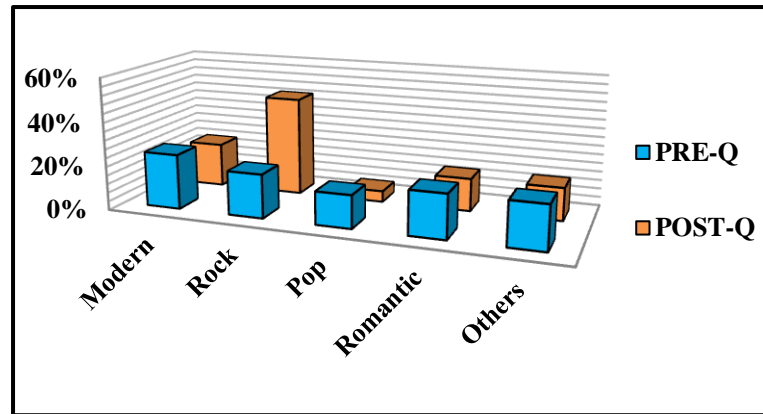**Table 9**

Kind of music preferred to learn vocabulary

Kind of music	Pre-Q		Post- Q	
	f	%	f	%
Modern	5	25	4	20
Rock	4	20	9	45
Pop	3	15	1	5
Romantic	4	20	3	15
Others	4	20	3	15

Source: Seventh "A" year students of "Pompilio Reinoso Jaramillo" Educational Center.
Researcher: Andrea Stefanía Elizalde Rojas.

Figure 9

Kind of music preferred to learn vocabulary

Regarding to this question, the data set in the pre questionnaire, showed that the answers were divided; a quarter of the population (25%), chosen modern music as the genre preferred to learn vocabulary; while rock and romantic music was selected by a smaller sample (20%), respectively. On the other hand the answers obtained from the post questionnaire stated that almost half of students (45%), preferred rock music as favorite genre to learn vocabulary; followed by a smaller sample (20%), that selected modern music. It means that the two songs used throughout the intervention were well received because students liked the genre of them. Therefore the students' success got in this research was due to the kind of music chosen to teach vocabulary.

According to Milek (1993) choosing the most appropriate songs is a complex task due the main difficulty in doing this lies in choosing the most suitable ones from the hundreds available, therefore there are some aspects that teachers need to take into consideration while selecting songs for a classroom setting since, those chosen must depend on the age of students, their level of proficiency, and the most essential they ought to accomplish the purpose of teaching planned.

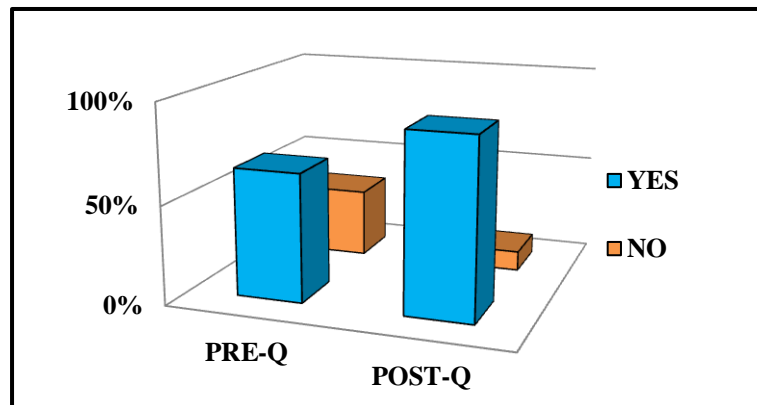Question 7

Are songs helpful to learn vocabulary?

Table 10

Songs helpful to learn vocabulary

Variable	Pre-Q		Post- Q	
	f	%	f	%
Yes	13	65	18	90
No	7	35	2	10

Source: Seventh "A" year students of "Pompilio Reinoso Jaramillo" Educational Center.
Researcher: Andrea Stefanía Elizalde Rojas.

Figure 10

Songs helpful to learn vocabulary

Regarding to the data obtained by this question, in the pre questionnaire the majority of informants (65%) stated that songs are helpful to learn vocabulary; followed by a small part of the population (35%) that answered negatively. These results were highly incremented in the post questionnaire, since almost of the respondents (90%), answered that songs are helpful in learning vocabulary.

Songs are very useful to teach vocabulary because they result effective when students need to memorize it; moreover, songs provide the opportunity for vocabulary practice. Moreover, in the point of view of Murphey (1992) these are invaluable tools to develop not only vocabulary but also listening and speaking skills.

g. DISCUSSION

The use of songs to increase the learning of the English vocabulary was the strategy proposed in this action research work which had a significant impact on student's vocabulary proficiency. This impact is showed in the findings obtained by the post questionnaire and the researcher's diary which reveal the positive impact that this strategy caused on students about songs. It is also demonstrated in the findings presented by the pre and post-tests which indicated the noticeable change that students got in the vocabulary proficiency after the intervention.

The results of this action research work carried out with seventh-A year students of basic education, showed that songs increased effectively students' vocabulary. This change could be appreciated in the increment of the students' scores from the pre-test mean (4, 9), and the post-test mean (9, 3). Therefore, on the basis of the findings obtained, the researcher could state that teaching vocabulary through songs helps meaningfully in the vocabulary learning development, since they are very useful tools, in which students gained a lot of satisfaction and confidence in every class. It is supported by Tarwiyah (2008) who affirmed that using songs in foreign language classes are excellent to motivate students, and to create more relaxing English classes. Moreover, according to this author when songs are used in learning vocabulary, lessons are more

easily to be understood by students, for that reason, teachers must consider adopt them both inside and outside the classroom. Consequently, by using songs during the intervention caused that at the end of it the students were able to develop the post-test without difficulty, and demonstrated their ability to recognize the vocabulary words in different ways and understand them in context.

The efficiency of the use of songs to teach vocabulary is also shown in the perception of the students between the pre and post questionnaire. In the pre-questionnaire the findings revealed that the majority of the population (75%) did not like the English classes because they perceived them as boring due they were not enough interested in learning the language. It is demonstrated on the tables four and five. It is evidently that the teacher did not motivate students since he only used board exercises and the textbook to introduce new vocabulary; it is appreciated on table six. However, in the data gathered by the post questionnaire the students' perception toward working with songs changed completely since almost the entire population (90%), affirmed they liked to work with them, it is established on table eight . As a result, students were willing to work with songs without problem and also they looked encouraged in each lesson.

Additionally, the researcher used a field diary as a useful instrument to notice the perception and progress of the students during all the process.

At the beginning of the intervention, the students were a little nervous due they did not understand the songs' lyrics; however during the second intervention they became very enthusiastic to work with songs, sing, and try to understand them. It is important to mention that the researcher also developed in students the cooperative learning because some activities needed to be work in group, through them learners shared their knowledge and learnt to identify and use the vocabulary in context. Furthermore, during all the interventions, the students were excited to work due they liked the songs chosen and the pleasant environment that these created in the classroom.

This study was enhanced by an excellent group of students whom were disposed to collaborate from the beginning to the end of the intervention. Griffee (1992) affirmed that working with songs in the classroom is useful to relax children when they are restless and perfect to stimulate the students' imagination and creativity, as a result, the researcher could notice that students took the English classes more enthusiastic since the first intervention. It facilitated the development of the research. On the other hand, it resulted very satisfactory count with the support of the school's staff and the students, other strengthens were that the songs chosen really the students known and liked them, consequently the intervention was easier, furthermore the number of the students were excellent to work and assess them individually each lesson. However, the

only weakness that the researcher noticed during this process was the near classes that were too noisy which sometimes interfered with the students' concentration.

Using songs to teach vocabulary had a positive impact on the students' vocabulary proficiency. At the beginning the students only could identify the form of the verbs, they did not understand them in context, it was revealed by a very low score (0, 7over 2). Nevertheless, after applying the intervention plan the students overcame their limitations in understanding in context and fortunately there was a noticeable increment of the students' sore (1, 7 over 2). Undeniably with the application of the intervention plan, the researcher achieved her main goal since students incremented their vocabulary, likewise children were able to recognize the form of the verbs, recognize them in context, and thus use it appropriately.

It would be fair to conclude that this kind of research work gave the researcher a great opportunity to sharpen the teaching skills, at the same time it permitted her to gain a valuable experience as a teacher. In addition a solution was proposed to solve the problem that students were facing in which they looked at the English language as the worst of the subjects due the lack of appropriate strategies that engage the learning of it. The most satisfactory for the researcher was that adopting songs as a strategy to increase the learning of the English vocabulary was well

received, and changed the students' perception about the English language subject. Furthermore, it helped the researcher to be more aware about the importance that the use of different strategies plays in the teaching-learning process. In brief, the researcher conclude saying that action research is a big opportunity to go inside the problem and look for the most reasonable solutions and of this way learn by the experience in order to become a more effective teacher.

h. CONCLUSIONS

Once finished the corresponding analysis of the information obtained by the instruments applied to the population of this action-research work, the researcher can make the following conclusions:

- ✓ The issues that limited the vocabulary learning of seventh-A year students of basic education were the lack of exposure that students had to learn vocabulary with a strategy that enable the learning of it and the lack of interest to attend the English classes due that vocabulary was taught without appropriate strategies that enable them to participate in the learning vocabulary process. As a result, the data given by the preliminary test revealed that students had several difficulties in understanding and using the vocabulary in context. Meanwhile, with respect to the findings received in the pre questionnaire the overall majority stated that vocabulary was introduced using only the textbook and board exercises, for that reason they perceived it as boring.

- ✓ A designed intervention plan of eight lessons was addressed to face the issues the students had in the learning of English vocabulary. The lessons were planned based on the students' cognitive process to build up their knowledge. Each lesson was prepared considering this

approach, helped with the use of songs as a strategy to increase students' vocabulary. Furthermore, all the intervention lessons were prepared with the purpose to familiarize and reinforced the new vocabulary easily with activities that allow students to identify, to understand in context and also master the new words.

✓ Two kinds of songs were applied to increase the student's vocabulary in the intervention with seventh-A year students. The first song that the researcher used was a rock ballad song called "We are the champions" by Queen which was appropriated to familiarize and master the new words focus on past participle verbs. Then, the second song chosen was a Ballad named "Have you ever" by Westlife. It was used in three lessons in the same way as the first song; the first time to familiarize children with the vocabulary, another to reinforce, and lastly to practice the pronunciation. It is worth emphasizing that both songs were well received for the students and as a consequence they enjoyed, and looked relaxed while they were listened and singing them.

✓ Using 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 each one of the tasks. The change of the scores from the pre-test (4, 9), post-tests (9, 3), and the information received

by the post questionnaire are the most relevant evidence that demonstrates the positive impact that the songs had in the increment of students' vocabulary.

- ✓ As a final point, the present action research work dealt with the influence that songs might have on the increment of the English vocabulary. The findings gotten by this action research supported the researcher's belief that the use of songs is effective to teach vocabulary and to increment the children's achievement. In addition, the researcher noticed that employing songs in the classroom is very helpful to increase the children's motivation due to the fact that songs work as a useful tool to foster the learning of it, so students can feel more enthusiastic, comfortable and cooperative.

i. RECOMMENDATIONS

After draw the conclusions stated above, the researcher is able to make the following suggestions:

✓ Teachers should use songs to teach vocabulary more frequently in their classes since it was demonstrated that they are a great tool to increase the students' vocabulary achievement. Thus, teachers would facilitate to students learning vocabulary through an enjoyable technique in order to help them to overcome the difficulties they face, at the same time, children would have the opportunity to participate in classes. Teachers also ought to include songs in the classroom activities, because this way they raise student's motivation, prevent children's boredom and create a pleasant classroom environment.

✓ Teachers should incorporate songs in their lesson plans to introduce new vocabulary since songs help learners to retain words easily. In addition, teachers should find out activities that maintain students focus in the content with the purpose to help learners to familiarize more quickly with new words, in consequence, students can be able to master and remember new words without difficulty and simultaneously they can use them in context.

- ✓ Teachers should apply songs in their classes but being careful of choosing the most suitable songs according to the age of students and their level of proficiency. Teachers need to find out what the musical preferences of students are, and choose songs that children are interested in and familiar with, but without forget about the purpose of teaching. In addition, teachers should limit the number of words that students need to learn in order to avoid they become confused. Also teachers might work some activities in groups and give a limit amount of time in order to foster a friendly competition among learners, and of this way they can enjoy more the English classes.

- ✓ English teachers should help students to reduce the learners' limitations by reviewing the new vocabulary learnt through some activities such as: drawing a picture for each new word learnt, playing bingo with the words, asking them synonyms and antonyms, and matching the word with its meaning. With the use of these activities, teachers foster the students' participation; indeed they are more involved in each class. In addition through them children improve their proficiency and overcome their difficulties meaningfully because if they are able to remind all the new vocabulary learnt, they can use it appropriately.

✓ English teachers should be aware about the importance that different strategies play in the learning process. Songs are a good mean for teaching vocabulary. Therefore, teachers ought to use songs to increase the students' vocabulary not only to raise their academic performance, but also to help students to be highly interested in learning new words through funny songs in order they have a memorable learning experience about the English classes. As a result students are focused in the classes, and also they are aware about the importance of learning a foreign language.

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j. BIBLIOGRAPHY

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

THE USE OF SONGS TO INCREASE THE LEARNING OF THE ENGLISH VOCABULARY AMONG SEVENTH YEAR STUDENTS, IN PARALLEL "A" AT "POMPILIO REINOSO JARAMILLO" EDUCATIONAL CENTER, DURING THE SCHOOL YEAR 2013-2014

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

AUTHOR:

Andrea Stefanía Elizalde Rojas

LOJA-ECUADOR

2014

a. THEME

THE USE OF SONGS TO INCREASE THE LEARNING OF THE ENGLISH VOCABULARY AMONG SEVENTH YEAR STUDENTS, IN PARALLEL "A" AT "POMPILIO REINOSO JARAMILLO" EDUCATIONAL CENTER, DURING THE SCHOOL YEAR 2013-2014

b. PROBLEM

1. BACKGROUND

The following research will take place at "Pompilio Reinoso Jaramillo" Educational Center. The institution is a small school located at Sauces Norte neighborhood, at Valle parish, which belongs to city of Loja. This institution has offered its educational services for 21 years to the Loja childhood, and it was created on October 10th in 1992.

This educational center works in its own building into a comfortable environment. It has 194 students and its staff is formed by a principal, 2 administrative members and 15 teachers. The English teacher is a certified one and he is also in charge of the computer classes.

This institution is open to receive lower-class children from first to seventh grade of Basic Education. The institution mission is to develop an integral education with the practice of active and participative methodologies with the best use of human, technical, economic and didactic resources that the environment offers.

The vision of the institution is to strengthen its procedures by providing quality and warmth education toward the excellence based on principles

and practice of values that facilitate the consultation and decision-making within a framework of equality and mutual respect that will allow the formation of students with theoretical and practical preparation.

2. CURRENT SITUATION OF THE RESEARCH PROBLEM

The research work focuses on the use of songs to increase the learning of the English vocabulary; it will be carried out at seventh grade of Basic Education in parallel "A". It is a group of 21 students, boys and girls; they are 11 to 12 years old. They receive English classes twice a week, each period lasts 45 minutes.

The researcher has identified that there are several difficulties in the teaching of English vocabulary due to the strategies used by the teacher that are not the appropriate to get the students feel motivated to learn a foreign language, and it is a very important part that English teachers must take into account in the teaching-learning process.

During the observation the researcher noticed that in the English classes there is no warm up activities; the teacher most of the time explains the vocabulary using the board and requests the students to copy the written words. The students get bored doing this since there is no didactic material that facilitates them to understand the meaning.

When the grammar structures are taught there is not interaction between students and teacher; he dictates rules and the practice is done on the textbook. The students are limited just to do the tasks of the book and it makes students lose the interest of the language. All of these aspects cause the student's struggle in the comprehension of the language because neither vocabulary nor grammar is understood by them.

For these reasons the researcher considers that students need more active and effective ways to get motivated in the learning of the English Vocabulary. Looking at these issues the use of songs that might be an excellent strategy that will help students to learn and enjoy the English vocabulary.

3. RESEARCH PROBLEM

How does the use of songs increase the learning of the English vocabulary among seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014?

4. DELIMITATION OF THE RESEARCH

a) TEMPORAL

This research will be carried out at "Pompilio Reinoso Jaramillo" Educational Center in the city of Loja, school year 2013-2014.

b) SPATIAL

"Pompilio Reinoso Jaramilllo" Educational Center is located at Sauces Norte neighborhood, at Valle parish, which belongs to Loja canton.

c) OBSERVATION UNITS

- The researcher: Andrea Elizalde
- Students of seventh year of Basic Education, parallel "A".

d) SUB PROBLEMS

- What kind of theoretical references about English Vocabulary and songs are effective to help seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014?

- What are the issues that limit the vocabulary learning of the seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014?

- What are the important phases of the intervention plan that address the current issues of the vocabulary learning with songs of seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014?

- Which songs are implemented to increase the vocabulary learning of seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014?

- How do songs as part of the classroom activities solve the limitation of the vocabulary learning of seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014?

c. JUSTIFICATION

The researcher has chosen to make an action research work about the use of songs to increase the learning of English vocabulary with the students of seventh year in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center. She considers that vocabulary learning is essential to improve the language. It is justified because it might encourage students to learn English vocabulary through the use of songs; it will give the researcher the chance to practice in depth and learn from the experiences; and, it is a requirement to get her Bachelor's Degree in Sciences of Education, English Language Specialization.

It is important to carry out this research work because it might encourage students to learn English vocabulary through the use of songs. Songs play a significant role in motivating students to learn English. They can support the development of learners' abilities in reading, writing, listening and speaking, as well as provide opportunities for learning pronunciation, rhythm, grammar and vocabulary (Lo, 1998). In addition, songs often offer a change from routine classroom activities and also they help teachers to make the class amusing creating a pleasant environment in the classroom due to the fact that students associate music with entertainment rather than work. It has an advantage because children love music, so the researcher considers the idea of using them in the classroom to facilitate the assimilation of new vocabulary will work successfully.

According to the educational point of view, it is so important to develop the present project because it will give the researcher the chance to practice in depth and learn from the experiences and this research project could be an important and useful contribution to encourage the teacher toward awareness that songs are a good tool to use in the English class because children will become more interested in learning the vocabulary in a more fun and pleasant way.

This study is worth because it is going to help the researcher to obtain her Bachelor's Degree in Sciences of Education, English Language Specialization. It also will give the researcher the accreditation of the Social Research Design course. It is possible to develop this research work because the researcher has the knowledge learnt along her studies at Universidad Nacional de Loja in the English language Career.

In conclusion, the present action research work is justified because it will give the researcher the opportunity to gain the experience in teaching; it will benefit the students to learn vocabulary in a different way, and it will enable the researcher to get the accreditation.

d. OBJECTIVES

GENERAL

- To increase the English vocabulary through the use of songs among seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014.

SPECIFICS

- To investigate the theoretical references about vocabulary learning in the English language and songs as a strategy to help seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014.

- To diagnose the issues that limit the vocabulary learning with seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014.

- To design an intervention plan with the use of songs to increase the vocabulary learning of seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014.

- To apply the intervention plan as part of the classroom activities in order to solve the limitations in the learning of the vocabulary of

seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014.

- To reflect upon the effect that songs had on seventh year students' vocabulary, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014.

e. THEORETICAL FRAMEWORK

1. VOCABULARY

Studying a language cannot be separated from studying vocabulary because it is an essential component of any language.

Thornbury (2002) confirms that without vocabulary nothing can be conveyed. Only with sufficient vocabulary students can express their ideas effectively, can understand the language task and foreign language conversation. Definitely with the limited vocabulary the students will have several difficulties in learning and understanding the foreign language.

Finocchiaro (1974) explains that the students' vocabulary can be divided into two kinds: active vocabulary and passive vocabulary.

Active vocabulary refers to the words in which the students can understand and pronounce correctly, they can use them in speaking or in writing used by person to scramble 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.

According to Celce Marianne and Olshtain Murcia (2000) "There are two kinds of vocabulary: they are function words and content words".

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).

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:

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

1.1. DEFINITION OF VOCABULARY

In order to know what vocabulary is, is very essential to present some definiitons as follows:

Hornby (1948) stated that vocabulary is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering the four language skills. He also affirmed that vocabulary is a total number of words which (with roles for combining them) make up a language. This definition expresses not only the number of words a person knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meanings of words and their uses in context.

Hornby A (2005) in his Advanced Learner's Dictionary applied a meaning of vocabulary as follows:

- All the words that a person knows or uses.
- All the words in a particular language.
- The words that people use when they are talking about a particular subject.
- A list of words with their meanings especially in a book or learning a foreign language.

Jack Richards, John Platt and Heidi Weber (1985) stated that "Vocabulary is a set of lexemes, including single words, compounds words and idioms.

Algeo and Pyles (1970) similarly gave their idea about vocabulary. They affirmed that vocabulary is the focus of language. According to them, it is in words that sounds and meanings interlock to allow us to communicate with one another, and it is words that we arrange together to make sentences, conversation and discourse of all kinds.

These definitions only confirm that vocabulary is a very essential part of language to help learners to communicate successfully, David Wilkins, 1972) emphasized this with his saying: "without grammar, very little can be conveyed, without vocabulary nothing conveyed".

1.2.   VOCABULARY AND ITS IMPORTANCE

Campillo (1995) states that vocabulary is obviously a very important element within a language since the overwhelming majority of meaning is carried lexically; and, therefore, something to be taken into consideration in second and foreign language teaching although not the only one that conveys meaning, and that there are certainly other elements such as grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations or silences, not to mention the use of non-vocal phenomena such as kinesics and proxemics features.

The author also affirms that learning a language cannot be reduced of course to only learning vocabulary, because as McCarthy (1990) says "no

matter how well the students learn grammar, no matter how successfully the sounds of second language are mastered, without words to express a wide range of meanings, communication in a second language just cannot happen in any meaningful way. It is an idea defended by many applied linguistics, such as Allen (1983), Wallace (1988), Taylor (1990), (Willis, 1990), etc.

Vocabulary is much more than grammar, it is the key to children understand what they hear and read in school; and to communicate successfully with other people. For these reasons it is very important for them to quickly build up a large store of words. As a result some research studies have shown the strong links between having an extensive vocabulary and achieving school success (Shoebottom, 1996-2014).

Vocabulary also is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (Harmer, 1991), therefore, teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques.

1.3. TEACHING VOCABULARY

Teaching Vocabulary is a complex task because it includes understanding the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the learning objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable methods to teach vocabulary. Teachers have to teach not only the meaning of the words but also have to use appropriate methods for each aspect of language (Zahro, 2010).

Vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to (Jack C, 2001). Learning a language must be given special attention in order to get the goal of language learning.

Zahro (2010) holds that to support the developing of the four language skills, English language component, vocabulary, grammar and pronunciation or spelling are also taught. Besides that in constructing a sentence, second language learners do not need just grammar and pronunciation correctly but also the appropriateness of choosing vocabulary language.

He also affirms that teaching vocabulary is very significant for the students because in the increasing of vocabulary extension. More vocabularies the learners have, more chances they master the language. In fact, teaching

activities will be more fluently if the word is in a context form because students will know it clearly. Teaching vocabulary and grammar will be more effective if has relation with children's environment, so they can practice them easily.

1.4. HOW TO TEACH ENGLISH VOCABULARY?

According to David Cross (1991: 11-13) the procedure of teaching vocabulary can be divided into three stages:

- **Presentation:** In this stage, the teachers can use various techniques. However, the teachers have to be careful in selecting the techniques that they used in teaching activity;
- **Practice:** In the second stage, the teacher give exercises to the students in order to practice the subject items being learnt, making completion, matching, words classification, etc. Those are several types of exercise that can be used by the teacher in this stage;
- **Production:** In this stage the students are expected to apply the newly learn vocabulary through the speaking activities or writing activities.

Zahro (2010) remarks that to teach effectively new vocabulary, students must go through four essential stages:

- First, they notice a new word with help;

- Secondly, they recognize the word at first with help,

- Then later on their own;

- And lastly, they are able to both recognize and produce the word.

Frisby (1957) explains the main methodologies for teaching vocabulary in an English language classroom. These are the following:

LISTENING CAREFULLY

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions.

PRONOUNCING THE WORD

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

METHODS OF GRASPING THE MEANING

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or

may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

1.5. KEY STRATEGIES IN TEACHING VOCABULARY

According to Frisby (1957) these are some of the key strategies to explain the information and meaning of a new word to a class:

DEFINIITONS

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

SELF-DEFINING CONTEXT

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

ANTONYMS

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

SYNONYMS

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

DRAMATIZATION

This method can be practiced with easiness. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

PICTURES AND DRAWINGS

Pictures of many types and colors can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as

there is no need to be very artistic. Furthermore drawings can be used to explain the meaning of things, actions, qualities, and relations.

REALIA

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be unnecessary.

SERIES, SCALES, SYSTEMS

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers that form part of well-known series can be made clear by placing them in their natural order in the series.

PARTS OF WORDS

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

ILUSTRATIVE SENTENCES

It is better to give appropriate examples that clarify the range and variation of usage. If teachers use something as an illustrative example, or for illustrative purposes, they use it to show that what they are saying is true or to make the meaning clearer.   Therefore, illustrative sentences are a great way of improving vocabulary, and grammar. It is beneficial for students don't just look at pictures, but also think and discuss about them.

PRACTICE FROM MEANING TO EXPRESSION

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, realia, context, dramatization, series and systems can also be used.

READING THE WORD

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners.

WRITING THE WORD

It will enable the class to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective etc.

SHIFT OF ATTENTION

Under this practice, the teacher provides a context by description or through reading which elicits the use of the word. The learners should be asked to pay attention to and develop an attitude or a point of view which he defends or attacks.

1.6. TECHNIQUES TO TEACH ENGLISH VOCABULARY

According to Zahro (2010), the teaching techniques are important in teaching learning process not only determined by teacher and students' competence but also with in appropriate technique. Students 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, teachers should keep looking for a way to make learning vocabulary easier and

more pleasant. The teaching techniques are very helpful for teachers. It is their task to use appropriate technique of vocabulary teaching.

The same author identifies many ideas and techniques to teach English vocabulary and of this way make lessons more interesting and effective. Those are the following:

- **REPEAT AND RE-PHRASE:**

The repeat and re-phrase technique is effective in classrooms because a student may know various vocabulary words and now know the ones that the teacher is using. By using this technique the teacher exposes the student to new vocabulary that can be associated with the old to acquire a meaning. The student benefits by both the repetition, as the source of learning new vocabulary, and the use of old vocabulary to form a re-phrased question in order to acquire a new and better understanding of the English language. This technique can be used during oral instruction given to the class or an individual student. It can also be applied during question and answer time in class, and is optimal for such a use as it provides students with an opportunity to better understand the question and answer it without help. This promotes a higher level learning, understanding, and self-confidence in students.

The repeat and re-phrase strategy is used in the classroom to promote, achieve, or ensure understanding of a given topic standard, or question. For example: if a student does not understand the question "what is the meaning of an adjective?" Then, the teacher can respond by either repeating, and/or if understanding is still not reached, re-phrasing the question to promote the student's application of knowledge. The question could be re-phrased as: "What does an adjective do?" This also helps with future questions as the student will better understand the meaning of the posed question.

Additionally, the repeat and re-phrase can be used to question for understanding by re-phrasing a sentence to check if the student properly understood the meaning of a particular word or concept. For example: "The girl avoided the water" is used to teach the vocabulary term "avoid. Questioning for understanding could be phrased as: "If she avoided the water, then she is not wet." The teacher can ask whether this is correct or not and the students can better understand what the term means and its uses.

- **VISUAL AIDS, MAPS, PICTURES, MULTIMEDIA:**

Visual aids, maps, pictures, and multimedia are effective; they can provide students with a better grasp of the concept than any other word. "This is

the object that matches the word." No matter what level the student is, they can understand the relationship between the two and easily grasp the new word or concept. In addition, these sorts of techniques spice up the classroom and keep things interesting. It is easy for a language class to become dull with repetition and writing. But, by implementing the use of various visual and audio aides the class can remain focused, but also entertained.

These strategic examples can be used as an introduction to vocabulary terms, concepts, teaching places (names/locations), and teaching specific behaviors (cultural). Additionally, teaching parts of speech can be done using these media as visual aids for actions, colors, etc. Multimedia can also be used to show language in practical use, dialogue, or visual or audio to materials read. Audio samples can also be used in teaching sounds of letters or words.

The learning outcome of this is that students will gain a better understanding of materials presented, and it can provide a second way of learning (visually). Students also have examples of the materials presented and a visual to put to the word.

- **COOPERATIVE GROUPS, PEER COACHING:**

This technique optimizes personalized student learning time as each student can get personalized attention even if it is not given by the

teacher. This is also helpful when the teacher is not supposed to be the focus of activities and instead can move from table to table and help as needed. It creates a community setting and gets students into helping each other and learning from each other. Cooperative groups work because there are many ways to break students into groups that allow them personally catered lessons on their level.

Placing students in cooperative groups or using peer coaching is especially helpful in an ELL classroom where students are or can be at mixed levels of learning English. When this is the case it is best to place them in groups that are chosen by the teacher in a manner that places higher level students with lower level ones. In this way the higher level student is learning, practicing, and perfecting techniques through teaching; and the lower level student is acquiring new knowledge and receiving help from a peer. This can also be used to place higher level students together to work on an assignment while the lower level students stay with the teacher to learn new information. In this way the teacher is able is optimize learning by provide new information to both levels without actually having to make one or the other sit through information that is either below or above their learning level.

The learning outcome of this strategy is that students are able to take in more information at one time while developing relationships and

community amongst themselves. Additionally, by using this technique students will learn from each other. Many times, youths are more prone to hear out their peers over adults. Naturally, this caters to those thoughts and allows students to take in the needed knowledge, but in a way that is more entertaining. Working in groups also provides the teacher with many new lesson options to keep the classroom engaging and motivating.

1.7. PRINCIPLES OF TEACHING VOCABULARY

According to Purwoningsih (2007) and Ratnawati (2006) there are six principles on which teaching learning vocabulary is to be based, there are:

- **Aims**

The aims have to be clear for the teacher. How many things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of words? The aims of vocabulary items, for both teaching it using songs lyrics technique should be based on the curriculum given.

- **Quantity**

The teacher may have to decide the number of vocabulary items to be learnt. How many new words in a lesson can de learnt by learners? If they

are too many words, the learner may become confused. It means that the teacher should limit the number of words that will be taught to the students. Therefore in teaching vocabulary using song lyrics not all words should be learnt by students. He should limit the words to be learnt by underlying words or make a certain mark on the words ocurred on song lyrics.

- **Need**

In some cases, one hopes that the choice of vocabulary will relate to the aims of a course and the objective of an individual lesson, it is also possible for the teacher to take responsability of choosing the vocabulary to be taught for her or his students. In other words, the students put in a situation where they have to communicate and get the words that they need.

- **Frequent exposure and repetition:**

When teaching vocabulary the words can not be teach once, it is not enough; it is necessary to repeat the words many times until students have internalized the concept. Purwoningsih (2007) reports Wallace (1982) when he points out that: "The teacher should give so much practice and repetition until his students master the target words well. He also should give opportunity to the students to use the words in writing or speaking".

- **Meaningful Presentation**

The students should have a clear understanding about the meaning of the words; consequently the teacher must be as comprehensible as possible. "The teacher should present the target words in such a way that their meanings are perfectly clear and unambiguous, so the new word should be presented in context not in isolation". Wallace 1982 reported by Purwoningsih (2007).

The words should be appropriately chosen and taught by the teacher according to the situations, also it is important that the students recognize the appropriate word that should be used in a situation (formal or informal) or with the interlocutor. Ratnawati (2006) reports Wallace (1982) when he states that: "The choice of words can be various according to the situation in which we are speaking and according to how well we know the person whom we are talking to. Therefore, students should learn words in situations that are appropriate to them".

2. WHAT ARE SONGS?

Songs are an interesting media that offers the great imagination. The language song is usually easy to be understood. It gives motivation and makes the relation between 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. Tarwiyah S (2008) stated that songs in foreign language classes may be used to motivate students in order to create a more relaxing foreign language classes.

2.1. DEFINITION OF A SONG

Before talking about the effectiveness of the songs in the teaching learning process, it is important to give some definitions as follows:

- ✓ A song is short of music with words that be sung. It is a short musical work set a poetic text with equal importance given to music and to the words (Dictionary, 2000). It is usually performed with instrument accompaniment and may be written for one or several voices.
- ✓ Eastwood (2000) describes songs as an interesting media that offers the high imagination.
- ✓ Jamalus (1988) states that songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices.
- ✓ Hornby A.S (1995) defines song as a short poem or a number of verses set into music and intended to be sung.

From the definitions described above, the researcher can say that songs are an interesting media that allow students to develop their imagination,

at the same time they facilitate the learning of vocabulary, this way songs permit children develop their productive and receptive skills.

2.2. WHY USE SONGS TO TEACH ENGLISH VOCABULARY

Songs play an important role in the development of learning a second language because most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language. The use of Songs is very helpful and work very well to introduce new vocabulary because children love them and learn the words by singing. They are useful to help children to develop listening skills and learn the pronunciation of the words.

Griffee (1992) affirmed that songs are useful to relax children when they are restless. Moreover teachers can use the same song as a warm up in different classes to create a routine and to assess vocabulary. Using songs to teach vocabulary attracts students' attention immediately. Their natural admiration for their favorite artists should motivate them to try to understand the lyrics of their songs and according to Harmer (1991); motivation "is the biggest single factor affecting student's success".

There are some characteristics of learners that affect the language learning and as Ytreberg (1990) states:

- First, children's attention or concentration is considerably shorter that adult.

- To have children's attention, teacher needs to provide enjoyable activities, and therefore one of enjoyable activities for children is singing together.

Language teachers can and should consider the use songs as part of their classroom teaching repertoire since songs can provide valuable speaking, listening and language practice in and out of the classroom. Some key reasons shows why songs can work extremely well in the foreign language classroom, they are the following:

- They are authentic materials.

- Teacher can also teach culture and history.

- Songs contain repetitions and repetitions enhance learning.

- They are a good way to teach vocabulary and pronunciation.

- They are fun and they can easily energize the unmotivated students.

- A variety of new vocabulary can be introduced to students through songs.

- Songs are usually very easily obtainable.

- Songs can be selected to suit the needs and interests of the students.

- Grammar and cultural aspects can be introduced through songs.

- Time length is easily controlled.

- Students can experience a wide range of accents.

- Song lyrics can be used in relating to situations of the world around us.

- They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom.

These are only some of the many reasons songs that are useful in the vocabulary learning classroom. EFL (English as a foreign language), ESL (English as a Second language) and foreign language teachers should all consider using songs as a regular part of their classroom activities (Lynch, 2013).

2.3. USING SONGS AS A TEACHING AID IN A CLASSROOM SETTING

According to Miłek (1993), music existed as long as the world itself. Few sounds put together make a melody- a melody which along with some words can create a beautiful whole called a song. The author also affirms that the words wreathed in music have usually more power of expression than the words alone. That is why they are more likely to be listened and remembered since songs are a powerful tool of expression they can be used successfully for teaching English.

The same author holds that songs are invaluable aids in developing students' abilities in listening, speaking, reading and writing. They can be

used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, adjectives and adverbs.

Milek also remarks that learning English through songs can be a change from routine classroom activities. It also provides a nonthreatening atmosphere for students, who usually are tense when they are required to speak English in a formal classroom setting. What is most important is the fact that students enjoy learning English through songs. Using regalia in a classroom in a form of songs seems to be a good factor raising students' motivation. As they learn the lyrics of the song they have been listening for years, they are often surprised to discover their meaning.

2.4.   WHAT KIND OF SONGS TO CHOOSE?

Milek (1993) explained that there are many kinds of songs but not all of them suit the teaching purpose. First of all a teacher should choose a song relevant to the age of students and their level of proficiency. There is no point in presenting a song with too difficult or too easy vocabulary or structures. Students may feel either bad, if the words are too difficult, or bored if they are too simple. Also songs treating some difficult subjects like love, politics, religion, beliefs etc. should not be given to the students to whom these kinds of subjects are too mature. The topics of the songs should be carefully chosen for a specific age group.

The author also affirmed that chosen songs should be interesting. It should motivate students. Boring songs do not suit the purpose. They can even discourage. The best way to find an interesting song is to find what the musical preferences of our students are and chose the song for example of their favorite band. But at the same time a teacher should not forget about the purpose of teaching a particular song.

2.5.   CRITERIA FOR CHOOSING SONGS.

Using songs in a classroom is a very good mean of teaching English but the main difficulty in doing this lies in choosing the most suitable songs from the hundreds of those available.

According to Milek (1993) there are some things needed to be taken into consideration while choosing a song for a classroom setting.

The suitability of a song depends on the age of the students, their level of proficiency and also how a chosen song fulfills the purpose of teaching. A teacher should consider what the goal of using a particular song is whether a chosen song is to help to carry the discussion on a particular topic, put the emphasis on the new vocabulary, focus on the grammatical issues or simply develop listening skills.

The ideal song for teaching is the one written primarily for the lyrics to be listened to, as opposed to songs featuring a lot of drum and loud guitars, intended primarily to be danced to (Sanderson, 1998).

Milek (1993) also pointed out that the lyrics of the song should be easily discernible. Each word must be clearly pronounced otherwise students, unable to catch the meaning, would be tensed while listening. Usually an artist is easier to understand than most bands, so it is better to choose the song sung by the soloists. Bands often use a chorus next to the lead singer's voice. Sometimes it happens that mixing many voices may result in creating two or more parallel songs that complement each other. The effect is often rich and interesting, but it may create confusion in students' minds when they try to separate onset of lyrics from the other. The songs must be rich in vocabulary and should carry some kind of a message. Only such songs are good materials for teaching purpose. New words from the songs enrich students' vocabulary and interesting topics may easily evolve the points for discussion.

Not all songs are suitable for classroom setting. Teachers should avoid the ones which are too fast- paced, those, in which the music buries the singer's voice or in which there is no substance to the lyrics. Finally songs that verge on the obscene, those focus mainly on music, or ones including lyrics that are discriminatory (for example songs that mock religious beliefs) should be avoided.

2.6. THE USE OF SONGS AS PEDAGOGICAL TOOLS

There is strong practical evidence supporting the use of music in the English language classroom; there is also a growing body of research conforming that songs are a useful tool in language acquisition. In fact musical and language processing occur in the same area of the brain (Medina, 1993).

The songs in the classroom may have different effects, depending on the strengths and weaknesses of the students in the classroom. Songs offer a change from the routine procedures in the classroom. They are invaluable tools to develop listening skills and pronunciation, therefore potentially helping them to improve their speaking skills also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). One of the benefits of using songs in the 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.

Perhaps the greatest benefit of using songs in the classroom is that they can be fun. In his work Tarwiyah (2008) states that song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes.

Learning English through songs provides a relaxed atmosphere for students, who usually have great tension when speaking English. Songs results very effective when students need to memorize the new vocabulary. Often, when songs are used, learning the vocabulary lessons are more easily to be understood by students. 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.

Purcell J. (1992) states that in listening students can become bored by repeatedly listening to a narration or dialogue 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 (Millington, 2011).

Millington (2011) in his work states that in speaking children are often ready to learn new sounds and this can take a great deal of practice. Songs can allow learners to practice a new sound without producing the same level of boredom. They also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English.

The same author remarks that 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. This repetition offers greater exposure to these words and can help to improve vocabulary. The songs and the lyrics need to be selected carefully to complement the target vocabulary. A difficulty for teachers is finding and selecting songs that are suitable both in terms of vocabulary and topic or theme.

According to Jolly (1975) using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language. Songs reflect culture; she states, "Language and music are interwoven in songs to communicate cultural reality in a very unique way". Even though 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 (Millington, 2011).Probably the most obvious advantage to using songs in the young learner classroom is that they are amusing. Millington (2011) most children enjoy singing and usually respond well to using songs in the classroom, but there are more significant benefits to using songs other than just being fun. First, songs can bring variety to the everyday classroom routine.

2.7. WHAT POSITIVE CONTRIBUTIONS TO LANGUAGE LEARNING CAN SONGS MAKE?

According to Murcia Cortés (2012) there are some of the contributions that language learning can songs make. These are the following:

- Socio-emotional growth
- Physical development
- Cognitive training
- Cultural literacy
- Language learning

2.8. WHAT KIND OF ACTIVITIES CAN TEACHERS DO WITH SONGS?

Using songs in the classroom is a common activity but teacher have to take into account choosing songs that are clear, make sense and do not contain a lot of unknown vocabulary and also decide to pre-teach some key vocabulary.

The following are some of the funny activities that students enjoy when they work with songs (Macmillan English Campus, 2000).

GAP FILLS

- It is a common activity in which some words are removed from a text and replaced with spaces. The learner has to fill each space with the missing word or a suitable word. For example, gap all the verbs or adjectives.

- Students listen and fill in the missing words. They may need to listen two or three times.

JUMBLED LINES

- This activity works especially well with well-known poems, song texts, and sets of instructions that must be carried out in a particular order such as a recipe, making a phone call or your daily routine and also for conversations between two speakers.

- It is a work activity, in which teachers write out the song lyrics, but they jumble whole lines and students have to put them into the correct order while listening to the song. Teachers may wish to cut up the lines, to make the task easier for the students or get them to cut up the sheet before the activity.

SPOT THE MISTAKES

- It is an easier activity in which teacher write out the lyrics of the song, but make about twenty mistakes for example change the tense, write

an opposite or synonym instead of the correct word. Then students listen.

- The first time ask them to underline the words that are different and the second or third time actually write what they hear above the word or phrase that is wrong.

- After each hearing they can check with each other in a mixed ability classroom this ensures no one is left behind and gets demotivated.

- After they have checked that they got the right words, ask them to go through and see if the mistakes were words or phrases that were the same, similar or opposite in meaning: a good focus on vocabulary and/or grammar.

TRANSLATION ACTIVITY

- It is a challenging activity to work in pairs or small groups, students choose a popular song in their mother tongue and translate it into English, ensuring that it is still singable to the same tune! They could also do it the other way round choosing a (pop) song sung in English and translate it into their own language.

2.9.   WHAT STYLES OF MUSIC CAN TEACHERS USE?

Music can set the mood in various settings for that music plays a big role for some people, especially with children at schools. Jazzie Joe (2010)

suggests the following wide range of styles of music. We also call them genres.

- **RHYTHM AND BLUES**

Rhythm and blues is a name for black popular music tradition. The style of this kind music is usually slow and often sad. It started in the southern US. Singers often sing about their difficult lives or their bad luck.

- **CLASSICAL MUSIC**

Classical music is generally a classification covering music composed and performed by professionally trained artists. Classical music is a written tradition. It is composed and written using music notation, and as a rule is performed faithfully to the score. Art music is a term widely used to describe classical music and other serious forms of artistic musical expression, Western or non-Western, especially referring to serious music composed after 1950. In this style of music there is no singing. It is only instrumental. Famous composers of classical music include Mozart, Beethoven, and Bach.

- **REGGAE**

The style of this kind of music comes from Jamaica. It has strong second and fourth beats. Reggae songs often contain non-standard grammar.

- **CHILDREN'S MUSIC**

This style of music is easy to understand. They are songs that have been especially written for children.

- **COUNTRY**

This is a popular style of music that is based on traditional music from the western and southern of United States.

- **EASY LISTENING**

This style of music is not difficult, complicated, or serious. This is a wide style and may include other styles of music.

- **ELECTRONIC MUSIC**

Electronic music started with the invention of the synthesizer. Some subcategories of electronic music include electronic dance music, space, new age, ambient, and the catch-all "electronica," which can sometimes include all of the above electronic sub-genres. This style of music is often made on the computer or with other electronic instruments.

- **ROCK MUSIC**

This style of dance music began in the United States in the 1950s. It has a strong loud beat and simple tunes that are often repeated.

- **HIP-HOP**

In this style of music, songs are often about politics or the society. The hip-hop artists speak the words rather than singing them. It is also called rap music or hip hop music.

- **NEW AGE**

This style of music helps people to relax. It is often used to create a calm and peaceful environment. Some people listen to this style of music when they are meditating or studying.

- **POP**

This style of music consists of popular modern music. These pop songs usually have strong beats and words that are easy to listen to and remember.

- **OPERA**

An opera is a kind of play where the characters sing rather than speak. These operas have orchestras.

- **R&B**

This popular style of music was started by African Americans in the 1940s. It was developed from blues and jazz.

- **WORLD MUSIC**

World Music is the traditional or folk music of a specific culture or country.

2.10. THE ADVANTAGES OF USING SONGS

- Preventing students' boredom in language classroom.
- Creating a pleasant atmosphere. Students are expected to be excited in the learning process.
- Facilitating a positive learning mood and motivate students to learning.
- Helping students to focus on the material discussed and raise their concentration in the learning activities.
- Connecting students to content topics. Students are expected to understand the topic that they studied through song.

- Reducing learning stress levels. When students are bored teacher can stimulate them by playing music to make them active again.

- Reinforcing memory through emotional association because songs are familiar with students' life. So, students are easy to understand the material.

- Stimulating imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.

- Reinforcing grammatical structures. Students are easy to understand the grammatical structure of a song by analyzing the tenses from the lyrics of a song.

- Teaching pronunciation efficiently because it is possible to students to imitate the native speaker pronunciation by listening to an English song.

- Making learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

2.10.1. THE DISADVANTAGES OF USING SONGS

- Music interrupts concentrations when applying to learners who hate a genre of music.

- Music can disturb to other classes, if it is loud.

- Some students don't enjoy singing.

- Sometimes students just want to listen not to learn.

- Students disagree about which song use due that they have different musical preferences.

- Some students do not take music seriously.

- Some students get too excited.

- Lack of technical equipment due to the cost.

f. METHODOLOGY

1. DESIGN OF THE RESEARCH

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

This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of a variety of songs in order to increase the learning of the English vocabulary and see the reflections of her intervention.

2. METHODS, TECHNIQUES AND INTRUMENTS

2.1. METHODS

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

The Scientific method will facilitate the study of the songs applied to increase the vocabulary learning. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

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

The analytic-synthetic method will be used to analyze the obtained results through the questionnaires and tests. It will be used also to make the interpretation of the data, theological analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the observations, and teacher's diary.

This work will use the research spiral cycles proposed by Kemmis (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting, observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005).

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

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. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (McNiff, 2003); (Weeks, 1998).

Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped her reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

2.2. TECHNIQUES AND INSTRUMENTS

Data collection

A research diary will be used to take notes for keeping a record of what happen in each class and two sets of structures questionnaires and tests will be used to collect data in this study. Quantitative data will come from the tests and qualitative data will come from the questionnaires and diary. All the data will be triangulated to confirm validity.

Tests

Two sets of face-to-face tests will be used. A pre-test of four multiple choice questions will be used to collect students' answers about the level of student's vocabulary at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. The same post-test will be used to collect students' progress about the vocabulary learned during the intervention. The tests will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

Questionnaires

Two sets of face-to-face questionnaires will be used. A pre and post questionnaires of seven closed and multiple choices questions will be used to collect students' answers about the learning of vocabulary at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. The questionnaires will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

Research Diary

The researcher will carefully observe students 'performance during lessons. She will use a research diary to notice what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end.

3. PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with tests and questionnaires. Two questionnaires, and tests will be applied; one at the beginning of the study to collect data on students. A variety of activities will be introduced to increase student's vocabulary and of through the use of funny songs. In addition, a field diary will be used as instrument to help the researcher to observe the student's performance, and to write up what happens in each class.

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

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

3.1. Tabulation

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

3.2. Organization

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

3.3. Description

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

4. Population Sample

The students from seventh year of basic education parallel "A" are chosen as sampling to develop the action research work. The participants of the study are 20 students between boys and girls. They are between eleven and twelve years old. The students receive two hours of English per week with a certified teacher; however the majority of them have a very low English proficiency.

5. INTERVENTION AND OBSERVATION

INTERVENTION PLAN: Adopting songs to increase English vocabulary

GENERAL PROJECT OBJECTIVE:					
To increase the learning of the English vocabulary through the use of songs among seventh year students of basic education, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014.					
	Objectives	**Activities**	**Methodology**	**Resources/ Instruments**	**Observation notes**
week one	**Lesson 1** • To give a pre-test about students' knowledge of vocabulary. • To take a pre questionnaire about the activities to learn vocabulary.	• Answering the pre-test and the pre questionnaire	• The researcher gives the test and the questionnaire to students. • The researcher explains the questions one by one. • The researcher clarifies any doubt. • Students answer the test and the questionnaire. • The researcher qualifies the test and questionnaire. She records the results.	• Tests, questionnaires. • Copies • Pencil • Eraser	

| | **Lesson 2** | • Applying the song "We are the champions" by Queen. | • The researcher familiarizes to students with the new vocabulary; writing the words on the board and explains the meaning of them, one by one.

• Researcher gives to students the song lyrics with the vocabulary words underlined.

• Researcher introduces the new vocabulary by using the song. She explains again the meaning of the vocabulary words.

• Students sing the song as many times as they needed.

• Researcher says the words with the correct pronunciation and students repeat.

• Students repeat aloud to practice the pronunciation. | • Computer
• Speakers
• Handouts (song lyrics)
• Board
• Pencil
• Markers | |
| | • To familiarize students with the new vocabulary focus on "Past participle" verbs (been, had, paid, taken, come, done) through a song. | | | | |

week two	**Lesson 3** • To recognize the vocabulary learnt before.	• Introducing a gap fill activity.	• Researcher reinforces the vocabulary learnt using a gap fill activity in which students have to listen to the song and fill the blanks. This is a pair work activity. • Researcher explains to students what the gap fill activity refers to. • Students are asked to work with the song used the last time. • Students listen to the song and fill each space with the missing verbs. • Students listen to the song again and compare the answers. • Students sing the song twice. • Students work in another task in which they have to find the words learnt in a soup of letters.	• Computer • Speakers • Handouts (song lyrics) • Extra sheets of paper (soup of letters) • Pencil • Board

| | | **Lesson 4**

• To reinforce the vocabulary learnt using a Jumbled line activity. | • Working the activity Jumble lines. | • Researcher makes a revision about the words studied before; therefore the students unscramble some of them on the board.

• Students are asked to work in pairs with the song used before.

• Researcher explains what the Jumble lines activity refers to.

• Researcher writes out the song lyrics, but this time jumble whole lines.

• Researcher gives to students the song lyrics.

• Students have to put them into the correct order while listening to the song.

• Researcher checks that the song lyrics are in the correct order.

• Students sing the song. | • Computer
• Speakers
• Handouts (Song lyrics)
• Board
• Markers
• Eraser | |

| Week three | **Lesson 5**
 • To introduce the new vocabulary focus on others verbs in past participle (closed, loved, searched, dreamed, needed, found) | • Introducing the song "Have you ever" by Westlife. | • Researcher familiarizes students with the new vocabulary; she writes the words on the board and explains the meaning of them, one by one.
 • Researcher gives to students the song lyrics with the vocabulary words highlighted.
 • Researcher introduces the new vocabulary by playing the song.
 • Researcher explains again the meaning of the vocabulary words.
 • Students sing the song twice.
 • Researcher says the words with the correct pronunciation and students repeat.
 • Students repeat the words aloud in order to practice the pronunciation. | • Computer
 • Speakers
 • Handouts (Song lyrics)
 • Board
 • Markers | |

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		Lesson 6	• Presenting the activity "Spot the mistakes".	• Researcher makes a revision about the vocabulary studied before.	• Computer
		• To master the vocabulary learnt before.		• Researcher introduces the "Spot the mistakes" activity in which students have to listen to the song and cross out the wrong word.	• Speakers • Copies (Song lyrics) • Board • Markers
				• Researcher explains what the "Spot the mistakes" activity refers to.	
				• Students are asked to work with the song lyrics used before.	
				• Researcher gives a handout with the song lyrics, but it has some words that do not belong to the vocabulary learnt.	
				• Researcher asks to students to listen to the song and cross the words that are different.	
				• Researcher plays the song and students work in the activity. Teacher plays the song and students check their answers.	
				• Researcher checks the task.	
				• Students sing the song another time to practice the pronunciation.	

Week four	**Lesson 7** • To review the vocabulary learnt before.	• Recognizing the verbs through a "Close Activity".	• Researcher makes a revision about the vocabulary studied using a "Close Activity" in which students have to listen and fill in the blanks with the correct word. • Students are asked to work in groups with the song used before. • Researcher explains what the "Close Activity" refers to. • Researcher gives to students a handout with the song lyrics but they have some spaces in blank. • Researcher gives to students a chance to guess what would be the missing words before they actually listen. • Students listen to the song twice to complete the task. • Researcher checks the answers. • Students practice the pronunciation. • Students work in another task in which they have to write their own sentences using all the vocabulary learnt. • Students play BINGO with the words learnt.	• Computer • Speakers • Handouts (Song lyrics) • Board • Markers • Eraser	

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Lesson 8 • To assess whether the intervention had any effect on the students' vocabulary and perception.	• Answering the post-test and the post questionnaire	• The researcher gives the test and the questionnaire to students. • The researcher explains the questions one by one. • Researcher clarifies any doubt. • Students answer the test and the questionnaire. • Researcher qualifies students' test and record the results. • Researcher qualifies students' questionnaire and record the results.	• Tests, Questionnaires. • Copies • Pencil • Eraser	

g. TIMETABLE

PHASES	ACTIVITIES	Feb 1	Feb 2	Feb 3	Feb 4	Mar 1	Mar 2	Mar 3	Mar 4	Apr 1	Apr 2	Apr 3	Apr 4	May 1	May 2	May 3	May 4	Jun 1	Jun 2	Jun 3	Jun 4	Jul 1	Jul 2	Jul 3	Jul 4	Aug 1	Aug 2	Aug 3	Aug 4	Sep 1	Sep 2	Sep 3	Sep 4	Oct 1	Oct 2	Oct 3	Oct 4	Nov 1	Nov 2	Nov 3	Nov 4	Dec 1	Dec 2	Dec 3	Dec 4	Jan 1	Jan 2	Jan 3	Jan 4	Feb 1	Feb 2	Feb 3	Feb 4	Mar 1	Mar 2	Mar 3	Mar 4	Apr 1	Apr 2	Apr 3	Apr 4	May 1	May 2	May 3
																																																		2015															
Project	Project presentation		x																																																													
Project	Appointment of the teacher advisor					x																																																										
Project	Project approval					x																																																										
Project	Apoiment of thesis director						x																																																									
Intervention / action	Application of the instruments							x																																																								
Intervention / action	Act observe								x	x	x	x	x	x	x	x																																															
Thesis process	Data organization and tabulation																x	x	x	x	x	x	x	x																																								
Thesis process	Interpreting and Reflecting																					x	x	x	x	x	x	x																																				
Thesis process	Writing up and reporting																											x	x	x	x	x	x	x																														
Thesis process	Presenting the thesis report																																	x	x	x	x	x																										
Thesis process	Thesis revision																																					x	x	x	x	x	x	x	x	x	x	x																
Thesis process	Thesis presentation																																																	x	x	x	x												
Thesis process	Thesis appoval																																																					x											
Thesis process	Submission of the folder																																																						x	x	x	x	x						
Thesis process	Private review																																																												x					
Thesis process	Corrections																																																														x	x	x		
	Public presentation and incorporation																																																																	x

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h. BUDGET AND FINANCING

1. RESOURCES

Human

- The researcher
- The students from seventh year in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center.

Material

- Printed Handouts
- Books

Technical

- Computer
- Speakers
- Internet

2. BUDGET

Resources	Cost
Internet	$50.00
Printed of the project	$60.00
Print of reports	$100.00
Printed of final report and thesis	$150.00
Others	$125.00
Total	$ 485.00

3. FINANCING

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

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ANNEX 1

This test is part of an action research work that deals with the use of songs on the increasing of vocabulary. Your answers are relevant to collect data for this research work. Would you, please answer the next questions in an honest and responsible way.

1. LOOK AT THE PICTURES AND WRITE THE CORRECT VERB FROM THE BOX.

Love	Pay	Come	Do	Be	Find

I am

2. COMPLETE THE VERBS NAMES WITH THE MISSING LETTERS.

- S E __ R __ H
- __ A K __
- H __ V __
- N __ E __
- D R __ A __
- C __ O __ E

3. COMPLETE THE FOLLOWING SENTENCES WITH THE CORRECT VERBS.

come	needed	been	done

- Have you _ _ _ _ _ _ _ _ _ a doctor?
- Anna has _ _ _ _ _ _ _ _ the test very well.
- I have _ _ _ _ _ _ _ _ _ _ in Colombia many times.
- Xavier and Marco have _ _ _ _ _ _ _ _ _ late all the week to clases.

4. CIRCLE THE CORRECT VERB IN THE FOLLOWING SENTENCES.

- My mother has **(eaten) (paid)** the bills.
- Peter has **(taken) (been)** a shower.
- My brother has **(searched) (needed)** some information on internet.
- My sister has **(closed) (dreamed)** the door.
- My brother has **(found) (done)** the keys.

THANK YOU FOR YOUR COLLABORATION

ANNEX 2

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

POST TEST

This test is part of an action research work that deals with the use of songs on the increasing of vocabulary. Your answers are relevant to collect data for this research work. Would you, please answer the next questions in an honest and responsible way.

1) **COMPLETE THE FOLLOWING SENTENCES WITH THE CORRECT VERBS.**

been	done	come	needed

- Has she _ _ _ _ _ _ _ _ _ a doctor?
- Anna and Luis have _ _ _ _ _ _ _ _ the test very well.
- Pedro has _ _ _ _ _ _ _ _ _ _ in Colombia many times.
- Xavier has _ _ _ _ _ _ _ _ _ late all the week to classes.

2) **LOOK AT THE PICTURES AND WRITE THE CORRECT VERB NAME FROM THE BOX.**

Love

Pay

Find

Do

Come

Be

3) COMPLETE THE VERBS NAMES WITH THE MISSING LETTERS.

- S E A__ __ H
- T __ K __
- __ A __ E
- N __ __ D
- D R __ __ M
- C L__ __ E

4) CIRCLE THE CORRECT VERB IN THE FOLLOWING SENTENCES.

- Our parents have **(paid) (eaten)** the bills.
- Peter has **(been) (taken)** a shower.
- My brother has **(needed) (searched)** some information on internet.
- My sister has **(dreamed) (closed)** the door.
- My brother has **(done) (found)** the keys.

THANK YOU FOR YOUR COLLABORATION

ANNEX 3

This questionnaire is part of an action research work that deals with the use of songs on the increasing of vocabulary. Your answers are relevant to collect data for this research work. Would you, please answer the next questions in an honest and responsible way.

1. DO YOU LIKE THE ENGLISH CLASSES?

YES   (   )

NO   (   )

WHY?

_____

_____

_____

2. IN THE ENGLISH CLASSES, LEARNING VOCABULARY IS?

INTERESTING   (   )

BORING   (   )

FUN   (   )

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3. WHICH RESOURCES ARE USED IN THE ENGLISH CLASSES TO LEARN VOCABULARY?

GAMES ( )

SONGS ( )

FLASHCARDS ( )

BOARD EXERCISES ( )

OTHERS ( )

4. HOW OFTEN DO YOU WORK WITH THESE ACTIVITIES? MARK WITH A (X)

	ALWAYS	SOMETIMES	NEVER
GAP FILL ACTIVITY	( )	( )	( )
JUMBLE LINE ACTIVITY	( )	( )	( )
SPOT THE MISTAKES	( )	( )	( )
WORK IN THE TEXTBOOK	( )	( )	( )

DO YOU LIKE THEM?

YES ( )

NO ( )

WHY?

_ _

_ _

_ _ _ _

5. DO YOU LIKE TO WORK WITH SONGS TO LEARN VOCABULARY?

YES ( )

NO ( )

WHY?

_ _

_ -

_ _

6. WHAT KIND OF MUSIC DO YOU PREFER TO LEARN VOCABULARY?

Modern	( )
Rock	( )
Pop	( )
Romantic	( )
Others	( )

7. ARE SONGS HELPFUL TO LEARN VOVABULARY?

YES   (   )   NO   (   )

THANK YOU FOR YOUR COLLABORATION

ANNEX 4

SONGS LYRICS
WE ARE THE CHAMPIONS- QUEEN

I've paid my dues

Time after time

I've done my sentence

But committed no crime

And bad mistakes

I've made a few

I've had my share of sand

Kicked in my face

But I've come through

And we mean to go on and on and on and on

We are the champions - my friends

And we'll keep on fighting

Till the end

We are the champions

We are the champions

No time for losers

'Cause we are the champions of the World

I've taken my bows

And my curtain calls

You brought me fame and fortune

And everything that goes with it

I thank you all

But it's been no bed of roses

No pleasure cruise

I consider it a challenge before

The whole human race

And I ain't gonna lose

And we mean to go on and on and on and on

We are the champions - my friends
And we'll keep on fighting
Till the end
We are the champions
We are the champions
No time for losers
'Cause we are the champions of the World

We are the champions my friends
And we'll keep on fighting
Till the end
We are the champions
We are the champions
No time for losers
'Cause we are the champions

ANNEX 5

HAVE YOU EVER-WESTLIFE

Chorus
Have you ever loved somebody so much
It makes you cry?
Have you ever needed something so bad
you can't sleep at night?
Have you ever tried to find the words
but they don't come out right?
Have you ever?
Have you ever?

Have you ever been in love
been in love so bad
you'd do anything
to make them understand?
Have you ever had someone
steal your heart away?
You'd give anything
to make them feel the same?
Have you ever searched for words
to get you in their heart
but you don't know what to say
and you don't know where to start?

[Chorus]

Have you ever found the one
you've dreamed of all your life?
You'd do just about anything
to look into their eyes?
Have you finally found the one
you've given your heart to

only to find that one
won't give their heart to you?
Have you ever closed your eyes and
dreamed that they were there
and all you can do is wait
for that day when they will care?

[Chorus]

What do I gotta do to get you in my arms, baby?
What do I gotta say to get to your heart
to make you understand?
How I need you next to me?
gotta get you in my world
cause, baby, I can't sleep

[Chorus: x2]
Have you ever?

ANNEX 6

RESEARCH FIELD DIARY

Lesson						
Activity						
Objective:						
Materials:						
Timing						
Procedure						
Grouping						
Did students like it?	Yes		For a while		Not really	
Were they bored?	Yes		For a while		Not really	
Did they make an effort?	Yes		For a while		Not really	
Comments						

MATRIX

THEME: The use of songs to increase the learning of the English vocabulary among seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014.

Problem	Objectives	Theoretical Frame	Methodological Design (Action research)	Instruments
How does the use of songs increase the learning of the English vocabulary among 7th year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014?	**General** • To increase the English vocabulary through the use of songs among seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014	**Vocabulary** • Definition of vocabulary. • Vocabulary and its importance. • Teaching vocabulary. • How to teach English Vocabulary. • Key strategies in teaching Vocabulary. • Techniques to teach English vocabulary. • Principles of teaching vocabulary.	**Preliminary investigation** • Observing the English classes. • Stating the background of problem. • Describing current situation. • Locating and reviewing the literature • Creating a methodological framework for research • Preparing an intervention plan.	-Questionnaires -Tests -Research field diary
Sub-problems • What kind of theoretical references about English Vocabulary and songs are effective to help seventh year students, in parallel "A" at	**Specific** • To investigate the theoretical references about vocabulary learning in the English language and songs as a strategy to			

"Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014? • What are the issues that limit the vocabulary learning of the seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014? • What are the important phases of the intervention plan that address the current issues of the vocabulary learning with songs of seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014? • Which songs are implemented to increase the vocabulary learning of seventh year students, in parallel "A" at "Pompilio Reinoso Jaramillo"	help seventh year students, in parallel "A at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014. • To diagnose the issues that limit the vocabulary learning with seventh year students, in parallel "A at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014 • To design an intervention plan with the use of songs to increase the vocabulary learning of seventh year students, in parallel "A at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014. • To apply the intervention	**Songs** • What are songs? • Definition of a song. • Why use songs to teach English vocabulary? • The use of songs as a teaching aid in the classroom setting. • What kind of songs to choose? • Criteria for choosing songs. • The use of songs as pedagogical tools. • What positive contributions to language learning can songs make? • What kind of activities can teacher do with songs? • What styles of music can teacher use?	**Intervention and Observation** • Applying, observing and monitoring students' performance according to the intervention plan **Presentation of research findings** • Reflecting, analyzing and answering the proposed inquiries • Organizing the final report	

Educational Center, during the school year 2013-2014? • How do songs as part of the classroom activities solve the limitation of the vocabulary learning of seventh year students, parallel "A" at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014?	plan as part of the classroom activities in order to solve the limitations in the learning of the vocabulary of seventh year students, in parallel "A at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014. • To reflect upon the effect that the songs had on seventh grade students' vocabulary, in parallel "A at "Pompilio Reinoso Jaramillo" Educational Center, during the school year 2013-2014.	• The advantages of using songs. • The disadvantages of using songs.		

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