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“KINDERGARTEN LEARNING VOCABULARY PROCESS: THE EFFECT OF SONGS CONTENT”

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Table of Contents

Table of Contents	ii
Acknowledgements	vi
Dedications	vii
CHAPTER I INTRODUCTION	1
1.1 The context of the research	1
1.2 Aim or purpose	2
1.3 Research questions	3
CHAPTER II LITERATURE REVIEW	4
2.1 Language learning	4
2.1.1 Learning vocabulary	5
2.1.2 Memory strategies in learning vocabulary	9
2.1.3 Visual aids in vocabulary learning	10
2.1.4 Diagnosing and testing vocabulary	11
2.1.5 A song to develop vocabulary	11
2.2 The listening skill	12
2.2.1 Learning listening	14
2.2.2 Native listening skill	14
2.2.3 Foreign learners listening skill	15
2.2.4 The Total Physical Response (TPR) method and visuals effect on listening comprehension	16
2.3 Mnemonic devices / strategies	17
2.4 Listening materials	19

2.4.1 Recordings as materials	21
2.4.2 Home-made materials	21
2.5 Listening activities	22
2.5.1 The Pre - listening stage	24
2.5.2 The While – listening stage	24
2.5.3 The Post – listening stage	25
2.6 Songs in listening activities	25
2.6.1 The effect of song on children in learning vocabulary process	26
2.7 Writing a song to teach vocabulary	26
2.7.1 Basic music concepts	27
2.7.1.1 The music	27
2.7.1.2 The lyrics	27
2.7.1.3 The recording	28
2.8 The importance of context	28
CHAPTER III METHODOLOGY	30
3.1 Research design	30
3.2 Context and setting description	31
3.3 Participants	32
3.4 Instruments	32
3.4.1 Song composition	35
3.5 Data collection process	35

CHAPTER IV RESULTS	39
4.1 First session	39
4.2 Second session	41
4.3 Third session	42
4.4 Fourth session	45
4.5 Fifth session	46
4.6 Sixth session	49
4.7 Evaluation	50
CHAPTER V CONCLUSIONS	53
5.1 Implications	54
5.2 Limitations	54
5.3 Directions for further studies	55
5.4 Final reflection	56
REFERENCES	57
APPENDIXES	62
Appendix A I love going to school (song)	62
Appendix B Diagnostic test chart	63
Appendix C Lesson plans for the study	63
Appendix D Materials for the study	65
FIGURES AND TABLES	
1st session figure	40
2nd session figure	42

3rd session figure	44
4th session figure	46
5th session figure	48
6th session figure	50
Evaluation figure	51
Study summary findings	54

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CHAPTER I: INTRODUCTION

Both music and language keep a deep and close relationship in the way they are learned. When a language is acquired, children are exposed to a wide variety of language features. People all over the world possess a characteristic hallmark which varies from place to place. Regardless the culture, the country; it is required to be exposed to different features of the language, such as: melodic recognition, contour processing, timbre discrimination, rhythm, tonality, prediction, and perception of the sight, sound, and form of symbols in context. The aim of this study is to describe how songs influences children from kindergarten in the learning vocabulary process.

Music is a great tool in the learning process. According to Laroy and Cranmer (1992) “music gets into our subconscious quickly and subtly, and because songs are a powerful medium for acquiring new knowledge and for reinforcing already-learned structures.” This study attempts to create and use a song for children who do not have English lessons in their school curriculum. Creating our own materials could be very useful because this may promote personalized teaching tools that take into account all the needs in the specific context we are working in to promote a richer learning environment for children as well.

1.1 Context of the research

Important and significant studies and experiments about how music affects acquisition have been developed and achieved. Gordon Shaw (1997) from the

University of California and Irvine, in Berlioz (2002) state that music is essential in acquisition process because of its effect on children superior functions of the brain. He considers music as a pre-language because its effect is not only in left brain hemisphere as language does, but along the brain cortex by stimulating in a larger scale.

The study will be applied in a CAIC a public kindergarten belonging to DIF system. CAIC children are from middle-low social status, and they do not have English lessons in the curriculum. However, they are used to be taught through musical activities. Thereby, the issue addressed in this study is mainly about music and its effect on the children acquisition process of English vocabulary acquisition. Although, music and language are different systems of communication, music supports language through affecting accent, memory, and grammar as well as mood, enjoyment, and motivation. Therefore, children use to learn better with music as a tool in this process. Writing a song is a challenging process since harmony, melody, rhythm and other musical issues are required. This investigation attempts to explore the creation of a song and the effectiveness of using it in a specific context during six sessions in two weeks. This study may provide other teachers with ideas to create new songs in their classes.

1.2 Aim or Purpose

The development of Qualitative Research (Holliday, 2007) has inherently held more extensive and adjusted foreign language teaching situations. The focus of the current

study is the effect of music as a tool in the teaching of English as a foreign language for children. We discuss from a reflective approach to Ethnomethodology (Canagarajah, 2002) the form music enables learning and specifically the manner it promotes the gaining of vocabulary. This study explores the process of creating a song to teach vocabulary, to analyze the effectiveness of using it in a specific context, and to describe the whole process.

1.3 Research questions

1. What is the effect of songs in children's vocabulary acquisition?
2. Which advantages / disadvantages teachers can experience by using materials not adapted but created by themselves?
3. What changes of behavior / attitudes can be observed in children during the study's process?

CHAPTER II: LITERATURE REVIEW

Chapter overview

Different authors and their foreign language learning theories are presented in this chapter in order to set the basis and support the procedures of the current study. It is the purpose of the present investigation to explore and provide insights into how music affects, benefits, and influences students in learning vocabulary process. This chapter provides a theoretical framework to base the study. Previous research and related terms, concepts and theories will be explained and related to the general purpose of this investigation.

2.1 Language Learning.

It has widely been discussed how the terms acquisition, learning, and development share a similar meaning. As a matter of fact, some authors like Sharwood (1994) claims at first some differences, later on reveal that the three terms may be used indistinctly. "Acquisition is often associated with informal modes of learning, the terms are used interchangeably." (*ibid*, p. 11, 12). The same author argues that development is the best term as it focuses on the process itself and that the two other terms call attention to the locus of development. In any case, it is assumed that language proficiency is the result of a process most aptly called development but often called learning /and/or acquisition. Therefore, in this investigation the three terms will

be used interchangeably. Furthermore, when I refer to vocabulary learning, acquisition, or development, the same idea will be applied, that is to say for this paper there will not be difference in using the concepts indistinctly.

Damasio in Arnold (1999) speaks of “dispositional representations”, which takes into consideration both innate knowledge and knowledge acquired by experience. So, learning itself means showing some kind of change in the internal resources (memory) in brain. And teaching, as we know it, is just to help the others to make necessary changes in his or her resources inside.

Second language acquisition researchers have been working hard in making easy to understand how learning and teaching work in and out of the classroom and it has been found, in most of the cases, that language learners make the same mistakes students make in acquiring new grammatical structures or knowledge in general. According to Long and Richards (1987), some carefully designed teaching experiments have shown that students, pointing out psycholinguistics, know that they are ready to learn regardless what teachers or teaching can do. In other words, students’ brains are not just a space to be filled in with second language knowledge by the teachers.

2.1.1 Learning vocabulary

Vocabulary is paramount to foreign language learners even though teaching and learning vocabulary processes are undervalued. Teachers and researchers have

acted as theories creators, they have given more emphasis in syntax and phonology centered in linguistic theory (Coady and Huckin, 1997).

It is not arguable that vocabulary is one of the primary tasks in teaching a second language. Students need to be effective in learning new words and remember and retrieving them to start getting a general and better comprehension of the new language they study (Carroll, 1971). Oxford (1986) argues that it is needed to give a greater emphasis to the memory strategies in learning vocabulary and to teach students how to use them.

Vocabulary is a key element in the second language learning process. Wilkins in Thornbury (2002) affirms that students can improve learning more words and expressions because they cannot say too much with grammar because of the complexity of the structures which have not been already learned, but they are able to say almost anything they want with words, even isolated words. In this study it will be explored and observed how students learn new words and expressions by identifying the receptive and productive knowledge stages. Students tend to understand more words than they can utter and they usually understand them before they are capable of use them.

Children learn their first words by labeling and categorizing things. “Dad” and “mom” are some of their first words. They know “dad” is the word to refer an older male person at home and the same occurs with the word “mom” which is a keyword to call the older female person in the family. After that, children starts recognizing different

word levels. For example, fruits and they start to construct complex mental connections because of the relationships between the words and things they can see, touch, smell, taste, etc. (Thornbury, 2002).

Students have always had some problems with vocabulary when they cannot see, touch, or at least to make a mental picture of the word they are hearing. According to French (1983), it is very important the meanings of the words can be as clear as possible to the students. Most of the time it is better if the learners can see or touch things when they are hearing the foreign words. It helps students to learn easily because of the senses they are using in the learning process. Sight and hearing are really helpful. Therefore, words which have a real life sense are much easier to learn. Teachers have to use words close connected with the real context of the students, it will be really meaningful for them and it will be difficult to forget knowledge they have acquired. Even when they leave the school context where the use of the foreign language is not necessary or put into action. One important thing here is to teach the vocabulary through different techniques, lists of isolated words are not recommended. That is to say, learners really need to relate the word to the real object and create the necessary mental connections. It is highly recommended to teach the vocabulary through short sentences or commands in order to get learners used to the words function. French (1983) states that activities guided by teachers in the classroom context are better when they are similar or the same as in the mother tongue learning process, for example when learners are asked to respond to some commands where

new words are used is a similar experience to the real life because all of us hear and obey commands even before we are able to speak any word.

Memory plays a crucial role in the learning vocabulary process. Therefore, it is very important to understand how words, in this case English vocabulary items, are remembered. Thornbury (2002) presents the three different memory systems: short term memory, working memory, and long term memory. Short term memory is the “place” where a set of items or information is kept just for very short periods of time, probably few seconds. In other words, the period of time a student takes to listen to and repeat a word the teacher has already modeled. In working memory all the brain’s operations such as learning, reasoning, and understanding happen. It is in charge of place, file, and recall a word for later operations. Words remain in working memory for about twenty seconds because of articulatory looping, a sub vocal process of repetition. Long term memory manages with a huge capacity of information which is permanent and durable over the time. Thornbury (2002) describes some important research results in word learning studies. To focus on this study it will be mentioned some research findings, those which have a closer relation with this experiment.

- 1) Repetition: a very important strategy in word learning process. Although, it has a little effect on long term memory.
- 2) Retrieval: is another kind of repetition. Learners are able to recall words as many times they need them.
- 3) Pacing: teacher has to give students time to do work memory by reviewing and organizing new vocabulary individually and silently.

- 4) Use: a song is very useful to this purpose. The more students sing a song which contains the vocabulary they are learning; they will be able to store the words in long term memory.
- 5) Imaging: words are more memorable when they are related or connected with an image or a mental image.
- 6) Motivation: students well motivated tend to remember better the new vocabulary and a song is useful to rehearsal and practice new words.
- 7) Affective depth: words such as friend and love are emotionally strong charged. So, learners can recall this kind of words easily.

2.1.2 Memory strategies in learning vocabulary

One of the most common challenges in learning a new language is the part of learning a huge amount of new words. In order to achieve success, students need to be taught through different strategies which enhance the vocabulary acquisition and stimulate the retention of it. The success in children learning process is the attention they pay to what instructors teach them. Attention is closed connected to what they learn by using most of their senses: sight, hear, and touch in this case (Yesiltepe and Altintas, 2016). The role of the teacher here is to explore and put into practice different strategies to make of the vocabulary acquisition process, a cognitive process. Nemati (2009) states that by taking into consideration a strategy instruction to teach vocabulary can result in long lasting knowledge, this without increasing study time.

According to Craik (2002) teachers are required, by using memory strategy instruction, to help students to process the new vocabulary deeply to make them gain in retention.

2.1.3 Visual aids in vocabulary learning

Pictures as medium in learning vocabulary process are powerful tools to show word meanings and to put into action the foreign language inside learners' real context. We can find lots of materials in the market, such as flash cards, posters, pictures, etc. or teachers and students can use the board to draw simple objects to represent new vocabulary. However, one important thing, as in the mother tongue learning process, we firstly have an idea about an object and then we know the word that represents it, so it is important to draw the learners attention to the ideas or objects, students should be in contact with those objects and then it could be possible to present the new vocabulary. In her "Techniques in teaching vocabulary" French (1983) asserts that drawing has a great impact in students' vocabulary learning process and mentions some advantages of using this technique, for example: Low or no cost, availability, physical space is not necessary to store this "material", and direct connection between the word and the learner's mental picture. It is crucial to help students to establish connections between the new words they learn and an "idea" or a mental image they can refer to remember. Pictures or actual drawing help students to better memorize and retain (Oxford, 1990).

2.1.4 Diagnosing and testing vocabulary.

Diagnosing plays a crucial role in this study because it is the starting point to set up and to know about the learner's' knowledge. This will help teachers to visualize how they can lead students in a course. Thornbury (2002) states that without testing it could not be possible to see, to measure, or to know the effectiveness of teaching and learning process. Teachers and learners can be provided with a form of feedback by testing and diagnosing; this could be a great motivation, for both teachers and students, to be well prepared for the lessons and the evaluations.

It is very important for teachers to identify how their learners perform in all the four language skills. Diagnostic tests and assessment are good instruments to know with more detail about students' abilities (Long and Richards, 1987).

2.1.5 A Song to develop vocabulary.

The study takes place in a naturalistic setting where the researcher records the participant's' behavior by using, in this case, the video recording as a main tool. The data is mainly qualitative. The song, as it was mentioned before, contains the target vocabulary which is pretended students to learn. Different activities were designed (memory game, color worksheets, and dancing, for instance) to support the effect of the song on children who have never had English lessons; all this in order to keep them well motivated.

2.2 The listening skill.

Anderson & Lynch (1993) present the different stages through babies development and improvement listening skills. At the age of three days they have been shown a sort of preferences in listening to speech sounds and not at all to listening to any other sounds. By about eight weeks when they are sensitive as listeners, babies are able to discriminate the emotional qualities of voice: they cry when they hear angry voices or they smile when they listen to friendly ones. At the age of four months they distinguish male voices from female ones, and by six to eight months they can imitate the intonation patterns of speech and are able to distinguish statements and questions intonation.

The previous description serves to introduce one of the main purposes of this research, which is whether preschoolers develop or increase their vocabulary through the use of melodic and rhythmic speech; namely songs.

It is important to focus on the two complementary processes involved in listening skill. “The bottom - up processing” and “The top - down processing” play a crucial role in understanding when and how second language students or learners internalize the language knowledge. Long and Richards (1987) state that in “The bottom - up processing” the listeners decode the message by identifying words, grammatical structures, and other language characteristics as isolated parts of the language in order to understand and construct the meaning of the message they have received. In

“The top - down processing” the listeners interpret the meaning of the message by making use of their previous knowledge.

McDonough & Shaw (1993) have shown that understanding the listening skill as a processing focus is highly essential. A listener does not need to understand all the words in a spoken message just by hearing sounds. The question remains whether it is possible to teach children develop their vocabulary effectively through the use of songs.

When the ability to understand foreign language vocabulary is not acquired naturally, this ability is taught. Consequently, the listening ability is taught in courses which began as a trickle (nowadays is a flood). Currently, teachers can find whole courses in listening comprehension on the market.

Most of these courses are structured in the same way. They use recordings about 5 minutes and some worksheet to fill in with information that is missing in there. Teachers sometimes try to elicit previous knowledge from the students with some remarks on the recording content and, occasionally, they explain some “difficult” vocabulary items which will be encountered in the text. The students listen to the tape (twice or three times depending on the learner's level). After that, they answer a series of questions about the recording information on the text. The activity can be presented as multi-choice questions. Usually the student is allowed to look for the information in written transcripts of the text. Sometimes he has to remember what he has heard (Brown, 1995).

2.2.1 Learning listening

Underwood (1989) mentions that the listeners need not only the structure of the language knowledge. The context is important here. The listeners have to make the necessary connections to process the input they have heard, the structure of the language, the spoken words, and the context related what they are listening to. In other words, the listeners need to attend what they hear, to process the information, to understand it, to interpret it, to evaluate it, and to respond to it.

2.2.2 Native listening skill.

The learner of a foreign language needs to set up the context of the language performance. Teachers have to re-create some different situations at different places with different speakers in order to get the students aware of the structures or vocabulary they are about to receive or produce.

According to Brown and Yule (1995) native listeners experience spoken language in a real context and situations. They are always aware of important features of context before anyone speaks at all. However, even they experience spoken language which is relatively “out of context”.

2.2.3 Foreign learners listening skill.

In their *"Listening"* Anderson and Lynch (1993) point out that L1 acquisition is the source of the listening comprehension approaches. The two main features of L1 are first, the Silent period in the Pre-production stage of the L2 acquisition where it is not expected children produce any spoken language in response to some input and second, they try to produce spoken language they understand. However, they are not able to produce it well.

Although it has been said that the L2 language system may not always be the principal cause of comprehension difficulty, the L2 learner will face problems that are primarily linguistic. Therefore, it is highly recommended to consider some strategies that L2 learners could put into action to overcome their language disadvantages.

Hatch, Peck, and Wagner-Gough in Anderson and Lynch (1993) state that taking into account the language learners are exposed, they highlight three significant features of the language produced for foreign learners. First, the grammatical structures learners are exposed are well restricted. Second, the conversations listeners are exposed are fairly large chunks of language. Third – particularly during the play – the input that learners receive is both well contextualized and predictable, the speaker often refers to the "here and now", by using accompanying gestures to make the meaning clear.

Experience shows that listening is sometimes hard and sometimes easy.

Therefore, teachers have to be aware of the factors that produce that variation. Learners probably think that listening to the information they are hearing depends on the type of speech. For instance, listening to a radio broadcast of a parliamentary debate is more demanding than listening to a child reading fairy stories from a book, which is easier. Although a large number of factors are involved, learners are always aware of this three categories: (1) the type of language we are listening to, (2) our task or purpose in listening, and (3) the context in which listening occurs.

Being used to the topic is an advantage for the listener and this is one relevant feature of listening input. Although listening to a passage on a familiar topic is helpful, the listener's knowledge plays an important role. Therefore, it seems that one kind of easy listening input is one whose topic we already have some knowledge of.

2.2.4 The Total Physical response (TPR) method and visuals effect on listening comprehension.

Total Physical Response method is highly useful in teaching children. They understand the meaning of a message through using their physical reactions to different commands. This is naturally acquired due to in their childhood it is the way they learn to follow instructions in their native language. To use a different approach instead to use translation, Total Physical Response is the best option in teaching beginners due to this method promotes interaction among the participants in the activities. Therefore, teacher and students are effectively involved in the acquisition process encouraging, motivating, and getting students interested during the activities

(Xhemajli, 2016). The song “I love going to school” in this study was written taking into account different words and expressions to be supported by the TPR method. Students were given different instructions or commands modeling by the instructor. Thus, it was easy to children to react, understand, and learn the target vocabulary for this study. According to Thornbury (2002) TPR is very useful when learners are immersed for the first time in a high quantity of comprehensible input. Teacher usually has to perform actions, mime, and use realia to encourage learners to do the same actions in response to some commands, for example: “stand up!”, “point a table”, “point a girl”, “move your feet”, etc. All of these vocabulary items are available in the classroom setting. Visual aids are always a great support to show and practice new vocabulary; drawings, realia, and flash cards are good examples of useful tools to this experiment purposes. According to Long & Richards (1987) one of the main issues of the Total Physical Response Method is to afford students with oral input in the language they are studying before they are able to read or to write in the second language.

2.3 Mnemonic devices / strategies

The word mnemonic derives from the Greek word *Mnemosyne*. It refers to the ancient Greek goddess of memory. Too many researches have been studying the vocabulary acquisition process and the different vocabulary learning strategies to improve it. Strategies can help students to discover and consolidate word meanings in a more practical way. One great problem for students is to forget easily the new words they learn. Farjami (2007) states that it has been proved mnemonic strategies have

contributed to improve learning vocabulary process; it helps students to learn faster and recall better information recently acquired.

Some mnemonic devices were used in the current study. Visual and physical mnemonic devices in this work were a very useful tool during the teaching vocabulary process since they provide the necessary support to it. In order to keep the information accessible, they are mentioned in this part of the writing. However, they refer to the stage of the study they were put into action.

Visual mnemonics (pictures): It has been studied and proved that images or pictures are very useful in teaching vocabulary. They not only help to students to recall words easily and quickly, they are such an effective tool to motivate learners. Words are not the only ones which can yield meaning, pictures play their important role in this regard. Moreover, Pictures not only can be used to give meaning to a word, they are a powerful medium to maintain students motivated and interested in learning (Wright, 1989). This strategy was used at the beginning of the lessons planned for the study.

Physical response mnemonics (commands): In this strategy the students are asked to follow some instructions or commands by moving some parts of the body according to the meaning of the words. For example, when the teacher says “stand up boys!” students need to understand that only male people in the class have to stand up. A better understanding and recall of information is achieved when students perform the information of a word or sentence is given to them (Thompson, 1987). Once the new words were introduced by pictures to the students, the next step was to teach

more vocabulary through commands or instructions the students had to perform physically too.

2.4 Listening Materials.

It depends on the context how teachers apply listening activities in the classroom. On the one hand, sometimes, listening is a complete planned session where teachers use materials which are in the market and they were developed to practice the listening comprehension skill. Benson and Hjelt (1978) call these kinds of materials *autonomous listening materials*. In the other hand, teachers use materials which are only an activity from the whole lesson and they work with a specific course book which includes a CD with all the activities based structurally, functionally, and thematically with the present-day learning focus. These authors call these kinds of materials *ancillary listening materials*. Evidently, our ideas about what listening can or should involve are influenced by our individual circumstances and context. Therefore, inevitably listening means different things according to the people who define it. According to Benson and Hjelt (1978) there are three main historical views of listening in the whole L2 learning process.

- 1) Language learning is a *linear process*. Learners should start learning the spoken standard skills which are listening and speaking and later those of the written standard which are reading and writing. Listening is the means to immediate oral production, which is the imitation of spoken forms.

2) Learning is an *integrative process*. All the conventional skills (listening, speaking, reading, and writing) should be introduced simultaneously in order one can support, helps, and reinforce practice in the others. Rivers (1971) states that “early listening comprehension materials should be kept within the limits of structural patterns being learned”.

3) Language learning is a *comprehension-focused process*. Listening is the key to successful learning, or at least the first source of language contact. The tests that teachers use to provide the input that students have to comprehend should include things placed one linguistic stage ahead of the learners’ level of L2 production to let comprehension drive learning.

In order to summarize the teaching of L2 listening to beginners, here there are three statements which translate the three historical views.

Statement A: Listening has to work simultaneously with speaking to allow beginners to relate the sounds on tape with those they produce themselves and they to gain confidence in speaking L2 skills. Reading and writing should come later.

Statement B: Learners need to develop listening, speaking, reading, and writing all of them together, right from the very beginning. Teachers should make their students to work with the four main skills in language learning through different activities. It helps learners to have a better idea how L2 works and is used. It is easier for them to learn the language when they can make their own connections between one skill and the others.

Statement C: Confidence is the most important thing learners need to gain to be successful in understanding the spoken language, not in producing it. So the first lessons in any L2 course should concentrate just on listening skill. The learners should be allowed to answer questions in their L1 to develop the necessary self-assurance.

2.4.1 Recordings as materials.

Teachers have to be aware of the different materials they use. In this case, recording materials could be found of different kinds. Interviews, short dialogues, songs, etc. There is a great advantage teachers can take of. Regarding Underwood (1989) one advantage of using recordings as material in their lessons is that they can play as necessary to improve the vocabulary and the pronunciation.

2.4.2 Home-made materials.

In the case of the song which is used in this study, it is necessary to enhance that even though the pronunciation is not authentic native, it is possible to avoid or to shade some problems non-authentic dialogues have such as, unnatural rhythm, unnatural intonation, and artificial stops and starts (Underwood, 1989).

One advantage of use home-made materials is that they are cheaper and it is not necessary to spent too much time trying to find them in the market. Robinson (1991) states that the most important thing is that the teachers can take into account

just the topics, vocabulary items, grammatical structures, etc. they need for a specific course or activity and by being aware of their students necessities.

2.5 Listening Activities.

Something essential to communicate is the ability to understand what the others are saying. Rivers and Temperley (1978) state that problems in understanding the second language are evident in the learning process and learners or listeners sometimes present this lack of competence even when they are native language performers too. Apart from communication interaction second language learners really enjoy from listening activities, such as watching films and plays, listening to radio broadcasts, talks by native speakers, and listen to songs undoubtedly.

Anderson & Lynch (1993) list a series of relevant factors in listening tasks and contexts: processing load, visual support, group format, and type of task are relevant factors in listening tasks and contexts.

Processing load: time and information are two factors teachers have to take into account previously. The time of the lesson has to be enough for the amount of information teachers present or. Therefore, if listeners are demanded to work with relatively long and informational dense messages, before a warm up activity to introduce the topic or elicit some previous knowledge of the content, it will be difficult to them complete the listening task. Otherwise, it is suggested that if the listeners are specifically told in advance which features of the message or they are aware of the

purpose of the activity, the task is likely to be considerably easier. Because of this kind of help from the teacher, the listener can select the appropriate information of the message, and therefore decrease the amount of information processing and memorization involved. So teachers have to work previously with an adequate pre-listening activity, particularly in the early part of any course, in order to make clear the listening purpose and the specific task details.

Visual support: visual aids' role is to support the vocabulary listeners are hearing in order to help them to have a good interpretation of the input. Pratt, Bates, and Wickers (1980) compared children's capacity to evaluate the adequacy of a message they had heard, by using memory or using a picture as a memory aid. Listeners who were supported with the visual aid did better. In fact, listening is not a simply aural activity and successful comprehension involves the exploitation of all possible sources of useful information.

Group format: working in group format promotes and increases social cooperation and integration of the students in the class. Pedagogically, it benefits students in their learning process. Anderson and Boyle (in progress) L1 research using controlled comparisons of the performances of groups and individuals has confirmed the benefits of group work. When group work was combined with pre-listening activities where the previous knowledge of the students was activated they showed a better

performance during the task, individually and subsequently in group. Similar results have been reported for primary age children (Yager, Johnson, and Johnson, 1985).

Type of task: Different tasks present the listener with varying degree of complexity. Summarizing the message instead of recalling the complete content is easier for learners, the most important to them is to keep the main information intact.

2.5.1 The Pre-listening stage.

Learners need to be supported and familiarized with the topic before working in the main activity. This will help students' performance in the following activities.

Underwood (1989) suggests teachers help their students in advance to know what they will probably hear in the recording. The same occurs when one person is in a bank, it is predictable the words he / she needs to use and the words he / she can listen to from the other.

2.5.2 The While-listening stage.

This is the stage of the main task. It is worthy learners listen to the material students while they do the task. Therefore, according to Underwood (1989) the purpose in this stage is to help students to develop the ability of eliciting messages from what they are hearing. Learners at this stage have to recognize the main features of the language they are listening to, for example the sounds, how words are

pronounced, the stress, the rhythm, and the intonation. Hence, learners can use what they hear as a model for their own speech.

2.5.3 The Post-listening stage.

According to Underwood (1989) post activities are an extension of the previous pre listening and while listening activities. Here the teacher's purpose is to know or to check what students have learned in order to be aware about what they need to understand. In this stage, teachers pay attention to those important aspects which help students to achieve well the task.

2.6 Songs in listening activities.

Songs are an important part of the listening activities. Cranmer and Laroy (1992) point out to some general principles about using music in teaching English such as to watch over if the activities are functional to the purposes of the lesson before they are taught, to look to the audio materials or equipment like the recorder and the cd, to carry out extra materials; visual aids have great importance for this purpose, to be aware of the environment of the students; teacher should not invade the learners space.

2.6.1 The effect of songs on children in learning vocabulary process.

Griffie (1992) states that emotions are very important in the learning process and songs are a very useful medium to stimulate them. Songs make the learning process more enjoyable for children and they stimulate and motivate them to learn. Children experience low levels of anxiety and self-confidence when they are taught by using songs. Kalmar (1982) reports have shown several positive effects on children, such as: physical coordination, abstract conceptual thinking, and verbal ability among others. Anton (1990) states that music as a memory prompter is one of the most effective aids in teaching and learning a language to recover grammatical structures as well.

2.7 Writing a song to teach vocabulary.

It is not an easy task to find out, adapt, and apply materials in the classroom. Teachers can look for different kinds of materials in the market and there are a lot of websites where they can spend too much time trying to get the best option for the class or the lesson without taking into account that many of these materials represent a strong investment of money. Of course teachers will find what they need or at least what it is closer to their needs. Especially songs are a great way to teach a language and there are many of them useful to teach and reinforce different aspects of the language such as, pronunciation, grammar structures, vocabulary, etc. All the people have grown, have been taught, and have learnt with music in some stage of their life.

2.7.1 Basic music concepts.

Moncada (1991) states that music is the art and science of the sounds. The central elements of music are melody, harmony, and rhythm. Melody is a rhythmic succession of single sounds that express a musical idea. Harmony is the part of the music which studies chord formation and combination. Finally, rhythm is how sounds are arranged and put up in time.

2.7.1.1 The music.

It is pretended with the song in this study to amuse students when they have auditory contact with it through the rhythm, melody, and harmony. Rock genre is one of the most popular music styles and children get easily involved in this kind of songs or music.

2.7.1.2 The lyrics.

The lyrics contain basic vocabulary items related to the school context. There are eleven words and eight commands which are the vocabulary this study pretends students to learn through the song.

2.7.1.3 The recording.

The recording was developed in a home studio with the basic equipment which consists in an electric guitar, an electric bass guitar, a microphone, an audio mixer, an iPad for the drum sounds, and a simple software for the recording process, the final edition and master of the song.

2.8 The importance of context.

The context plays a crucial role in learning languages. Teachers should adapt the activities of the lesson to a real context as much as possible. The school context is a powerful medium to get immersed students in a real context of what they are learning. All of the vocabulary items are available in the school building and in the classroom. Therefore, students can see and touch the vocabulary items they are learning making the lessons a significant learning process.

Language learning is a very complex process in which all the different abilities (productive and receptive) need to be stimulated through significant techniques and strategies. Learning foreign language vocabulary is the most important stage at the beginning of this process. Children's learning foreign languages process needs to be developed by getting them involved in different attractive activities, such as: drawing, dancing, and singing. Their memory plays an important role when they are exposed to new sounds, words, and phrases. Therefore, as it was discussed in this chapter songs are a very useful and effective tool for this study.

Nevertheless, not only a song was used, visual aids supported the use of the song easing the vocabulary acquisition.

CHAPTER III METHODOLOGY

Chapter overview

The different stages from this study are described through the current methodology chapter. From the design of the research, description of the context and the setting, the participants and all the necessary and useful information to carry the investigation, the elaboration of the different instruments, analysis of the classroom research, and the data collection the whole process is shown in detail in order to picture the goal of this research; the learning of vocabulary.

3.1 Research design

This is a classroom research study. This was developed based on a research focusing on the effectiveness of a song as a tool in the learning vocabulary process. Six sessions in a public kindergarten with children from the third grade were recorded on video. It was observed the effect of the song on those children from the first reactions to the results in learning specific vocabulary. The researcher used instruments such as a song, a diagnostic chart, visual materials, an evaluation chart and a final test for the students.

Classroom research is one of the most used research methods in education. It is a descriptive and analytic strategy. In classroom research the entities to describe and analyze could be objects, a person, group, event, state, condition, process, etc.

and they function according to certain circumstances and also over a short period of time relative to the context. In this case the event, namely a song, is analyzed as the issue to provide data in order to analyze its effectiveness in the learning of vocabulary.

3.2 Context and setting description

This study was carried out in a CAIC (Centro de Asistencia Infantil Comunitario) that is, a public kindergarten located in a city in Central Mexico.

The researcher worked with two kindergarten groups from third grade. Group “A” with 27 students and group “B” with 24. All those students had never taken English lessons. The socio financial status is mainly low-middle class. Only one group was chosen for the study due to time concerns.

This study was developed in a 25 square meters classroom. The classroom had a traditional seating arrangement except for part at the back which there was two tables with three seats per table. The board was in front of the students. The desk was next to the board and under the board there was a large table with different materials, books and boxes which sometimes affect the student's' performance in activities where the board was needed. The walls were decorated with different hand-made materials such as flowers, animals, and numbers in a colorful way. There were some shelves on the wall to keep different materials, books, puzzles, crayons, etc. Basically, there were three lines of seats and two little corridors as free space. The whole class was about 24 students with a variation between 17 and 22 students per lesson.

3.3 Participants

Participants were taken from only one group. Group “A” consists of 27 students, 17 male students and 10 female students with ages between the 6 and 7 years.

In this investigation the teacher of the group was the researcher. He had no formal experience in teaching and especially with children this was the first time. He is studying the major in modern languages in teaching English and he is the one carrying out this study. In other words, this is a participatory classroom research where the researcher is part of the investigation.

There was no previous contact between the teacher and the students. The first time they knew each other was when the teacher applied the students the diagnostic test. The session started at 9:00 am and finished at 10:00 am in group “A”.

3.4 Instruments

This study was supported by different instruments such as a song (see appendix A), a diagnostic / evaluation test chart (see appendix B), 4 lesson plans using the song designed to teach students (see Appendix C), video recordings, and different visual materials (see appendix D).

The first instrument was the song. It was written by using the target vocabulary related to this study. It was focused on this vocabulary and then it was recorded in a home studio using a guitar, a bass and recording software. The vocabulary chosen

was related to the school context. Items such as school, teacher, table, pencil, book, boys, girls, friends, etc. are part of the lyrics. The song lasts 1 minute and 42 seconds and it also contains some basic commands such as stand up, clap, move, jump, etc.

The second instrument was the diagnostic chart includes eleven vocabulary items and seven commands; all of them are part of the lyrics in the song. All the vocabulary items and commands are located in the first line of the chart and in the first column the list numbers of the students. At the moment of the diagnostic, teacher asks students to go near of the desk where teacher previously put on three sheets with images related to the vocabulary. Students, one by one, were asked to point at the corresponding image when teacher mentioned a word from this vocabulary. Teacher ticked or marked with a cross the corresponding square depending on the student answer. All the students did not have any idea about the vocabulary and they pointed at the images randomly; sometimes they guessed the answer.

The third instrument consisted of the lesson plans which were developed for listening activities. The warm-ups were always simple icebreakers to help students work with the song without any inhibition and any introversion and to review vocabulary items from the previous lesson. Since one purpose of this investigation was to study the effectiveness of a song in the learning of vocabulary, the song was the main activity. Teacher encouraged students to learn and memorize the song in order to students can store the vocabulary in their head and they can remember and know well what they were singing.

The first time teacher and students knew each other was for the diagnosing test where all the students were asked to point at the images from the target vocabulary; they just tried to guess the answers because they did not know the words teacher mentioned. Teacher recorded the results in the diagnosing chart to have control and to know about the students' knowledge. On the first session teacher started to introduce the vocabulary; some commands and words were addressed students to elicit some reactions from them. Teacher always showed how to perform when students did not know what to do. The song was played for the first time to see learners' attitude towards it; the experience was positive because all the students liked the song and they accepted it well. The following sessions were designed to make students get familiarized with the materials and to present the new words they were going to learn. Different activities and games were planned, such as: color images about the target vocabulary, a memory game in a poster which was put on the wall to allow all students see it when playing, dancing activities out of the classroom in the school yard to practice the commands and pronunciation of the words. The last session was for the evaluation; teacher established a place to work with the students, one by one, in isolation from their classmates in order to record their performance individually and to avoid cheating. Most of the students did it well, sometimes they did not react or identify the words or the commands immediately and the teacher repeated only once to make the results reliable as far as possible.

Most of the sessions were recorded with a video camera; teacher tried to hide it to keep an atmosphere of confidence and relaxation, some of the students noticed

it. However, they did not feel uncomfortable about it and when they got involved in the activities they forgot the camera was there.

3.4.1 Song composition

The main reason for composing an original song is to have the most possible control on the words children will learn. Furthermore, it was planned to maintain a connection between the recording material and the teacher's voice and pronunciation to get the students used to them at this stage of the learning process. Thus, the song would contain suitable target vocabulary according to the student's level and study purpose. Musical elements, such as: rhythm, melody, harmony were taken into consideration much as the music style to compose a catchy song the students really enjoy. The context was seriously taken into account when the vocabulary was chosen, e.g. there were all the objects mentioned in the song inside the classroom the lessons took place. All mentioned before is the reason for not to choose a well-known song, besides the copyright issues. Therefore, the song (lyrics and music) used for this study has its own reason for being.

3.5 Data Collection Process

The data for this investigation were collected at different times. First of all, the availability of the school matched perfectly my research time availability.

One of the first steps was the creation of a song that contains vocabulary words that were relevant to the target group. The elaboration of the song took about a week. The lyric was reviewed and corrected about three times by the teacher. Once it was finished, it was piloted in a research group where some students gave feedback. The final version was recorded in a home-studio by using basic equipment and different instruments.

Once the song was reviewed, a diagnostic test was developed. In this diagnostic test chart the researcher included all the target vocabulary for the study. The chart has a line per student and a column for each vocabulary item. Therefore, each student were evaluated taking into account all the vocabulary items by ticking or crossing the corresponding box in the chart according to the students answers.

The next step was to think about the visuals. Home-made flash cards about the target vocabulary, a memory game, and some worksheets were designed and created. This material was used through the different lessons to complement what the students were learning from the song.

Different sessions were recorded with a digital camera which was put on in a place to have the best possible sight of the whole classroom. Only the activities related specifically with the song and its vocabulary were recorded on video and all the materials were photographed (see appendix). The sessions with the instrument lasted about from 30 minutes to 1 hour. All the sessions were at 9 O'clock where the first activity was a warm-up related with the vocabulary from the song. For example, the

teacher give students some instructions or commands such as: stand up boys, stand up girls, a step back, a clap on left, jump, etc. The teacher asked students to move certain parts of their bodies such as head, hand, and feet. Then a little review from the previous lesson where students brainstormed what they remembered about vocabulary and commands. Sometimes the song was played at this stage of the lesson, sometimes at the beginning, sometimes at the end, and the song was played twice. Teacher and students worked with different activities and materials. All the materials were hand-made. The images were taken from different websites to create the materials.

All the instruments were required for each session of the study. The digital camera was the tool from which all the process can be described. The students' attitudes, behaviors, progress, and growth was observed in detail after each session.

Thus, the description of the process was reliable. The visual aids were used in each session, the same figures were showed in the evaluation stage.

The data were registered in the description from each session in the following chapter. The evaluation stage was recorded as well. The vocabulary children learnt at the end of the study were registered in the corresponding evaluation chart. It shows how many words and commands students learnt and which other did not.

Table 1. Study Summary Objectives

SESSION	OBJECTIVES
1 _{st}	To diagnose students' knowledge
2 _{nd}	To present the song and the vocabulary
3 _{rd}	To motivate and involve all the students in the activities
4th	To low the affective filter through drawing and dancing
5 _{th}	To repeat parts of the song to learn it by heart
6th	To put into action both physical and oral mnemonic devices to practice the vocabulary
Evaluation	To evaluate students' knowledge

CHAPTER IV RESULTS

Chapter overview

Given the fact that this is a classroom research; this chapter presents a detailed description of each one of the recorded sessions which is supported by an interpretation of them using different diagrams to present the same information in a graphic way. Additionally, it is attempted to show a more specific panorama to answer each one of the research questions.

The first description includes researcher knows and memories from the first session since it was not possible to take record it. This description is based on observation and notes taken from the researcher-participant. After this session, next descriptions are all in videos and provided a deeper description of the situation.

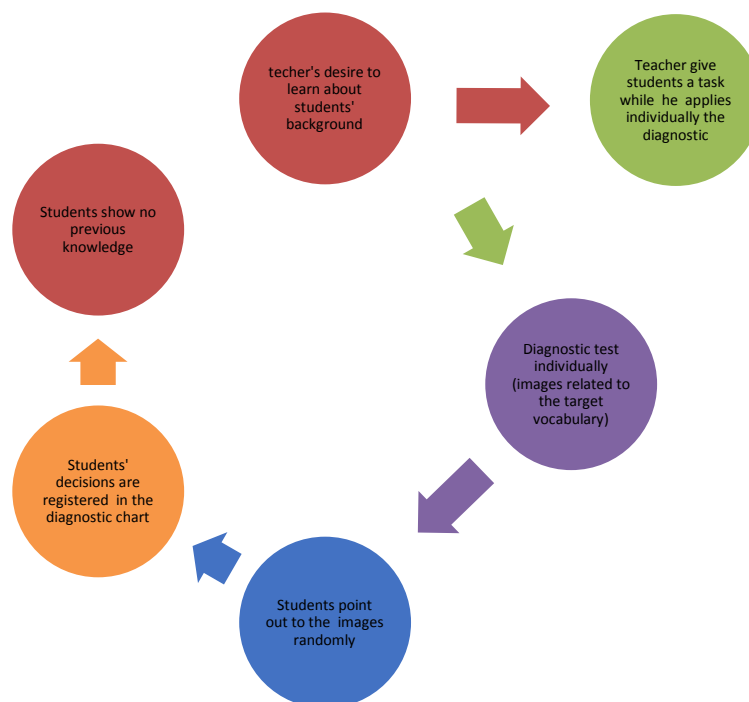
4.1 1st session

There were 21 students, 7 girls and 14 boys seating in a traditional arrangement. Teacher asked students to come to the board one by one. He showed them some images related to the vocabulary from the instrument previously mentioned (printed images). Images of a table, school, boy, girl, pencil, hand, head, feet, book, teacher, and friends were printed in some photocopies.

As might be assumed, the purpose of this session was to know and to be sure about students' knowledge in English language. They had never taken English

lessons. Teacher asked a student to point out a specific image. For example, teacher said: “*señala a pencil*” and the student had to point out the image the student thought it was what the teacher mentioned. Teacher, in a pre-designed diagnostic chart, filled in it with ticks or crosses depending on the students’ decisions. All the students pointed at the images by guessing; they did not know any vocabulary from the images and when they correctly decided was only luck. While teacher was diagnosing students, the rest of the class was drawing something related to the new vocabulary. Teacher gave students a sheet and asked to them to fold it by the half and then by the half again to have a sheet divided in four sections per side. Teacher asked students to draw a boy in the first section while he was diagnosing some students. The teacher asked to draw a girl in the second section of the process continued until all the students were diagnosed.

1st session figure



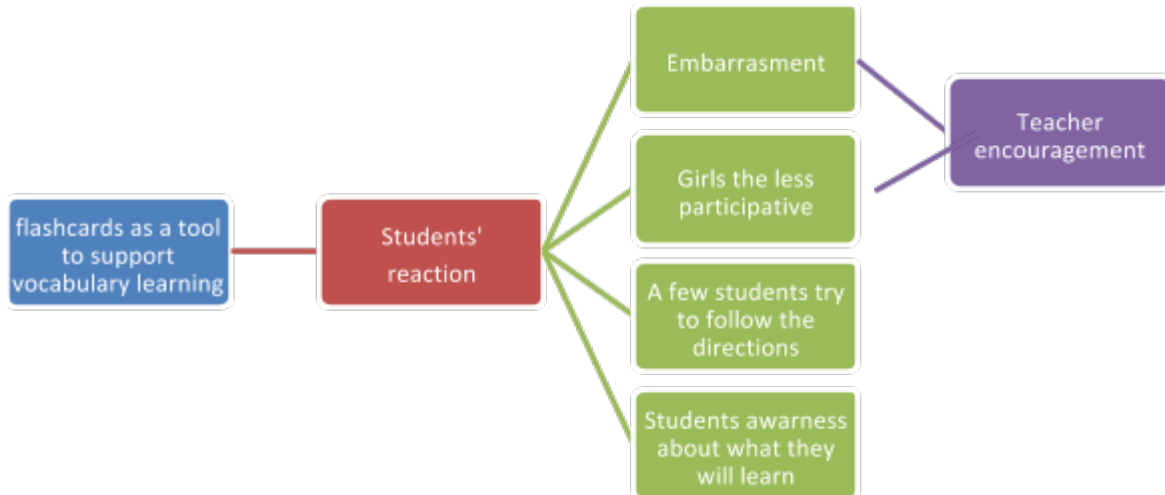
Session findings:

- students did not know most of the words from the target vocabulary
- most of the students seemed to be relaxed
- children were not worried if they made a mistake
- students enjoyed vocabulary drawing activities

4.2 2nd session

In this session there were only 7 girls and 6 boys. Previously to the song teacher made a warm-up related to the commands from the song and performed them too. Teacher asked students to pay attention and try to follow the movements he explained before. Teacher used as support two flash cards, one flashcard was a girl face and the other a boy face to let students infer if boys or girls had to make the movements. Students easily understood what they learn and it allowed a better connection among the activities and the song. After that, teacher played the song, some students were embarrassed and they did not participate very well; girls were the less participative in the activities and during the song practice. Teacher mimed some parts of the song such as “good morning friends”, “my pencil in my hand”, and obviously the commands. Only two or three students tried to follow teacher’s movements. However, the rest of the class showed a good attitude towards the song which can answer the first research question from this study.

2nd session figure



Session findings:

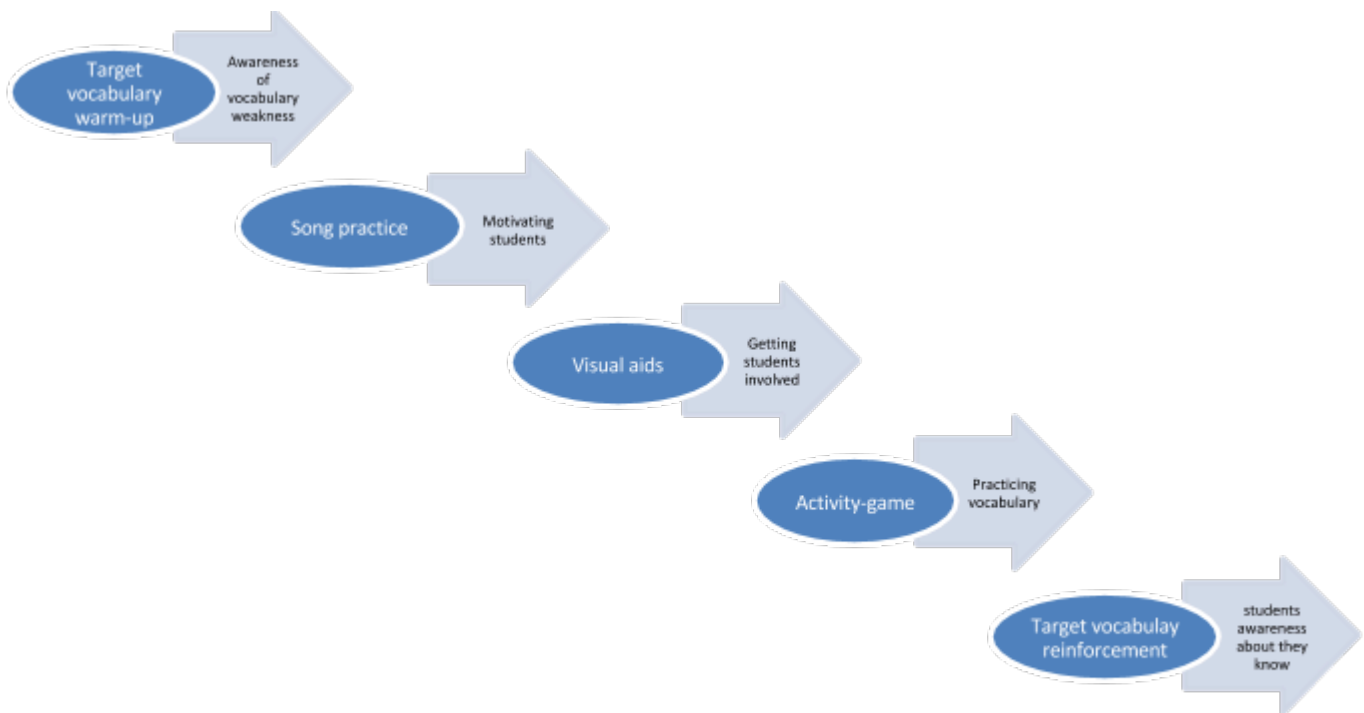
- some students were shy when they were asked to do the movements
- boys were the most participative

4.3 3rd session

There were 11 girls and 10 boys. Teacher started with a parts of the body warm-up. Then, teacher played the song and pushed students to get involved with the activity. Teacher asked students to stand up and they responded quickly. However, they seat down immediately the song started. Therefore, teacher had, in certain way, to encourage students to participate. During the song, teacher anticipated some parts of the song to students can hear them immediately from it. It was necessary to pay special attention to the students at the back in the classroom because they were not participating actively with the rest of the class. Some students were confused because

they were not in the previous lesson, so they did not know what to do and they seemed lost. After the song, teacher reviewed some commands with the students by encouraging them to move the different parts of the body. Teacher gave the directions for girls and then for boys separately in order students were clear about this basic vocabulary. Some students knew well what they had to do and some others followed them. The next step was to review the vocabulary with some flash cards. Teacher showed students the different flashcards and students said the name of the image, all of this related with the target vocabulary. Then the teacher showed the flashcards and students repeated the vocabulary after him, he put up on the flashcards on the board. Once all the flashcards were put up on the board, teacher explained students a game to practice the vocabulary. Students tossed a ball to the classmate next to them and on teacher signal they stopped tossing the ball. Teacher pointed at a flashcard and the student with the ball had to mention the name of the image. Then the dynamic changed. Students tossed the ball and on teacher signal students stop tossing the ball and teacher asked them to point out the flashcard he mentioned. If one student did not know the vocabulary the rest of the class could help him/her. At the end of the session teacher gave students a worksheet to practice vocabulary items such as head, feet, and hand. Students drew the different parts of the body in the corresponding box in the worksheet.

3rd session figure



Session findings:

- some students were still confused about the new vocabulary
- children were more involved in the activities than before
- students felt motivated when teacher used visual aids

4.4 4th session

There were 7 girls and 8 boys. Teacher asked students to brainstorm all the vocabulary they remembered from the song. At this stage, students seemed to enjoy learning through the song, even some of them asked teacher to play the whole song and when the song finished they asked for it one more time. This could be evidence to answer the third research question. This time, teacher asked students to follow the lyric. Before the song, teacher asked students to repeat some parts of the song after him, first phrase by phrase and then a whole paragraph. Most of the students knew parts of the song very well. Then, teacher played the song and sang it aloud to students can see his mouth and the mime. Some students seemed to be very motivated and amused by the song. A student in particular liked a lot the song, it could be observed on the video from this session. His contagious attitude had a positive effect on students who had shown shame at the time to do the activities during the song. Second research question could be answered in certain way through this observation. Finally, teacher gave students the different commands they had been practicing. The students' reaction was even more natural lesson by lesson and they were more active and got involved easily in the final song activity.

4th session figure



Session findings:

- some students showed positive contagious attitude
- they started memorizing some parts of the song
- at this point, they really enjoyed to practice with the song

4.5 5th session

Teacher started the lesson with a warm-up related to school objects by using realia. Students brainstormed what they remembered about this vocabulary. Teacher

checked and corrected pronunciation and elicited vocabulary from students when it was necessary.

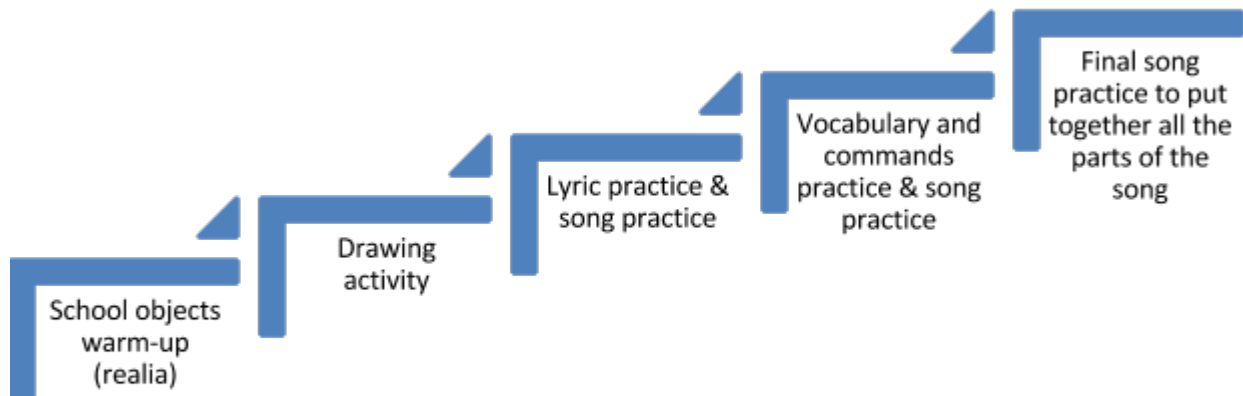
Almost all the students remembered all the vocabulary related to the parts of the body and remembered all the vocabulary related to school objects. All the students were very participative and they always answered when they were asked to mention the vocabulary items. Teacher gave students a sheet to make drawings related to all the vocabulary they remember. Students fold the sheet into four to have four squares by side, a total of eight squares.

Teacher asked students to work individually as far as possible. Teacher monitored students during the drawing activity. After the drawing activity, teacher showed some students' drawings for the rest of the class could identify them. Teacher used some flashcards too. Teacher and students reviewed parts of the song and immediately teacher played the song. After that, he talked to the students about the name of the song and its meaning.

Teacher elicited from students the song title. To know the title meaning changed the students' attitude at the time of singing the chorus; they really knew what they were singing. Then, teacher and students reviewed the second part of the commands from the song and later the same commands were practiced during the song.

Finally, the song was played once again to practice the vocabulary, the commands, and the memorization as much as the students could according to the information shown on video recording.

5th session figure



Session findings:

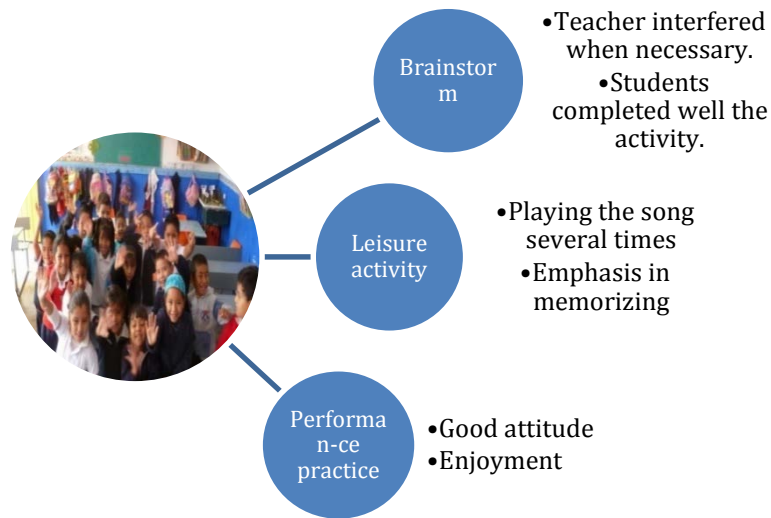
- most of the vocabulary was learnt
- students in general were very participative
- they drew the vocabulary and the others could identify the words

4.6 6th session

This lesson started with a students' brainstorm about all what they remember from the target vocabulary and commands. Then, teacher by using realia elicited from the

students vocabulary to reinforce it. Teacher gave students some commands to practice the movements they make during the song. Most of the students knew well the vocabulary and the commands. The students who did not know the vocabulary and the commands at all could follow their classmates easily. A new objective was stated in the two last lessons. The students needed to memorize the song as much as possible for a performance. It was very useful to reinforce what they had learned. This new objective was the key to students can remember some vocabulary items and commands. Then, teacher applied a leisure activity and the song was played many times while students worked and played with different materials (mega blocks, puzzles, crayons, etc.) Teacher sang the song while he walked around all the classroom encouraging students to sing the song and paying special emphasis on the parts of the song students did not know very well. The students' attitude towards this kind of activity was excellent. As the video recording showed, they seemed really enjoy work and play with the materials they had in the classroom while they were listening to the song. Finally, teacher-researcher and students practiced the performance.

6th session figure



Session findings:

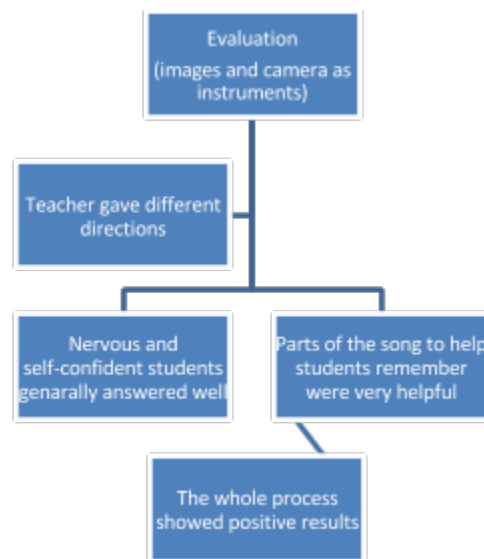
- most of the students learnt all the vocabulary
- they enjoyed leisure activities while listening to the song
- most of them correctly followed the commands in the song while listening to it

4.7 Evaluation

The evaluation was carried out in a similar way to the diagnostic test, but this time students were evaluated in isolation. Teacher put up some images on a wall and put on the camera on a table to record on video the evaluation process. Students were called one by one and any other student could see the process. Teacher asked them to point at images, to respond to certain commands, and to move different parts of the

body. Teacher used the same chart from the diagnostic test to mark the student's' hits and misses. Some students seemed to be very nervous. However, they answered very well to what teacher asked to them. Some students were really confident and they answered very well too. When students showed some confusion about the vocabulary, parts of the song were very helpful to them to remember the vocabulary or the commands. At the end, the evaluation highlighted a positive result of the whole process. Students' reaction to the activities, song, and games was good. Even when they did not know the teacher-researcher they were very participative and collaborative. Some exceptions to the last observation, mainly girls, three girls, to be precise were the less participative from the beginning of this study which does not mean they did not learned.

Evaluation figure



The progress has been shown through the sessions and all the instruments seemed to be useful for the purpose of this study. Definitely, attitudes and behaviors were affected by the use of the song to learn vocabulary as it was discussed in this chapter. It is not presumptuous to state that the result, at the end, was positive.

CHAPTER V CONCLUSIONS

Chapter overview

This last part of the study refers to the final perceptions, comments, results and interpretations of the whole process. In a general view, expected and unexpected findings, limitations, ideas or directions for further studies and a final reflection are contained in this chapter.

It could be observed positive results during the whole process. Music is a great tool in learning process and it is a powerful way to motivate students to learn. The conclusions here involve all the aspects raised from the beginning of this research which is the diagnostic test to the last moment that close and gave a wide view of the study, the evaluation. Table 2 below shows a summary of the findings which answer the research questions.

Research questions:

1. What is the effect of songs in children's vocabulary acquisition?
2. Which advantages / disadvantages teachers can experience by using materials not adapted but created by themselves?
3. What changes of behavior / attitudes can be observed in children during the study's process?

Table 2. Study Summary Findings

SESSION	FINDINGS
1 st	Diagnostic test showed that students had no English background knowledge
2 nd	Boys were the most participative group
3 rd	Visual aids motivated students to participate
4th	Students showed a positive and contagious attitude
5 th	Most of the vocabulary was already learnt
6th	Most of the students correctly followed commands
Evaluation	Parts of the song helped students to remember what they learnt

5.1 Implications

To carry out this study, it was crucial to make some bureaucratic procedures to precisely set and to achieve the main objective. One of the main terms in the study was to find out a group of children from the third grade of kindergarten who never had taken English lessons. It was proposed to write a song to teach specific vocabulary in this specific context.

5.2 Limitations

There were some evident limitations in this study. A specific context does not allow drawing a general perception of the effect of a song in learning vocabulary process in applying the research to different schools with children from different ages and social status.

The participants played an important role first because the number of students always varied lesson by lesson. The teacher –researcher was not an experienced teacher. There was no previous contact among teacher-researcher and students which was another barrier to pass upon.

Literacy was another obstacle to overcome because even in the students' mother language it was not a completed process. The classroom was visually overloaded and there were many distractions for students. Time was the main aspect which could affect the study, not only for the time every session lasted even for the number of sessions to carry out the research.

5.3 Directions for further studies

Further studies can be focused on different contexts. This research could be applied in an individual way with children from different ages in different contexts. A quantitative study could show more precise results taking into account or measuring the student's' knowledge at the end of the research. Links were created because of teaching and learning through music, a song in this case. Therefore, children affection links with teacher or classmates could be an interesting topic for a study with a different perspective. Time is the most important factor to achieve perfectly all the objectives in a research. More than ten sessions could have shown clearer results. A more accurate interpretation could be expressed. A better planned or proved support for the song (mime, flashcards, exercises or games to practice the vocabulary, a better audio

equipment, wider physical space in the classroom, etc.) make research, study or experiment a more efficient process.

5.4 Final reflection

It is well known that music as a tool in the learning process is motivating, effective, amusing, disinhibiting, and much more. The experiment was successful in a general point of view. Despite the fact of the students' lack of knowledge about English language and the short experience by the teacher, the results were unexpected but good results and at the end research questions were answered.

To teach children about six and seven years old have been a rewarding experience. They are the most sincere, honest, warm, genuine, heartfelt, friendly, etc. people over the world. All the process could be carried out because of lots of people, teacher/professor, classmates, students, DIF staff, etc. All their ideas and contributions really enriched and helped to make this study a better study as possible. In certain way I knew music was an excellent medium in the teaching/learning process. However, during this study I could expand that view to know and to imagine when and how to apply music as a useful tool in the classroom. I am more conscious about my limitations and first of all I feel strengthened to continue working in this kind of projects which involve music and teaching. Finally, I strongly believe that music is the portal to a very different world. It opens a wider range of possibilities to teach, to learn, to make affective links, to gain self-confidence, and to motivate students to learn.

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APPENDIX

Appendix A I love going to school (song)

I LOVE GOING TO SCHOOL

Stand up boys! Stand up girls!

Move your feet and shake your head!

Good morning friends it's a great day

Together at school it's nice to see you again

My book is on the table my pencil in my hand

The teacher is here I'm ready to learn

I love going to school (x2)

A step ahead, a step back!

A clap on left, a clap on right!

I'm happy in the school I'm happy with my friends

Together all week it's nice to see you every day

My book is on the table my pencil in my hand

The teacher is here I'm ready to learn

I love going to school (x2)

Stand up boys! Stand up girls!

Move your feet and shake your head!

A step ahead, a step back!

A clap on left, a clap on right!

Jump!

Appendix B Diagnostic test chart

GROUP "A" DIAGNOSTIC TEST RESULTS

Group "A"	boy	girl	feet	head	friends	school	book	table	pencil	hand	teacher	stand up	move	shake	a step ahead	a step back	clap	jump
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Appendix C Lesson plans for the study

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LENGUAS MODERNAS
SEMINARIO DE TESIS I

INSTITUTION: CAIC-DIF
VOCABULARY

LEVEL: English I

No. of students: 24

DATE: 07/05/12

AIM 1: To apply knowledge by reviewing and practicing parts of the body such as head, hand, and feet.
AIM 2: To make Ss acquainted to the imperatives both physically and oral.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm-up	Flashcards	Whole class	T says some different commands. Ss follow T instructions e.g. <i>stand up boys, stand up girls, etc.</i> T corrects as necessary.	3 min.
Review	Flashcards	individual	T elicits from Ss to name the different parts of the body such as <i>head, hand, and feet</i> . Ss answer. Finally, T checks and corrects pronunciation as necessary.	3 min.
Practice	Flashcards	Pairs	T puts up some flashcards related to the parts of the body on the board. A S sits with his/her back to the board and the other in front of his/her classmate looking at the board. T points out to one flashcard and the S who is looking at the board tell the S with the back to the board the part of the body T is pointing out. The S with the back to the board touch the part of the body he/she hears. Finally T corrects as necessary. The process continues during 5 minutes.	5 min.
Presentation	Flashcards	Whole class	T present some flashcards related to school objects e.g. <i>table, book, pencil, and school</i> . T puts up the flashcards on the board and says the name of each vocabulary item. T asks Ss to repeat after him each word. Finally, T checks and corrects pronunciation as necessary.	5 min.
Practice/pre-listening	Realia	Individual	T shows Ss objects related to school e.g. <i>book, pencil, table, etc.</i> T asks Ss to repeat after him the vocabulary. Then, T asks some Ss to take to the desk the different school objects by following the t instructions. Finally, T corrects as necessary.	3 min.
Listening	CD player, CD, and flashcards	Individual	T plays the song "I love going to school". Ss sing as much as they remember from the song. During the song, T makes the movements and points out to the flashcards to emphasize vocabulary from the song. Ss follow T.	3 min.
Post-listening	Worksheet and crayons	Individual	T gives Ss a worksheet with a chart to make drawings. T asks Ss to draw the different objects in the corresponding box of the chart. T monitors Ss. Finally, some Ss present their drawings by saying the vocabulary and T corrects as necessary.	5 min.

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LENGUAS MODERNAS
SEMINARIO DE TESIS I & II

INSTITUTION: CAIC-DIF
 VOCABULARY

LEVEL: English I

No. of students: 24

DATE: 08/05/12

AIM: To put into action and practice vocabulary from the song.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm-up	None	Whole class	T asked Ss to move, touch, shake different parts of their body <i>e.g. head, hand, feet</i> . Ss follow T directions. Then, T perform the same movements to Ss can recognize the parts of the body and the kind of movement they have to do. Finally, T checks and corrects as necessary.	5 min.
Song practice	CD player and CD	Whole class	T plays the song and encourages Ss to sing it and to follow him to do the mime. T emphasizes the vocabulary Ss hear from the song by doing mime. Ss follow T movements.	2 min.
Review	None	Whole class	T review some parts of the song by giving Ss some instructions <i>e.g. stand up boys, shake your head, move your feet, etc.</i> Ss follow T instructions. T corrects when necessary.	4 min.
Vocabulary practice 1	Home-made flashcards	Whole class	T shows Ss some flashcards related to the target vocabulary. Ss name the flashcards. If Ss say the correct word T puts up the flashcard on the board. The process continues until all the flash cards are shown and put up on the board.	8 min.
Vocabulary practice 2	Ball	Whole class-individual	T gives Ss the instructions to play a game. The game consists on to pass the ball while T says " <i>se quemó la papa</i> ", when T says " <i>se quemó</i> " the Ss who has the ball goes to the board. T asks this S to point out the flashcard he mentions. If S does not know the answer the rest of the class can help. Finally, T corrects if necessary.	10 min.
Vocabulary practice 3	Home-made worksheet	Individual	T gives Ss a worksheet related to some parts of the body from the target vocabulary. T elicits from Ss the words in the worksheet by reading them. T checks and corrects pronunciation. When Ss know what the word is referring to they draw the corresponding part of the body. The process continues until Ss draw the necessary parts of the body. Finally t corrects if necessary.	5 min.

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FACULTAD DE LENGUAS
LICENCIATURA EN LENGUAS MODERNAS
SEMINARIO DE TESIS I & II

INSTITUTION: CAIC-DIF

LEVEL: English I

No. of students: 24

DATE: 16/05/12

VOCABULARY

AIM: To draw all the different vocabulary items students remember and to memorize the song.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm-up	Realia	Whole class	T shows Ss different objects in the classroom related to the target vocabulary. Ss mention them. T corrects as necessary. Finally, Teacher checks and corrects pronunciation when necessary.	5 min.
Vocabulary practice	White sheets	Individual	T gives Ss white sheets to draw. T asks Ss to fold the sheet into four. Ss fold their sheets. Then, t asks Ss to draw all the vocabulary items they remember. Ss draw in each square on the sheet a different vocabulary item to complete 8 vocabulary items. T monitors Ss. After Ss finish their drawings, T shows some flashcards to know and compare what the Ss draw. Finally T corrects as necessary.	15 min.
Song practice 1	None	Whole class	T asks Ss to repeat some parts of the song. Ss follow T. The process continues with the parts of the song Ss do not remember well. Finally, T checks and corrects pronunciation as necessary.	10 min.
Song practice 2	CD player and CD	Whole class	T plays the song and asks Ss to follow the lyric. Ss sing the song. T walks around the classroom and he sings the song and make some mime to reinforce vocabulary and commands from the song. T encourages Ss to follow him. The song is played twice.	15 min.
Closure	None	Whole class	T gives Ss some commands from the target vocabulary. Ss follow T instructions, Finally, T corrects as necessary.	5 min.

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FACULTAD DE LENGUAS
LICENCIATURA EN LENGUAS MODERNAS
SEMINARIO DE TESIS I & II

INSTITUTION: CAIC-DIF
 VOCABULARY

LEVEL: English I

No. of students: 24

DATE: 09/05/12

AIM: To repeat parts of the song to memorize it.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm-up: brainstorm	None	Whole class	T asks Ss to brainstorm all the target vocabulary they remember. Ss brainstorm. T encourages Ss by giving them some clues by touching different objects in the classroom or different parts of his body. Finally, T checks and corrects pronunciation as necessary.	5 min.
Song practice 1	None	Whole class	T asks Ss to repeat after him parts of the song. Ss repeat and T checks and corrects pronunciation as necessary. The process continues until cover the whole lyric. Then, T review what Ss cannot remember well. Finally, T corrects as necessary	10 min.
Song practice 2	CD player and CD	Whole class	T plays the song little by little to Ss can sing it. Ss follow the lyric by singing the song. Then T plays the whole song and Ss follow the lyric by singing it. The process continues two or three times as necessary. Finally, T checks and corrects pronunciation and vocabulary as necessary.	15 min.
Closure	None	Whole class	T gives Ss different instructions or commands from the target vocabulary. Ss follow the instructions. Finally, T corrects as necessary	5 min.

Appendix D Materials for the study



