



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas

Exploring the social skills children develop through the
use of songs

**A thesis Submitted to the School of Language for the
Degree of**

LICENCIATURA EN LENGUAS MODERNAS

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June 2015

**“Exploring the social skills children develop through
the use of songs”**

This thesis has been read by the members
of the thesis committee of
Yesenia Ortiz García

And is considered worthy of approval in partial fulfillment of
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ACKNOWLEDGMENTS

I would like to say my gratitude to God for giving is the opportunity to achieve our goal of finishing our major and our thesis. I want to give special acknowledgment to Mtro. Yonatan Puón Castro, who is the director of my thesis. In addition, I acknowledge with gratitude the contribution of the following people because it was crucial in the development of this project and it has only been possible thanks to their academic support, their insightful comments, and suggestions motivated my efforts in the improvement of my work given by.

Faithfully

Yesenia

AGRADECIMIENTOS

Dios

Agradezco a Dios al creador de todas las cosas por haberme dado la Fortaleza, sabiduría y la perseverancia que me ha brindado durante este proyecto de investigación y sobre todo por permitirme llegar a este momento especial de mi vida. Él siempre me apoyo y ha estado conmigo en mi corazón.

Director de Tesis:

Me gustaría expresar mi agradecimiento a mi Director el profesor Yonatan, que siempre me Apoyo en todo momento con este proyecto y por alentar y seguir mi Investigación. Y por sus buenos consejos gracias.

Miembros del Comité:

Agradezco a los miembros del comité, Mtro. Yonatan Puón Castro, Mtra. Sara Merino Munive, Mtra. Gema Elisa Herrera Arellano, por fungir Como parte esencial de este proyecto, y por Sus comentarios y sugerencias.

Jersa & Claudia

Un agradecimiento especial a mis padres Jersain y Claudia ustedes son mi fortaleza, mi apoyo y mi razón para continuar con mis metas y dar lo mejor de mí. No sé cómo pagarles todo el esfuerzo que han hecho sacrificado, gracias por su amor ojala y este logro sea un recompensa de lo poco que yo les puedo ofrecer como hija. ¡Los amo!

Nan & Jersita

Gracias por su comprensión, su cariño, y su amor por qué sé que aun así me quieren, y he aprendido mucho de ustedes y aunque a veces discutimos por tener alguna insignificancia, volvemos a buscarnos siempre, pues hemos sido cómplices de nuestras travesuras los quiero mucho.

Familia:

Les agradezco no solo por estar presentes aportando buenas cosas a mí vida si no por los grandes momentos de felicidad que siempre pasamos, pues nos apoyamos en las buenas y malas, ya sé que es una lista interminable, pero mencionare a algunos: ¡Gracias! Goyis, Chavita, Flakis, Gabo, Bellota, Gusano, Tio pepe, Tía gabi, Angelito, Rosita, la Pantera, el Capi y Mike M C y a todos los cuates.

Amigos:

Dios quiero darte la gracias por todas esas personas que has permitido conocer y compartir con ellas mis Amigos ya que ellos permanecen a tu lado en las buenas y en las malas y en las peores, gracias por haber querido compartir este día especial conmigo.

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CHAPTER 1: INTRODUCTION

Learning a new language such as English, involves the development of the social skills like: interaction, friendship, listening and participation etc. The music and songs can be a tool, which is applied help us to develop these skills.

Social skills are a set of attitude, ideas, beliefs, values, feeling and behavior intended to achieve communication and cooperation with others. Nowadays, social skill development in children is important to unwrap completely to society, and they are able to live together and interact with other children in their social environment.

This research will try to analyze the role of the songs for the development of children's social skills and also how songs influence to the student to improve the learning outcomes of social interaction.

Children's friendships are also very important for their social and emotional development. Through friendship children learn how to relate with others. They develop social skills as they teach each other how to be good friends in their lives.

1.1 Project rationale

I chose this topic because it is important for me to know how to develop social skills in children and also the role of the songs to improve the learning outcomes out of social interaction in kindergarten children. I selected a group of 23 students from 5 years who have the following characteristics; children are cheerful always to express the interest and curiosity to know new vocabulary. Children are affective and show their emotions with their classmates around them, they can write and they are interested in learning English.

1.2 The significance of the study

Developing social skills in children prepares them for a lifetime of healthier interaction in all aspects of life. Social skills are an integral part of functions in society these are probably built into the brain, but experience also influences how well children understand and response to the needs of the others. This research will try to explore the role of the songs for the development of social skills in children.

1.3 The theoretical context of the research

According to (Guzman, 2002) “Language acquisition is one of the most important developmental task faced by children” (p.3). Virtually every child is successful in this endeavor when it comes to learn a first language, and when given the opportunity, most children can learn second or even third languages. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information, (Brown, Burns, & Joyce, 1994, 1997). According to (Donough Christopher, Shaw And Hintomi, 1993). “In many contexts, speaking is often the skill upon which a person is judged at |face value, in other words, people may often form than any of the other language skills.” Social skill is any skill facilitating interaction and communication with others. (Adelman, 2008), found “the skills we use to negotiate in a situation of conflict with somebody, some people learn social skills easily and quickly, and others find social interactions more challenging.” Children between the ages of 2 and 5 also have enhanced social awareness as well, which ultimately helps them with their social interactions. Social interaction among preschoolers is unique because boys and girls play together in a child-like harmony and get along without constraint ((Feldman, Olds, & Papalia, 2004). According to (Schmidt, 1992), Fluency is the process that allows the rhythm, continuous flow, without pauses or repetitions, with sounds, words and phrases come together in speech (p. 338).

1.4 Location of this research

The research was carried out in a private institution called “Centro Escolar Zacatelco” located in the state of Tlaxcala to address in Avenue Domingo Arenas number 17. This school offers a qualities education and the main objective is to facilitate children’s learning development. The main participants are 23 children from “Centro Escolar Zacatelco” 3rd grade of kindergarten; all are students of this school. The ages of the students of this institution are between 5 and 6 years old, with the basic level.

I decided to carry out the study in this particular context because I had been working with them in the development of my professional life. Thus, I had the opportunity to know the students and arrange the visits for the observation. Also, children have two days classes per week.

1.5 Purpose of the study

The main purpose of this research is to explore social skills children develop through use of songs for students of 5 years old at “Centro Escolar Zacatelco” in order to be able to suggests some activities and material that can be used for these and other students. Also, it is important to explore the role of songs to improve learning outcomes out of social interaction in 5 years old and to describe the social skills that children develop when they sing a song.

1.6 Research questions

RQ1: What social skills do children develop when working with songs?

RQ2: What are the learning outcomes out of social interaction with songs?

CHAPTER 2: LITERATURE REVIEW

2.0 INTRODUCTION

In this chapter the main purpose is to explain the importance of social skill develop through use of song that is considered importance in the child's learning therefore allows them to interact and communicate with other

2.1 The social learning theory for children

The social learning theory states behavior is learned from the environment through process of observation, imitation and modeling According to (Bandura, 1997) "Social Learning Theory posits that people learn from one another, via observation, imitation and modeling" (p.211). Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influence. There are 4 necessary conditions for effective modeling; those are attention, retention, reproduction and motivation.

Another theory involved in this process is the social development theory according to (Vigotsky, 1934) "social interaction precedes development; consciousness and cognition is the end product of socialization and social behavior" (p. 67). The social environment influences the development of children.

Children learn through observing others' behavior, attitudes, and outcomes of those behaviors. Children observe people around them behaving in various ways for this reason they try to imitate different models that exist around them. In society children are surrounded many influential models such as parents within the family, characters on children's TV, friends within their peer group and teachers at school.

According to the two theories, it is considered that children learn both ways right through observation and imitation and also by their social environment and their surroundings; children also learn testing skills, habits and attitudes of those around him and his own world.

2.1.1 Social Context

The social environment, social context, sociocultural context, or milieu, refers to the immediate physical and social setting in which people live or in which something happens or develops. It includes the culture that the individual was educated or lives in, and the people and institutions with whom they interact. The human being has a social character whose development depends as it relates to its environment. This means that people builds the social context, but at the same time, this background affects their reality.

Learning is conditioned to some extent by the real social context that surrounds it. The education provided by the teachers will have different, according to Brunner (1981). According to (Vera, 1964), "Language is a social conditioned relationship between the child's internal and external worlds, and once words have become mediators, the child can effectively change his own social and material reality."

The child, surrounded by a sea of words, sequentially and selectively acquires the nouns, verbs, and phrases of his language as well as gestures, intonations and dialects of those with whom he interacts. The rate and breadth of this acquisition is influenced by the nature of his verbal interactions. The social context and its influence on the behavior of children, "it serves to identify the ways in which the child develops with their peers and with their teacher and the child is having constant changes in their behavior, learn more about because the child has these attitudes. The child may be able to perform activities at home, this allows their parents to be aware of the actions, every child has something special and acts through their needs all this helps; the learning process.

2.1.2 Learning Stage

In psychology, the four stages of competence, or the learning model of "conscious competence" refers to the psychological states that appear along the process of acquiring a competition.

According to (Maslow, 2011) "There are four stages of learning described as a person learn, progressing from..."

Unconscious incompetence: The guy does not know he does not know something, or just understand and can do, or recognize the deficiency, nor does it desire to confront

Conscious incompetence: The guy knows he knows something, but does not understand or cannot do something, it does now recognize the deficiency.

Conscious competence: The individual develops a skill, understand or can do something. However, demonstrating the skill acquisition requires much concentration

Unconscious Competence: The individual has acquired the skill. He has had much practice in the skill that comes naturally and can demonstrate their acquisition with minimal effort. It might even be able to teach others. It is important to know that children develop different skills when they start learning.

Of these four steps the psychologist speaking children in this research are two of the conscious competence stage where children much development a skill which can be done but requires concentration and competition; unconscious children acquire the skills and can demonstrate performance with minimum effort.

Before the child goes to school, this has already learned a number of skills that enable him to live and interact in their world. The child has learned to breathe, to chew, to stand up, to walk, to run, etc. In general these learning's are acquired naturally. However, parents are responsible for optimizing this learning in children and teach them to communicate, understand and help them in their social adaptation.

There are two vital aspects of learning in children who are:

- Psychosocial Development
- Intellectual Development

These two developments enable the child before going to school and adapt to society. Of course, all this learning is received at home, psychology development is learned in interaction with parents, and intellectual development depends on both the child and the surrounding context.

Normal behavior in children depends on the child's age, personality, and physical and emotional development. The behavior of a child can be a problem if it does not match the expectations of the family or be detrimental. Normal or behavior "good" is usually determined by their social and cultural development. Adults recognize that growth in children involves experimentation and making mistakes and that the difficulties are a normal and expected for them. Parents tend to do more to be more tolerant and patient in their development and behavior.

2.1.3 Second language acquisition for children

By the age of six, Children's Language development is characterized by the mastery of most of the basic vocabulary and grammar of their first language.

Second language acquisition (also known as second language learning or sequential language acquisition) refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue (Burns, A. & Richards, J. C., 2009).

For years it has been thought that teaching a second language to pre-school age children would be a waste of time, money and resources. This has changed in the recent years as more and more research has been completed on bilingual children.

For children, acquiring a language is an effortless achievement that occurs:

- Without explicit teaching,
- On the basis of positive evidence (i.e., what they hear),
- Under varying circumstances, and in a limited amount of time,
- In identical ways across different languages.

The theory and methods of the natural approach to language acquisition in the classroom are described. The natural approach is based on the theory that language acquisition occurs only when students receive comprehensible input (Krashen, 1985). The emphasis is on reading and listening comprehension for beginning students.

(Chomsky, Universal Grammar, 1965) posits innate knowledge of universal substantive-categories syntactic (subject, object, noun and verb) and phonological distinctive and universal-formal (abstract principles governing rules and parameters of languages). Nativist theories of all, the best known is that Chomsky elaborated on child language development which has also been used to develop a theory of the acquisition of second languages.

2.2 Competence based learning

Competency - based learning is emerging as a formative concept in the world of work. Its purpose is related to productivity, in the sense of making graduates training processes within the company, incorporating their work productively, and just completed the training program. (Cazares, 2008)

Competence Education under the training is intended to be a focus comprehensive seeks to link the education sector and raise the productive potential of individuals, ahead of the transformations that the world and society. (Jorge Enrique Pérez Martínez, Javier García & Isabel Muñoz, 2010). The issue regarding the competence education and training often focuses primarily on the construction of discourses that aim to promote knowledge. Society requires skilled people and therefore education plays

a key role in society. The combinations of the application of knowledge, skills or abilities are the aims and content of the research and are expressed in the know, know-how and the Knowing Self. The content of education depends on the demand of society (Cohen, 2000).

2.2.2 Four pillars of Education

The four pillars of learning are fundamental principles for reshaping education:

Learning to know: to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.

Learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society.

Learning to be: to provide self-analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for a all-round ‘complete person.

Learning to live together: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony. (Delors, 1994).

2.2.3 Communicative Competence

The term communicative competence is comprised of two words, the combination of which means competence to communicate. This simple lexicon semantically analysis uncovers the fact that the central word in the system communicative competence is the word competence. Competence is one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been generally. According to (Chomsky, 1972) the notion of communicative competence is one of the theories that underlie the communicative approach to foreign language teaching.

(Canal & Swain, 1980) Defined communicative competence in terms of three components:

Grammatical competence: words and rules

Sociolinguistic competence: appropriateness

Strategic competence: appropriate use of communication strategies.

Communicative competence by (Bachman) divides it into the broad headings of "organizational competence," which includes both grammatical and discourse (or textual) competence, and "pragmatic competence," which includes both sociolinguistic.

2.2.4 Social skill in Children

Social skills are the skills we have to get along with other Children. Often we take our social skills for granted, without realizing all the complicated skills we use when we interact with others. Some of these skills are very basic and simple, like saying hello and good-bye, or smiling and making eye contact when we see someone we know. Others are more complex, like the skills we use to negotiate in a situation of conflict with somebody. Some people learn social skills easily and quickly, whereas others find social interactions more challenging, and may need to work on developing their social skills consciously.

Social skills are important for resiliency for a number of reasons. People with good social skills are naturally more popular than their less socially adept peers, it means they have better supports to call on when experiencing difficulties in their lives. Also, well-liked people get more social reinforcement (messages from other people that they are worthwhile and okay), so they tend to have better self-esteem, which can also help them through tough times. Are all of those your words??

2.2.5 Speaking skill

Speaking skill is the part of communications, which must be mastered in learning foreign language.

Good speaking skill is the act of generating words that can be understood.

Speaking is in many ways an undervalued skill as productive language by learner. One of the basic problems in foreign language teaching is to prepare learners to be able to use the language, in order to speak a foreign language if is necessary to know a certain amount of grammar and vocabulary.

Skills value for their success in reading and writing. All adults involved in the education of young children benefit from understanding the importance.

2.2.6 Language skill

In a framework Presentation, Practice, Produce, all language skill (speaking, listening, reading, and writing) (Johson, 1997) can be used to practice the new learning in a target language. (J.Baker and H. Westrup, 2003) Even if the focus of the lesson is on speaking practice alone, listening is closely linked to speaking. Writing and reading can easily and naturally be incorporated into the lesson.

According to some researchers, children exposed early on to two languages, grow as they had two monolingual beings housed inside brain.

Experts say that children exposed to multiple languages are more creative and develop better problem-solving skills. Speaking a second language, if only during the early years of a child's life, will help set the brain circuitry to make it easier to learn new languages in the future. According to (Wiley, 1977) Found in new york that the brain of a child is able to memorize two languages simultaneously in the same region of the cerebral cortex, using a single group of neurons, unlike adults, who acquire a second language to store it in a different area (p. 495 – 506).

2.3 Speaking

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production.

Speech is intertwined with the other skills, their development results in the development of other. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people. One of the most common problems children encounter is the fear and nervousness while speaking in front of a large audience. If a child is well- trained to handle such situations, it is extremely beneficial for him. If a child becomes comfortable with public speaking at an early age, it will benefit him in his growing years and in the future.

2.3.1 Oral production in children

Speaking is found on the tree as one of the branches; it is labeled oral production and is one of the skills students are to learn in their language development. The ability to converse is highly valued by students, but teachers often find it a skill that is hard to develop. Students often feel a great deal of anxiety around speaking. In this section we will discuss the importance of developing excellent oral skills and how teachers can go about promoting this development. Between 4 and 5 years, the child's language expanded enormously.

The vocabulary of about 1,500 words it reaches and their linguistic expressions are incorporated adverbs of place, time, prepositions, exclamatory expressions, etc.. That is, grammatical elements that enable children construct sentences with a correction and skill but sometimes still stumble with some irregular verbs. This advance in the use of grammatical expressions reveals the progress the child is making in understanding the world.

2.3.2 Fluency

The word fluency comes from the Latin *fluere* – to flow. Fluency in a language could be defined as the ability to speak it easily and accurately – i.e. that the language flows out of your mouth without you having to stop all the time to think what to say next. Total accuracy is unusual, even for native speakers, so you could consider yourself fluent even if you make some mistakes. There will also be some words you don't know or can not remember, but you can probably find other ways to express the same concept.

A basic fluency may involve such skills as being able to use greetings, buy things in shops, arrange accommodation, buy tickets, get directions, read signs, and maybe have simple conversations. This type of fluency is very useful for tourists and business people who regularly make foreign trips (Coie, J. D., Dodge, K. A., & Copptelli, H., 1982). The ability to 'get by' in a foreign language like this is what many language learners aim for, and you can achieve it by doing a beginners course. With basic fluency in a language you probably won't be able to go much beyond the language of your textbooks, and if others do not reply in the same kind of language, you will probably find it difficult to understand them. You might also have to resort to miming and speaking your native language at times to get your message across.

2.3.3 Conversational fluency

If you reach an intermediate to advanced level in a language you probably will be able to have relatively complex conversations, and to understand a lot of what you hear. Even if you can not understand every word, you can probably get the gist at least, and guess the meanings of unknown words from the context. You will probably be able to talk about a range of topics, especially ones that interest you, and to communicate effectively with native speakers.

2.3.4 Native-like fluency

If you're regularly mistaken for a native speaker, you have attained native-like fluency. This will involve not only speaking the language effortlessly and accurately, but also being familiar with different registers of the language, and also the culture associated with the language.

2.4 Children speaking interaction

Interaction skills involve the use of language to satisfy particular demands. They are at least two demands which can affect the nature of speech. The first of these is related to the internal conditions of speech: the fact speech takes place under the pressure of time.

According to recent interpretive approaches to the study of children's socialization, meaning creation is an active process by which children playfully transform and actively resist cultural categories, and where language is viewed as social action that helps shape reality (Gaskins, 1992). Four ways in which children's peer talk establishes and maintains peer culture are considered.

How children elaborate games and codes (and ritualize the basis of inclusion in the peer group) through peer talk. How conflict talk functions to elaborate peer culture how adult culture is resisted through peer talk. Agentive goals of children's peer culture, and the role of language in achieving them, are discussed in each section.

2.4.1 Songs to develop language

When music is used to teach English, it can be beneficial for students who are not native students in the reviews, "Music and Learning". According to (Chris Boyd Brewer, 1995) who explains, "The intentional use of music in the classroom will set the scene and learning atmosphere to enhance our teaching and learning activities." Implementing the use of familiar or easy-to-learn songs is a great way to introduce principles of speaking, hearing and understanding the English language.

The main benefit of using songs in the classroom is the repetitive nature of singing and learning them. Repetition has been often proved invaluable in a classroom setting, especially for developing vocabulary and language skills. According to (Bandura A. , 1977) edition of the Translation Journal, "Behaviorists emphasize repetition of material so that it becomes a natural reaction for the student." As students repeat lyrics, they begin to understand the meaning of the words until it becomes a natural act. With this, students can understand the way English is used without even realizing they are learning (Kfourri, 1991). Many of the songs on the Learn English site are suitable for singing in class or for an individual child to sing along to. Community singing in class brings the benefit of total participation from all students, especially if accompanied by actions or mimes.

Children really enjoy singing along and it can really improve motivation. Singing can also improve the pronunciation and intonation patterns of the students, especially younger children.

Some simple songs are very repetitive and good for singing along.

Music and songs are important early literacy tools. Any parent or teacher can use songs to help children develop language skills. This is possible because the process for developing language and for music skills is similar, as both help to develop familiarity with abstract symbols, use rhymes and patterns and use words that contribute to early literacy development. According to research reported by (Debra J. Pepler & Kannth H. Rubin, 1991), music changes brain waves and makes them more receptive to learning

CHAPTER 3: METHODOLOGY

This chapter is concerned with the description of the methodological considerations taken into account in carrying out the present research. The chapter also provides a description of the most important characteristics of the context of the research and the participants included in this study. The instrument in collecting the data the procedures for the gathering and analyzing of the data is also explained. Finally the chapter conclusions are given.

3.1 Research Design

In recent years, research approaches have multiplied to a point where research has several options. Research involving various aspects such as the nature of the phenomenon of study, questions asked by the researcher and the methodology that is used for the analysis. According to (V. Pérez - Jover, 2002) Qualitative research is understood as a category of research designs that extract descriptions from observations, interviews, stories, journals, field notes, recordings, photographs and written records. This research is qualitative and exploratory in that it provides detailed information, meaning through observations and journals recounting the events of the investigation.

3.2 The context

The context of this research focuses on a school called "Centro Escolar Zacatelco" located in the town of Zacatelco, belonging to the state of Tlaxcala with an address at Avenue Domingo Arenas number 17.

This private institution offering levels: Kindergarten, primary, and Secondary. Its main objective is to facilitate the development of student learning, and provide a better education for them. Notably, both as teachers and parents meet the role that each of them is applicable, be aware of the students and their academic training. The role of English in the institution is important because it allows the children a positive attitude towards learning a second language.

3.3 Participants

This research was carried out at “Centro Escolar Zacatelco” the participants of this research are children from 3 grade of kindergarten students are 5 years old which 12 were female and 11 were male.

These students were selected because they had a basic level; they started learning a second language at an early age is possible and advantageous for children. Students learn directly and entirely by songs, games and short stories where they learn words or short phrases, mention that they take English classes two days a week. Children are able to memorize and understand, plus they are very participatory. According to (Vygotsky, 1978) participation is a key part of learning process occurs as children learn through activities, habits and vocabulary. Children’s social skills are important for early school success. Children without adequate social skills are in risk for difficulties navigate social and learning context and can be conceptualized as including interpersonal skill and learning-related skills. Interpersonal skill refers to the ability to perform competently in social situations including interacting positively with other. Therefore also it is important to analyze the role of songs to improve oral production in 5 years old to describe the social skills that children develop when they sing a song.

3.4 Instruments

The instruments of this research were designed for collecting qualitative data. In order to gather qualitative data the use observations and journal was necessary.

3.4.1 Observation

According to (Powell, 1996) Observation is way of gathering data by watching behavior, events or noting physical characteristics in their natural setting. This instrument was designed with a specific format according to this study. This format was divided into 2 blocks. The first block was focused on the behavior and reactions that students have with the songs, for example if children understood the material, if they had interaction in class, if they develop skills and also if they tried to speak. The second block involved more social skills that children develop, as a relating with others, when they expressed their feelings, if they used body language to express something, also if they expressed affection when greeting people. The range of observation format was (always, often, sometimes, seldom and never) and finally a question that specifies the child's reactions when he or she sings a song. (See appendix A)

3.4.2 Journal

A Journal is a collection of information that focuses on a topic and the researcher carries with him or her on the field of the research (Bryman, 2004). In this research use a journal, the role of the Journal is to present that information about the achievements and difficulties of children show when they sing and hear a song in English. The journal was written in Spanish each week because was a requirement of the Director to review the learning process of children and also stores personal information necessary for such research. I used a notebook, every sheet of paper it was divided in and half, in each half of sheet the teacher wrote the achievements and difficulties. Worth mentioning that it was written the most relevant that happens in the classroom even if any child was reprimanded for not paying attention in class or playing in class.

3.5 Data collection Process

Once participants were selected, I started the data collection process, first the institution allowed that the instruments were applied to students in kindergarten 3rd grade English Class. Therefore the instrument was applied the observations were 7 with a specific format (see appendix A). First, the teacher comes to the classroom and greets the students and they respond automatically after that the students took their homework to the teacher for review then the students take their book (ZYPPY) and open it in the page that the teacher tells them, they do the activity and then the teacher begins to explain the topic, conducted after completing the activity, so the teacher plays the recorder in a related topic song, then begins to observe more closely. Using the observation format I put a mark according to the rank of each behavior and reaction of the students with the songs and also the relationship and developing social skills. The journal is written each week in Spanish as a requirement of research and the Director of the institution. The collection of data obtained is accurate and reliable this information is stored physically. The observation is stored in copies of a document that was designed, and about the journal and the information is stored in a notebook.

3.6 Data Analysis

In this part the results are presented of data Analysis. Data was obtained and processed, in response to the research questions. The data was obtained as follows: The observation indicated the development of social skills and social interaction that children have using songs in English. On the other hand, with the help of the Journal written each week, it was analyzed, how students have achievements and difficulties of singing and listening to a song in English they were analyzed some improvements to learn English.

Analyzing observations was found in dynamics groups, the following: the dialogue and interaction between teacher and students, children showed a close link between their classmates, such as friendship and showed Self- expression when singing. Most of the students enjoyed singing, and used gestures and movements to interpret the meaning of the words in English, such simple words, an example seen in the observations was word "Jump" the children identified the meaning of the word and while imitating the movement. Moreover students developed social skills, as were the cooperation between them, understanding, communication, and besides showing assertiveness, as they expressed their own opinions, the result leading learning English with the use of songs was vocabulary, oral expression, increase the memory capacity on students, creativity and better language pronunciation.

CHAPTER 4: FINDINGS RESULTS

The aim of this chapter is to present the results obtained in the process of data collection. In order to achieve the goals set at the beginning of the research information obtained through observations and journal for analysis and interpretation.

The results are presented in order, assuming that much development children social skills when working with songs and then the result of learning outside the social interaction. Finally, identify and analyze the achievements and difficulties that students show in class. This study is based on 23 children in “Centro Escolar Zacatelco” and the results are presented.

4.1 Children’s social interaction skill by song

This section presents 7 instances in which social interaction was evident during the implementation of songs as a strategy to develop such skill among students. It is important to mention that the following sections have been chronologically ordered in order to show the development of social interaction among students.

4.1.1 The five little monkey’s song

This section presents the results drawn from both the observation rubric and journal kept during the school year. The following chart describes the frequency in which social interaction was present during the activity.

Table 4.1.1

Behavior	Always	Often	Sometimes	Seldom	Never
Students understand material			✓		
Students have interaction in class	✓				
Students develop skills		✓			
Students try to speak			✓		

As can be seen in table 4.1.1 the students' behavior seems to be very diverse since, the behaviors were evident at different levels of frequency. This could be due the fact that this was the first time with worked with songs and students might have been a bit confused.

Table 4.1.2

Social skills	Always	Often	Sometimes	Seldom	Never
Relating with others	✓				
Expressing their feelings	✓				
Students use body language to express			✓		
Expressing affection		✓			
Smiling when greeting people and talking	✓				
Listening is difficult for them		✓			

As can be seen in table 4.1.2 the students develop a social skill seems to be very diverse since social skill were evident and different levels of frequency. The students developed social skills in a positive way at level of frequency 3 times in “always” can be seen observe that the students interact with others, also they expressed their affections. This could be due to the fact that this was the first time I worked with songs and confuse. Only in a bad way students never express their feelings.

The following excerpts describe both the disadvantages and advantages of implementing songs with children for the first time. As can be observed, when developing the activity there were some difficulties; however, social skills were also evident during the activity.

Excerpt 1: “Algunos de ellos gritaban y se caían al propósito, además de tener dificultades con la pronunciación.”

Excerpt 2: “Al cantar dicha canción *interactuaban socialmente* con sus compañeros de clase, después de ello *mostraban actitudes favorables* pues hicimos una actividad recortando animales y números y si algún compañero no tenía tijeras ellos *compartían, su material* con otros compañeros.”

Implementing a song to children brings advantages and disadvantages and concluded that there is a manifestation in social skills. However, we must be alert to the factors such a pronunciation and behavior that students present.

4.1.2 Apples and bananas

Table 4.1.2

Behavior	Always	Often	Sometimes	Seldom	Never
Students understand material	✓				
Students have interaction in class	✓				
Students develop skills	✓				
Students try to speak		✓			

As we can see in table 4.1.2 the student’s behavior seems to be in positive way at level of frequency 3 times in “Always”. Since students understand the material in class and interact with their

classmates. This could be the fact that students beggins to become to familiarize themselves with the songs, also trying to correctly pronounce the words of the song.

Table 4.1.3

Social skills	Always	Often	Sometimes	Seldom	Never
Relating with others	✓				
Expressing their feelings	✓				
Students use body language to express			✓		
Expressing affection		✓			
Smiling when greeting people and talking	✓				
Listening is difficult for them		✓			

As we can see in table 4.1.3 the students develop social skills seems to be very diverse since social skill were evident and different levels of frequency. The students developed social skills in a positive way; we can observe that the students develop the skill of friendship in this song. This could be due the fact that students show improved attitudes and behavior during class, only one time at level of frequency “sometimes” the students use their bodies to express something.

Excerpt 1: “Los estudiantes no quisieron trabajar, algunos de los alumnos no concluyeron la actividad de su libro por tiempo, y cuando cantaron la canción gritaban y algunos compañeros seguían el mismo patrón”.

Excerpt 2: “ Los niños realizaron actividades con frutas y la mayoría trabajo, además de *aprenderse* como se dice naranja- orange, manzana-apple, platano-banana, Utilizamos una canción para que ellos pudieran *interactuar con sus compañeros de la clase* y así poder *identificar* más fácil, *el vocabulario*, la

canción usada fue “apples and bananas”, los niños *expresaron diferentes emociones*, al cantar la canción además de que utilizaron su cuerpo para hacer movimientos, aprendieron nuevo vocabulario”.

As a conclusion is very useful working with songs, which brings advantages and disadvantages and as can be seen, there are children who do not know English, and other factor that is notable is that students who know English want to know more, we must be careful in learning of all students.

4.1.3 Old McDonald have a farm

Table 4.1.3

Behavior	Always	Often	Sometimes	Seldom	Never
Students Understand Material	✓				
Students have interaction in the class	✓				
Students develop skills		✓			
Students try to speak			✓		

As can be seen in table 4.1.3 the student’s behavior seems in a positive way again at level of frequency 2 times in “Always” since the students show interaction with classmates and they try to talk. This could be the fact that the lyrics of the songs are very easy and very useful for learning new words and ne expressions.

Table 4.1.4

Social skills	Always	Often	Sometimes	Seldom	Never
Relating with others			✓		
Expressing their feelings					✓
Students use body language to express	✓				
Expressing affection			✓		
Smiling when greeting people and talking		✓			
Listening is difficult for them		✓			

As can be seen in table 4.1.4, the students' development of social skills seems to be very diverse since social skills were evident in different levels of frequency. The students develop social skills in a different frequency half of them is positive and the other half is somewhat negative. This could be the fact that the lyrics of the song are just based on the vocabulary of animals.

Excerpt 1: “Los alumnos tuvieron problemas con el vocabulario solo hacían el sonido e imitaban los sonidos, además que hubo ausencias de compañeritos en el salón de clases.

Excerpt 2: “Los alumnos realizaron una pequeña actividad relacionada con los animales, pues utilizamos moldes de diferentes animales para realizar una máscara en clase y posteriormente cantamos una canción. La canción que utilizamos fue la “old macdonal had a farm”, *los alumnos interactuaron y aprendieron a compartir sus cosas* y el material que utilizaron para su actividad”.

As a conclusion, the use of songs serves as motivation for students in their learning, I must consider carefully the correct pronunciation as well as the type of vocabulary used to be easier and simple for students, also the student begins to develop listening comprehension, and they create a relaxing and fun atmosphere.

4.1.4 Good bye song

Table 4.1.4

Behavior	Always	Often	Sometimes	Seldom	Never
Students Understand Material	✓				
Students have interaction in class		✓			
Students develop skills		✓			
Students try to speak	✓				

As can be seen in table 4.1.4 the student's behavior seems in a positive way again at level of frequency 2 times in "Always" and 2 times in "Often" This means that students understand the material and develop the speaking skill. Besides that social interaction is a determining factor in student development and presents. This could be the fact that the lyrics of the songs are very easy and very useful for learning new words and ne expressions.

Table 4.1.5

Social skills	Always	Often	Sometimes	Seldom	Never
Relating with others			✓		
Expressing their feeling	✓				
Students use body language to express		✓			
Expressing affection					✓
Smiling when greeting a people	✓				
Listen is difficult for them		✓			

As we can see in table 4.1.5 the students develop social skills seems to be very diverse since social skill were evident and different levels of frequency. The students developed social skills in a different ways for example, students interacted with peers of the class they show affection by his friends, students also correctly understood the vocabulary of the song and the meaning of the words. This could be the fact that the lyrics of the song are just based on the vocabulary of the expression “GOOD BYE”.

Excerpt 1: “Solo dos alumnos no realizaron la actividad que les pedi y mostraron enojo cuando les coloque una carita triste en su cuaderno, además de que uno de los alumnos le pego a una niña”.

Excerpt 2: “Los alumnos tuvieron problemas al escribir las palabras de la canción y los números”.

Excerpt 1: “Los niños repasaron dos palabras, el día y la noche, y ellos dibujaron en su libreta, dichos acontecimientos, además de que *aprendieron las palabra “bye”* para decir adiós, escucharon la canción titulada “good bye song” fue un recurso para poder *identificar las noche y el día*, los pequeños, demostraron a sus amigos, lo importante que es el saludo, y al igual que *presentaron ciertas emociones* al cantarla, e interactuaban con sus amigos”.

Excerpt 2: “los alumnos *imitaron* lo que decía *la canción “GOOD BYE SON”*, después de ello *aprendieron nuevas palabras* importantes” *Dirty- sucio y Clean-Limpio”*

Such a conclusion is very useful to use songs that serve to identify “la despedida en inglés” as in this case the song good bye song, but we must be careful with students who are distracted in class or have problems with some classmates not to happen some kind of aggression.

4.1.5 This is the way we go to school

Table 4.1.5

Behavior	Always	Often	Sometimes	Seldom	Never
Students Understand Material	✓				
Students have interaction	✓				
Students develop skills	✓				
Students try to speak	✓				

As we can see in table 4.1.5 the student's behavior seems in a positive way again at level of frequency that all in "Always" This means that students understand the material and develop the speaking skill, students have social interaction. This could be the fact that the lyrics of the songs are very easy and students like the song, besides the song is very funny.

Table 4.1.6

Social skills	Always	Often	Sometimes	Seldom	Never
Relating with Others			✓		
Expressing their feelings					✓
Students use a body language to express	✓				
Expressing affection			✓		
Smiling when greeting people and talking		✓			
Listening is a difficult for them		✓			

As we can see in table 4.1.6 the students develop social skills seems to be very diverse since social skill were evident and different levels of frequency. The students develop social skills in a different ways for example, students interacted with classmates in the class they show affection by his friends, students also use body language to express their happiness, and their never express their feelings because they are always happy. This could be the fact that the lyrics are easy for students and through music students enrich their learning.

Excerpt 1: “Un alumno sufrió un pequeño descuido con su lunch, pues al tratar de comer fruta se estaba atragantando, lo cual hubo complicaciones en la actividad”

Excerpt 2: “Utilizamos la misma técnica de trabajo con los niños, usamos los tapetes para realizar las actividades que teníamos pendientes del libro, *ellos mostraron buena relación* con sus compañeros de clase, y como eran pocos alumnos, pude prestarles mayor atención a los niños, además de que les *pareció muy divertido* el haber trabajado así, además de que *ellos estaban relajados*”

All students sang this song; this activity resulted very interesting for them because they were given better attention to each student, because it allowed students to express the way when they go to school, but we must always show attention on students are doing even if not greater importance as the smallest detail can be a danger.

4.1.6 Shapes

Table 4.1.6

Behavior	Always	Often	Sometimes	Seldom	Never
Students Understand the Material	✓				
Students have interaction in class	✓				
Students develop skills	✓				
Students try to speak	✓				

As we can see in table 4.1.6 the student’s behavior seems in a positive way again at level of frequency that all in “Always” This means that students understand the material and develop the speaking skill, students have social interaction. This could be the fact that the lyrics of the songs are very easy and students like the song, also the song is very funny for them.

Table 4.1.7

Social skills	Always	Often	Sometimes	Seldom	Never
Relating with Others			✓		
Expressing their feelings					✓
Students use a body language to express	✓				
Expressing affection			✓		
Smiling when greeting people and talking		✓			
Listening is a difficult for them		✓			

As we can see in table 4.1.7 the students develop social skills seems to be very diverse since social skill were evident and different levels of frequency. The students develop social skills in a different ways for example, students interact with classmates in the class, they show affection by his friends, students also use body language to express their happiness, and their never express their feelings because they are always happy. This could be the fact that the lyrics are easy for students and through music students enrich their learning. I can also make a mention that this table shows the same factors above the previous observation.

Excerpt 1: “Uno de los alumnos no pudo concluir con su títere, pues la mayoría del tiempo se la paso platicando con sus compañeros. Una alumna si realizo el trabajo muy bien pero por descuido termino cortándole la mano a su títere”.

Excerpt 2:” Los alumnos lograron *identificar las formas en inglés* como son: square, triangle, circle, rectangle, con la ayuda de la *canCIÓN “Shapes”* pues al cantarla ellos *interactuaban con sus compañeros y amigos de clase* y ellos *realizaron una actividad de un títere* para así poder identificarlas mejor las formas”.

In sum that the song is a tool for student learning, besides that with the help of a simple activity students can easily learn the vocabulary a topic, as well as help develop listening skills and student, but we must also consider that not all students pay attention in class so we have to be aware of them.

4.1.7 Hockey Pokey

Table 4.1.7

Behavior	Always	Often	Sometimes	Seldom	Never
Students Understand the Material		✓			
Students have interaction in class			✓		
Students develop skills			✓		
Students try to speak			✓		

As can be seen in table 4.1.7 the student's behavior seems that the frequency level in this case is higher with 3 times in "Sometimes" This means that students understand the material and develop the speaking skill, students have social interaction. This could be the fact that the lyrics of the songs are very difficult for them.

Table 4.1.8

Social skills	Always	Often	Sometime	Seldom	Never
Relating with Others	✓				
Expressing their feelings		✓			
Students use a body language to express			✓		
Expressing affection	✓				
Smiling when greeting people and talking	✓				
Listening is a difficult for them			✓		

As can be seen in table 4.1.8 the students develop social skills seems to be very diverse since social skill were evident and different levels of frequency. The students develop social skills in a different frequency half of them is positive and the other half is somewhat negative. This could be the fact that the lyrics of the song are just based on the vocabulary of the body parts.

Excerpt 1: “En esta sesión no hubo dificultades la mayoría del grupo participo algunos se confundían por con la palabra pero identificaban el sonido”.

Excerpt 2: ”Los estudiantes *lograron repetir las partes del cuerpo usando la canción “Hockey Pockey”*”.

As conclusion that I can get through this song students can easily identify parts of Body as well as also shown participative in class, because the song makes are motivated.

CHAPTER 5: CONCLUSIONS

5.1 Chapter overview

In this chapter, I present the conclusions drawn from the results presented in chapter four. For example, it was found that the use of songs and student’s behavior was a very important factor for the children’s development of social skills. Moreover, recommendations for the limitations of this study are expressed at the end of the chapter.

5.2 Social interaction and academic aspects improvement

According to the results, the main findings are two categories: Social interaction and academic aspect. The songs play an important role in learning and development of children; I can conclude that students try to speak when singing a song. This could indicate that singing a song promotes the students’ sharing and expressing of their own ideas. Also students learn new vocabulary this could encourage a natural and fun way of teaching and learning English with kids, we can also conclude that students developed their listening skill when singing the songs. This could mean that students show the capacity to understand the vocabulary and phrases that they learn when they doing in a fun way.

The teacher was the one established the environment to promote social skills by using activities and several songs to get their interest. As a result, students expressed their feelings and emotions; this entails a natural reaction and to learning English. Therefore working with kids is very easy and fun. In this way the students have a social interaction with their classmates this promotes the process of learning in a very funny way for them and also they make a relationship with others.

When children were singing they showed a great interest in different ways like and particular moods, they tried to speak English, were focused on and paid attention for a long period of time. They were not forced to singing a song, they showed interest when they were singing a song and also dancing in that moment with different movements.

5.3 Limitations of the study

This research has some limitations. The first limitation presented is the situation of the teacher because I had to preform both activities: observe and do the activity with my students at the same time, what I did after giving the class immediately was to fill out the observation format so I would not forget the things. The second limitation was the time of activities and song, because as working with preschool children, the teacher should have more patience with students when singing and presenting the activity since the teacher should cut the time and students require more time to hearing the song in several times to understand better. Another difficulty I can mention is the pronunciation because some words are difficult for students. Another difficulty that was found is that some students when singing the song screamed and this caused the hustle of peers.

5.4 Suggestions for further research

In this study it is suggested to researchers that when they making observations, they needed to pay close attention to them, as it is a bit tricky when they have to do two things at the same time. In this case observe the participants and provide classroom activity. Another suggestion for this study is to find short songs so that, when doing the activity, the teacher can manage their time very well.

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APENDIX A

OBSERVATION FORMAT

Songs

Behavior	Always	Often	Sometimes	Seldom	Never
Students understand material					
Students have interaction in the class					
Students develop skills					
Students try to speak					

Comments _____

Social Skills	Always	Often	Sometimes	Seldom	Never
Relating whit others					
Expressing their feelings					
Students use body language to express					
Expressing affection					
Smiling when greeting people and talking					
Listening is difficult for then					

	Try to sing	Only mention a short sentence	Just mention only vocabulary they know	
When we singing a song what are their reaction?				

APPENDIX B

1

Viernes 18 de noviembre 2011

Logros: Los pequeños aprendieron los números en inglés del 1 al 5 pero facilitar la actividad, utilizamos una canción titulada "Five little monkeys" ellos pudieron identificar los números del 1 al 5 fácilmente, al cantar dicha canción interactuaban socialmente con sus compañeros de clase, después de ello mostraron actitudes favorables por hacer una actividad pintando animales y números y si algún compañero no tenía tiempo ellos compartían el dicho material con otros compañeros."

Dificultades:
Cuando cantaban la canción comenzaron a hacer la imitación de como los Monkeys saltaban y algunos de ellos gritaban se caían al propósito, además de tener dificultades con la pronunciación pero en lugar de decir jump decían jump jumping on the bed. Querían otra vez cantarla pero ella tenía actividades por hacer.

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