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FACULTAD DE LENGUAS

“THE USE OF SONGS TO FACILITATE THE LEARNING OF ENGLISH VOCABULARY IN FIFTH GRADERS”

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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VOCABULARY IN FIFTH GRADERS”**

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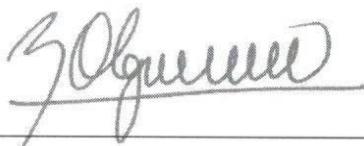
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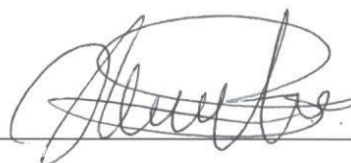
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ABSTRACT

This study analyzes the use of songs in fifth grade English classes that could facilitate the learning of vocabulary in English. It was applied in the fifth grade of the elementary school Ricardo Flores Magón. The purpose is to determine how positive are the use of activities based on songs in English to learn vocabulary.

The development of this study and data was based on three research questions to obtain quantitative results. Most of the results were positive during the process of this study because the information stood out that songs made a difference in the learning process due to young learners retaining and understanding simple words and phrases. In addition, the results highlighted that the type of activities applied encouraged learners to practice pronunciation and intonation patterns. A remarkable and unexpected result provided the opportunity to recognize some lexical categories that the Common European Framework establishes, such as verbs, phrases, expressions, and nouns.

Therefore, this study has proposed some recommendations to adequate the implementation of learning vocabulary using songs to provide a meaningful context for the vocabulary. The significant comments that young learners responded to the activities in the classroom confirm that songs contribute to the lesson and material for helping teachers plan their classes. In the same way, another important finding is that the students can strengthen their pronunciation, fluency, and spelling. Young learners had meaningful connection with the language, and songs also transferred concentration and motivation to recognize words.

DEDICATIONS

I dedicate this thesis to my loving parents, Roberto Cuesta González, and Eulalia Josefina Escobar Calvario, who are my source of inspiration, support, and guidance. They have taught me to always persevere, believe in myself, and be determined. In a special way, I can express my heartfelt gratitude for trusting and believing in me. They have been the main promoters of my projects, dreams, and future. I love them from the bottom of my heart.

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DEDICATIONS

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CHAPTER I: INTRODUCTION

1.1 Chapter Overview

Rohman (2005) wrote that a language could be considered a speaker's dominant language, whether learned as a second language or as a foreign language around the world. The English language can be divided into a global and a local international language. Global English is used by international organizations or for diplomatic relations and local English is practiced as a second language in classrooms all over the world (Clyne & Sharifan). Rohman (2005) also related that English is taught to children and young learners in different countries by the education system.

English language learning in Mexico has become an essential element for the education syllabus in institutions since it has been implemented in English teaching programs in elementary schools (Ramírez & Sayer, 2016). According to Cahyati and Madya (2019), children at the elementary level can easily memorize new vocabulary and they would be able to write simple phrases. Moreover, English learning has increased the confidence and motivation of students to speak and comprehend words (Juhana, 2014). Vocabulary is only part of a foreign language; it becomes the main sub-skill for language learning. Without learning words and building vocabulary young learners will not be able to acquire a certain level of vocabulary that will be useful.

Among the different materials that can be used for teaching, English songs are considered important because they motivate young learners to know and learn the customs and traditions of different cultures (Mobbs & Cuyul, 2018) and they can be a great tool in the learning process to help young learners to improve their linguistic

skills (Saricoban & Metin, 2000). According to Smadi (2020), listening to songs allows young learners to focus on their pronunciation and understanding of the English language's rhythm, tone, and beat.

1.2 Statement of the Problem

One of the situations in the teaching of English in Mexico is that it is not taught in all the public kindergartens nor in the public elementary schools. Some students can take private English classes after school, but for some others, this is not an option. Then, when they start elementary or secondary school it becomes their first experience learning a foreign language and it becomes a really challenging practice for some children because they find difficulties carrying out activities in the classroom, understanding the instructions of a teacher, completing the activities in their textbooks, or expressing themselves on a basic level.

Borjian (2015) mentions some difficulties that students face related to the English language. Currently, elementary students deal with some troubles to learn the language. They do not have a strong foundation of vocabulary to cope with basic grammar structures due to different reasons. One of the reasons is that there are not enough English teachers that can provide elementary students the classes to develop the language. Another reason is that elementary students do not have an interest in learning the English language. This could be because they are probably not exposed to the language due to the high number of groups as well as the size of those groups in the elementary school. For example, in the elementary school, "Ricardo Flores Magon" students do not have classes during their school year, or they sometimes have classes when the school has a pre-service teacher resulting in the need of learning

and practice the language. Samer (2018) brings us that exposure to the English language is one of the activities that benefit a greater development of language skills. Exposure to the language can be a suitable environment in teaching and learning that has become an important key to practicing general points of the English language, either grammar, culture, colloquial phrases, or specific topics of vocabulary. Therefore, a future English teacher must provide different tools to deal with a new language, for example, watching movies or TV shows, reading books, stories, magazines, and even listening to songs.

Therefore, children at elementary schools need to have the opportunity to learn English, at least in this stage, relating basic lexical words, which according to the Common European Framework, children need to be guided to learn very basic expressions or easy vocabulary. Somehow, they must express themselves slowly and clearly with the words they acquire during the learning process. Elementary students also need opportunities to set the basis of a strong repertoire to formulate and understand very simple words or sentences. These opportunities can come from the use of songs which can be a good source for learning the language. It is well known that there are different strategies to acquire vocabulary, but songs are an excellent tool to help students facilitate vocabulary learning because songs are everywhere, for example, on YouTube, radio, or television, and because students can learn and apply different strategies to use their favorite song to acquire new words or learn basic phrases. According to Schmitt (2000), one of the advantages of young people learning English is that they can develop a rich vocabulary, they tend to connect simple phrases, express themselves or attain fluent communication using songs.

1.3 Purpose of the study and justification

The purpose of this study is to introduce English vocabulary to young learners at elementary school through songs. Songs have been considered an effective tool in the process of English language learning for different reasons. For example, learners can be able to learn vocabulary related to emotions, common verbs, daily expressions, adjectives, etc. Furthermore, they can practice grammar through activities like completing phrases, matching exercises, filling in the gap activities, etc.

When using songs, language learners can create a repertoire that can help to develop or reinforce their language skills such as listening comprehension, reading comprehension, written production, and oral communication. In fact, songs stimulate thinking and improve skills such as verbal memory and auditory memory (Pérez, 2010). Learners can imitate the rhythm of songs and practice producing sounds in the new language (Mobbs & Cuyul, 2018). According to Reina (2010), songs can be used in different ways during the lesson to teach about specific grammatical points or vocabulary and teachers can even choose learners' favorite songs to practice pronunciation.

1.4 Research Questions

The present study formulated the following three research questions which guide the process of this study.

- RQ1. How do song activities facilitate the learning of English in fifth graders?
- RQ2. How do learners respond to song activities to learn vocabulary?

- RQ3. What are the advantages and disadvantages of using songs in elementary school to teach English vocabulary?

1.5 Significance of the Study

Murrieta et al. (2011) mentioned that to strengthen the linguistic skills of secondary students learning English, it would be useful to keep the teaching of English at basic levels through stages in which students learn basic vocabulary and functions of English, mainly at kindergarten and at the elementary level. Then, this study proposes the use of songs in different activities that reinforce the learning of English vocabulary with young learners in the public educational system.

This study could benefit English teachers who work at elementary public schools because the songs are a handy tool for retaining vocabulary and taking the most out of them. For one, the songs avoid being bored in the classroom because they can create an entertaining and relaxing environment for young learners. Besides, this study provides information about using songs not only to teach vocabulary but to reinforce the four skills by providing different activities. Consequently, the learning of English at this level could be reinforced to benefit the language level of students before entering secondary school.

Another sector that could benefit from this study is the pre-service teachers at LEI who are taking the subjects such as “Taller de Materiales”, “Práctica Profesional” or “Experiencia Docente con niños”. The subject of “Taller de Materiales” consists of providing future English teachers with several tools to design educational materials that help to explain a topic better and facilitate the learning process of the students at different educational levels from kindergarten to university.

The subject of “Práctica Profesional” helps future language teachers to gain experience to understand the teaching practice. Moreover, future English teachers could teach the English language by working with students who belong to different educational levels. The subject of “Experiencia docente con niños” consists of a supervised exercise that allows language teachers to teach the English language to young learners of kindergarten and primary school applying techniques and strategies of learning. It is the first time they work with real students at the basic levels; therefore, they need to create different activities and learn about students’ characteristics to have a better teaching practice.

1.6 Summary

This first chapter begins with a brief introduction to the learning of English vocabulary through songs. Moreover, it explains the context of this study and the problems faced by elementary students in learning vocabulary as well as pre-service teachers when teaching English in public elementary schools.

The second chapter is the theoretical background of this study which explores the background of teaching the English language in Mexican elementary schools. Apart from this, it describes learning theories, especially with young learners and it mentions young learners’ characteristics. Moreover, it talks about the scale of linguistics skills at the A1 level according to the Common European Framework. Finally, it presents the importance of songs and vocabulary, as well as the songs activities for learning and teaching of English vocabulary.

CHAPTER II: LITERATURE REVIEW

2.1 Chapter Overview

This chapter provides a literature review of the current English language teaching situation in Mexico and most specifically in public elementary schools. Teaching English to young learners in the context of Mexican public education at the elementary level is discussed. Moreover, young learners' age, characteristics, and cognitive development are considered. Finally, the role of songs and vocabulary activities in the language-learning process is also explored.

2.2 English Teaching in Mexico

The Ministry of Education (SEP) was established in Mexico in 1921. The Mexican educational system is divided into public and private systems and has three educational levels, basic, upper-middle, and higher education. SEP's main objective is to provide all the children in the country with universal education so that Mexican children develop key learning and personal abilities for professional and academic growth throughout the whole Mexican territory (SEP, 2015).

In 1990, five states in Mexico decided to implement state programs to teach English as a foreign language at elementary public schools. These state programs were expanded from twenty-two out of thirty-one states of the Mexican Republic. The main objective of these State Programs was that students who belong to public elementary schools had the opportunity to learn the English language. Another characteristic was that educational authorities of elementary schools took the

initiative that state programs be converted to official subjects for elementary students. On the other hand, state programs faced several obstacles in basic education, for example, few students participated in English classes, teachers designed the classes without having a curriculum guideline, and the number of English classes in the elementary schools were few. (Ramírez & Sayer, 2016).

In their article, Ramírez and Sayer (2016) also inform State Programs or Programas Estatales were the first programs for teaching English in public elementary schools. In the past, only students attending private institutions received English language instruction. Therefore, these programs incorporated English as a subject in the curriculum and consisted of providing low-income students with English classes and teachers with training seminars organized by book publishers, embassies, and international organizations. Students started English instruction satisfactorily, unfortunately, English classes did not continue over time. One of the reasons was the lack of teachers as they were hired on temporary contracts without any employment rights or benefits. In addition, the programs were not established in small towns and marginalized areas, so English was mainly taught in the state capitals and major cities. Besides, the programs did not provide students with materials or free workbooks, and most teachers planned classes based on other textbooks as the English programs were not part of the curriculum. As a result, these English language programs came to an end.

Another project to teach English in Mexico was the English Encyclomedia or Inglés Enciclomedia. This program was introduced for the first time in thirteen states from 2005 to 2006 with fifth and sixth-grade students. The program included

textbooks for Spanish, Mathematics, History, Geography, and Civic education including links to internet pages to provide more information about topics and content seen in class. Moreover, classrooms were equipped with a computer, an electronic whiteboard, and a projector. The Inglés Enciclomedia was designed for teachers with a basic knowledge of English so they could teach the language through the platform as the program was adapted for teachers and young children to learn English together during classes. However, this program did not have socio-cultural topics about Mexico and was not effective when offering feedback to students about the topics reviewed (SEP 2006).

In 2011, Inglés Enciclomedia ended, and the National English Program in Basic Education (NEPBE or PNIEB in Spanish) was created. One of the main characteristics of this program was to strengthen English language learning in four stages taking kindergarten, elementary and secondary levels into account. The PNIEB program was piloted in elementary public schools. Unfortunately, this program was instantly replaced by a new program for teaching the English language called the S246 program. One of the reasons for the replacement of the PNIEB program was that it showed negative results at the elementary level because the students were not able to understand the basic English language (Alcántar et al., 2014; Ramírez & Sayer, 2016).

On January 1st, 2014, the federal government implemented the S246 Program, Strengthening the Quality of Basic Education (PFCEB). The main objective was to support schools and teachers to improve student's knowledge of reading, writing, mathematics as well as English as a second language. However,

teachers continued teaching English with the PNIEB program and as a result, the S246 Program was suspended (SEP, 2014).

The last program implemented was the National English Program (PRONI) for elementary public schools. The objective was to implement English from the third grade of preschool to the sixth grade of elementary education. The program proposed a training program for teachers who participated in the program PRONI, and they had to certify their English proficiency with international certification. The need for a language certification was promoted for students as well. Nevertheless, the program was not formally evaluated to be part of the official basic education curriculum as it was only studied according to the pilot phase (Ramírez & Sayer, 2016).

It is observable that there have been efforts to include English in the national curriculum for basic education; however, the teaching of English at the elementary school in Mexico has faced different issues such as the fact that the programs implemented have been constantly renewed and this fact has not allowed observing the development and function of the teaching of English at the elementary level.

2.3 Theories of Young Learners' Development

Aldabbus (2012) defined students from 5 to 12 years old as young learners. Suyanto (2008) classified young learners into two groups. The first group is considered young learners from 6 to 8 years old. The second group is mentioned as young learners from 9 to 12 years old. In addition, Slaterry and Willis (2001) described that the students from 7 years old are named "Very Young Learners" (VYL) and the students from 12 years are denominated "Young learners" (YL).

Blake and Pope (2008) mentioned that Piaget's theory classified children's cognitive development in four different stages. These stages focused on children's cognitive learning and how they influenced children's interaction with their surroundings and how children construct their knowledge in real-life situations. The first stage, sensory-motor intelligence, starts when the baby is born and finishes at two years of age. An infant's behavior is characterized by movements and sensations, for example, the baby cries when hungry, hot, or feels uncomfortable and reacts to her or his mother's voice. The second stage is the preoperational, -between two and seven years old- children begin to develop the use of language, consider other points of view, and differentiate concrete terms focused on a single characteristic. The third stage is the concrete operational stage. In this stage, children between seven to eleven years old, develop more social behavior with the environment, understand the language for exchanging new concepts or experiences and they do not have abstract thinking just yet. In the last stage, formal operational -between eleven years old and adolescence- the child has an increased ability to solve problems, the capacity to understand abstract ideas, and the use of general information for specific concepts.

Piaget, as quoted by Ojose (2008) considered the concrete operational stage essential for developing the cognitive skills of young learners when children have the capacity to organize ideas, think in concrete terms, and learn how to use basic concepts. In addition, children interact with their own environment and are attracted to knowing new things as well as researching new topics they find interesting since children are good at memorizing. During this stage, the young learners are surprised by unrealistic things and develop a sense of romance, wonder, and amazement. Also,

students at the elementary level learn much better when they have active participation during classes involving topics such as courage, nobility, genius, ambition, energy, and creativity.

The implementation of Piaget's theory allows teachers to have better communication with their students, plan their teaching strategies accordingly, and help young learners recognize their learning strengths and weaknesses (Blake & Pope, 2008). The concrete operational stage is important in the child's cognitive development for abstract thinking as they can understand meanings and processes and exchange new information (Piaget, 1954, see also McLeod, 2010). It is important that teachers know about students' cognitive development because it helps teachers to know the ways in which children learn and develop their thinking and abilities while they are learning a new language.

2.3.1 Characteristics of Young Learners

Researchers in education have proposed different ages for the concrete operational stage. As previously revised, Piaget (appeared in Blake & Pope, 2008) mentioned young learners' concrete operational stage was from seven to eleven years old meanwhile Scott and Ytreberg (2001) considered young learners from eight to eleven years old to be in such a stage. On the other hand, Juhana (2014) classified young learners in two periods, biological and social. The biological period is characterized by growth and physical development as well as emotional, natural, and healthy changes, and during the social period, children develop their identity and their own personality through experimenting with the world and with their friends at school or when practicing sports. This allows the interaction between teacher and

student for meaningful learning and successful teaching as teachers play an important role as mentors guiding children through the learning process to expand their knowledge.

Juhana (2014) also considered that during the concrete operational stage, young learners are encouraged to seek new information to interact with the environment and people around them. Besides that, young learners are explorers searching for new answers about the world and it is for this reason that teachers should avoid teaching abstract concepts. Scott and Ytreberg (2001) considered that English teachers need to know young learners' characteristics to strengthen their capacities because young learners share ideas and experiences with people as they know how to distinguish between fiction and real life. Young learners ask about things around them and can give their own opinions and express their feelings. Juhana (2014) suggested teachers must establish an enjoyable class atmosphere to integrate students into the activities and create fun lesson plans and apply dynamic strategies; this is to avoid boredom because young learners may lose attention to the activities quickly (Scott & Ytreberg, 1992).

Juhana (2014) also explains that young learners not only learn through meanings or explanations they also must interact, hear, see, and touch during activities to develop better learning. Moreover, young learners learn through physical activities and social interactions or by exploring the environment and with designed materials (flashcards, songs, or worksheets) or realia which will allow young learners to explore the world. Young learners should be allowed new ways of communication to discover how the world works. According to the Common European Framework,

for instance, in the case of the A1 level, children need to interact to learn some basic vocabulary about greetings and phrases of goodbye. Therefore, at this level, it provides ludic activities, such as songs, pictures, or crosswords. These activities help to include basic English words and the learning may be productive for the students.

2.4 Common European Framework

The Common European Framework of Reference for Languages (CEFR) is a globally recognized document. It has specific points to describe and evaluate the abilities of a foreign language. The CEFR mentions four linguistic skills and sub-skills in different levels, from A1 for beginners, up to C2 for those who have mastered the language. Furthermore, the teachers of English language teaching can use the CEFR to know the students' level and identify the skills that they need to acquire at each level. The European Framework classifies each level into three categories: Basic user, independent user, and Proficient user. The first category, Basic user, includes A1 and A2 levels. The Second category, independent user incorporates B1 and B2 levels. The third category, Proficient user, involves C1 and C2 levels. The Common European Framework of Reference for Languages suggests strategies for the teaching and learning of a foreign language. These activities are distributed considering the students' level, besides which, they include activities from listening and reading comprehension and oral and written interaction.

At the basic level, the CEFR includes 4 sub-levels directed to young learners. These levels are pre-A1 starters, A1 movers, A2 flyers, and A2 Key for schools. These levels are divided on a six-point scale which allows the assessment, detection, and improvement of linguistics skills of the children. The Pre-A1 Starters consist of

understanding basic English words about body parts, greetings, days of the week, or adjectives. Moreover, they like listening to English songs, cartoons, or children's films. The A1 Movers talks about teaching students to comprehend simple conversations and instructions. In addition, the children can complete basic sentences and write simple notes. The A2 Flyers consist of comprehending daily very basic phrases and expressions. The children also familiarize easy phrases in repetitive texts and communicate the ideas in a clear and slow way. The description of these levels makes clear the importance of the learning and acquisition of vocabulary at a young age.

2.5 Learning Vocabulary

Suri (2012) mentioned vocabulary is essential for language communication as teaching vocabulary consists of the sounds of the words, word patterns, the structure of sentences, and parts of words such as prefixes and suffixes. Suri (2012) also argued that vocabulary is fundamental for language learning so teachers should focus on teaching basic vocabulary to have students practice spelling, recognize meanings, and understand words in context. On the other hand, Alqahtani (2015) argued that vocabulary is fundamental in communication to express opinions, feelings, thoughts, and ideas and to establish a conversation. Learning a second language means students need to master vocabulary to have a better command of speaking and writing skills. Furthermore, vocabulary acquisition plays an important role in developing the four skills when students are learning English as a second or foreign language since they have the capacity to acquire new words when learning a language. For example, students can express themselves fluently, communicate their

ideas to others, understand videos, present a language certification, or understand an English story or their favorite song.

In addition, Alqahtani (2015) declared that acquiring lexicon competence means understanding specific words, such knowledge constitutes the learning of a second language when communicating in a new language. Also, the lack of vocabulary knowledge limits young learners' communication; therefore, Oxford (1990) argued that vocabulary is key to dominating a foreign language and it is during this learning process that children start relating it to their mother tongue. Vocabulary is one of the main components in a language certification (Oxford, 1990) since the different sections evaluate students' vocabulary in the way they understand the meaning of words and how they use a wired lexicon as evidence of their language command. Although grammar is fundamental in teaching a second language, vocabulary is also necessary to practice such grammar (Lelawati et al., 2018); however, McCarten (2007) claimed vocabulary is often taught as a list of words, a strategy that forces students to simply memorize words. The key to teaching vocabulary effectively is presenting activities where students can use a combination of words, and sentences, in context.

2.5.1 Active and Passive Vocabulary

Siskova (2016) emphasized acquiring a wide vocabulary to communicate in a second language. Because vocabulary is considered one of the main components of learning a language, the lack of vocabulary may impede young learners to communicate with others (Alqahtani, 2015). Susanto (2017), the author also established that the development of the four skills (speaking, writing, reading, and

listening) allows young learners to understand a conversation and transmit a message when learning a new language. The acquisition of the four skills may also help students master vocabulary because it is a key component for the development of the language (Aziz, 2015).

According to Siskova (2016), vocabulary can be divided into two types: receptive vocabulary and productive vocabulary, also known as passive and active (Goldstein, 2004, as cited in Siskova, 2016). Alqahtani (2015) defined active vocabulary as words students learn during English classes as they recognize the meaning and can interpret a message in the communication process. Passive vocabulary means understanding words when reading or listening, but students are not able to pronounce these words and they do not use them to communicate.

Moreover, Siyyari (2020) explained that the development of the four language skills facilitates the comprehension of a language and improves communicative abilities, such skills should be practiced by keeping an active vocabulary; otherwise, vocabulary remains passive because learners do not use it. Siyyari (2020) also stated that keeping vocabulary active improves performance in other contexts like listening comprehension activities, spelling, and pronunciation, likewise, active, and passive vocabulary is important in the learning process and learners will be able to develop both types of vocabulary because they are in contact with the language.

2.5.2 Teaching Vocabulary to Young Learners

Suri (2012) mentioned that teaching vocabulary consists of building learning strategies and activities where students learn new words. Marzano (1990, appeared

in Ferlazzo & Sypniewski, 2018) proposed three steps for introducing vocabulary. The first step is to introduce the new topic, for example, the teacher practices concepts and skills prior to the subject by pronouncing vocabulary aloud, the idea is to implement activities for better knowledge of vocabulary. The second step is the use of materials and dynamic activities for teaching vocabulary through flashcards, worksheets, photos, songs, or games. The third step is about the implementation of some learning strategies for students to learn vocabulary. For example, teachers should include different learning styles for young learners to learn vocabulary. To allow young learners to have significant learning (Lorenzutti, 2014), they can use dictionaries to look up meanings so young learners can create their own definitions; they may write vocabulary by associating their first language and second language or they can draw pictures related to the vocabulary.

Vocabulary is a central point for teaching the English language and communication. In the same vein, Alqahtani (2015) explained that teaching vocabulary is an important part of language development as well as learning new words and having an extensive vocabulary is crucial for communication skills to express ideas, ask for help, and to exchange information. Managing a wide vocabulary and mastering the use of the lexicon of a language is essential for academic results (Garton & Copland, 2019). Likewise, Cameron (1994, appeared in Garton & Copland, 2019) established that promoting young learners' learning can help to acquire basic concepts. For instance, teaching basic vocabulary such as animals, colors and the parts of the house can help young learners improve their learning of word meanings. Cameron also mentioned that young learners acquire

vocabulary through dialogue when they interact and use new words. Garton and Copland (2019) affirmed that interaction is important for vocabulary acquisition because young learners practice their oral skills through communication, and as they share ideas, they learn more meanings and increase their vocabulary.

Garton and Copland (2019) also established that a strategy for teaching English vocabulary is when students select the vocabulary they want to learn because this allows young learners to actively participate in the activities and analyze the vocabulary. Moreover, students become motivated when the teacher uses activities they selected, and as a result, the class is enriched and flexible, so students learn the vocabulary faster thanks to the active and dynamic teaching environment.

2.6 Songs as a Source for Learning English

According to Kusnierek (2016), young learners who just begin studying English can improve their language skills using songs. Furthermore, songs are a popular strategy to practice the language in the classroom because they can provide a successful development in listening, writing, speaking, and reading skills. Besides that, the benefit of using songs is that teachers can plan and design lessons with specific vocabulary to help young learners understand the language plus songs allow learners to develop their imagination when practicing a foreign language.

Song activities help to improve listening skills, for example, to identify the pronunciation of words. Dzanic and Pejic (2016) established that songs have vocal sounds, rhythm, and melodic patterns that help to get familiar with the acquisition of a language. Songs provide rhythm to the language to work on pronunciation and it can help learners to focus on accent patterns of the language. Kocaman (2018)

described that songs are a perfect fit for learners because songs have an easy vocabulary and the rhythm and pronunciation help learners to understand vocabulary, grammar, and colloquial expressions. In addition, song lyrics contain repeated phrases to comprehend the language and memorize words. Songs also help to recognize or identify word stress and pronunciation so learners can pronounce vocabulary and communicate with such activities students can practice English outside the classroom (Dzanic & Pejic, 2016).

Besides, learning with songs motivates young learners to do the activities by creating an enjoyable learning environment during class (Kusnierek, 2016). Also, Okan (2003, appeared in Kusnierek, 2016) classified songs as an educational teaching resource that promotes students to participate in the activities during the classes because they facilitate learning and keep young learners' attention. Learning through songs aids young learners to increase the level of the four linguistic skills because they develop key vocabulary, grammar, and language patterns and can contextualize different situations in daily life. Dzanic and Pejic (2016) mentioned several benefits of using songs as learning tools, for example, song activities increase comprehension at an early age and song lyrics provide phrases and word repetition to encourage speaking. Finally, songs are good tools to memorize words and teach cultural topics.

2.6.1 Teaching English Vocabulary with Songs

Dzanic and Pejic (2016) considered that songs are an important tool for teaching English vocabulary since students feel more motivated when classes are fun. Kusnierek (2016) also stated that learning vocabulary through songs plays an

important role in synchronization because students pronounce, sing, and learn new words at once. Besides, teachers can design their class with visual materials and realia and dance with learners to the songs.

Davanellos (1999, appeared in Kusnierek, 2016) suggested three stages to teach vocabulary through songs. The first stage, pre-study, consists of presenting key vocabulary to be used during class, for example, teachers can show flashcards for the class to practice pronunciation, for example. The next stage, while studying, is activities for students to begin associating vocabulary introduced in the previous step by using songs. For instance, students complete the gaps in the song lyrics with vocabulary while they are listening to the song. The final stage, post-study, is the activities to practice writing and speaking skills. For example, students write the days of the week on the board and the whole group sings the song for practicing pronunciation. At this stage, vocabulary plays an important role in learning a language and the songs facilitate this learning.

On the other hand, Ferlazzo and Sypniewski (2018) suggested some steps for designing a lesson plan for teaching vocabulary using songs. These steps are choosing the song, pre-listening, free-listening, and listening and reading. The first step is to choose a song according to students' characteristics, with vocabulary to be understood by students, with a slow rhythm, and the singer does not sing quickly so it helps students understand and pronounce words. Songs have chorus repetition that helps students learn more words, and teachers can choose songs that incorporate movements where the associated movements and gestures help students retain words easily.

The second step, pre-listening, is to introduce the topic of the song so students can predict what the song will be about with the help of the teacher's questions. In the third step, free listening, teachers implement activities, for example, an activity is song pictures. In this activity, students listen to a song but cannot see the song's lyrics, then, students draw pictures without names. Then, students show their pictures to the class, so they identify the vocabulary represented. At this step, the teacher can play the song more than three times for students to identify the pronunciation. The final step is listening and reading a song. Students practice their pronunciation by reading the lyrics while singing. During this step, the students sing the song focusing on pronunciation (Lorenzutti, 2014). Reina (2010) also established that implementing activities for the practice of listening skills should consider pre-listening and post-listening activities. The pre-listening activity has students review, or learn the vocabulary to practice writing, reading, or speaking. The post-listening is for designing activities to have students continue practicing vocabulary by listening to a song.

2.6.2 Activities for Teaching English Vocabulary with Songs

Ferlazzo and Sypniewski (2018) proposed two activities for English learning vocabulary and how to implement them in the classroom, the four-word sheet, and the interactive word wall. The first activity is for students to fill in a four-word sheet divided into four squares where students must write a word they know or learned in English. Then, students translate the word into their mother tongue, draw a picture related to the vocabulary, and finally students write a sentence with those words. The next activity, an interactive word wall, consists of connecting words or phrases.

Ferlazzo and Sypnieski (2018) mentioned that the interactive word walls are pasted around the classroom where words can be connected to an image and such words can be changed or modified according to the new vocabulary learned during the week or session. According to Harmon et al. (2009) and Southerland (2011), the interactive word wall helps students acquire vocabulary as it provides a variety of visual materials with vocabulary, drawings, phrases, or sentences.

Mobbs and Cuyul (2018) presented activities designed to teach vocabulary with songs. The first activity is “The Corner Game” which consists of placing emotion flashcards in the corners where students walk and selecting a flashcard to indicate how they feel about the song. Another variation is when the teacher writes some of the song’s lyrics, so students listen while they identify the lyrics. The second activity is ordering the song where students order the song’s lyrics individually and then in groups, so they listen to the song twice. Finally, there is “Madlibs”, a fill-in-the-gap activity. The teacher deleted some words so students could complete them by listening to the song. All these activities help learners improve their pronunciation because the rhythm of the songs lead to better pronunciation, better intonation, and fluency. At the same time, young learners identify the sound of the words and learn new vocabulary or grammatical structures.

Ferlazzo and Sypniesky (2018) also designed two activities focused on song choruses to practice vocabulary; the first one is an “extension activity” and the second one is a “saying and singing activity”. In the extension activity, students replace the original chorus by writing their own words and they can use adjectives, feelings, antonyms, or synonyms, etc. Finally, students decide if they record the song, or they

post it on a blog. The second activity is having students lip sync the song to integrate students because sometimes students do not like singing or they are afraid to do it. The lip-sync activity helps students practice their speaking skills as they feel safe to articulate and pronounce the words at an early learning stage.

Likewise, Dalton and Lewes (2015, appeared in Lems, 2018) proposed karaoke resources to help learners improve their English language, lose the fear of speaking in a second language, and to pronounce words correctly. They recommended working with Beatles songs because these songs allow learners to pronounce words because of the simplicity of the lyrics and the variety of choruses can have learners become familiar with English grammar (Mobbs & Cuyul, 2018). Martin (2013, as cited in Lems, 2018) stated that most English teachers design activities implementing these Beatles songs.

Lorenzutti (2014) suggested an activity named song pictures which allows students to memorize new words and learn vocabulary through drawing as well as to practice their listening skills. Students can understand words such as nouns, adjectives, feelings, or verbs while drawing the vocabulary of the song's lyrics on paper. Also, Hart (2012) described the activity "Sing a Round" for teaching vocabulary through songs where the teacher rehearses the song two or three times with students, afterward the group is divided into two teams where one team begins singing and the second team sings the next verse of the song. Each team takes turns singing the intro, verses, or chorus of the song, this activity allows students to practice the intonation and rhythm of English. Finally, Bilsborough (2012) designed activities to teach vocabulary to elementary school children. The first activity consists of

dictating words of a song for students to listen to and identify with the song and the second activity is to write the words and create a poem.

2.7 Summary

The second chapter presents the literature review that mentions specific topics. The first part of this chapter set out a brief introduction about the general topics which approach in the context of this study. In fact, the literature review has ten topics that talk about English teaching in Mexico, theories, and characteristics of young learners. Also, it explains language skills at a basic level through Common European Framework. Finally, it exposed topics related to learning and teaching vocabulary and the use of songs to acquire vocabulary.

Chapter three shows the methodology that describes the quantitative method which helps to collect information. In addition, it describes the place where the study was applied. It also mentions the participants that were selected to work during the process of this investigation. This chapter contains a description of the questionnaire that was used as an instrument. Finally, it presents a description of the data collection of the instruments.

CHAPTER III: METHODOLOGY

3.1 Chapter Overview

The purpose of this chapter is to introduce the research methodology used to develop this project. For this study, a quantitative method approach was developed to obtain data and analyze results. Chapter III presents the context, participants, instruments, and data collection procedures.

3.2 Description of the Context

The study was conducted at a public elementary school Ricardo Flores Magón located in Puebla City. The school has an average population of 622 students, and it has enough space for outdoor activities, bathrooms, a coffee shop, and 18 classrooms. The classrooms have the following equipment: an electronic whiteboard, an electronic projector for presentations, three whiteboards, one of the tools to teach English is the Inglés Enciclomedia platform, a library in the classroom, a desk for the teacher and approximately 37 chairs and 17 tables for the students.

3.3 Research Design

The purpose of this study was to determine factors such as learners' preferences and likes in music and songs in English to be able to integrate them into teaching lessons to promote vocabulary learning in English and examine the preference of the students about the use of activities developed through songs to facilitate vocabulary and improve their English language learning.

In some research projects, the researchers gather data through a quantitative method, which helps to explain the problem of a particular phenomenon. Thus, the research elements can be clearly defined. As mentioned by Singh (2007), the quantitative method is the relationship between two variables, cause, and effect, that is, it collects information from different research tools, and afterward, the data are analyzed to extract results; likewise, data provides detailed information to answer the questions of the study. Silverman (2014) stated in his book that quantitative methods help to collect information in depth to understand the behavior and the reasons of society from the point of view of the people who live it.

Singh (2007) also suggested that quantitative methods can be divided into exploratory research and conclusive research. Firstly, exploratory research consists in studying an undefined problem and exploring in detail all the elements of a study that help to extract results and conclusions. In the case of conclusive research, there are two categories: descriptive and causal research. Descriptive research consists in providing information about the principal characteristics of the participants through surveys to examine the feelings, beliefs, and thoughts of people. Casual research consists in knowing the positive and negative effects that unexpected changes in the study can produce, hence the researcher analyzes independent and dependent variables through experimental studies and quasi-experimental studies.

Silverman (2014) mentioned that quantitative methods use surveys or questionnaires for examining the opinions of a person or the perspective of participants. In fact, Singh (2007) introduced that the questionnaires have coherent, sequenced, and structured questions that can be written in three different ways, open-ended questions, dichotomous questions, and multiple-response questions. The open-ended questions are ideal for knowing in detail the subjects' preferences and needs of the study; hence the participants are free to answer the questions in their own words. Subsequently, a researcher analyzes each answer of the participants. The dichotomous questions present two multiple options, such as yes/ no answers and agree and disagree. Finally, the multiple-response questions provide a set of multiple answers that the participants can select. This helps to understand the participants' preferences and obtain better results.

In other words, Dörnyei and Taguchi (2010), and Rasinger (2010) affirmed that the questionnaires and surveys usually include a rating scale, frequency scale, and yes/no questions. Also, they mentioned that a questionnaire contains multiple choice or Likert scale. The multiple-choice presents several options directly and provides a variety of response paths. The Likert scale is used to allow the individual to express how much the participants agree or disagree with a particular statement or question allowing respondents to indicate their positive and negative strengths. In the same way, Rasinger (2010) claims the data obtained from the questionnaire is added to with graphics. That is to say, the researcher captures, transcribes, and orders the data through numbers, figures, graphs, or statistics.

Mathers, Fox and Hunn (2007) described a questionnaire as a tool to know the characteristics of a group of people. Answers gathered through the questionnaire is vital information, which is typically analyzed or interpreted, allowing the researchers to come up with a solution or conclusion to the study being conducted. To be clearer, Rasinger (2010) also emphasized that a questionnaire is a research tool that must be designed carefully. The researcher must write the objectives of a questionnaire clearly and understandably. In this case, the objective of the questionnaire is to establish why the process is carried out and what is to be achieved. Therefore, Dörnyei and Taguchi (2010) confirmed that a questionnaire must have an introduction that briefly explains the objective of the study. Also, the questionnaire refers to the selected person in the study who will answer the questionnaire anonymously. Moreover, the researcher can write additional information, for

example, general instructions, date, and gender of the person who answers the questionnaire.

Dörnyei and Taguchi (2010) pointed out that a questionnaire is considered a written tool that consists of a set of questions that are used to gather information from research. These questions are answered by a certain number of participants who will be involved in the study. The questionnaire must have a sequence for the research to be successful and must be organized in a clear way. Therefore, the elements of the questionnaire consist of four important parts. In the first place, the title consists of introducing the basic subject of the questionnaire which should be short. In addition, the title can be the title of the study that will allow the reader to identify the topic in a quick way. The next point is the general instructions that become a guide for participants. The general instructions consist of describing what the study will be about and the purpose of the questionnaire. The third point is the questionnaire items that allow readers to answer and select one or more options correctly and give a brief introduction about the questions that the participants will answer. These questionnaire items can be represented using symbols such as an “X” or “√” to select what is requested. Finally, the questionnaire allows us to collect additional information from participants. For example, personal data such as email address, phone number, or address. The extra information may be included depending on the type of research being done or omitted.

That being the case, in this piece of research, two questionnaires were used to gather information about the learning of vocabulary through songs considering the opinions of young learners and representing the results through statistics.

3.4 Participants

For this study, a fifth-grade group was selected. The group consisted of 30 young learners whose ages are between 10 and 11 years, eighteen females and twelve males. Some of the participants currently attend English courses at private institutes and can pronounce some words in English; however, most of the participants do not have knowledge of English. Students have the “Inglés Enciclomedia” program, but the students have not had an English teacher since the beginning of the school year. Participants were observed, previously, for a week to obtain information about learners’ characteristics and their way of working in class.

3.5 Description of the Instruments

As this study was focused on a quantitative method, two instruments were used: questionnaire one (*see Appendix A*) applied at the beginning of the study, and questionnaire two (*see Appendix B*) applied at the end of the study.

The first questionnaire of this study was questionnaire one (*see Appendix A*). It consisted of nine questions. The questionnaire began with frequency adverbs that explored the participants’ preferences to listen to English songs. The questionnaire continued to collect information through yes/no questions which sought to know if participants like to dance while they sang and even if they would like to learn English vocabulary through songs. The questionnaire had multiple-choice questions which provided four different options for the participants about how to learn the participants’ English vocabulary, what they like about the songs in English, and presented information about what song activities the participants would like to do in the classes. The questionnaire had two open-ended questions where participants

wrote the music English genres that they listen to and their favorite English singers. This questionnaire's main purpose was to gather information about whether students liked to listen to songs in English or if the students would like to learn vocabulary through songs. The results also helped to design lesson plans about what song activities the students would like to do as well as acquire information about their favorite singers.

The second instrument in this research was the questionnaire that was applied to the students at the end of the study. This questionnaire was based on questionnaire one and it was named questionnaire two (*see Appendix B*). However, some questions changed their objective, and the composition regarding the questions were written in the past, but they maintained the same purpose. This questionnaire contained questions about the activities students liked to do during the classes, the songs they liked to listen to, the activities students liked to perform, and whether they would continue to learn English vocabulary in English by listening to songs.

3.6 Description of the Data Collection

In the Faculty of Languages, the curricular subject: “Experiencia Docente con niños” aims to expose future language teachers to real English learning-teaching contexts to put into practice teaching strategies and techniques when teaching young learners at elementary or secondary levels. The researcher carried out her teaching practice with a fifth-grade group at the elementary school Ricardo Flores Magón in Puebla City. During this time, it could be noticed that students did not have enough vocabulary, or that they could not identify basic English language phrases because they did not have full-time English teachers, consequently, children did not have

permanent English language classes, and these affected their English learning process. On this basis, it was decided to carry out this study at this school for the reasons mentioned above.

To conduct this study, it was necessary to ask permission from the principal of the school. It was explained that this study required two groups of fifth graders. The first group (group A) was denominated the pilot group and the second group (group B) was considered the target group for this study. It was also mentioned that this study had three moments: the application of the pilot questionnaire, the application of questionnaire one, and the application of questionnaire two.

Firstly, the pilot questionnaire was applied to group A. The main objective of this pilot questionnaire was to review the relevance of the nine questions included in the questionnaire. The researcher asked the teacher of the group to apply the pilot questionnaire during class. The pilot questionnaire lasted approximately one hour for the students to answer. During the application of the pilot questionnaire, the students had doubts about the questions, and these questions were answered at that moment. According to the students' doubts, some questions had to be rewritten and the version of the pilot questionnaire changed. This latest version was named questionnaire one and it was applied to group B. It was answered by thirty-six students in approximately forty minutes.

Answers from this questionnaire were useful to know the interest of students to listen to music in English and if students were interested in learning vocabulary in English by listening to songs. Students also wrote the names of their favorite English language singers and songs. According to the information from questionnaire one,

different activities were designed to work with students during the ten classes planned for the study.

Then, ten lesson plans were designed to teach vocabulary to group B. The class lasted one hour. Each class started at 8:00 in the morning and ended at 9:00 a.m. The lesson began with a warm-up that consisted of presenting the origin of the song that the students would listen to at the time; for example, the students had to guess the name of the singer by looking at the photo presented. Questions were asked to the students to guess the name of the singer or the song lyrics. In the following activity, students filled in the song lyrics, and they sang or wrote some words while listening to the song. At the end of the class, a quiz was applied about the topic of the vocabulary taught during the class. This arrangement guided the song activities that were made for the research of this study. Additionally, each lesson plan had the same structure for the development of the classes and the teaching activities.

At the end of the ten classes with group B, twenty-two students answered questionnaire two (*Appendix B*). Questionnaire two had nine questions in which students answered if they liked learning English vocabulary through songs. The participants also selected what activities they enjoyed doing in the classes and if they would continue to use songs to learn vocabulary. In addition, questionnaire two had one open question in which the students wrote five words in English that they learned during the classes.

3.7 Description of the Data Analysis

At the beginning of this study, it was thought to use the quantitative method and the decided instrument was a questionnaire that was applied to a pilot group

(group A). The pilot questionnaire helped to detect grammatical and content errors that might probably confuse the survey respondents. Once these errors were detected, it proceeded to prepare the first questionnaire (questionnaire one) that contained understandable, organized, sequenced, and structured questions.

The next step was the application of questionnaire one to young learners of fifth grade that were considered the target group for this study (group B). The answered questionnaires were collected after the application. Then, each participant's answers were analyzed to collect information that guided the beginning of this study. The information obtained from the results permitted enriching the lesson plans, materials, and songs to organize each session and to facilitate the vocabulary with the participants.

Subsequently, the ten proposed classes were carried out as described in the data collection section. At the end of the classes, it was applied a final questionnaire (questionnaire two) to the participants following the same procedure as the application of questionnaire one. This final questionnaire had the same purpose as questionnaire one.

After the application of questionnaires one and two, each participant's answers were examined. The questions that expressed the same purpose as questionnaire one and questionnaire two were grouped in pairs; therefore, the questions were grouped from question one to question seven. On the other hand, in the open-ended questions (questions eight and nine of questionnaire one) the participants wrote their favorite singers and their favorite genres of English language. In the case of questionnaire two, question eight, and question nine, the participants

wrote what English songs they liked to listen to in the sessions and they wrote some words that they learned through the songs.

Once the questions were grouped and organized, a chart was designed to represent the results of each question. Pie charts were used to illustrate the numerical proportion of the results of both questionnaires. The results were characterized through percentage and colors, whereas in question nine of questionnaire two, a table graphic was used to represent the results obtained and adjusted the categories.

Finally, the interpretation of the results was described comparing the initial and results highlighting the positive or negative results if it was the case. Likewise, in question nine of questionnaire two, the researcher registered the number of repetitive words to create a table graphic of the lexical categories and analyzed each lexical category according to the Common European Framework. Each description of the results helped to know the positive impact that the songs had to facilitate the learning of English vocabulary.

The following table (see Table 1 below) presents the summary of the results based on the comparison from question one to question seven which were grouped and organized topics in pairs that emerged from the initial questionnaire and final questionnaire.

Table 3.1. Study Summary Topics

Grouped questions	Before	After
The preferences for listening to English songs	low motivation to listen to songs	increase in motivation to listen to songs
The preferences for singing English songs	good receptiveness to singing.	improvement of the receptiveness to singing
Singing and dancing songs	willingness to dance and sing	unwillingness to be exposed to dance and sing
Learning English vocabulary through songs	willingness to learn vocabulary through songs	a slight reduction of willingness to learn vocabulary through songs
Alternatives to learning English vocabulary with songs	clear preference of songs to learn vocabulary	song continued to be the most popular to learn vocabulary
The elements of English songs	rhythm stood out among the elements of a song.	song lyrics stood out as the main element to be considered in a song
Song activities to learn new English words	singing in groups stood out as the main activity to learn vocabulary.	recording students' voice stood out as the activity to learn vocabulary.

3.8 Summary

Chapter three begins with a brief introduction summarizing the content of the chapter. It explains a quantitative approach in detail considering the justification of different authors. Moreover, the researcher describes the context of the research including the elementary public school where the study was carried out as well as young learners that participated to answer the questionnaire. As a part of this, it describes the purpose of the questions of questionnaires one and two. Furthermore, it mentions the steps that were followed to collect the data. To conclude chapter three describes the data analysis followed to obtain the results.

Chapter four shows the interpretation of the results obtained through questionnaires one and two. In addition, it presents the graphics to observe the percentages obtained at the beginning and the end of this study that demonstrate the effectiveness of songs in English to improve vocabulary learning.

CHAPTER IV: ANALYSIS AND INTERPRETATION

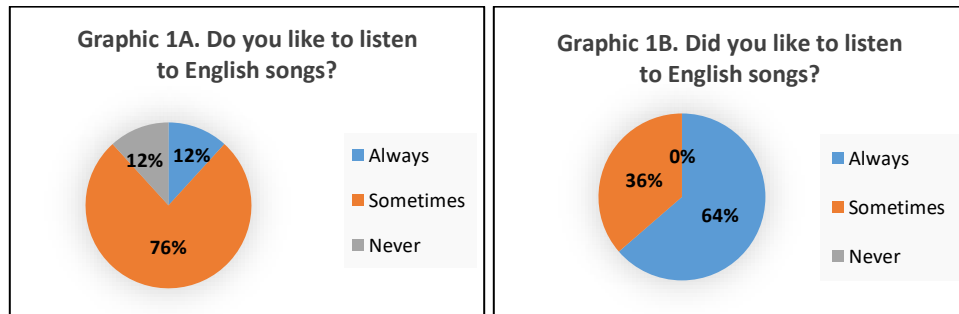
4.1 Chapter Overview

Chapter 4 presents the results obtained from the application of the two questionnaires. The first questionnaire showed the outcomes at the beginning of this study and the second questionnaire was used to represent the results at the end of this study. In addition, the graphics were used to interpret the results of the questionnaires, hence the graphics with the letter “A” introduce the results of the first questionnaire, and the letter “B” represents the graphics of the second questionnaire. The purpose of presenting both questionnaires is to find out how positive the results obtained at the beginning and at the end of the questionnaire were to highlight the advantages of the implementation of songs in the classes to facilitate English vocabulary learning.

4.2 The Preferences for Listening to English Songs

The graphic 1A explores the participants’ preferences to listen to English songs at the beginning of this study. It can be observed that 12% of the students liked to listen to English songs and 76% of the students sometimes liked to listen to them. This manifests that 80% of the participants show positive reactions to listening to English songs, contrary to the 12% of the participants who were not interested. Graphic 1B manifests the preferences for listening to English songs at the end of this study. The result makes clear the positive impact of using English songs during classes. The preference to “always” listen to songs increased to 64% compared to 12% at the start of this study. However, although the preference to “sometimes” listen to songs in English decreased, the percentage of “never” disappeared. This means

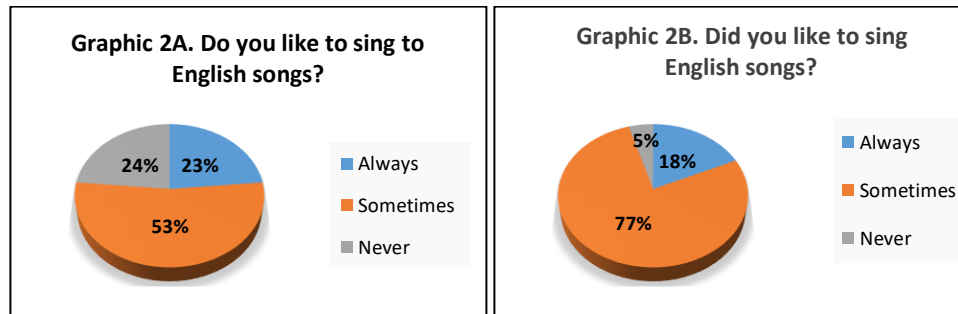
that 12% of those who did not like to listen to songs in English, changed their preference and they felt motivated to listen to songs in English



4.3 The Preferences for Singing to English Songs

The graphic 2A analyzes if students liked to sing English songs, at the beginning of the study. The first frequency “always” shows that 23% liked to sing English songs. 53% of the participants sometimes enjoyed singing, and the final percentage describes that 24% did not like singing. On the other hand, graphic 2B presents that the 18% “always” liked to sing English songs during the classes. In this option, it was expected to increase the percentage; however, it lowered by 5%. The option “sometimes” increased to 77% compared to 53% at the beginning of the study. Finally, the option “never” decreased to 5% of the students who expressed that they never liked to sing English songs. This last result is significant because it shows that the 18% who never liked to sing in English enjoyed singing, which means that they were receptive to learning the vocabulary of the song to be able to sing it. It is worth mentioning that when students sang in the classroom, they had the opportunity to practice not only the vocabulary but the pronunciation and intonation patterns of the vocabulary during the repetition of the song. Smadi (2020) mentioned that the songs

can be used to improve speaking skill because students sing and repeat the songs' lyrics.

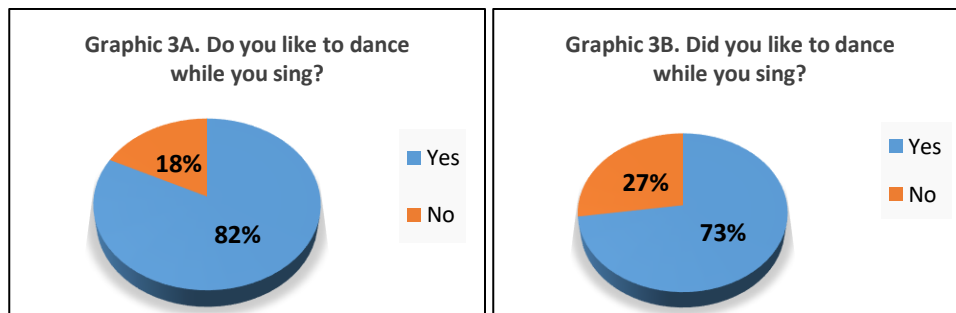


4.4 Singing and dancing.

At the time of starting this study, students were asked about their likes to sing and dance to English songs. As Hammer (2001) states that young learners are in a stage where they need to listen, see, touch, or move. The graphic 3A collects information about if students liked to dance when they sang. Firstly, the result shows that 82% of the participants did like it and 18% of the participants did not like to do it. At the end of this study, the participants were asked again if they liked to dance and sang English songs in the classroom. The graphic 3B reveals that 73% of the participants liked to dance while they were singing and 27% of the participants did not like to do it.

In both graphics 3A and 3B, it can be observed a significant reduction of the 10% of the participants who did not like to dance when they sang in the classroom. This outcome might have a strong connection to the type of music and songs participants liked to listen to they probably did not like some genres of the English songs used in this study; however, this study did not obtain further information in this subject to confirm this assumption. Although the findings are not favorable, the

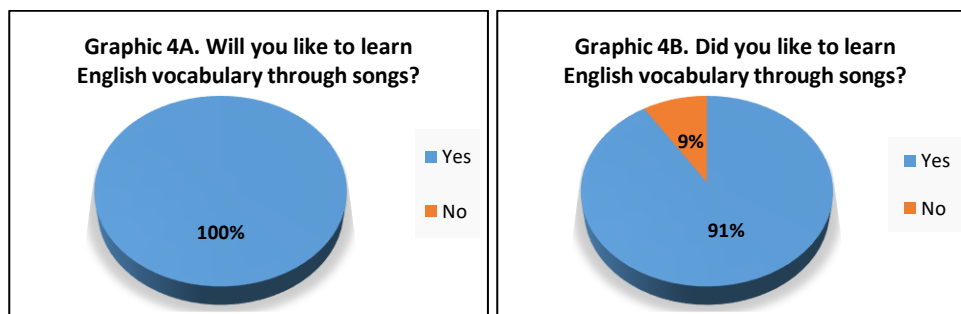
assumption is that the negative results make more reference to the option of dancing since in the graphic 2B the result came up favorably about singing English songs. Murphey (1992) stated that it is convenient to use songs when teaching English to children because in this way children are more willing to participate in the language class activities because of their ages children like to move and do different activities while learning English.



4.5 Learning English Vocabulary Through Songs

At the beginning of the study, students were asked whether they liked to learn English vocabulary through songs. The graphic 4A shows that 100% of the participants were willing to learn English vocabulary through songs. These results were favorable at the beginning of this study to implement the use of songs to learn English vocabulary in the classroom. In addition, the use of songs offered young learners who probably have not taken English classes, a good opportunity to start learning the language. Nevertheless, at the end of this study, the result was not the expected one: 91% of the participants persisted that they liked to learn English words through songs, meanwhile, 9% of the participants did not like to learn vocabulary through songs. Mustafa (2012) said that young learners who begin to study the English language can improve their English language skills through songs. Even

though songs allow students to participate in-group, express their feelings, create a friendly environment, and enjoy listening, the result of graphic 4B shows that the songs were not adequate for 9% of the participants. Indeed, it should be considered that during the activities in the classroom that involved songs some participants did not like the genres of the songs and some others felt embarrassed to dance or sing. It is assumed that when teachers incorporate materials such as songs in English to learn new vocabulary, this material becomes a useful tool to introduce new vocabulary or introduce topics about language structures. However, the result makes it evident that the material used in the classroom may not be suitable for everyone.

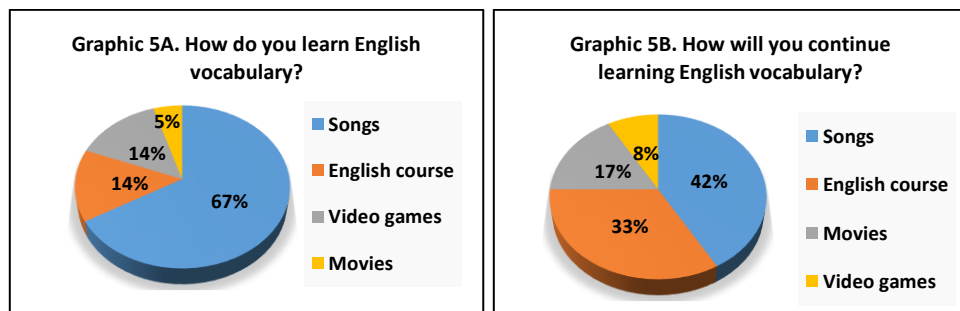


4.6 Alternatives to Learn English Vocabulary

The graphic 5A provides information about how, at the beginning of the study, students would like to learn English vocabulary. This graphic shows four different choices provided to the students to determine which option was more popular to know if songs were going to be well-received in the lessons. The option “songs” obtained the highest percentage, 67%, which supported the use of songs to help students to learn English vocabulary. On the other hand, the option “video games” and the option “English courses” obtained the same percentage. Both resulted in 14%. Finally, the lowest percentage was the option “movies” with 5%. This

information was satisfactory at the beginning of this study because most of the participants preferred to learn English vocabulary using songs. This resulted helpful to continue because the focus of this project was to implement songs to acquire English vocabulary as well as to design activities for the classes.

At the end of the study, students were asked how they would continue to learn English vocabulary. The graphic 5B offers information about the choice's preference. Although the percentage decreased, "songs" still stood out among the other options, considering that 42% of the participants indicated that they would continue to learn new English words using songs. Another revealing result is that participants would like to continue learning English courses. In graphic 5B, the option "English courses" increased to 33%. This highlights that the planning of the lessons was adequate to motivate students to learn English.



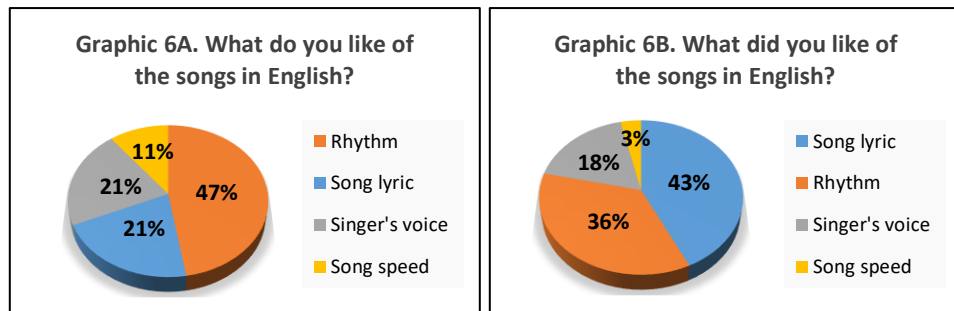
4.7 The Elements of English Songs

Graphic 6A shares information about the elements of English songs that students considered more relevant. The question considered four elements: rhythm, song lyrics, song speed, and singer's voice. On this basis, the results were very helpful to determine the choice of songs since the first element was "rhythm" with 47%, the highest rate among students. The second and third elements, respectively,

“song lyric” and “singer’s voice”, acquired the same percentage with 21%. The final element was “song speed”, which was low at 11%.

The results of these elements facilitated the design of activities and materials. Since the focus of this study was to teach vocabulary and considering the results of the “song lyrics” which was the second option for the participants, it was decided to include songs that did not have a fast rhythm, but easy vocabulary, and with lyrics that captured the attention of the students. Reina (2010) mentioned that the use of songs fits those English language learners because songs have an easy vocabulary for young learners, the rhythm and the pronunciation of songs help them not only to understand vocabulary but also grammar, and colloquial expressions. Furthermore, the lyrics should have repeated phrases to comprehend a new language and memorize words easily.

On the other hand, graphic 6B presented information about the elements students considered more relevant after learning vocabulary through songs. The “song lyric” element was the highest percentage. The next element was “rhythm” with 36% of preference among the participants. The singer’s voice element scored 18%. At last, the element “song speed” obtained only 3% of the participant’s preference. At the end of this study, the results presented were encouraging because students preferred the song lyrics rather than the rhythm. They probably decided on this option because they focused on knowing the meaning of the lyrics of their favorite song since most songs were modern styles that belonged to pop or electronic genres.



4.8 Song Activities to learn New English Words

The graphic 7A shows students' selection of the exercises they would like to answer during the classes. This study provided four different alternatives to know the students' needs regarding how to learn vocabulary. The first exercise provided was "sing in groups while you listen to an English song", which obtained 61% of preference. The second exercise was "a fill-in exercise while you listen to an English song" and it garnered 22%. The third exercise "order the song lyric" obtained a percentage of 11%. Finally, the fourth exercise "answer the questions in teams about the song" was the least popular as it captured a percentage of 6%.

The result gave a clear idea of the kind of activities that could be included during the classes. The purpose of the first option "sing in groups while you listen to an English song" was to include activities where students practiced vocabulary orally; therefore, as it obtained the highest percentage, three activities were included for students to practice pronunciation and intonation of the vocabulary. The first activity was to record their students' voices using the vocabulary of the song to practice pronunciation. The next activity was to make a video singing the song using the TikTok app. The final activity was about practicing karaoke during the sessions by signing the song's lyrics.

It was important to choose popular activities among students to encourage them to practice some subskills of the English language. The activities implemented were very advantageous as strategies that helped students to learn vocabulary, communicate simple phrases, understand words, or introduce basic sentence structures through songs.

In order to know the effectiveness of the activities previously described, at the end of this study, in questionnaire two, students were asked to mark the activity they preferred and that helped them to learn English vocabulary through songs during the sessions. The result is shown in graphic 7B. This question addressed the seven activities described in the graphic 7B: 1) practice the pronunciation of the sentences recording the voice using the song's vocabulary seen in the classroom, 2) write a glossary with the new words that students learned while listening to the song in the classroom", 3) "make a video" (TikTok) singing the song seen in the classroom, 4) write and draw sentences using the vocabulary that students learned in the class through songs, 5) identify and write new vocabulary while listening to the songs in the classroom, 6) practice karaoke by singing the song's lyric, and 7) "the use of the Lyrics Training app to complete the lyric and unscramble the song seen in the previous class".

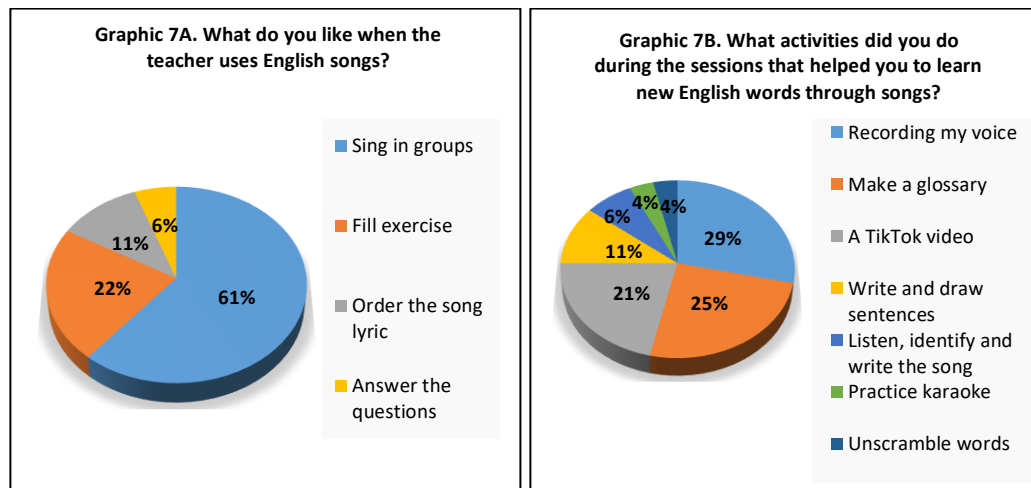
According to this information, the first activity represented a satisfactory result of 29%, which helped students to practice the pronunciation of the sentences by recording their voices using the song's vocabulary. This activity allowed students to practice and become aware of the rhythm, pitch, and pronunciation by listening and recording their voices several times. In addition, the recording supported students

to retain new vocabulary that they had learned in the songs. The second activity obtained 25% of preference from the participants who learned vocabulary through a glossary. When writing a glossary, the students were able to write a list of multiple words that they remembered from the lyrics, and they could draw a representation of the words and write their own examples.

In the third activity, students made a TikTok video, this activity obtained a percentage of 21% of popularity among the students. An advantage of making a video is increased participation, maximized retention of the words learned, and even provided a simpler and more practical learning experience. The fourth activity obtained a result of 11%. This activity consisted of writing and drawing sentences using the vocabulary that students learned through songs. This activity was used as a tool to learn English vocabulary, so students practiced their writing skills.

The fifth activity showed a low percentage of 6%. In this activity, students identified and wrote new vocabulary while listening to the song. This activity was an ideal way to comprehend the vocabulary and transcribe the words due to the repetition of the song. This was reinforced when students worked with the vocabulary in the glossary and in the writing of sentences. The last two activities designated “practice karaoke during the class by singing the song’s lyric” and “unscramble the song seen in the previous class” obtained a very low percentage, of 4%. The karaoke activity provided audio, visual, and textual information that allowed the participants to sing along with the melody and read the lyrics on the screen while listening. Both activities provided visual and textual information that allowed the participants to sing along with the melody and read the lyrics on the screen while listening

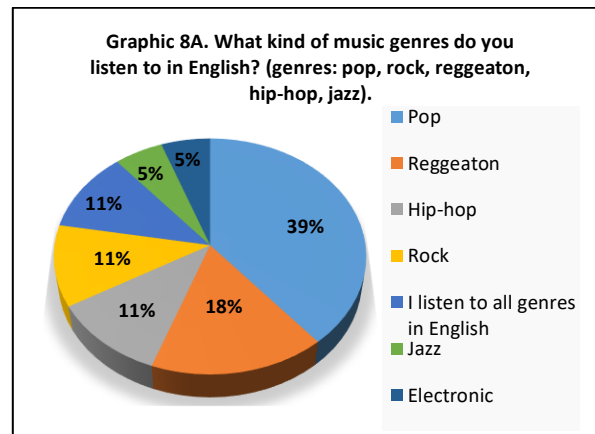
Although this activity was not the favorite among the participants, it helped to improve the pronunciation of vocabulary. The LyricsTraining app allowed students to make exercises such as gap-filling and putting the verses in the correct order. These activities were a good way of diagnosing the progress of students integrating listening and reading comprehension. To sum up, it can be said that these activities had a positive impact on this study because the results show that students were encouraged to acquire vocabulary, spelling, and pronunciation.



4.9 Music Genres

At the beginning of this study, one question of questionnaire one had the purpose to know about the kind of music genres participants were familiar with and which of these were best liked to know if the songs chosen for the classes suited participants' preferences. The graphic 8A shows the data collected about the music genres the students listened to. It is important to mention that students were given these options pop, rock, reggaeton, hip-hop, and jazz, and an option for students to suggest other genres that they might like and that were not mentioned. Therefore, in the results two more options came up "electronic" and "I listen to all genres". Thus,

the highest percentage was 39%, corresponding to the “pop” genre. The second favorite option was “reggaeton” which obtained 18%. The options “hip-hop”, "rock" and “I listen to all genres” had the same percentage of 11%. The last options were “jazz” and “electronic” with a percentage of 5%.



4.10 Singers of the English Language

Another question in the instrument one wanted to know was who the participants’ favorite singers were. The question was an open question where students had to write the name of three singers they really liked. The purpose of this question was to make sure the songs chosen to organize the activities of the classes were going to be well accepted by the participants. Then, students wrote their three favorite singers of the English language and graphic 9A illustrates from the most popular to the least popular. The 13% of preference indicated that “Michael Jackson” was the favorite singer of the participants, followed by the singers: “LP” and “Maroon 5” with 10%. Finally, the least popular, each with a 5% of preference, were Tones and I, Beatles, Kid's Songs, Marshmellow and Bastille, Neffex, Billie Eilish, Ariana Grande, Olivia Rodrigo, Charly Blanck, Imagine Dragons, Coldplay, Justin

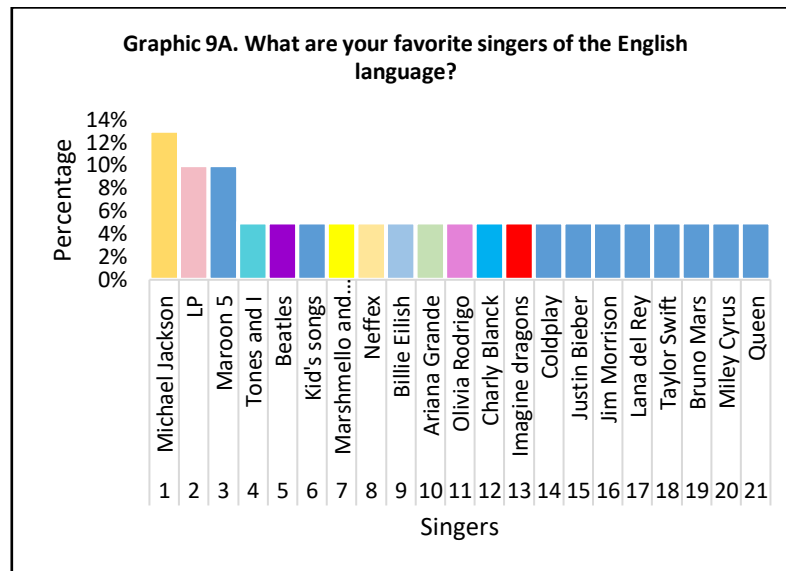
Bieber, Jim Morrison, Lana del Rey, Taylor Swift, Bruno Mars, Miley Cyrus, and Queen.

To decide what song to use for the activities it was necessary to choose songs with a basic level of vocabulary to learn new words and practice pronunciation because those songs contained repetitive choruses that allowed young learners to develop their speaking and listening skills, and besides enjoying listening to them. To know if a song was suitable, some aspects were examined according to the Common European Framework which establishes that students should use basic expressions and comprehend vocabulary such as feelings, verbs, animals, or colors. Considering these aspects, it was decided to keep the singers: Tones and I, Beatles, and Kid's songs besides Alan Walker, Aqua, and Mariah Carey. The last three singers were not mentioned by the participants; however, they were suitable for the purpose of this study.

The songs included for the activities were two kid's songs (considering that the participants are between 10 and 11 years old). These songs were "Halloween Rules" (YouTube, Bounce Patrol) and "These are my feelings" (YouTube, Kid's learning songs). Three pop songs were also included, "Dance Monkey" by Tones and I, and "Barbie Girl" by Aqua. Finally, "All I Want for Christmas is You" by Mariah Carrey. One rock song genre was "Love me do" by the Beatles. The last song, considering participants' suggestions, was from the electronic genre, "Sing Me to Sleep" by Alan Walker.

Although electronic and rock songs were not so popular among students. The lyrics of these songs were simple and easy to sing, and it was adjusted to the level of

students. As mentioned, Ferlazzo and Sypniesky (2018) considered different aspects to choose English songs, for example, the students can contribute their favorite genres or singer’s songs of the English language for new class lessons, and the song adapts the interest and the level of students, and the lyrics have a certain key vocabulary or grammar points.

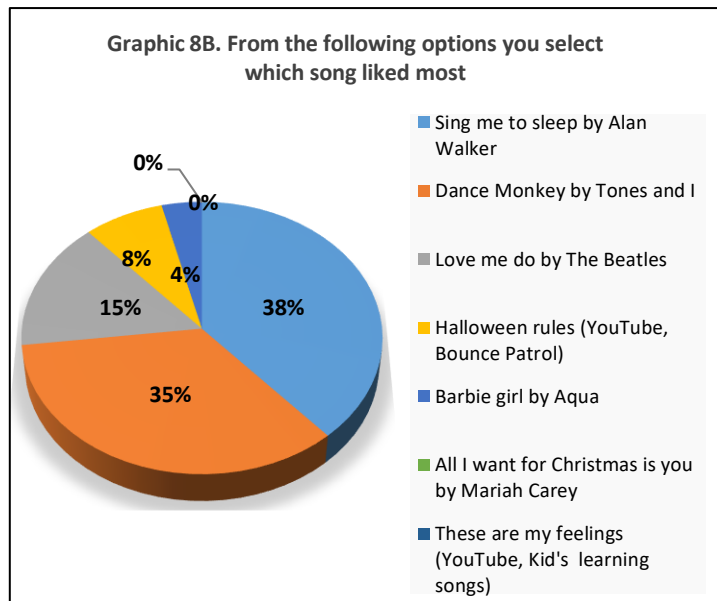


4.11 English Songs

The purpose of this study was to include songs that facilitated the learning of English vocabulary; consequently, the songs chosen had this commitment. For this reason, at the end of this study, students were asked to select which song they liked most. Graphic 8B describes the preference for the songs that students listened to during classes. The option “Sing me to Sleep” by Alan Walker obtained 38%, becoming the most popular among students. On the other hand, the second option, “Dance Monkey ” by Tones and I, resulted in 35%. The third option “Love me do” by the Beatles obtained 15% of the participants. The option “Halloween rules” (YouTube, Bounce Patrol) was not popular because it obtained 8%. The option

“Barbie Girl” by Aqua obtained the lowest percentage with 4%. The last two options “All I Want for Christmas is you” by Mariah Carey and “These are my feelings” (YouTube Kid’s learning songs) obtained 0%.

The graphic 8B marks an affirmative reaction to this study; the songs “Sing Me to Sleep”, “Dance Monkey” and “Love me do” resulted in the favorite of the students. This means that the students liked the songs chosen even though they did not know what genres they would listen to, dance, or sing in during the activities. For instance, the results imply that the songs were very catchy, making students sing and encouraging them to dance thanks to the rhythm of the song. For this reason, they probably liked listening to, dancing, and singing these songs. In addition, the songs offered participants the chance to develop their auditory skills because the songs have language repetition that allowed students to strengthen those skills by remembering lyrics, recalling sounds, and singing. As mentioned above the songs “Sing Me to Sleep”, “Dance Monkey” and “Love me do” were preferred by the students. This result gave a favorable significance to this study because the percentage reflects that students became interested and motivated in learning vocabulary despite singing and dancing songs that they knew little about or that they did not even know at all. The development of this study has shown a strong connection with the overall results because most graphics show that the implemented songs were popular among the participants, motivating them to continue learning vocabulary, preferably, through songs (see graphic 4B). The songs had an easy vocabulary for young learners (eleven years old), the rhythm and the pronunciation of songs helped them not only to understand vocabulary but also grammar phrases, and colloquial expressions.



4.12 Writing English Words

The last question in questionnaire two wanted to know if the students were able to learn vocabulary through songs during the classes. This was a way to know if there was a signal for the acquisition of vocabulary, for this, participants were asked to write five words. The number of words required was short, and so was the result. In total, 30 words were obtained from which some of which were repeated (Table 9B). To find a meaningful outcome, the vocabulary was organized using some of the categories mentioned in the Common European Framework of Reference for Languages (CEFR) corresponding to the A1 and A2 levels. The CEFR mentions that lexical competence can be divided into different categories. Among those categories, the ones suitable for this study were: first, open word classes such as “noun”, “verb”, “adjective” and “adverb”, second closed lexical sets, for example, “greetings”, “body parts”, “celebrations (Halloween and Christmas vocabulary)” and, third “fixed expressions”. The table below shows the categories as well as the vocabulary for each

category. The number in parenthesis corresponds to the number of participants who wrote or mentioned this word.

Table 4.1 The CEFR lexical categories

Single Word Forms							
Open word classes				Closed lexical sets			Fixed expressions
Noun	Verb	Adjective	Adverb	Greetings	Body parts	Celebrations (Halloween and Christmas vocabulary)	
Rules (1)	Hear (2)	Sad (5)	Always (1)	Hi (7)	Hair (1)	Skeleton (3)	love me do (1)
Monkey (2)	Know (1)	Tired (1)			Eyes (1)	Pumpkin (5)	
	Dance (3)	Happy (3)			Hand (1)	Ghosty (1)	
	Cry (2)					Trick or treat (2)	
	See (2)					Mistletoe (2)	
	Brush (1)					Reindeer (1)	
	Sleep (2)						
	Sing (3)						
	Play (1)						
	Can (1)						
	Jump (2)						
	Love (1)						
	Move (1)						

Although the activities implemented with songs did not have the intention to develop basic communication in the classroom, the results in the table show that students were able to produce and understand words, and even use the vocabulary. The open word classes and closed lexical sets categories presented most of the number of words. As can be observed from all categories, “verbs” had the highest percentage, 44%, and the second highest was “celebrations (Halloween and Christmas vocabulary)” with 20%. For the “adjectives” and “body parts”, the percentage was 10% and the percentage of “noun” was 7%.

This result is significant for this study because it means songs can help to build up a strong vocabulary grounding. As can be seen in Table 9B, the main lexical categories such as verbs, nouns, adjectives, and adverbs can be learned through

songs. This can help not only to establish a good start for students' vocabulary grounding, but most importantly the vocabulary learned can help to develop the English language easier since the formulation of sentences needs verbs, nouns, adjectives, and adverbs among other lexical categories. In addition, regarding the celebrations which belong to the close lexical sets category pointed out that songs are a good source of cultural vocabulary. Sevik (2011) mentioned that one of the benefits of including songs in the materials that teachers use in their classroom activities is that songs have cultural information and then students not only learn vocabulary but also some cultural facts, and grammatical structures, directly involved when the students listened to a song.

4.13 Summary

Chapter four explains the comparison of the results obtained through questionnaires one and two. The results were explained using pie charts and percentages. Moreover, this chapter interprets nine categories that explore the preferences of the students about listening, singing, and dancing to English songs. The results also describe whether students like to learn vocabulary using songs, the most accepted genres and activities carried out in the classes, and the words that students learned during this study.

Chapter Five presents the analysis of research findings and the conclusions of this study. The chapter begins with the key findings discovered during the study. Furthermore, it shows some limitations of the study. Finally, the researcher explains the suggestions for further research and contributions.

CHAPTER V: CONCLUSIONS

5.1 Chapter Overview

This chapter aims to show the conclusions that were done at the end of this study which refer to the comments that young learners had on the implementation of activities to learn vocabulary through songs. The conclusion of this study will be presented in three sections: general findings, limitations, and suggestions for further research.

5.2 Key Findings

This section presents the research findings about the use of songs to facilitate the learning of English vocabulary with young learners in fifth grade. Each general conclusion is presented in three categories.

5.2.1 Song activities facilitate the learning of English to fifth graders.

The findings suggest that practicing with songs in the classroom allows learners to identify the sounds of words or expressions; therefore, songs allow young learners to strengthen the pronunciation of words by singing and repeating the lyrics. Based on children's cognitive development, they can improve their English learning vocabulary through practicing and experiencing. Then, it can be said that songs contribute greatly to their development due to the memorization of words and sounds.

The findings also reveal that the practice of pronunciation through repetition and through the technique of lip-syncing helped them to develop confidence to interact with others and to improve their fluency to pronounce the vocabulary. This was reflected when students simulated singing or speaking in front of an audience.

5.2.2 Learners respond to song activities to learn vocabulary.

According to the results shown previously, songs were stimulating for most young learners. The results highlighted the positive acceptance of the activities carried out during the study. The activities that marked a significant result were the ones related to pronunciation. Students are familiarized with the activities that allow them to learn-repeat vocabulary or basic phrases. In addition, activities that relate to visual aids had good and satisfactory results. The results made clear that the proposed activities were an essential source to learn English vocabulary, and they became a sort of foundation to learn some grammatical structures, expressions, or idiomatic phrases.

The findings demonstrated that most young learners liked the activities carried out in the classroom to make them learn vocabulary, and these helped them improve their concentration on pronunciation and spelling. In addition, it could be noticed that they worked on other aspects such as coordination when dancing, and their attitude when sharing and working with others. Therefore, without a doubt, activities related to music and lyrics serve as motivational and pleasant tools for engaging in class. The combination of learning a language and an interest in music is an excellent combination to teach different language aspects.

5.2.3 The advantages and disadvantages of using songs in elementary school to teach English vocabulary.

One of the advantages of using songs for the process of this study was that songs facilitated young learners to learn different categories of vocabulary, for example, verbs, expressions, body parts, adjectives, and even vocabulary celebrations. The

Common European Framework mentions that young learners between A1 and A2 levels comprehend and learn simple conversations and they can write basic sentences considering the words learned during the classes.

Another advantage of using songs was that each song has the repetition of words in the chorus; for example, repeating the words together as much as possible might make students reinforce the memorization of vocabulary. As shown in the findings, thirty was the number of words that young learners were able to learn and write. This might be not enough, but for the purpose of this study, this means that the songs and activities were somewhat effective. The results also indicate that although the rhythm is important when working with songs to catch the attention of students, the content of the lyrics provides more motivation to learn vocabulary. This strategy can be of great help to make students understand the vocabulary easier and faster resulting in building up a collection of new grounding lexical sets or phrases.

Although the results of this study demonstrated a positive context to learn vocabulary through songs and the songs can be an amazing strategy to facilitate the learning of words in English and enjoy the lessons, the following result was found disadvantageous. Under the assumption that most people like to listen to songs, this study demonstrates that songs are not suitable for everyone, or at least, not for all students. Based on the results of the information gathered, there is little interest to be exposed in the classroom by dancing to the songs as part of an activity performed in the classroom. Then, the type of songs and the type of activities a teacher should include in the planning to suit the learning styles of the students should be better organized. Therefore, considering that songs may not be meaningful for all

generations or ages, English teachers must also reflect on the characteristics and needs of the students to work in class with songs.

5.3 Limitations

The first limitation at the beginning of this study occurred with questionnaire one. The researcher considered there was not enough time to give better content and organization. The researcher observed that the items included needed a more suitable format, a better connection with the objective, and more relevance in the content of the questions. In the same way, questions could have been better organized to achieve more revealing results in questionnaire one and questionnaire two.

Another limitation presented in this study was the lack of experience of the researcher when selecting the group. This group was chosen because young learners between ten to eleven years old interact with the environment and they learn through practice. However, better research could have been done to determine which group was more suitable for this study, or the researcher should have considered looking for more participants or groups of fifth grade to obtain a higher and more reliable statistic.

The next limitation relates to the time in class. There were ten classes, and each class was approximately one hour. A class was given once a week; therefore, it became in a course of two and a half months. As the classes were not consecutive, there was not enough time to go deeper into pronunciation. Also, timing constrained the development of the activities because the most important thing was to carry out the activities rather than allowing students to process the information.

Another limitation that the researcher noted in this study was the difficulties with following instructions. Considering the low or null knowledge of English students, mime or movements had to be used for a better understanding, but most importantly, the Spanish language had to be constantly used to speed up the activities. Chapter 3 describes that most participants have insufficient basic knowledge of the English language because young learners did not have an English teacher. This limited children to the exposure of the target language and did not let them have another source of input.

The last limitation is related to technical difficulties in the classroom. Although the classroom had an electronic whiteboard and computer, those were not sufficient to carry out the activities. The computer had failures and the internet connection was not stable. These issues affected the development of the class, and the one-hour class became a 50 or 40-minute class. This situation reduced the time of the activities, and the organization was not carried out as planned. In addition, the size of the classroom and the number of students affected the acoustics when playing the songs. Students sitting at the back of the classroom could not hear the song, then it was repeated one or two extra times also affecting the class time.

5.4 Suggestions for further research

The study process caught up with somewhat positive results; however, it is thought that the objectives of this thesis can further explore different contexts. The first point that the researcher suggests is to replicate this study with some crucial changes to obtain most of the study. Those changes can start with improving the questionnaire to focus on the development of speaking skills. First, the researcher

could write questions that can assess the formation and development of English pronunciation considering easy words and phrases. Also, it is suggested to focus on some questions to gather how effective students find the activities, techniques, and songs, through qualitative research. This will allow the researcher to have insights into the use of songs and activities related.

The researcher also suggests that future researchers may consider a larger number of groups of fifth grade to provide a more practical view of the activities and collect higher quantitative data. These results can allow a comparison of how young learners interact in the different activities with songs, the efficiency of teaching the basic points of the English language, and the quality of using songs to learn English.

On the other hand, it is also suggested that future researchers of language have a better organization of the sessions, increase the number of sessions that will be taught per week and increase the hours that are practiced with the participants. Thus, having more time for the lessons can contribute to the development of the topics and improve the organization of the topics; and the students can involve themselves more and have more practice in the language.

This study mentions that most of elementary public schools need English teachers. Therefore, it recommends that future researchers should consider possible difficulties when working on the study, such as the planning of the classes that involve the needs, interests, and problems of the learning of the student's level, and the organization of the classes.

Even though songs succeed in facilitating English basic vocabulary to young learners, the final point to consider for future study is to facilitate the learning of

basic grammatical aspects with authentic material. To expand better results, the researcher proposes that songs can be used to introduce the function of a specific tense or any other grammatical aspects. Students are young learners beginning to learn a new language and are familiar with popular songs. Therefore, they can facilitate the acquisition of grammar points and make them easily understandable.

5.5 Contributions

The proposal of this study can guide future English teachers who are studying the subject of “Taller de materiales”. English teachers can use songs to design, manipulate and discover new educational materials. The songs have repetitive chorus, words, and phrases that contribute to the possibility of planning different activities to practice the pronunciation of the sound words and improve listening comprehension.

Future English teachers who are involved in “Práctica Profesional” and “Experiencia docente con niños” will execute their future profession at different educational levels. Therefore, this study can help them to realize the possible problems they can encounter related to public schools, such as the infrastructure of the schools, time in the classroom for developing the lessons, and lack of materials and workbooks. Furthermore, some schools have English programs, but they do not have enough teachers to have regular classes having a direct impact on the students’ knowledge and development of their language learning.

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APPENDIX A: QUESTIONNAIRE ONE

El siguiente cuestionario tiene el objetivo de conocer la opinión que los alumnos de quinto año de primaria tienen sobre la importancia de las canciones en inglés para el aprendizaje de vocabulario. La información aquí obtenida será confidencial y de uso exclusivo para esta investigación.

Fecha: _____ Edad: _____ Género: () Hombre () Mujer

Instrucciones: Lee atentamente las siguientes preguntas, responde con sinceridad y elige con una (✓) la respuesta que más te conviene. Solo puedes marcar un recuadro.

1. ¿Escuchas canciones en inglés?

Siempre A veces Nunca

2. ¿Te gusta cantar canciones en inglés?

Siempre A veces Nunca

3. ¿Te gusta bailar mientras cantas?

Sí No

4. ¿Te gustaría aprender vocabulario en inglés a través de canciones?

Sí No

Instrucciones: lee atentamente las siguientes preguntas y marca el recuadro con una (✓) con tu respuesta (puedes marcar más de una).

5. ¿Cómo aprendes vocabulario en inglés?

- En video juegos
- En canciones
- En películas
- En cursos de inglés

6. ¿Qué te gusta de las canciones en inglés?

- El ritmo
- La letra
- La velocidad
- La voz del artista

7. Cuando el maestro usa canciones en inglés a ti te gusta

- Cantar en grupo mientras escuchabas la canción
- Completar ejercicios mientras escuchabas
- Ordenar la letra de la canción
- Contestar las preguntas en grupos acerca de la canción

Instrucciones: lee atentamente las siguientes preguntas y escribe tu opinión.

8. ¿Qué tipo de géneros de música escuchas en inglés? (género: pop, rock, reggeaton, hip-hop, jazz)

9. ¿Cuáles son tus cantantes favoritos del idioma inglés? (escribe tres cantantes)

APPENDIX B: QUESTIONNAIRE TWO

El siguiente cuestionario tiene el objetivo de conocer la opinión que los alumnos de quinto año de primaria tienen sobre la importancia de las canciones en inglés para el aprendizaje de vocabulario. La información aquí obtenida será confidencial y de uso exclusivo para esta investigación.

Fecha: _____ Edad: _____ Género: () Hombre () Mujer

Instrucciones: lee atentamente las siguientes preguntas, responde con sinceridad y elige con una (✓) la respuesta que más te conviene. Solo puedes marcar un recuadro.

1. ¿Te gustó escuchar canciones en inglés?

Siempre A veces Nunca

2. ¿Te gustó cantar canciones en inglés?

Siempre A veces Nunca

3. ¿Te gustó bailar mientras cantabas?

Sí No

4. ¿Te gustó aprender vocabulario en inglés a través de las canciones?

Sí No

Instrucciones: lee atentamente las siguientes preguntas (5-8) y marca el recuadro con una (✓) con tu respuesta (puedes marcar más de una).

5. ¿Cómo continuarás aprendiendo vocabulario en inglés?

- En video juegos
- En canciones
- En películas
- En cursos de inglés

6. ¿Qué te gustó de las canciones en inglés?

- El ritmo
- La letra
- La velocidad
- La voz del artista

7. ¿Qué actividades realizadas durante las sesiones en línea te ayudaron a aprender palabras nuevas en inglés por medio de las canciones?

- Elaboración de mi vídeo (TikTok) cantando la canción que veíamos en clase.
- Grabación de mi voz practicando la pronunciación de las oraciones con vocabulario de la canción vista en clase.
- Elaboración del glosario con las nuevas palabras que aprendía al escuchar la canción durante la clase.
- Utilizar la aplicación Lyricstraining para completar la letra de la canción que se había visto previamente en clase.
- Practicar con el karaoke durante la clase en línea cantando la letra de la canción.
- Escribir e identificar nuevo vocabulario mientras escuchaba la canción durante la clase.
- Dibujar y escribir oraciones con el nuevo vocabulario que había aprendido en clase a través de una canción.

8. De las siguientes opciones marca la canción que te gusto más

- Sing me to sleep by Alan Walker
- Dance Monkey by Tones and I
- Love me do by The Beatles
- Barbie girl by Aqua
- These are my feelings (YouTube, kid's learning songs)
- All I want for Christmas is you by Mariah Carey
- Halloween rules (YouTube, Bounce Patrol)

Instrucciones: lee atentamente la siguiente pregunta y escribe tu respuesta.

9. ¿Qué palabras aprendiste en tus clases en línea que no sabías antes? (escribe cinco palabras como mínimo)
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