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Ligia Miranda

DEDICATORIA

I want to dedicate this work with all my love and humility to my Lord God, who helps me to achieve this greatest dream for been my strength in all difficult moments, to my children Mateo and Stefany, my husband, and my parents. To my tutor Mgs. Isabel Escudero Orozco, for her invaluable support, advice, and help for this job. Additionally, I want to express my gratitude to all teachers who shared with us their knowledge and experiences.

With love,

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TEMA:

CHILDREN'S SONGS AS A MEANS OF DEVELOPING LEXICAL SKILLS

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FECHA: *Treinta de marzo de dos mil veinte y tres*

RESUMEN EJECUTIVO

This research aimed to determine the incidence of children's songs to improve the lexical skills of 2nd-year elementary students from Unidad Educativa "Nicanor Larrea León" from Riobamba. It was a quasi-experimental research design involving 64 children divided into two groups: the control group and the experimental one. Data collection instruments were the Pre-A1 Starters Speaking test as the pre-test and the post-test; and a survey to gather information from the teachers. Results revealed that teachers were developing traditional methodologies with children into the classroom. They were writing on the board, using the module provided by the Ministry of Education which was a little difficult for them and copybooks for writing some words or making pictures, using memorization and repetition drills to develop lexical skills with second graders. In fact, children were not motivated, they were bored on english classes, some of them had not predisposition in learning the second language and their initial experience learning English was challenging. At the same time, children took the pre-test, which contained a rubric, to obtain numerical data. The results revealed that children from the two groups did not know the vocabulary, their pronunciation was not so good, and they couldn't use of language to interact among them oy with the teacher. Then, the intervention was planned. In doing this, the researcher described the process of implementing music as a means of developing lexical skills. This process was included in class planning for the

intervention process. A music guide to developing lexical skills in 2nd-year elementary school students was designed. Children's songs were carefully chosen to motivate students to learn and be engaged in the classroom tasks taking into account their age, interest and level of knowledge. After the whole process, students took the post-test. Results showed that students from the experimental group improved their lexical skills significantly; students improved vocabulary and pronunciation, while the interaction had a great improvement and an important aspect is they felt motivated in English class. To conclude, there is a positive incidence of children's songs improving students' lexical skills because songs consisted in a special rhythm that stimulated the brain to catch the lyrics and of course word repetition in songs is very helpful for young learners to memorize vocabulary.

KEYWORDS: *LEXICAL SKILLS, PRONUNCIATION, VOCABULARY, INTERACTION, GAMES, SONGS, MOTIVATION*

CHAPTER I

THE RESEARCH PROBLEM

1.1.Introduction

In an increasingly globalized world, speaking English has become an outstanding competitive advantage (Crystal, English as a Global Language, 2003). Regarding this, it is a necessity to be able to communicate and access the labor market. At the same time, it opens the doors to more experiences, for example, cultural ones (Northrup, 2013). For these reasons, language skills acquisition and learning play an essential role in education. Additionally, it is acknowledged that education is seen as a process to advance students' personal and professional growth, enabling them to fully develop their skills and talents, including reading, writing, speaking, and listening, from an early age (Krashen, 1981).

Undoubtedly, the earliest ages are crucial to acquiring or learning a language (Smith, 2018). However, this fact is not taken as an advantage in Latin America; since there are problems because the level of English could be higher (Education First, 2021). According to Education First (2021), Latin American countries are placed in the lowest places worldwide. According to Rahmat and Muhamad (2020), this may happen due to the teacher's lack of specialization in working with children and managing this kind of group. Besides, the lack of successful strategies to facilitate the teaching-learning process and understanding of content in English has provoked several students have given up on this subject (Cronquist & Fiszbein, 2017). Although there is a wide range of theoretical efforts related to the debate on the concept of didactics and, in particular, on the use of music and songs in the teaching of a second language, the truth is that there is a significant problem, namely, the digression and lack of systematization of the available knowledge in the area (Rahmat & Muhamad, 2020).

Lexical development in starter students should play a vital role because it is how children may achieve satisfactory results during and after an academic period. Therefore, children's songs have become didactic strategies that facilitate teaching and learning inside and outside the classroom and strengthen the understanding and acquisition of a high level of

knowledge of English texts in a motivated and interactive way (Harmer, 2007). However, sometimes the lack of appropriate songs does not allow for lexical development as expected when teaching English, and consequently, the level of English in Ecuador is deficient (Education First, 2021).

Likewise, at Unidad Educativa "Nicanor Larrea León," there is great difficulty in learning English since the teaching methods are traditional and not very interactive. Therefore, the current research focused on using songs for children as a facilitating tool in the lexical learning of the second graders' English language. Since ancient times, musical language has accompanied human societies and has always been an essential resource for all peoples, eager to convey concerns, sufferings, fears, and joys. English music for children in rhymes and songs allows them to learn the language in a natural, comfortable, and entertaining environment. It encourages them to produce their first sounds positively and spontaneously (Andrade Sánchez, 2017).

For all the reasons explained above, the research topic is **CHILDREN'S SONGS AS A MEANS OF DEVELOPING LEXICAL SKILLS OF 2ND GRADE ELEMENTARY SCHOOL STUDENTS**. It is focused on designing a music guide to develop lexical skills that will help them to acquire the second language in a funny and motivating way. Of course, it would be a valuable tool for teachers to implement innovative strategies and get better results in the learning-teaching process.

The following chapters structure this project:

- **Chapter I:** An introduction to the research subject is presented, the foundations that justify this choice, and the general and specific objectives of the research are exposed.
- **Chapter II** presents the state-of-the-art scientific basis supporting the degree work, including the research background.
- **Chapter III:** Presents the methodological framework that describes the research approach, the population, the instruments applied, the statistical analysis, and the results of the main variables obtained.

- **Chapter IV:** The data obtained are presented, and the discussion is shown in tables and graphs to illustrate the results obtained.
- **Chapter V:** Conclusions and recommendations are presented, as well as references and annexes.
- **Chapter VI:** Presents the proposal based on songs for children in order to improve lexical skills.

The methodology used in this proposal was quasi-experimental with an experimental and control group. A pre-test and post-test were applied to students in the experimental group. Also, an interview with teachers was conducted to identify the strategies they use in class and how the proposal helps them provide their students with better experiences in learning English. The proposal emphasizes the use of children's songs to acquire lexical skills. In this sense, the Total Physical Response approach will be used to promote movement, motivation, and classroom engagement; to help students be the center of the teaching-learning process.

Children's songs as authentic materials were combined with realia, flashcards, puppets, and interactive classroom activities. In this context, children are more motivated, and learning is done in a natural way.

1.2. Justification

From an anthropological point of view, music is a fundamental tool for human expression, activity, and creativity. That is why it should be vital in the educational system. Music also fosters a climate of affectivity, providing students security, helping them explore their environment, and building relationships among family members. It also balances and instigates initiating activities requiring cognitive skills (Guglielmino, 1986).

The **importance** of the present research lies in the benefits of listening to English nursery rhymes and songs, which help improve pronunciation and provide a clear pattern of accent, rhythm, and intonation of sentences. In addition to being a fantastic tool for

learning English, listening to or making music is an excellent social activity. It can do wonders for the confidence and self-esteem of elementary-level students.

The **impact** this research has on a social level, including an important stratum of society such as elementary-level students, who need to improve in lexical development and has limited progress in learning and understanding English as a foreign language.

The **direct beneficiaries** of this research are the students in the 2nd year of primary education at Unidad Educativa "Nicanor Larrea León". Likewise, the study is feasible because the necessary resources are available to carry out the proposed project efficiently.

The current project is **original** because, in the institution, there have yet to be studies with the proposed. Therefore, all the information gathered is based on the criteria of several authors of books and scientific articles.

However, there were some limitations. Firstly, the shortening of time. Children have only two academic hours for English classes per week. Therefore, the researcher found some problems in interacting with children each week. Due to the academic calendar and the internal school schedule, children only had classes all day, and the English classes were missed. Another important limitation was the low parents' assistance at home. Children do not have enough family support, which makes learning more complex and challenging. Finally, despite other teachers' support, they did not speak English. Therefore, they could not help at all.

1.3 Objectives

1.3.1 General

To determine the incidence of children's songs to improve the lexical skills of 2nd-year elementary school students from Unidad Educativa "Nicanor Larrea León" from Riobamba.

1.3.2 Specific

- To identify teachers' most applied vocabulary strategies to develop lexical skills in 2nd-year elementary school students from Unidad Educativa "Nicanor Larrea León."
- To describe the process of implementing music as a means of developing lexical skills in 2nd-year elementary school students from Unidad Educativa "Nicanor Larrea León."
- To design a music guide to develop lexical skills on 2nd-year elementary school students from Unidad Educativa "Nicanor Larrea León."

CHAPTER II

RESEARCH BACKGROUND

2.1 State of the art

The teaching-learning process used to increase the linguistic abilities of second-year elementary school children is the subject of prior theoretical and practical works discussed in this section. With this reading, the author did a review of the supporting materials and guidelines for the ongoing research Through examination of some databases. Using songs, English language vocabulary building, and children at earlier ages were the keywords used to search for similar studies. Additionally, the analysis had some inclusion and exclusion criteria.

The inclusion criteria involve publications that had to be literature reviews, experimental and quasi-experimental research, and quantitative and qualitative studies. The studies should also include children as their target population. Additionally, those documents lasted at most five years ago or between 2018 and 2022. These documents must be written in English. Besides, the papers must also describe the intervention process and any approaches or strategies for the teaching-learning process, which include songs that would be used in the classroom. On the other side, studies were excluded. First, participants in those researches had the highest levels of language users, such as teachers and college students. Additionally, research was released before 2017. As a result, twenty papers that met the inclusion criteria were included in this section, besides other sources such as books and websites.

Nanga (2018) suggested teaching young learners to speak while listening to music. She aimed to gain knowledge of the methodology, medium, method, issues, and solutions for teaching vocabulary through songs. The researcher employed a descriptive qualitative

research design. In addition, she developed data collection by conducting interviews and capturing some critical data that support this research. She also observed the teaching and learning process. Data were gathered via field notes, paperwork, and the interview script. The researcher concluded that the songs about the alphabet, animals, colors, and daily routines were the materials used by the teacher at TKK Mardiwyata to teach young learners. The teacher's primary teaching tools were real things, images, and the student's books.

Songs help children become more motivated and improve their vocabulary, speaking, and recall. During the study, young learners were taught vocabulary through songs using translation, memorization, direct copying, repetition, and singing as the teaching techniques. The teachers' lack of classroom management and motivation of the kids were the concerns. However, one benefit of employing songs with young learners is that it unstresses kids and creates a fun learning environment. Additionally, pieces can serve as texts like poems, short tales, or other authentic material.

This study dramatically contributes to the current. Nanga (2018) emphasizes that translation, memorization, direct copying, repetition, and singing are valuable teaching techniques. These techniques can be used during the intervention proposal; in this way, classroom management would be easier for the teacher and enjoyable for children. Additionally, songs may be used as poems and tales that children greatly enjoy.

Additionally, Surkimyady (2018) claims that English has been taught to students in Indonesia since they were in elementary school. Many kindergarten programs have already begun teaching their pupils this language. However, many students need help speaking English properly despite studying it for more than ten years (school). Consequently, it must be accepted teaching foreign languages is a complex task. This study addresses this issue by giving a teaching strategy that makes young learners enjoy studying by singing songs. The researcher translated well-known and popular Indonesian children's songs into English. Then, the Kindergarten through Elementary pupils in the first and second grades was taught using these translated songs. This teaching method was anticipated to be more effective and efficient due to its popularity and familiarity. The

researcher concluded it was practical and efficient because learners felt they were learning a new language.

Using well-known songs to translate and sing them in class is a successful teaching technique (Sukirmiyadi, 2018). In this context, the current study researcher may use children's songs to translate them to sing in class with students. Then, the well-known rhythm may create a motivating and confident classroom environment.

In addition, Linnavalli et al. (2018) argue that, according to several studies, youngsters who receive intense musical training have improved verbal abilities. Nevertheless, not all kids can receive this kind of instruction. Therefore, they investigated if a free, once-a-week music playschool offered to kindergarten-aged children aged 5 to 6 could impact their language skills in a community context. Four tests were administered to children (N=66) over two academic years, including phoneme processing, vocabulary, perceptual reasoning, and inhibitory control tests. They compared the growth of music playschool students to that of their peers who either took similarly structured dance instruction or did neither.

The development of children's phoneme processing and vocabulary skills significantly enhanced by music playschool. Children's inhibition and nonverbal reasoning scores did not show any such gains. Findings implied that even lighthearted group music activities benefit preschoolers' verbal abilities when practiced over a number of years. As a result, the authors advocated for implementing consistent music playschool classes taught by qualified teachers in early childhood education. The authors agree with this study because when children learn through songs, they improve their verbal abilities, especially those with language problems. Music could be the most efficient method to stimulate communication through its intonations and rhythms (Linnavalli et al., 2018).

Songs are combined with dancing and movements (Asher, 1977). They help children to learn actively. In this sense, children are not static; they must move to create a natural growing environment. This fact may be promoted through songs. Therefore, classroom activities must combine dancing, listening, and singing for better results; however, it

should be implemented during long periods (Linnavalli et al., 2018). This idea contributes to the current research to plan the songs to be used and the time to be applied.

Furthermore, Busse et al. (2018) stated that there is enough evidence that singing can help children learn languages. Therefore, they aimed to make a quasi-experimental intervention study where singing was combined with traditional teaching methods. 35 Newly immigrated youngsters participated in three 40-minute lessons in which all students learned the lyrics to two songs that were created to mimic language learning by switching up the teaching methods (singing and speaking). Children dramatically increased their language proficiency, particularly in activities that focused on the transfer of grammatical skills. Over the retention interval, this improvement persisted. According to the authors, singing and speaking are equally effective when used in tandem. The two instructional modalities did not exhibit differential effects on cued memory of song lyrics. In light of the evidence, the researchers suggested further studying songs to supplement grammar training. Singing may be effective as a teaching approach regardless of the student's beginning language proficiency.

The study mentioned above justifies the current one as it proved that singing songs are beneficial for children to learn lexical items, grammar, and syntax. Regarding this, songs help to establish memory relationships that, together with the gestures, different elements such as new vocabulary and language patterns are memorized.

Albaladejo et al. (2018) claimed that it is well-accepted that songs and stories are helpful teaching tools for young children. How well they work is still being determined when Spanish-speaking preschoolers learn English as a second language. The researchers aimed to examine the effects of listening to stories, songs and combining the two on vocabulary development. Fifteen target words were presented to a group of 17 toddlers and preschoolers in one story, one song, and a combination of a story and a song. A one-way repeated measures ANOVA test with Time and Condition as intra-subject factors were used, with descriptive measures and video recordings to look for behavioral learning patterns. According to the results, the Song condition performed the least well, while the Story condition produced the most significant marks.

Albaladejo et al. (2018) emphasize the conclusion that telling stories can be more beneficial than songs. These results may have occurred in a particular learning environment but not all. Therefore, combining songs and storytelling with supporting students to learn new vocabulary could be a good idea.

Nagy et al. (2018) demonstrated how songs and games could be incredible teaching strategies in the hands of language teachers, provided they are used correctly and with well-defined objectives. This qualitative research was developed in primary schools and addressed young children. They asserted that games are popular among people of all ages and can inspire kids to learn while reducing classroom tension. Their results stated the effectiveness of children's songs because students enjoy singing naturally. Most young students find singing to be a fun exercise. The benefit of employing songs as a teaching tool is that pupils frequently pick up new information without even realizing it. Besides, some advantages include children learning vocabulary, syntax, and grammar subconsciously. Songs are memory supporters, confidence builders, and classroom managers.

Regarding the results shown above, the author suggests that doing intervention proposals through songs and games is beneficial. In terms of Nagy et al. (2018), this combination is helpful for children to learn English. This material contributes to the present study because there are many other alternatives to using songs. Therefore, one of the classroom activities for the intervention would be playing after singing songs.

Moreover, Vishnevskaja and Zhou (2019) aimed to explore the effects of using music as a teaching strategy for EFL in China by a non-native English speaker. The researchers emphasize that there were numerous reasons to utilize music as a teaching tool for English. Still, they highlighted the psychological and pedagogical advantages of employing music in an EFL classroom setting. Some advantages are:

1. Establishment of natural connections between the teacher and students.
2. There are memorization aids with some levels of complexity.
3. Lowering of the affective filter.
4. Understanding of structure and patterns.

Teachers can engage kids in learning English through music and make it entertaining. Furthermore, they argued that unexpected challenges might arise in teaching English, but a skilled teacher may be able to manage them to some extent by incorporating music. They concluded that a new teacher's rapport with the children could be sped up through music in the classroom. It is true that music increases memory and lets students connect new knowledge with the previous one (Vishnevskaja & Zhou, 2019). Besides, when a student is disruptive during class, music can assist them in remembering new language patterns, understanding English grammar, unwind after learning a complex concept, and even teaching them how to use new terms.

As Vishnevskaja and Zhou (2019) stated, using songs is beneficial for teaching English to children. Students will memorize, understand patterns, and lower their affective filter; consequently, classroom tasks will be more enjoyable and meaningful.

It happens because the pertinent data is dispersed throughout several disciplines, such as first-language acquisition, child development, and education. On the other hand, Buttler (2019) states that although vocabulary knowledge is a fundamental component for young language learners of a second or foreign language, practitioners need easy access to pedagogically valuable information on this subject. In this regard, the author aimed to synthesize recent findings from related domains and provide material that is both theoretically sound and supported by evidence. The author made four leading suggestions for vocabulary instruction: using multimodal methods to teach vocabulary (a) to ensure frequent and repeated exposure to the target words (as well as nontarget words), (b) provide explicit word definitions and meanings in context, (c) foster conversations and interactions centered around the question words, and (d) ensure frequent and repeated exposure to the words.

Buttler (2019) significantly contributed to the current research. He proposed the use of songs to teach vocabulary. Teachers can use songs as often as children want; hence, their

exposure to new vocabulary occurs at any time, which is very helpful for memorization enjoyably. Moreover, children learn meanings in context without stress.

Sari (2019) aimed to determine the advantages of songs in vocabulary instruction for young English learners. Students in the Primary school's second grade participated in the study. The survey lasted six weeks. Using a researcher's diary, the researcher gathered the data. The findings of this study demonstrated that songs could help young English learners learn vocabulary.

Regarding this, songs help increase students' participation in class, create a stress-free learning environment, and improve kids' listening skills. The author concluded that children learning a language early on benefit extensively from listening to music. Songs can be utilized for various activities and are effective teaching tools for multiple reasons. Songs can assist young learners in gaining better listening and other language skills.

Sari (2019) contributes to the present study by suggesting using a diary to register students' behavior during classes. It would help provide exact information about students' characteristics and learning styles. Therefore, the teacher would note what is good for students to learn.

Robiatussolikah (2019) aimed to determine whether songs from the JOOX Music Application helped teach vocabulary. Her study's research design was quasi-experimental with a quantitative approach. The study's population was second-grade students at MTs Darul Falah; the study's samples were 28 children from class A as the control group and 29 from class B as the experimental group. Its research instrument was the test, and the study's data analysis method was the T-test. The results demonstrated that a song from the JOOX Music Application was successful in MTs Darul Falah's second-grade vocabulary instruction. The application of songs effectiveness to second graders was demonstrated as follows: 1) the average pre-test score for students using a song from the JOOX Music Application was 63.79, and the average post-test score was 78.10.

Likewise, the outcome indicates a substantial vocabulary difference between pupils who learned using a song from the JOOX Music Application and those who did not. Students

from the experimental group differ from the control group in that they know a vocabulary word and meanings and uses in context. Besides, students who participated in the experiment recognized saying words without help; however, students from the control group needed support like pictures (Robiatussolikah, 2019).

This contribution encourages the present study because there are many things to improve regarding children's learning, especially vocabulary building. Apart from stimulating their imagination, learning through songs in English allows children to develop essential listening skills by hearing new words and grammatical structures.

Islami (2019), in her research entitled *Using Song as a Media in Vocabulary Teaching to Young Learners Based on Total Physical Response (TPR) Method* aimed to determine how students responded to the use of songs in the complete physical response approach for vocabulary instruction and to identify any challenges they encountered. This study had a qualitative methodology with an action research design. One class of elementary school kids in Bandung was the study's participant. Besides, the author developed interviews and classroom observations to collect data. During classroom observations, the author did video recordings, field notes, and the student's checklist from the learning activity. Written data were created using the transcription of the interview data. It was examined and condensed before being presented with a descriptive analysis. The study's findings revealed that pupils positively responded to this approach. The pupils demonstrated their interest, passion, motivation, and engagement in learning.

Total Physical Response (TPR) is a valuable method of teaching language or vocabulary concepts using physical movement to react to verbal input. The process mimics how infants learn their first language, reducing student inhibitions and stress. That is why Islami (2019) dramatically contributes to engaging students in classroom tasks to improve vocabulary and listening skills.

Permana (2020) investigated vocabulary-building techniques for primary school kids to identify the teaching vocabulary strategies. The researcher developed a literature review while the study was being done. The results demonstrated that teachers must employ

interactive media, such as pictures, games, and songs while teaching vocabulary to elementary school students. According to literature research, interactive media significantly affects students' motivation for and involvement with the vocabulary acquisition process.

The research emphasizes that teachers are urged to employ interactive learning tools to help students expand their vocabulary. The interactive tools in the school allow progress in the student's language learning processes, which appropriately point out the use of new vocabulary as an opportunity to learn in real life and strengthen oral communication.

Torras (2021) investigated how to encourage pedagogical inquiry by laying the theoretical groundwork for the relationships between foreign language acquisition and music, which inform the MOVIC (Movement & Music in English) CLIL Music curriculum. In the English as a Foreign Language classroom. It also promotes the use of CLIL music teaching strategies. The researcher focused on the advantages that music brings to EFL classrooms and contextualized the state of the Spanish educational system today and the pedagogical opportunities that music offers. Finally, it described the EFL approach to MOVIC, included a sample activity, and provided several pedagogical implications for policymakers and foreign language teachers. The author concluded that endeavors like those described and supported were required in the current society, as the compartmentalization of curriculum competencies deprives future citizens of possibilities for holistic learning.

Torras (2021) emphasizes combining music and songs to improve students' English learning. This study provides a significant contribution to the current one. Children can memorize new words by listening and singing songs, improving listening comprehension and even pronunciation. Therefore, learning English with music can be very effective. Therefore, teachers should remember that one of the keys to learning English well is to make studying English fun. And music makes it so.

Busse et al. (2021) aimed to boost both primary school learners' vocabulary and grammar learning. They asserted that although singing has been promoted as an effective

supplemental strategy for teaching languages, more needs to be done about how it affects the acquisition of grammar. Primary EFL learners were taught new vocabulary and grammar by speaking or singing songs and participated in a five-lesson quasi-experimental intervention study. On the other hand, during traditional lessons, a new language was introduced to the control group. Pre and post-tests and follow-up examinations were used to gauge language progress, and the effect was measured after each class.

In comparison to the control group, students in the singing group improved their vocabulary more than those in the speaking group. Singing kids did better than both groups in acquiring spelling and grammar. All intervention groups' positive affect was comparable. However, only the singing group significantly outperformed the control group regarding positive affect. Overall, the findings highlight a possible advantage of singing for grammar learning.

Busse et al. (2021) contribute to the current research because they find using songs to learn grammar advantageous. Besides, children acquire more language and social skills while stimulating memory, and concentration and expanding their vocabulary through song lyrics. Moreover, the rhythm of the songs favors the children's auditory education, expression, imagination, and creativity.

Bsharat et al. (2021) investigated the impact of music and instructional songs on the academic success of EFL students in the Jenin area. They argue that literary studies of songs have highlighted the significance of educational songs in the instruction of EFL students. The researchers use a mixed method. Similar information was gathered by interviewing ten English teachers and distributing a questionnaire to the rest of the English teachers. The data analysis revealed that learning through music and educational songs is rarely used. According to ongoing research, EFL teachers should receive training on effectively using educational music and songs in English lessons. Additionally, teaching resources for educational songs should be made available for use in schools and curricula.

Bsharat et al. (2021) contribute because it encourages the teacher to learn about how to use music at the primary level. Musical education helps the child to discover himself and rhythmic movement, to become aware of his body, and to have greater psychophysical agility that will generate the consolidation of personality. Therefore, he must sing, but how to teach him? Therefore, teachers must implement classroom interventions to support them most simply: by imitation.

Oktaviani (2021) aimed to determine the effectiveness of employing songs to improve young learners' vocabulary achievement. The study was quantitative with a quasi-experimental design to meet the objective. Pre-test, intervention, and post-test were all part of the research. Forty students from Madrasah Ibtidaiyah Swasta (MIS) Litahfidzhil Qur'an Darussalam, separated into two classes, were the participants in this study, the experimental class and the control one. Besides, a T- student test was used to assess data. The results showed that songs have a beneficial impact on young learners' vocabulary development. Consequently, given that songs were good at raising students' vocabulary achievement, it was advised that teachers of young learners occasionally utilize songs to teach English.

The above-described study is relevant for this new one because teaching vocabulary through songs gives excellent results. Children's songs enhance child's intellectual, auditory, sensory, speech, motor, and social development. Moreover, children feel motivated and stimulate their memories. All these benefits are achieved through the ear, literacy, and the child's body and emotional expression (Oktaviani, 2021).

Morini and Blair (2021) evaluated an assessment process for gathering eye-gaze data from toddlers and preschoolers while they complete a word-learning task. The authors compared performance in an in-person version of the study (conducted under controlled settings in the lab) with performance in an online version in which participants completed the testing procedure from home to obtain feasibility and precision data. Findings demonstrated the viability of remote eye-gaze data collection with young children and offered it as a workable substitute for conducting in-person participant interactions in developmental language research. Additionally, the researchers investigated the impact of

music and songs on vocabulary learning by using the same methodology. They suggested that, even though songs may aid in focusing attention during a particular task, increased focus does not translate into improved learning. Compared to things that were learned in a song, children perform better when learning words that were trained in spoken sentences. Accordingly, spoken sentences may be the most effective way to facilitate the in-depth acquisition of language concepts, even though songs may help enhance child involvement.

The above-cited research contributes to enlightening the process for the current one. Children's songs foster learning because when they sing, they express, communicate, and increase their ability to concentrate and memory. Furthermore, they know and enrich their vocabulary by improving their language, enhancing their intellectual development (Morini & Blair, 2021). In this context, the current research would be valuable for children's improvement.

Aria et al. (2022) argue that children are thought to be described in the "golden period" of language learning. It made people realize how crucial it is to start learning English as soon as possible because vocabulary is the foundation of language, and acquiring it is essential. Furthermore, teachers need more strategies for introducing English vocabulary. In this context, the authors aimed to develop a literature review to examine how songs are used to help children acquire new words. Additionally, it is deemed crucial to emphasize the effectiveness of using songs to teach English vocabulary, which was documented by several research studies. Forty-nine books or journal articles that discussed the use of songs as a tool for teaching vocabulary to young children were cited. This descriptive presentation of English vocabulary, English children's songs, and English vocabulary growth in young children suggested that songs supplement other media in vocabulary learning.

The research mentioned above benefits the current one because it encourages the researcher to be aware of working with kids meaningfully. Being the "golden period" for learning, childhood must be exploited (Aria et al., 2022). Teachers must consider that learning other languages from childhood brings benefits that improve social, work, and

cultural skills, even health. Speaking several languages decreases the progress of diseases such as Alzheimer's (British Council, 2021).

Kumar et al. (2022) aimed to show how music can be used in the classroom by outlining various techniques and offering resources, as well as to demonstrate why music can help foreign language learners by evaluating studies on the effects of music-related teaching and learning strategies. Some techniques offered by the authors were:

1. Motivating students to have a positive attitude towards language skills development.
2. Stimulate simple discussions.
3. Offer an easy-going and calm learning environment.
4. Encourage creativity and imagination through the use of lyrics.
5. Indulging kids' attention through communicative activities.

The researchers referred to earlier research as well as scholarly and critical texts. They applied a descriptive study design consisting of quantitative analysis in various settings. The findings showed that the social and cognitive students' demands, which were sometimes purposefully or accidentally disregarded, gave rise to the complexity of the foreign language teaching process.

Additionally, the researchers consider that learning a language involves a lot of anxiety and peer pressure. The result is that English teachers must provide a stress-free learning atmosphere that fulfills the aim of teaching through enjoyable activities. Thus, they conclude that music and song are undoubtedly effective language learning instruments that support language education without placing much academic burden on the students. Songs and music have been shown to be efficient listening exercises with several advantages, especially for young and primary students. Those advantages involve psychological ones, like conveying important information to children through songs which reduces anxiety. Another advantage is the opportunity for children to relate to daily life experiences that influence positive emotions and behavior. Other pedagogical advantages refer to the cultural and linguistic knowledge through discussion to learn grammar and syntax and improve lexical skills.

All of the research mentioned above has enlightened the current one. Considering that throughout human history, music has been a phenomenon that unites cultures; each cultural practice reveals essential details about the associated culture and uniqueness. Therefore, they can be a great strategy to implement at Unidad Educativa "Nicanor Larrea León." Besides, the reviewed papers suggest that using songs and music serves various educational purposes besides its primary entertainment function. It has also been noted that teaching English to kids is not only a straightforward strategy for teaching language but also the results from the learners' social and cognitive demands, which are frequently purposefully or unwittingly overlooked.

2.2. Independent variable: Children's songs

Songs and rhymes are a literary genre used throughout history to transmit beliefs, widespread knowledge, traditions, or significant events (Albaladejo et al., 2018). The children's transmission of knowledge before they have started to write has been made through musical and poetic structures that allow better retention of the contents (Asher, 1977). Moreover, according to Garner and Hatch (1989), the poetic form, which is ultimately musical, has always functioned as the ideal vehicle for the exchange and assimilation of human thought. Therefore, most children enjoy music and movement, which are essential for their physical and mental development, forming part of their natural learning. It is why it can be an excellent opportunity to use it in the classroom to learn English (Busse et al., 2021).

Additionally, songs can work on various skills and competencies with children in multiple strategies, including gestures, movements, steps, flashcards, and dramatizations. This flexibility is one of the most significant benefits of using songs in the classroom (Butler, 2019). They are excellent tools for teaching English at a young age since they improve speech by aiding in auditory discrimination and pronunciation (Bsharat et al., 2021). They are also helpful for learning vocabulary and reinforcing grammatical structures, and of course, it promotes cultural interaction (Busse et al., 2021). However, the most significant benefit of using music in the classroom is that it can create a relaxed and motivating

atmosphere that favors significant group dynamics, achieving the participation and integration of all students (Guglielmino, 1986).

There are some psychological reasons to use songs with young children, according to Gardner (1999):

- Songs inspire and bring tranquility to mind.
- Through repetition aids in language learning.
- Elicits feelings.
- Improves memory.
- It is a routine aspect of our lives.
- Encourages interpersonal connections.
- Interest in new learning is sparked.

There are also pedagogical and methodological reasons for using songs in the classroom, in terms of Lozanov (1970) as cited in Bancroft (1976):

- Stimulate creativity and inventiveness.
- Help the ear become more sensitive to sound.
- They provide a change of pace in the classroom.
- Encourage communication between the teacher and the students.
- Encourage participation and communication.
- Enhance pronunciation.
- Students gain knowledge while having fun.
- Enhance coordination and body language while developing rhythm (Asher, 1977).
- Help to memorize the language.
- Expand vocabulary.
- The four linguistic skills (listening, speaking, reading, and writing) essential to achieve communicative competence are practiced (Harmer, 2007).

Brewster et al. (1992) divide songs into three main groups.

1. Action: songs based on Asher's Total Physical Response method. They are based on associating actions with gestures, mimicry, and postures. For example: "Head, shoulders, knees and toes."

2. Traditional: they are part of the musical tradition of English culture (sayings, crib, and riddles). This group has songs for specific moments such as Christmas, Halloween, and birthdays; for instance, "happy birthday to you."
3. Pop music.

Furthermore, other types of songs include nursery rhymes and chants.

Total Physical Response Method (TPR)

Comprehending words and sentences through bodily actions that convey their meaning is possible. It is a method developed by James Asher in the 1960s. Its basis is teaching the language through movement to create a relaxed environment that facilitates learning (Asher, 1977). Furthermore, Asher (1966) believes that learning a foreign language is carried out with the same stages that people find in acquiring the child's mother tongue, affirming that direct dialogue comprises commands to which the child responds physically before producing the verbal responses. According to Asher (1977), words and sentences must be translated into concrete actions to make sense.

TPR centers on the constructivist ideas of Jean Piaget (1962), who believed that learning takes place on the stimulus-response paradigm and that speech and action should coordinate. He states that learning a foreign language through movement and physical activity is effective. Additionally, he argues that direct communication addressed at children in the form of instructions or orders prompts them to respond physically first before responding verbally. These activities feature playful motions, which lessen the stress and worry that learning English typically brings about and foster a pleasant mental attitude in the learner that aids the learning process.

Likewise, in the educational field, the teacher gives instructions to the children, and they carry out what they have indicated. This method prepares for oral expression; students will speak when they feel confident and want to (Richards, 2013).

This route has constituted a fundamental piece in the practical development of this study.

The following methods have accounted for the use of songs:

Suggestopedia

Georgi Lozanov developed this method in the 1970s. The main goal is to speed up the process of pupils learning to comprehend and use a language by utilizing their mental capabilities. The author emphasizes the value of relaxation through music or a comfortable environment for the brain to process more information. These factors encourage favorable conditions and inspire a desire to study (Richards & Rodgers, 1987).

Multiple intelligences

Howard Gardner proposed it in 1983. Gardner defines *intelligence* as "the capacity to solve problems or fashion products valued in one or more cultural settings" (Gardner & Hatch, 1989, p. 4). This theory is based on the fact that humans have eight types of intelligence: logical-mathematical, linguistic, visual-spatial, musical, bodily-kinesthetic, intrapersonal, interpersonal, and naturalistic.

- a. Logical-mathematical: the ability to solve problems and logical reasoning.
- b. Linguistics: the ability to master language, both orally and in writing and gestures.
- c. Visual-spatial: the ability to see things from different perspectives.
- d. Musical: the ability to distinguish, assimilate and express the different musical forms and sounds.
- e. Bodily-kinesthetic: the ability to use one's body to handle tools or express emotions and ideas.
- f. Intrapersonal: the ability to know and control feelings and emotions.
- g. Interpersonal: the ability to understand others.
- h. Naturalistic: the ability to understand and thrive in the natural world.

People develop these kinds of intelligence at different levels due to environmental, biological, and cultural factors and also due to the interests of each individual (Garner & Hatch, 1989).

2.3. Dependent variable: Lexical skills.

Teachers must know to what extent students can acquire morphological, phonological, syntactic, and semantic content in another language (Yule, 2010). Therefore, the teacher must be familiar with the acquisition processes of the mother tongue for teaching a foreign language.

Language is part of life from when a baby is born until they die. Regarding this, humans are willing to learn the language of their community from the first months of life, regardless of where they are or where they come from since they all follow the same guidelines to learn the language. It leads to the conclusion that all people have a set of innate abilities to acquire at least their first language (Krashen, 1981). Noam Chomsky (as cited in Yule, 2010) highlighted the innate ability to acquire the mother tongue that would be marked in the human's genetic code, a Language Acquisition Device (LAD).

In this sense, Chomsky proposes a hypothetical brain structure that would enable the action of the mechanisms for language learning and acquisition (Yule, 2010), with a universal grammar already present in our brains before socialization. On the other hand, Bruner (1996) considers that Language Acquisition Device is simultaneously activated with a Language Acquisition Support System (S.A.A.L.). This system comprises daily interactions parents create with their children, which Bruner called interaction formats. Mixing the sociocultural theories of Bruner and the innate hypotheses of Chomsky, children, to achieve mastery and complete knowledge of their mother tongue, unite the innate capacity for language with external stimuli (input) (Ausubel, 1973).

The acquisition and learning of a second language involve four essential components, such as phonological, morphological, semantic, and syntactic components of the target language.

From the **phonological** perspective, there is a difference in degree between the abilities of sound perception and their adequate production (Lozano, 2005; Yule, 2010). For that reason, teachers must seek a slow transmission, incorporating nuances, emphasis, and prosodic curves to obtain and preserve the students' attention and to adapt to their form of language reception and internalization with the best possible results (Mena, 2019).

Moreover, **morphology** is the part of grammar that deals with the structure of words, the variants they represent, and the grammatical role each segment plays concerning the other elements that compose it (Yule, 2010). In this regard, Piaget (1962) stated that cognitive development was divided into four major stages: the sensorimotor stage, the preoperational stage, the concrete operations stage, and the formal operations stage, each

representing the transition to a more complex and abstract form of cognitive development. In this context, regarding morphology, children at three years of age progressively incorporate certain morphological inflections in their speech, which would be completed and mastered around 5-7 years of age. Some examples of inflections children can be -ing forms, generative -s, and generalization of -r; others, like past tense forms and plural, can be developed later (Lozano, 2005).

Syntax is the part of grammar that studies how words are combined and related to form more extensive sequences such as phrases and sentences and their role within them (Elder, 2008). In these circumstances, the present tense is the first support from which the child slowly builds and acquires progressively more complex syntactic structures. On the other hand, the pragmatics of speech in English that children of these ages acquire and develop is characterized by a suppression of determiners and auxiliary and modal verbs, among other more complex elements. Regarding the learning of negative and interrogative sentences, different phases are distinguished, from the location of each element to the correction in the development of the structures (Piaget, 1962).

Vocabulary

Vocabulary knowledge represents the *building blocks* that language users employ to learn a language and develop communication through it. Vocabulary is related to the children's knowledge of words and their meanings. Children use their vocabulary knowledge according to their needs to comprehend oral or written texts (Butler, 2019). It comprises a list of words students use in specific contexts (Oxford Dictionary, 2021). Moreover, the term *vocabulary*, in linguistics, is the collection of words, single items, and phrases that have meaning (Crystal, 2008).

The English Language has an extensive vocabulary, grammatical diversity, similar sounds of words which makes it quite a challenge. However, children have a greater capacity to assimilate knowledge, and fun helps them in this process where the child is learning English. There are several fun activities so that children can acquire vocabulary efficiently (Butler, 2019).

1. Singing in English

As the current research proposes, the teacher found the lyrics of the child's songs and write the words that compose it. Then, she let the child study the lyrics and learn them, so that they practice their pronunciation and vocabulary (Butler, 2019).

2. Putting labels on things

This game is simple. Teachers must find the words for all the objects in the classroom and label them. Moreover, teacher can reward children when they use the word in English (Harmer, 2007).

3. The child becomes the teacher

Role plays are characterized by their fun. The child has to teach the parents different words, and can scold, reward, etc. based on their performance (Harmer, 2007).

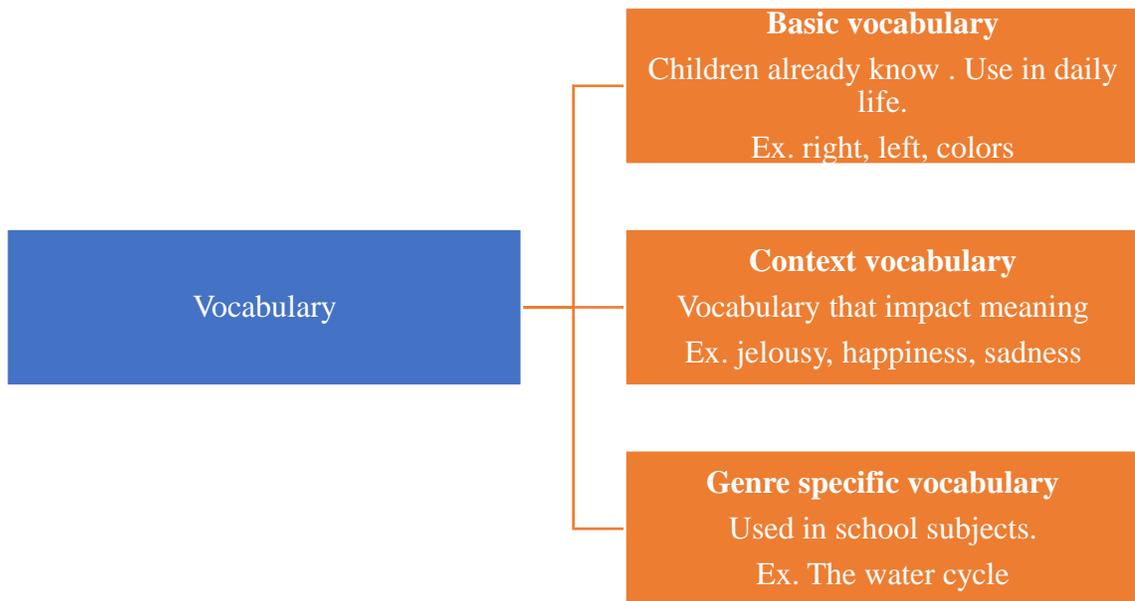
There are several classifications for vocabulary knowledge.

First, according to Elder (2018), there are two kinds of vocabulary that children learn every day such as active vocabulary and passive vocabulary. The first one includes vocabulary knowledge applied in everyday life. On the other hand, passive vocabulary refers to language items, phrases, and words that children know but do not use in daily life (Nagy et al., 2018).

On the other hand, Begel (2018) presents three types of vocabulary such as basic vocabulary, context vocabulary, and genre specific vocabulary. The first group is used in daily life and students already know about them. The context vocabulary refers to children's attitudes and behavior understanding. The last group involves vocabulary used in specific fields of knowledge; for example, school subjects like Social Studies, Science, and Arts.

Figure 1

Types of vocabulary



Pronunciation

Pronunciation is producing the sounds of the language through points of articulation. (Remache, 2018). Furthermore, pronunciation refers to being understood by others while speaking (Linnavalli et al., 2018). Pronunciation must be taught earlier because it helps improve listening skills and comprehension. It is done through Phonics to provide students with a comfortable learning environment. For example, minimal pairs are helpful in understanding and identifying words correctly (three Vs. tree). Students listen and distinguish differences. It provides students with more confidence and motivation to use words and interact by using them. Consequently, children will improve fluency and accuracy in their utterances (O'connor, 1998). One of the most helpful ways to improve pronunciation while learning vocabulary is the use of songs (Bsharat et al., 2021; Aria et al., 2022).

There are many activities that teachers can do with children to practice pronunciation. They must choose the ones they will like the most, try to make them as fun as possible, and leave them when they are no longer enjoying it (Albaladejo, 2018).

Rhymes and songs: songs and nursery rhymes come true to introduce children to the sounds of English. Many of them are full of repetitions and are easy to remember, and for this, the child does not need to know how to read or write in English. Furthermore, one of the most used resources in teaching another language is songs. With the songs in English, children learn vocabulary, listen, and can even practice writing by copying the letters, but what they know the most about the songs is how to pronounce them in English (Andrade Sánchez, 2017).

Listen to stories

Listening to someone read aloud while following a text is a good way for children to become aware of how words sound and how these words are pronounced within the sentence. If teachers do not feel confident enough to read aloud, there are stories to listen to together (Nanga, 2018). Progress in learning is based on daily practice, hence listening to something in English every day is essential. Short stories in English can be a great option, but also fables or a sequence of rhymes in English to listen and repeat. Besides, children can see drawings in English during their television time (Islami, 2019).

Games

There are many games to practice pronunciation with children. For example, the teacher can say a word to your child but without making sounds. This game will make them focus on the lips' shape and the tongue's position to make different sounds (Guglielmino, 1986).

Using Tongue twisters

Teacher can also support students to improve their pronunciation by saying tongue twisters in English. They are an enjoyable way to practice sounds with slightly older children. For example: “*She sells sea shells on the sea shore*” (Butler, 2019).

New technologies.

Children already know that new technologies are an excellent resource for leisure and learning. In consequence, adults need to discover all the possibilities of the different applications to practice the sounds in English (Linnavalli et al., 2018).

In sum, there are many possibilities and resources to practice pronunciation in English. The most important thing is to lose the fear of doing it wrong, which gives children an

advantage. Teachers also have to remember that to get them to practice every day, it is necessary to include games, laughter, and fun (Andrade Sánchez, 2017).

Interaction

Interaction is the final outcome in learning a language. It involves the application of the acquired knowledge into practice. In this context, children develop meaningful learning (Harmer, 2007). There is a positive result of social interaction in children because they naturally learn English language. Therefore, interaction is crucial in the teaching and learning process as well as vocabulary and pronunciation. It is produced through role play, dialogs, and questioning (Guglielmino, 1986).

According to the Common European Framework of Reference for languages (2001), oral interaction occurs when the language user acts alternately as speaker and listener with one or more interlocutors to jointly build a conversation through the negotiation of meanings following the principle of cooperation (Smith, 2018).

The CEFR (2001), likewise, specifies that comprehension and expression strategies are constantly used during the interaction. There are also types of cognitive and collaborative strategies (also called discourse strategies and cooperative strategies), which involve controlling collaboration and interaction in actions such as taking turns and giving turns, formulating the topic and establishing a focus, propose and evaluate the solutions, recapitulate and summarize what has been said and mediate in a conflict.

As examples of oral interaction activities, the following stand out:

- Transactions
- casual conversation
- informal discussion
- Formal discussion
- Debate
- Interview
- Negotiation
- Joint planning

- Goal-focused practical cooperation

In the CEFR (2001), there are illustrative tables for:

- Oral interaction in general.
- Understand a native speaker.
- Conversation.
- Casual conversation.
- Formal conversation and work meetings.
- Collaborate to achieve a goal.
- Interact to obtain goods and services.
- Exchange information.
- Interview and be interviewed.

CHAPTER III

METHODOLOGY

3.1 Location

This research was developed at Unidad Educativa “Nicanor Larrea León” located in the city of Riobamba. This institution has government support and is located in an urban area. This institution has more than 100 years of existence. Therefore, students from different backgrounds attend classes there; for instance, migrants, and indigenous. This school is also considered as one of the outstanding institutions in the city, that is the reason why about 1500 students attend. It has about 54 teachers that are distributed in the morning and afternoon schedules (Unidad Educativa Nicanor Larrea León, 2021).

3.2 Equipment and resources

The main resources and materials include the use of music tracks downloaded from the Internet, song lyrics, and flashcards. In addition, the use of sheets, pencil colors, and a projector were needed.

Moreover, the Pre A1 Starters Speaking test from the Cambridge assessment web page was the main resource to obtain data from students. Another important resource was the assessment rubric that complements the speaking test. Moreover, there was a survey to look for information about teacher's methodology.

Another important resource was the operational model chart that was implemented in the proposal section. It contained some sections like stages of the proposal, objectives, activities, resources, responsible people, and time. The operationalization model consists of taking a theoretical model elaborated in the structuring of the project and expressing it in indicators that allow activities achievement (Jabłoński, 2015).

This model had three main stages such as identification, design, and promoting. The identification consisted in the analysis of the more suitable songs according to student's age. There was a revision of some children's songs related to greetings, classroom objects, numbers, fruit, actions, colors, and animals.

Secondly, the model contained the Design actions. These actions were planned to analyze songs for second grade and to design class plans focused on Total Physical Response approach. The plans contained actions songs, rhymes, and chants. The class plans also contained their worksheets.

The last stage referred to Promoting in order to apply the proposal in the classroom intervention phase. This stage involved actions to socialize the proposal with authorities to let the permission and support to put it into practice. Then, the proposal was developed with children who belonged to the experimental group.

3.3 Type of research

The current research approach was quantitative. According to Creswell (2015), quantitative approach has traditionally been used in the empirical sciences. It focuses on observable aspects that can be quantified, and uses statistics for data analysis. It allowed to determine the actual state of students' lexical skills development at Unidad Educativa "Nicanor Larrea León" in the city of Riobamba.

This research had also quasi-experimental design. Regarding this, two groups of students participated namely the control and the experimental groups. They took a test before and after an intervention phase (Cohen et al., 2007). Students from the control group continued with the same textbook-based learning process; nevertheless, students from the experimental group participated in the intervention phase during 10 weeks. The classes took place two days a week during two academic hours each one.

This research demonstrated the effect of the independent variable on the dependent variable in terms of improving second graders' lexical skills through songs.

3.4 Hypothesis

Null hypothesis: Children's songs, as a teaching strategy, do not affect lexical skills of 2nd grade elementary school students.

Alternative hypothesis: Children's songs, as a teaching strategy, affect lexical skills of 2nd grade elementary school students.

3.5 Population

The population constitutes the set of individuals, objects or measurements that have common observable characteristics in a given place and at a given time (Hernández et al., 2014). These constitute the fundamental elements of the study that yield the results for the final analysis. In the present research, due to its quasi-experimental nature, the control and experimental groups were chosen intentionally and not randomly (Cohen et al., 2007).

The research was developed with a total population of 64 students, divided into two groups: an experimental group and a control group. The former would take part in the intervention phase with the use of children's songs to improve lexical skills and the former

whose students attended to traditional classes. Both the control and the experimental group took the pre and post-tests. Then, the comparison of means was carried out for the hypothesis testing.

Table 1

Population

Class	Group	Male		Female		TOTAL	
Second A	Control group	17	27%	15	23%	32	50%
Second B	Experimental group	14	22%	18	28%	32	50%
Total		31	48%	33	52%	64	100%

Note: Obtained from the Secretariat’s office at Unidad Educativa “Nicanor Larrea León”

Besides, there were 12 English teachers that participated in the survey. That is the total population of English teachers at Unidad Educativa “Nicanor Larrea León”.

3.6 Collection of information

The research was carried out with a group of second -year students from the Unidad Educativa “Nicanor Larrea León”, in which a Pre-test and a post-test were applied directly before and after the intervention phase. Besides, the numerical data was obtained from the assessment rubric. The rubric contained three main criteria such as vocabulary, pronunciation, and interactive communication which had 5 bands from 0, the lowest, to 5 the highest. Vocabulary was related to the students’ production of words according to the questions. Pronunciation dealt with their utterances while producing spoken language; and, Interaction referred to the use of language to communicate with others.

Another important information was obtained from the survey applied to English teachers at Unidad Educativa Nicanor Larrea which was validated by two experts.

3.8 Data processing and statistical analysis

After having carried out the process of collecting information based on the application of a survey and the pre-test and a post-test. Data was processed, condensed in an Excel file, and analyzed in the statistical software SPSS to determine the feasibility of using children's songs as a strategy to improve lexical skills in of second graders in their English language learning.

Operationalization of variables

Table 2

Independent variable: Children's songs

Definition	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Children's songs It is a strategy with teaching purpose for children that consists of simple and repetitive lyrics, of easy comprehension and memorization which allows the expansion of young learners' knowledge about the immediate environment that surrounds them.</p>	<ul style="list-style-type: none"> • Simple and repetitive lyrics • Rhythm • Movement • Content Knowledge 	<p>New words Grammar structure</p> <p>Intonation Pronunciation</p> <p>TPR method Objects in the classroom Colors Numbers</p>	<p>QUESTIONS 1/2/3/4</p>	<p>Techniques</p> <p>Pre-test and Post-test: Pre A1 Starters Speaking test</p> <p>Survey (Likert scale)</p> <p>Instruments</p> <p>Questionnaire</p>

Note: data obtained from the operationalization of the independent variable.

Table 3

Dependent variable: Lexical skills

DEFINITION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>LEXICAL SKILLS Knowledge and ability of the speaker to use the vocabulary of a language. This implies knowledge and correct use of vocabulary (idiomatic phrases, fixed expressions, formulaic constructions, collocations), as well as words with grammatical meaning; pronunciation</p>	<ul style="list-style-type: none"> • Vocabulary • Pronunciation 	<p>Types of vocabulary</p> <p>Use of words in context</p> <p>Phonics Minimal pairs Using songs</p>	<p>QUESTION 5</p>	<p>Techniques</p> <p>Pre-test and Post-test: Pre A1 Starters Speaking test</p> <p>Survey (Likert scale)</p> <p>Instruments</p> <p>Questionnaire</p>

<p>in order to recognize oral utterances; interaction competence also involves the use of the word and its possible meanings at the right time and in the right context to improve social skills.</p>	<ul style="list-style-type: none"> • Interaction 	<p>Social skills</p>		
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Note: Dependent variable operationalization.

CHAPTER IV

RESULTS AND DISCUSSION

Results came from Pre A1 Starters Speaking test which had a rubric to obtain numerical data. After gathering data from the pre-test, children participated in a classroom intervention. Afterward, they took the post-test.

4.1. Survey

This survey was applied to twelve English teachers to collect information on how they promote children's songs to develop lexical skills of 2nd-grade elementary school students.

The survey had questions related to the independent variable and the dependent variable.

Use of children's songs in the classroom

Table 4

Use of children's songs in the classroom

Use of children's songs in the classroom												
ITEMS	Always		Usually		Sometimes		Rarely		Never		Total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1. I have used the songs as resources to teach or exercise vocabulary.	1	8	3	25	1	8	5	42	2	17	12	
2. There are positive outcomes towards language learning through songs in children	9	75	2	17	1	8					12	
3. I teach grammar and structure through songs					4	33	8	67			12	
4. I combine movements and mimic while teaching through songs.					11	92	1	8			12	
5. In my opinion, children enjoy singing songs.	12	100									12	
6. I develop students' pronunciation, fluency, and intonation through English songs					5	42	7	58			12	
7. Children remember words, phrases, and sentences used in the songs.							9	75	3	25	12	
8. I develop word exercises to improve content with the lyrics of children's songs							7	58	5	42	12	

According to table 4, teachers have answered some questions based on the Likert scale. In the first item, most teachers rarely and never have used children's songs. Besides, they answered that their children enjoy singing songs sometimes. Furthermore, one hundred percent of the population knows the positive results of using songs to teach

English. Even though their awareness, they sometimes combine movements and mimic while teaching through songs.

Teachers rarely develop students' pronunciation, fluency, and intonation through English songs. Likewise, they suggested that their students rarely remember words, phrases, and sentences used in the songs. Moreover, teachers rarely and never develop word exercises to improve content with lyrics of children's songs.

The most critical finding found in this part of the survey revealed that; even though teachers are aware of the benefits of using songs in the teaching-learning process, they mostly do not use them at Unidad Educativa "Nicanor Larrea León". This fact encouraged the researcher to propose an intervention for students to support their initial experience like English learners.

Development of lexical skills

Table 5 shows data from a single question that was addressed to the teachers to know their ways of developing children's lexical skills.

Table 5*Teacher's ways to develop children's lexical skills – Part 1*

		Ways to develop lexical skills – Part 1										
		Always		Usually		Sometimes		Rarely		Never		Total
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
I develop students' lexical skills by using	Songs	1	8	1	8			3	25	7	58	12
	Realia					2	17	4	33	6	50	12
	Authentic material							2	17	10	83	12
	Images in the text book	10	83	2	17							12
	Acting out movements and mimic	5	42	5	42	2	17					12
	Dramatization									12	100	12
	Flash cards	12	100									12
	Writing sentences and vocabulary words on the board	12	100									12

Drawing vocabulary words on the board	9	75	3	25								12
Memorization of words	12	100										12
Telling stories					2	17	1	8	9	75		12
Games			1	8	4	33	5	42	2	17		12
Movies					2	17	3	25	7	58		12

Regarding this question, teachers had different opinions. First, their most used ways of teaching to develop lexical skills were using images in the textbook, acting out movements and mimicking, using flashcards, writing sentences and vocabulary words on the board, drawing vocabulary words on the board, and memorization. On the other hand, telling stories, singing songs, realia, authentic material, games, and movies are the least used to develop lexical skills.

Therefore, the main finding in this survey section revealed that teachers continue using a traditional methodology to teach vocabulary.

Development of lexical skills – part 2													
		Always		Usually		Sometimes		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
I consider lexical skills are important for young learners to learn the English language.		12	100									12	
I use these strategies to motivate my students to learn new vocabulary while using songs	Prizes and/or rewards	3	25			1	8	4	33	4	33	12	
	Consequences and/or extra work	12	100									12	
I use this instrument to assess my students for speaking practice.	Games and dynamics	3	25			1	8	2	17	6	50	15	12
	Rubric					2	17			10	83	12	12
	Checklist									12	100	12	12
	Exam	8	67	1	8	3	25					12	12
	Oral lesson	12	100									12	12

- I provide feedback to students after listening to a song.	2	17	8	67	2	17	12	12
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Table 6

Development of lexical skills – part 2

As stated in Table 6, teachers responded to the second part of their ways of developing children's lexical skills development. Interestingly, all the teachers considered that lexical skills were necessary for children to learn English. However, they argued that they used consequences and/or extra work to motivate their students to learn new vocabulary while using songs. In addition, they remarked that they used oral lesson instruments to assess children for speaking practice. Likewise, they rarely and never provided feedback to students after listening to a song.

These results give the idea of a traditional way of teaching and assessment.

4.2. Pre-test

The results below correspond to the control group obtained through the assessment rubric.

Control group

Table 7

Pre-test - Control group

		Control group - Pre-test					
		Vocabulary		Pronunciation		Interaction	
		Fr	%	Fr	%	Fr	%
	0	15	23.4	26	40.6	31	48.4
Valid	1	17	26.6	6	9.4	1	1.6
	Total	32	50	32	50	32	50
Missing	System	32	50	32	50	32	50
Total		64	100	64	100	64	100

Note: results from Control group based on the assessment rubric criteria

Table 7 shows results from the Control group by assessment criteria. It signifies that, although students had the vocabulary needed to try some test tasks that required only a few simple utterances, communication is prevented by errors and a lack of vocabulary knowledge. In the pronunciation criterion, students mainly obtained 1. They either did not reply at all or only responded with one word. Moreover, in the pronunciation criterion, they mostly got 0. This band corresponded to the lowest score in the assessment rubric. Students did not satisfy even with band 1, and the presence

of the mother language was evident. The last criterion was an interaction where children obtained 0. Regarding it, students needed assistance the entire time and frequently and generally used their mother language.

Experimental group

Table 8

Experimental group - Pre-test

		Experimental group - Pre-test					
		Vocabulary		Pronunciation		Interaction	
		Fr	%	Fr	%	Fr	%
	0	14	21.9	24	37.5	29	45.3
Valid	1	18	28.1	8	12.5	3	4.7
	Total	32	50.0	32	50.0	32	50.0
Missing	System	32	50.0	32	50.0	32	50.0
Total		64	100.0	64	100.0	64	100.0

Note: tabulation from Experimental group based on the assessment rubric criteria

Similarly, Table 8 shows results according to the rubric criteria. Firstly, students mainly obtained 1 in the vocabulary criterion. Students had the vocabulary necessary to attempt some test activities that only called for a few brief utterances, but simple mistakes and a lack of language impeded communication. Either they did not react at all, or only said one word. Likewise, most of them had 0 in pronunciation and interaction. It meant most students still needed to achieve the minimum score.

After this description, the means between the control and the experimental group were compared.

Table 9*T-test: pre-test*

		Independent Samples Test									
		Levene's Test for Equality of Variances			t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
pretest	Equal variances assumed	0.044	0.834	-0.653	62	0.516	-0.05	0.077	-0.203	0.103	
	Equal variances not assumed			-0.653	61.013	0.516	-0.05	0.077	-0.203	0.103	

Note: T-test: pre-test

As it is shown in Table 9, there was a two-tailed significance of 0.516. This result is > 0.05 , meaning there are no differences between the means of the control and experimental groups. Therefore, it can be said that all the students are at the same level. It is displayed in Table 7.

Table 10

Comparison of means: pre-test

Group Statistics				
Group	N	Mean	Std. Deviation	Std. Error Mean
Control group	32	.24	.286	.051
pretest Experimental group	32	.29	.325	.057

Note: means obtained from the pre-test for both the control group and the experimental group

These data appeared because most students are in the second year of primary school and have no English contact. However, they had English classes for the first part of the academic year, and the teacher may have been developing classes with traditional methodology. The control group obtained a mean of 0.25 out of 15; similarly, the experimental group obtained .29. These results showed that the population needed an intervention.

4.3. Post-test

Control group

After the intervention process which lasted 10 weeks during three months, students took the post-test.

Table 11*Control group - Post-test*

Control group - Post-test							
		Vocabulary		Pronunciation		Interaction	
		Fr	%	Fr	%	Fr	%
Valid	0	3	4.7	10	15.6	21	32.8
	1	27	42.2	20	31.3	9	14.1
	2	2	3.1	2	3.1	2	3.1
	Total	32	50	32	50	32	50
Missing	System	32	50	32	50	32	50
Total		64	100	64	100	64	100

Note: data

collected according to the assessment rubric for the post-test

Results from the control group were obtained after tabulation. Therefore, students mainly got one on the post-test. It meant children attempted a few easy utterance-based test tasks because they had the vocabulary. However, careless errors and a lack of language management hampered communication. Either they did not respond at all, or they only spoke once.

Pronunciation was also assessed. Children mostly had 1, which signified that although they tried to imitate the sounds of the language, comprehension was frequently tricky.

Regarding interaction, students remained at 0. In other words, students from the control group did not have any improvement.

Table 12*Experimental group - Post-test*

Experimental group - Post-test							
		Vocabulary		Pronunciation		Interaction	
		Fr	%	Fr	%	Fr	%
	0					2	3.1
	1	3	4.7	7	10.9	23	35.9
Valid	2	28	43.8	24	37.5	7	10.9
	3	1	1.6	1	1.6		
	Total	32	50	32	50	32	50
Missing	System	32	50	32	50	32	50
Total		64	100	64	100	64	100

Note: Data obtained after having ten weeks intervention process.

The experimental group obtained different scores after the intervention process.

Experimental group – Post-test

Table 13

Experimental group - Post-test

Experimental group - Post-test							
		Vocabulary		Pronunciation		Interaction	
		Fr	%	Fr	%	Fr	%
	0					2	3.1
	1	3	4.7	7	10.9	23	35.9
Valid	2	28	43.8	24	37.5	7	10.9
	3	1	1.6	1	1.6		
	Total	32	50.0	32	50	32	50
Missing	System	32	50.0	32	50	32	50
Total		64	100	64	100	64	100

Most test activities required only a few simple utterances, and students used the vocabulary necessary to handle them. However, they also made some simple mistakes that obscured meaning. Regarding the Vocabulary criterion, they mostly gained 2. It meant that children's pronunciation was better because utterances were

comprehensible. The last criterion was interaction. Students mainly got 1. In other words, children frequently hesitated when reacting to instructions, questions, and visual cues; the teacher needed a great deal of patience.

The main finding after the post-test is that students from the experimental group improved in vocabulary and pronunciation; however, they needed much support to learn to interact.

Comparison of means

Table 14

Comparison of means

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	0.096	0.758	-9.904	62	0	-0.935	0.094	-1.123	-0.746
	Equal variances not assumed			-9.904	58.388	0	-0.935	0.094	-1.124	-0.746

Note: data obtained from the independent sample test in SPSS.

An Independent sample test was developed to compare means from the control and experimental groups. The two-tailed significance was .0, which was < .05, which is statistically significant.

Hypothesis verification

The final results are displayed in the table below.

Table 15*Hypothesis verification*

Group Statistics				
Group	N	Mean	Std. Deviation	Std. Error Mean
Control group	32	.71	.422	.075
Pos-test Experimental group	32	1.64	.327	.058

As displayed in Table 15, students from the Control group obtained an overall mean of .71; however, the control group obtained 1.64. It means that the alternative hypothesis was proved, and the other one was rejected. In other words, children's songs positively affect lexical skills of 2nd-grade elementary school students. Therefore, children's songs are beneficial for second graders.

4.4. Discussion

The use of English songs in developing lexical skills for young children is discussed from various angles in this research following findings and data collecting tools.

Firstly, teachers answered a survey related to their ways of teaching and using children's songs in the classroom. The first finding was that there was no motivation in the second-graders' English classes because teachers do not use songs in the classroom, even though they know their benefits. Regarding this, Nanga (2018) states that English classes lack motivation and classroom management. These results match those found by Linnavalli et al. (2018), who asserted that teachers do not use songs to teach little children. Besides, teachers do not motivate students, and there are teacher-center classes because they rarely use movements in class. It contradicts the results obtained by Islami (2019) because this researcher stated that children are motivated and show lots of passion during classes through TPR methodology. Besides, surveyees need to develop pronunciation, fluency, and intonation.

Secondly, teachers most frequently used memorization, writing sentences and vocabulary words on the board, acting out motions and mimicking, using flashcards,

and using images from the textbook to teach lexical skills. Even though these techniques are not accepted today because of the appearance of modern ways of teaching (Harmer, 2007), the survey results coincided with those provided by Nanga (2018). This author asserted that memorization, singing, direct copying, memorization, translation, and repeating are beneficial for students to enhance their lexical skills. Nanga's ideas were supported by Sukirmiyadi (2018), who asserted children in improving their lexical skills through the English translation of well-known and well-liked Indonesian children's songs. However, storytelling, realia, authentic material, games, and movies are least used.

Regarding the assessment for both the pre-test and post-test, there were three indicators: children's vocabulary knowledge, pronunciation, and interaction. Regarding student findings, the pre-test revealed that both the control and experimental groups had the same level of performance. This initial student behavior may be shown because students were starting their English learning at school. However, with the literature review, this fact was changed, for a number of studies emphasize the benefits of using songs to teach the English language to children. In this context, Albaladejo et al. (2018) proposed to combine songs and stories for vocabulary acquisition; Bsharat et al. (2021); Busse et al. (2021) combined English songs to teach grammar to second graders. On the other hand, Mena (2019) improved pronunciation and interaction. Therefore, many resources served as guides for the current one.

Regarding the post-test, there was a significant difference between the two groups. This fact occurred because of an intervention carried out in the classroom context. Children mainly improved in vocabulary and pronunciation. This fact means that children retained simple words that are used in daily life with accuracy. These results are similar to Lozanov (1970) and Mena (2019) who argued that applying English songs is beneficial for vocabulary learning. Additionally, they improved in pronunciation of words. Songs were helpful to improve children's utterances correctly like Mena (2019) suggested. These results corroborate results found by many authors who recommend making interventions to help children develop lexical skills and build motivation (Busse et al., 2018; Kummar et al., 2022; Islami, 2019).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Based on the results for this research, some conclusions emerged.

- The incidence of children's songs to improve the lexical skills of second year elementary school students from Unidad Educativa "Nicanor Larrea León" from the city of Riobamba was determined. The results from the post-test clearly showed the significant difference between means from the groups of study in favor of the experimental group who obtained better results after intervention. The improvement was shown in children's vocabulary and pronunciation. It involves children's use of words and their meanings and their clear utterances; however, they need more support to develop their interaction.

- The most applied vocabulary strategies to develop lexical skills on 2nd year elementary school students from Unidad Educativa “Nicanor Larrea León” were identified through survey. Teachers answered that they mainly do not use songs in their English classes; on the contrary, they use memorization, repetition, text-book based and board-based methodology.
- The process of implementing music as a means of developing lexical skills on 2nd year elementary school students from Unidad Educativa “Nicanor Larrea León” was described. As a result, there is a booklet with classroom planning which emphasizes the use of children’s songs to teach vocabulary, pronunciation, interaction, combined with games and other language skills like listening and writing.
- A song’s guide to develop lexical skills on 2nd year elementary school students from Unidad Educativa “Nicanor Larrea León” was designed. There were several English songs for children that were used during the intervention process with benefits for the students as they showed better understanding, motivation, and active participation in class.

5.1. Recommendations

Suggestions also appeared from conclusions.

- To propose further research to corroborate the results from the current one. This would let improve the results and the students motivation for learning English. Teachers would be also encouraged to let traditional methodology apart and start using new ways of teaching even though it demands much more effort.
- Having identified traditional methodology, lack of motivation and classroom management; other strategies like using songs, games, tales, realia, and authentic material could be used by teachers. These materials and ways of teaching would not only motivate students but also teachers.
- It is suggested to read the class planning attached to this research to have ideas about how to implement music as a means of developing lexical skills, not only at Unidad Educativa Nicanor Larrea León but also in other schools.

- It is advised to use the music guide to be implemented with second graders to provide interesting material according to the children's need and interests.

CHAPTER VI

PROPOSAL

6.1. Informative data

Topic: “Children’s songs as a means of developing lexical skills of 2nd grade elementary school students”

Name of the Institution: Unidad Educativa “Nicanor Larrea León”

Beneficiaries: 64 students from Second year of Basic Education

Location: Riobamba - Ecuador

Estimated time for the execution: 8 weeks intervention phase

Researcher: Licenciada Ligia Alexandra Miranda Asto

Cost: 100 USD

6.2. Background of the proposal

This section offers pertinent background information about this proposal, primarily concerned with using children's songs to enhance young children's lexical skills.

Several proposals were developed to promote language acquisition and learning by combining music and songs with flashcards, Total Physical Response and drawings, and realia.

Some of the previous outstanding proposals were addressed by Bsharat et al. (2021); Islami (2019); Linnavalli et al. (2018); Kumar (2022), among others.

According to the data obtained, this research proposes to create a workbook containing song lyrics, visual material, and ludic activities with each song to develop lexical skills. This workbook intends to support teachers' duties with second graders to reinforce vocabulary learning through music, visual material, classwork, and interaction.

6.3. Justification

This proposal focuses on using children's songs to help second graders learn vocabulary. It is intriguing since it claims that using children's music to teach English makes vocabulary learning successful because it enables kids to employ all of their senses for effective learning. It helps them focus entirely, which is critical when working with children between the ages of 5 and 6 because their attention spans still develop at this age. Activities must be entertaining and turned into motivational ones, such as games by the teacher. When used effectively, music has benefits for both adults and children (Andrade Sánchez, 2017). For this reason, vocabulary must be learned within an engaging context that contains not only words but also complete sentences and makes the acquisition of vocabulary natural. It must also be considered that young children learn vocabulary more by acquisition than by learning (Krashen, 1981).

This proposal is widely justified for all cited above since its impact and importance would be evident after its implementation. It would lie in a better teacher's development and students' motivation to continue growing. Furthermore, this proposal is original because previous ones have yet to be implemented with the target population, who would be the direct beneficiaries.

6.4. Objectives

6.4.1. General

To propose a workbook for teachers centered on the use of children's songs for lexical skills acquisition.

6.4.2. Specific

- To use different songs according to the students age and level.
- To design classroom activities to promote vocabulary acquisition.
- To supply new didactic material for second grade teachers and students.

6.5. Feasibility analysis

This plan can be implemented because the institution's leaders, educators, and students are encouraged to work together to achieve the specified goals. It should be stressed that by viewing children's songs as helpful instruments in the English language teaching-learning process, they become a practical and cutting-edge resource in the classroom to foster the intellectual and cognitive growth of the students. Furthermore, this is unique and unusual because the school does not have any children's songbook in English. Music is regarded as one of the methodology tactics for kids that must be completely enjoyable; therefore, it will be extremely advantageous for the kids, and the teachers.

Moreover, there are technical, technological, and financial feasibility.

Technical

Technical viability of this project is due to the people that work on it. When assistance is required, there are educators and authorities who are knowledgeable and experienced enough to help. Additionally, there are sufficient technical resources such as electricity and internet connection.

Technological

Because there is a computer lab that might assist pupils if needed, there is technological viability. Additionally, the researcher has access to the internet.

Economic

There are no financial issues due to the researcher affords all the material needed during the classroom treatment.

6.6. Theoretical foundation

Songs as teaching-learning strategy

Music is an art form that involves organized sounds and silence. This is expressed in terms of pitch, which includes melody, harmony, and rhythm, which relates to time, and sound quality, which includes timbre, articulation, dynamics, and texture (Robiatussolikah, 2019). Music can be used for artistic purposes, as well as in communication or entertainment. Moreover, it can have very positive effects when used as a tool for teaching a foreign language because it can raise emotions and make learning an attractive and stimulating task (Guglielmino, 1986).

Considering the uses of music and its contribution to learning a second and foreign language, studies have been carried out on the effects of music. They have been based on recalling information from a text and involuntary mental repetition, obtaining favorable results not only in the aspects mentioned but also in grammatical structures and vocabulary (Rahmat & Muhamad, 2020; Smith, 2018; Albaladejo et al., 2018).

In addition, it is essential to point out that when learners, especially children, sing songs in English, they learn the lyrics quickly and show good pronunciation later. Besides, when the identical learners read a text or speak, a heavier accent is noted, which indicates that the emotion they feel when they listen to music increases their language skills and their phonetic ability (Guglielmino, 1986). Likewise, it should be noted that if language is a communication tool, music seems to be a tool to teach a foreign language and, in turn, the related culture. For this reason, Bancroft (1976) has considered music as a feasible pedagogical tool for teaching and learning a foreign language, the same applies to children and adults.

Tim Murphey (1992) points out that music can change the atmosphere in the class by providing the necessary energy within it. Murphey ensures that children can imitate the rhythm of a language and pronounce the words in a song. Similarly, Stephen Krashen (1981) believes that students simply enjoy listening, singing, and repeating. He affirms that this involuntary repetition may be a manifestation based on Chomsky's Theory of Language Acquisition because the brain has the instinct to repeat what it hears around it.

6.7. Methodology

The methodology used in this proposal emphasizes the use of children's songs to acquire lexical skills. In this sense, the Total Physical Response approach will be used to promote movement, motivation, and classroom engagement; to help students be the center of the teaching-learning process.

Children's songs as authentic materials were combined with realia, flashcards, puppets, and interactive classroom activities. In this context, children are more motivated, and learning is done naturally.

6.8. Operational Model

Stages	Objetives	Activities	Resources	People in charge	Time
Identification	<ul style="list-style-type: none"> To identify the more suitable songs according the students' age. 	Review and analysis of the Modules provided by the Ministry of Education for second grade.	Modules	Researcher	10 days
Design	<ul style="list-style-type: none"> To analyze the songs feasible for second grade. To design class plans focused TPR strategies to learn lexical skills. 	<ul style="list-style-type: none"> - Action songs - Rhymes - Chants - Designing class plans and worksheets. 	Computer Internet connection	Researcher	10 days
Promoting	<ul style="list-style-type: none"> To apply the current proposal in the classroom. 	<ul style="list-style-type: none"> - Socialization of the proposal with authorities and other teachers for permission and support. - Working with children who belong to the experimental group. 	<ul style="list-style-type: none"> • Class plans • Worksheets 	Researcher	8 weeks



2023

Let's improve lexical skills through English songs!

Lic. Ligia Miranda



PRESENTATION

Thinking about music as a pedagogical strategy involves a wide range of discoveries, imaginative richness, enjoyment, and knowledge that boys and girls can experience through various activities throughout their daily routine.

The musical strategy must be directed to strengthen the kids' natural abilities and the progressive construction of the acquisition of the English language, without disregarding enjoying, positive experiences that include the work in the elementary education.

Let's improve lexical skills through English songs! is a workbook for English teachers aimed to contribute to language development by encouraging the learning of new words and phrases, using familiar topics. The child sings when he or she plays, does favorite activities; when he or she feels happy and sometimes just for fun. This facilitates retention, gives learning a pleasant character, increases vocabulary, and promotes greater fluency in oral expression.

It is essential that every English teacher considers the educational importance of music for their great amounts of motivation for learning. Music is a language available to everyone, basically because it is a coherent system of signs, formats, and structures that allows human experiences to be communicated.

Therefore, this is a teaching material which was created with lots of love for both teachers and children to promote the English language learning.

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Good morning!

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My name is...

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Touch color song

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Fruit salad

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Classroom commands

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GOOD MORNING

Lyrics

♪ Good morning ♪	♪ We could just wave ♪	♪ Hey, hey, what do you say ♪
♪ Good morning ♪	♪ Good morning ♪	♪ Let's celebrate ♪
♪ To you ♪	♪ Good morning ♪	♪ It's a brand-new day ♪
♪ It's so nice ♪	♪ Good morning ♪	♪ Hey, hey, what do you say ♪
♪ To see you ♪	♪ Or we could shake hands ♪	♪ It's a beautiful day ♪
♪ It's fun greeting you ♪	♪ Good morning ♪	♪ Good morning ♪
♪ Here we are ♪	♪ Good morning ♪	♪ Good morning ♪
♪ Good morning ♪	♪ Good morning ♪	♪ To you ♪
♪ And we'll shine ♪		
♪ Like a star ♪		

Retrieved from: <https://www.youtube.com/watch?v=asl00AKFfwM>

CLASS PROCESS

Objective: Students will be able to say greetings and ways of greeting

Materials: Computer, projector, speakers, worksheet

Starting activities

Teacher (T) greets the students with hugs and shaking hands.

Students (Ss) do the same actions in pairs.

Teacher presents pictures (a star, shaking hands)

Development

Ss listen to the song and dance according to the teacher's instructions.

Ss watch the video while dancing and imitating movements (three times).

Ss make some actions

- Pointing out stars or the sun

- Shaking hands

Ss color the star (yellow), hands (pink) with their fingers.

T asks: what are you painting? (Accept any response either English or Spanish)

T focuses on English words

T plays the song as many times as the students need to complete the painting activity while listening the song.

T hums the song all the time.

Closure

Ss sing the song and dance.

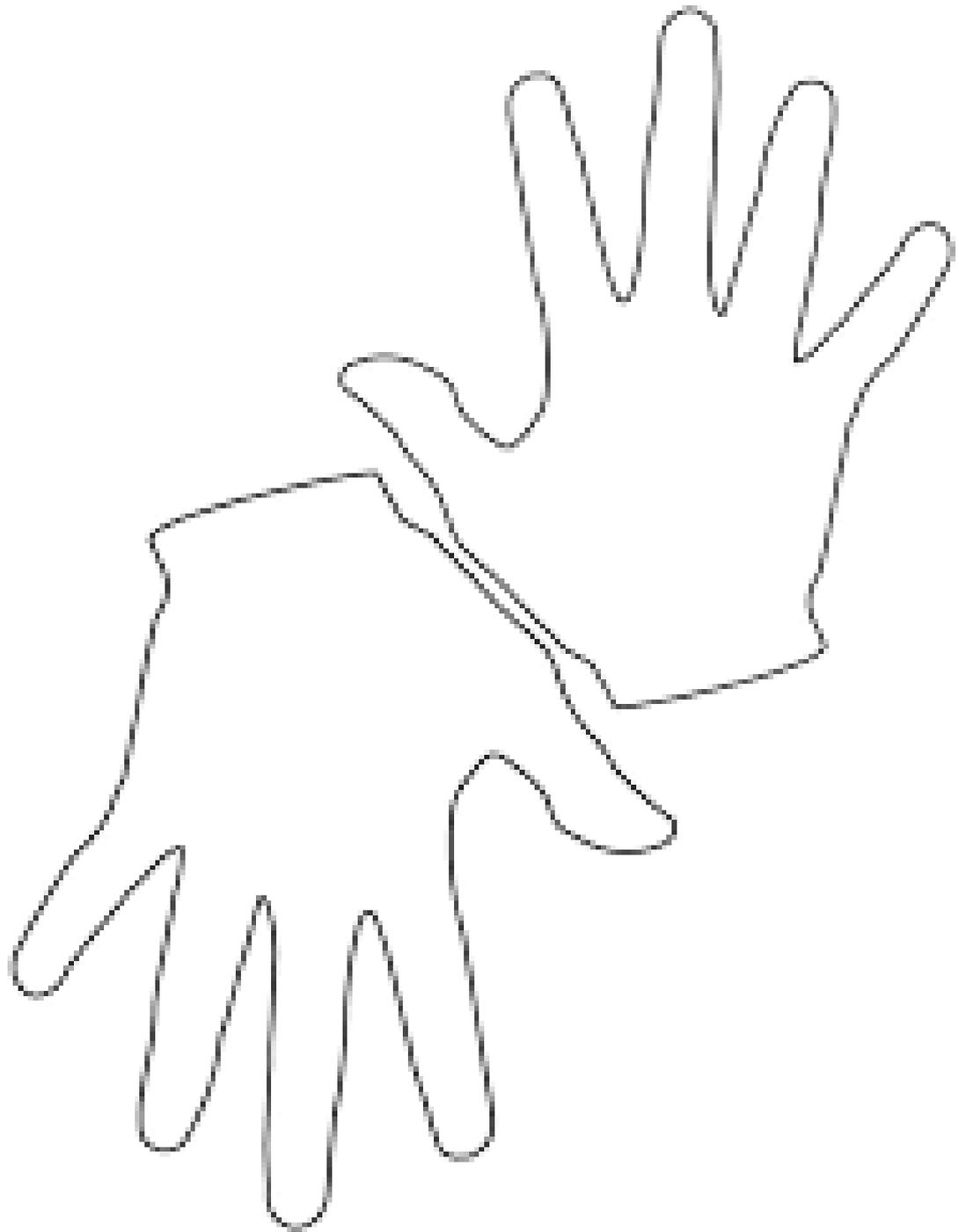
T video tapes the children and projects it while the students sing.

T sends the video to parents through a WhatsApp group for the students to practice at home.

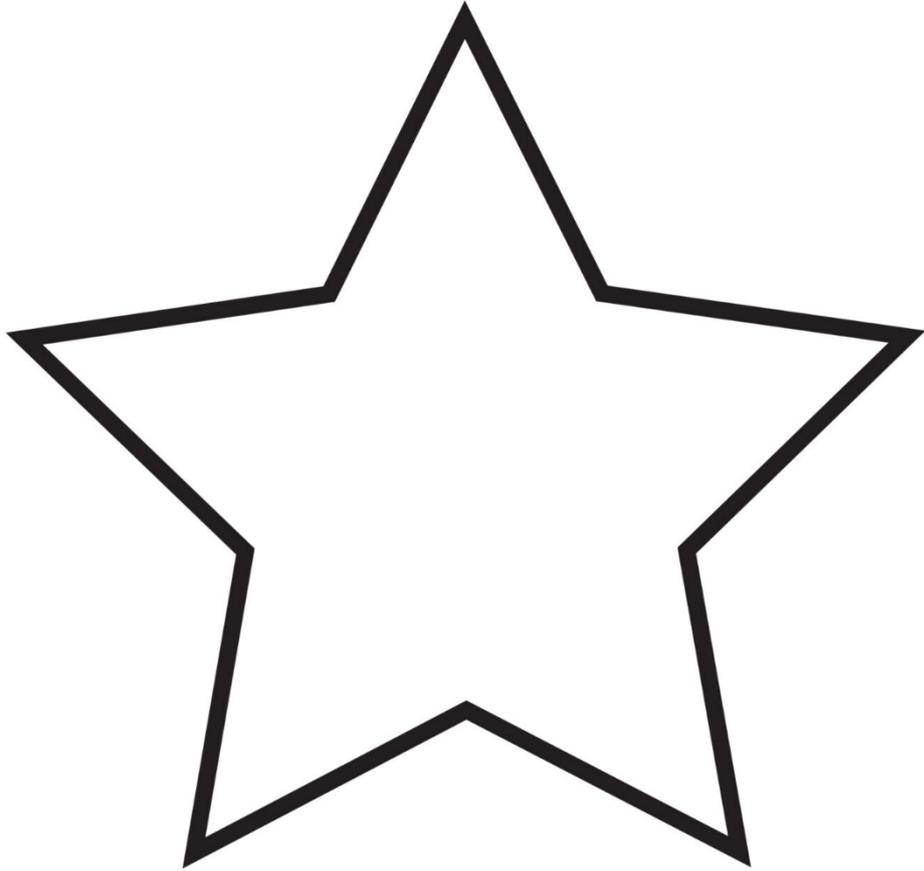
CLASS 1
GOOD MORNING

Name: _____ **Date:** _____

- 1. Take some paint and color these hands with your fingers.**



2. Paint the star with your fingers



Lyrics

Wake up wake up today is a sunny sunny day this is the way we great great great great great and green this is the way we greet and greet early in the morning good morning good morning this is the way we great great great great great and great this is the way we greet and greet in the afternoon good afternoon good afternoon	This is the way we greet greek greek gree and greek this is the way we greet and greet in the evening good evening good evening this is the way we greet greet greet greet greet and greet this is the way we greet and greet before we go to bed good night good night good morning good afternoon good evening good night good morning good afternoon good evening good night this is the way we greet greet great great great and greet	This is the way we greet and greet when we are thankful thank you thank you this is the way we greet greet, great great greet and greet this is the way we greet and greet when we apologize I'm sorry I'm sorry this is the way we greet, greet greet greet and greet this is the way we greet and greet when we go
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CLASS PROCESS

Objective: Students will be able to say three greetings and act out as a teacher

Materials: Computer, projector, speakers, worksheet

Starting activities

Teacher (T) greets the students and sings Good Morning song.

Students (Ss) do the same actions in pairs.

Teacher presents pictures (the morning, the afternoon and the evening)

Development

Ss listen to the song and imitate teacher's movements.

Ss watch the video while dancing and imitating movements (three times).

Ss point out a picture related to good morning, good afternoon and good evening

Ss make movements according to the section of the day.

Ss match pictures with phrases

T asks: what are you matching? (Accept any response either English or Spanish)

T focuses on phrases to greet

T plays the song as many times as the students need to complete the painting activity while listening the song.

T hums the song all the time.

Closure

Ss role play like they were teachers and arrive at different hours at school. One of them will be the teacher and the rest will be the students.

T video tapes the children and projects it while the students sing.

T sends the video to parents through a WhatsApp group for the students to practice at home.

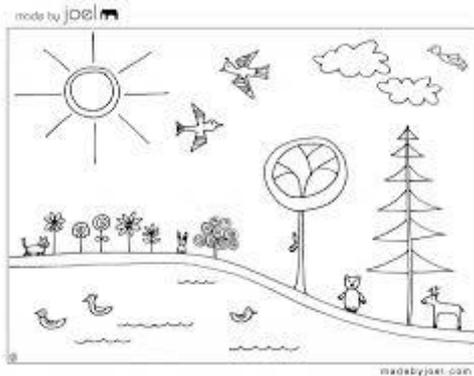
CLASS 2

Greetings second part

1. Match pictures with words.



Good afternoon



Good evening



Good morning

2. Act out as you were the teacher, enter the classroom and greet. The rest of your classmates will answer your greeting. Take turns.



MY NAME IS ...

Lyrics

<p>♪ Hello, hello ♪ ♪ What's your name ♪ ♪ Hello, hello ♪ ♪ What's your name ♪ ♪ My name is Noodle ♪ ♪ My name is Blossom ♪</p>	<p>♪ Nice to meet you ♪ ♪ Hello, hello ♪ ♪ What's your name ♪ ♪ Hello, hello ♪ ♪ What's your name ♪ ♪ My name is Cheesy ♪ ♪ My name is Broccoli ♪</p>	<p>♪ Nice to meet you ♪ ♪ Hello, hello ♪ ♪ What's your name ♪ ♪ Hello, hello ♪ ♪ What's your name ♪ ♪ My name is Jelly ♪ ♪ My name is Kernel ♪ ♪ Nice to meet you ♪ ♪ Let's be friends ♪</p>
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Retrieved from: <https://www.youtube.com/watch?v=hMI7k1UYtk0>

CLASS PROCESS

Objective: Students will be able to introduce themselves

Materials: Computer, projector, speakers, worksheet

Starting activities

Teacher greets the students by declaiming the song “Good morning” from the last class.

Ss imitate the teachers’ actions to greet.

Teacher presents pictures (a boy, a girl)

Development

Ss listen to the song and dance according to the teacher’s instructions.

Ss watch the video while dancing and imitating movements (three times).

Ss make some actions (waving, shaking hands and greet)

Ss identify the characters of the song.

T asks: What is his/her name? (Ss must say the characters’ names appropriately)

T focuses on the phrases: hello, what’s your name, my name is...

T asks the Ss the names of the characters by using the video and stopping it when necessary.

T plays the song as many times as the students need to complete following the dots activity to write characters’ names while listening the song.

Ss draw themselves and their teacher

T monitors the task and quickly roleplays with her students.

T hums the song all the time.

Closure

Ss sing the song and dance.

T video tapes the children and projects it while the students sing.

T sends the video to parents through a WhatsApp group for the students to practice

CLASS 3
MY NAME IS ...

Name: _____

Date: _____

1. Follow the dots to complete the characters' names.

NOODLE BLOSSOM



CHEESY BROCCOLI

CHEESY BROCCOLI



JELLY

KERNEL



YOU

YOUR

TEACHER



CLASS 4

Wonderful actions ...

Lyrics

<p>Stand up stand up, sit down sit down Stand up stand up, turn around turn around Sit down sit down, stand up stand up Turn around turn around turn around Put one hand up, put one hand down Put two hands up, put two hands down Sit down sit down, stand up stand up Turn around turn around turn around</p>	<p>Jump jump jump Hop hop hop Run run run Stop stop stop! Sit down sit down, stand up stand up Turn around turn around turn around Let's sing it one more time. Everybody sit down [spoken] Stand up stand up, sit down sit down Stand up stand up, turn around turn around Sit down sit down, stand up stand up</p>	<p>Turn around turn around turn around Put one hand up, put one hand down Put two hands up, put two hands down Sit down sit down, stand up stand up Turn around turn around turn around Jump jump jump Hop hop hop Run run run Stop stop stop! Sit down sit down, stand up stand up Turn around turn around turn around Turn around turn around turn around</p>
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Retrieved from: <https://www.youtube.com/watch?v=WsiRSWthV1k>

CLASS PROCESS

Objective: Students will be able to say action verbs

Materials: Computer, projector, speakers, worksheet

Starting activities

Teacher greets the students by singing the song “Good morning”

Ss imitate the teachers’ actions and greet.

Development

Ss listen to the song and dance.

Ss watch the video (three times).

Ss look at their teacher and imitate her actions

Ss play Simon Says

T says: Simon says..... stand up sit down , sleep, write, and raise your hand.

T focuses on the body movements

T plays the song as many times as the students need to complete the task

T monitors the task and asks colors individually

T hums the song all the time.

Closure

Ss sing the song, and dance while acting out movements.

Ss take turns to play Simon says

T video tapes the children and projects it while the students sing.

T sends the video to parents through a WhatsApp group for the students to practice at home.

CLASS 4
WONDERFUL ACTIONS

Name: _____

Date: _____

1. Point out and paint what your teacher's say.

<p style="text-align: center;">stand up</p> 	<p>Write</p>
	<p>Sit down</p>
	<p>Sleep</p>
	<p>Stand up!</p>

2. Match the words with the pictures in task 1. Then, play Simon says! Take turns



WONDERFUL COLORS

Color touch song
Lyrics

<p>B b blue B b blue B b blue Touch something blue! P p pink P p pink P p pink Touch something pink! G g green G g green G g green Touch something green!</p>	<p>Y y yellow Y y yellow Y y yellow Touch something yellow! O o orange O o orange O o orange Touch something orange! B b black B b black B b black Touch something black!</p>	<p>R r red R r red R r red Touch something red W w white W w white W w white Touch something white! P p purple P p purple P p purple Touch something purple! R r rainbow R r rainbow R r rainbow Touch a rainbow!</p>
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Retrieved from: <https://www.youtube.com/watch?v=XI6e7rYdQPo>

CLASS PROCESS

Objective: Students will be able to recognize different colors

Materials: Computer, projector, speakers, worksheet, realia (fruits, clothes, paint)

Starting activities

Teacher greets the students by singing the song “Good morning” and My name is from the last classes.

Ss imitate the teachers’ actions and greet.

Teacher presents colors pasted on the walls, fruits and clothes on the tables.

Development

Ss listen to the song and dance.

Ss watch the video (three times).

Ss touch or point out different colors. They can walk around the class to move when necessary.

Ss identify the colors in the song

T asks: What is this color? Students answer colors (provide feedback if necessary)

T focuses on the colors using clothes and fruits.

T provides some blank sheets of paper and some paint for students to touch it with their hands and print the colors (the paint must be washable)

T plays the song as many times as the students need to complete the task

T monitors the task and asks colors individually

T hums the song all the time.

Closure

Ss sing the song, dance, and touch colors.

T video tapes the children and projects it while the students sing.

CLASS 5
WONDERFUL COLORS

Name: _____ **Date:** _____

**PRINT YOUR HAND COLOR BY COLOR. WASH YOUR HANDS AFTER
FINISHING WITH EACH COLOR. (Seven blank sheets of paper)**



Wonderful colors: part 2

CLASS PROCESS

Objective: Students will be able to colors and the process of mixing them.

Materials: Computer, projector, speakers, worksheet, didactic water painting.

Starting activities

Teacher greets the students and plays the color song.

Ss imitate the teachers' actions

Teacher presents some color paintings (blue, yellow, black, and white)

Development

Ss watch the video (three times). <https://www.youtube.com/watch?v=-PgMk1EzVkk>

T asks students to identify different colors in the video. She stopped the video to ask questions. What color is it?

T asks: Students answer (provide feedback if necessary)

T focuses on colors.

Students sing the color song three times.

T shows students three combinations of colors and students look attentively.

Students mix colors and do the experiment

Closure

T asks students about the results of the experiment

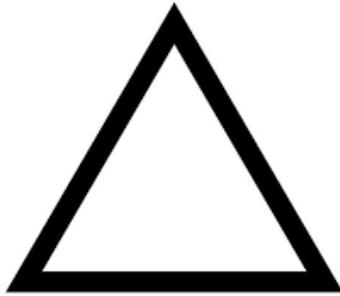
Ss answer teacher's questions

Ss practice mixing colors at home

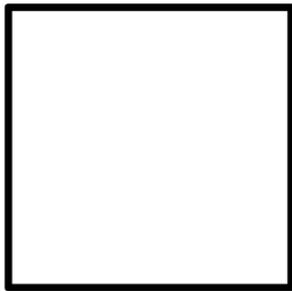
CLASS 6
WONDERFUL COLORS: PART TWO

Name: _____ **Date:** _____

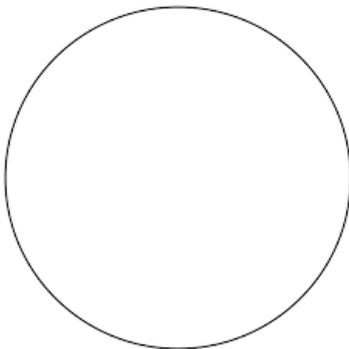
1. Listen to your teacher and color every form.



blue

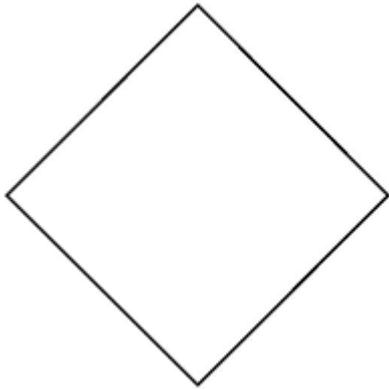


Red



Yellow

Pink



2. Do experiment and say the result



3. Ask your teacher for the answer

Student: What color is this?

Teacher: It is pink



FRUITS

Lyrics

<p>TEACHER: Hey children, let's get ready for a fruit salad song! Round and round, round and round, round and round! There we go!</p>	<p>♪ Watermelon ♪ ♪ Watermelon ♪ ♪ papaya ♪ ♪ papaya ♪ ♪ chikoo, chikoo, chikoo ♪ ♪ ♪ chikoo, chikoo, chikoo ♪ ♪ ♪ Fruit salad ♪ ♪ Fruit salad ♪</p>	<p>♪ apple, mango ♪ ♪ apple, mango ♪ ♪ banana ♪ ♪ banana ♪ ♪ cherry, cherry, cherry ♪ ♪ cherry, cherry, cherry ♪ ♪ Fruit salad ♪ ♪ Fruit salad ♪ TEACHER: one more time!</p>
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CLASS PROCESS

Objective: Students will be able to recognize different fruits names

Materials: Computer, projector, speakers, worksheet, realia

Opening

Teacher greets the students

Ss imitate the teachers' actions and greet.

Ss sing the color song

Teacher presents fruits in flash cards

Development

Ss listen to a fruit song while snapping their fingers
https://www.youtube.com/watch?v=7nlGrC_4MKk

Ss watch the video (three times).

T asks the fruits names and the students answer, touch or point out different pieces of fruit.

T asks: What is this fruit? Students answer (provide feedback if necessary)

T focuses on fruits and review colors.

Students develop the worksheet with activities

Ss sing the fruit song

Closure

T asks the students to draw and paint their favorite fruit

T sends the song to parents through a WhatsApp group for the students to practice

NOTE: for the next class, teacher asks to bring some fruits to prepare a fruit salad.

CLASS 7

FRUITS

Name: _____

Date: _____

Paint and say what is your favorite fruit.

Teacher: what is this?

Student: This is a , my favorite fruit.



CLASS 8

FRUIT SALAD

Lyrics

<p>TEACHER: Hey children, let's get ready for a fruit salad song! Round and round, round and round, round and round! There we go!</p>	<p>♪ Watermelon ♪ ♪ Watermelon ♪ ♪ papaya ♪ ♪ papaya ♪ ♪ chikoo, chikoo, chikoo ♪ ♪ chikoo, chikoo, chikoo ♪ ♪ Fruit salad ♪ ♪ Fruit salad ♪</p>	<p>♪ apple, mango ♪ ♪ apple, mango ♪ ♪ banana ♪ ♪ banana ♪ ♪ cherry, cherry, cherry ♪ ♪ cherry, cherry, cherry ♪ ♪ Fruit salad ♪ ♪ Fruit salad ♪ TEACHER: one more time!</p>
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CLASS PROCESS

Objective: Students will be able to recognize different fruits to make some fruit salad

Materials: Computer, projector, speakers, worksheet, realia (fruits: banana, mango, apple, cherry, chikoo, watermelon, papaya)

Starting activities

Teacher greets the students

Ss imitate the teachers' actions and greet.

Teacher presents fruits pasted on the walls, and some chopped fruit on small dishes.

Development

Ss listen to a fruit song while snapping their fingers
https://www.youtube.com/watch?v=7nlGrC_4MKk

Ss watch the video (three times).

T asks the fruits names and the students answer, touch or point out different pieces of fruit. They can walk around the class to move when necessary.

Ss smell the fruits and eat a piece of each of them while saying its name.

T asks: What is this fruit? Students answer (provide feedback if necessary)

T focuses on fruits and review colors.

T covers the child's eyes with a handkerchief

Ss eat another piece of fruit and say its name blindfolded.

T monitors the task and asks individually

T presents a fruit guess video <https://www.youtube.com/watch?v=mVE9pYdwX-I>

Closure

T presents the salad fruit song <https://www.youtube.com/watch?v=6ZclGT88JoI>

Ss sing the song while make the fruit salad

T video tapes the children and projects it while the students sing.

T sends the song to parents through a WhatsApp group for the students to practice at home and send the worksheet 8 as homework for students to paint, write, and say the fruits.

NOTE: to prepare the salad fruit, everything must be chopped in advance.

Retrieved from: <https://www.youtube.com/watch?v=6ZclGT88JoI>

CLASS 8
FRUIT SALAD

Name: _____ **Date:** _____

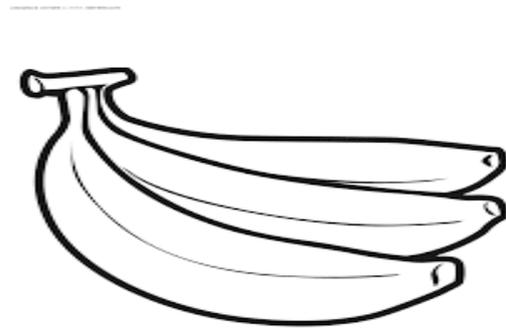
FOLLOW THE DOTS TO WRITE THE FRUIT AND COLOR IT.

apple

banana



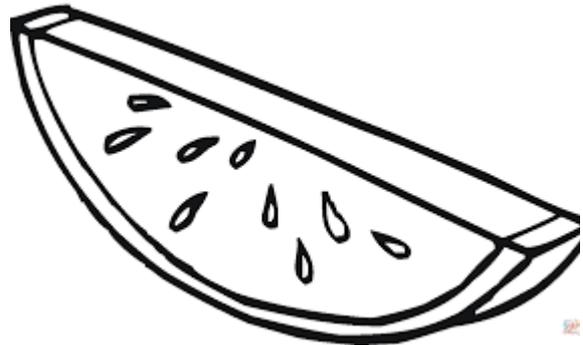
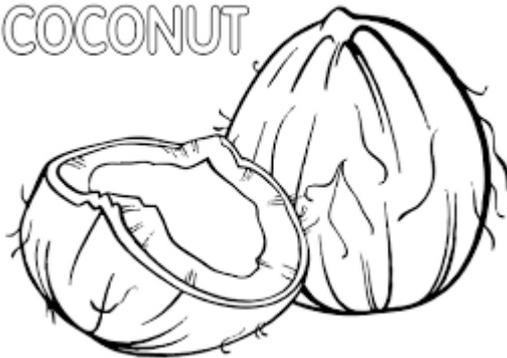
Apple



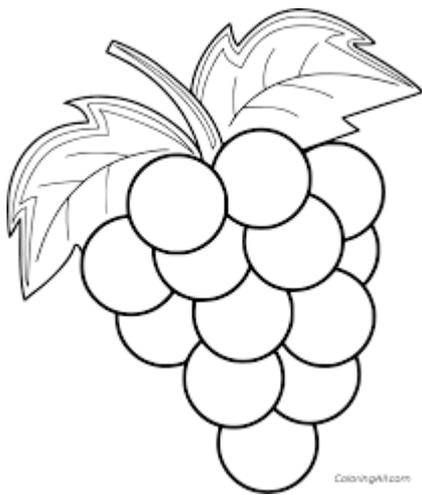
coconut

watermelon

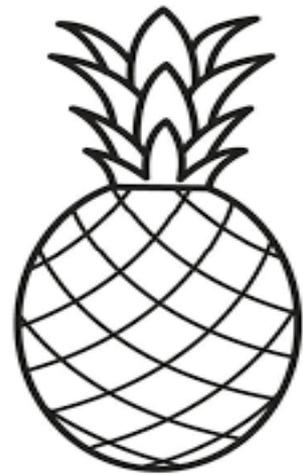
COCONUT



Grapes

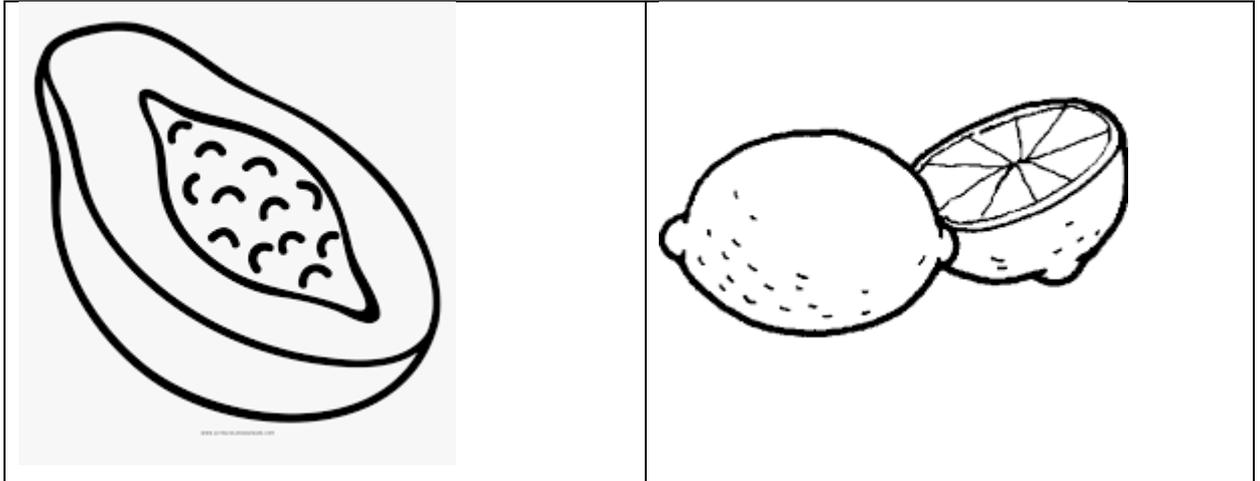


Pineapple



Papaya

Lemon



A role play with fruits

CLASS PROCESS

Objective: Students will be able to role play a fruit scene.

Materials: Computer, projector, speakers, worksheet, color pencils.

Starting activities
 Teacher greets the students
 Ss imitate the teachers' actions and greet.
 Teacher presents pictures pasted on the walls; they are the fruits.
 Ss brainstorm the names of fruits.

Development
 Ss sing the fruit song
 T asks students what is your favorite fruit?
 Ss answer. Once the teacher has obtained the student's answer, she has to draw two big fruits in a piece of cardboard.
 Ss paint their fruits.
 T monitors students' painting and ask them: What color is this? What fruit is this? Do you like it? Students respond according to the question.
 T plays the fruit song.
 T explains about the pollution and the abuse of pesticides. And asks students what would say fruits to pesticides?
 Ss brainstorm answers.
 Ss paste some strings to attach the two pieces of cardboard
https://www.google.com/search?q=fruit+role+play&rlz=1C1CHBF_esEC924EC924&oq=fruit+role+play&aqs=chrome..69i57j0i22i30l3j0i15i22i30j0i22i30i5.5565j

[0j7&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:a63681a2,vid:S0v35FmmiZY](https://www.youtube.com/watch?v=0j78#fpstate=ive&vld=cid:a63681a2,vid:S0v35FmmiZY)

And wear it to pretend to be a fruit.

Please, don't kill me, pesticide!

Closure

Ss sing the song and dance

Ss take turns to role play

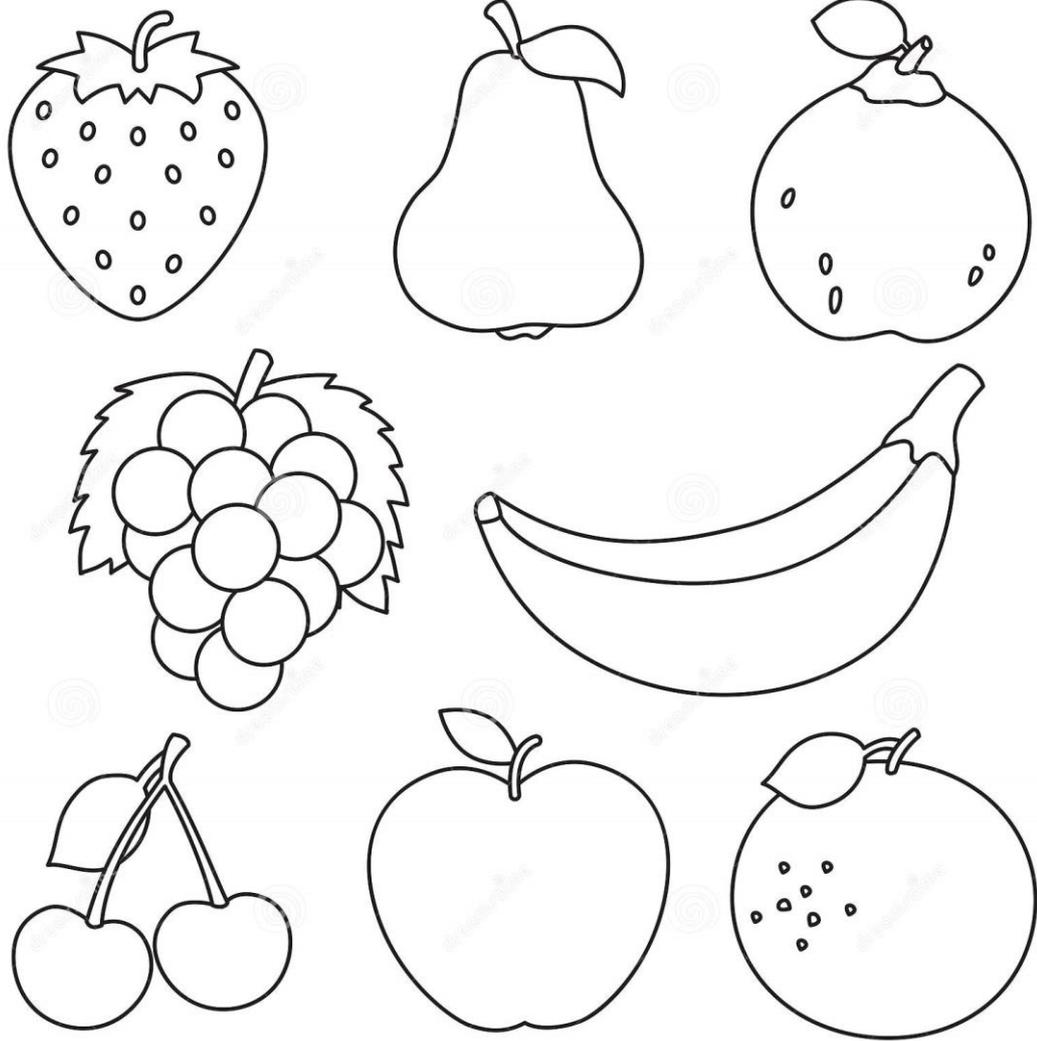
CLASS 9

A ROLE PLAY

Name: _____

Date: _____

PAINT YOUR FAVORITE FRUIT



ASK YOUR TEACHER FOR SOME MATERIAL TO PAINT.

ATTACH YOUR DRESSING WITH SOME STRING

ACT OUT AS YOU WERE A PEAR



CLASSROOM COMMANDS

Lyrics

TEACHER: Sit down, stand up And clap, clap, clap Sit down, stand up And stomp, stomp, stomp Sit down, stand up, And shake, shake, shake And turn around Can you sing the song?	♪ Sit down, stand up And clap, clap, clap ♪ X 3 ♪ Turn around ♪ ♪ Sit down, stand up And stomp, stomp, stomp ♪ X 3 ♪ Turn around ♪	♪ Sit down, stand up And shake, shake, shake ♪ X 3 ♪ Turn around ♪ ♪ Turn around ♪ ♪ Sit down ♪
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Retrieved from: <https://www.youtube.com/watch?v=3PeWPhZKPLo>

CLASS PROCESS

Objective: Students will be able to follow different classroom commands.

Materials: Computer, projector, speakers, worksheet, pictures.

Starting activities

Teacher greets the students

Ss imitate the teachers' actions and greet.

Teacher presents pictures pasted on the walls, especially policeman, military, and students who follow instructions.

Development

T presents the video and make movements

Ss watch the video (three times).

T asks the students to walk around dancing and making movements to follow commands. They can walk around the class to move when necessary.

Ss work on the worksheets following the dots and painting on actions.

Ss make a matching exercise.

Closure

Ss sing the song and dance

Ss take turns to say and execute commands.

CLASS 10

CLASSROOM COMMANDS

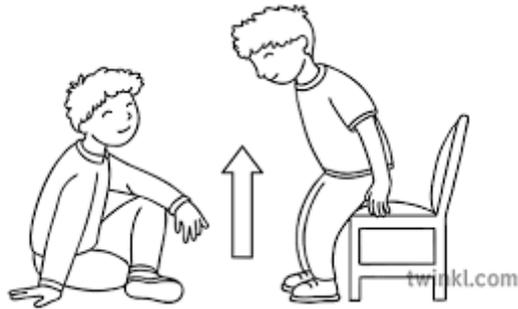
Name: _____

Date: _____

FOLLOW THE DOTS TO WRITE THE COMMAND AND PAINT IT

Stand up

Sit



down



Turn around

Clap



Shake

Stomp



Match the pictures with corresponding words



Clap



Sit down



Shake



Stomp



Turn around



Stand up



MY BODY

Lyrics MY BODY

Eyes eyes eyes Nose nose nose Head head head Mouth mouth mouth mouth	Ears ears ears Shoulder shoulder shoulder shoulder Hands hands hands Tummy tummy tummy tummy	Ears ears ears Shoulder shoulder shoulder shoulder Hands hands hands Tummy tummy tummy tummy
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Retrieved from: <https://www.youtube.com/watch?v=zqPH2U8JtB4>

CLASS PROCESS

Objective: Students will be able to show parts of the body.

Materials: Computer, projector, speakers, worksheet, pictures

Starting activities

Teacher greets the students

Ss imitate the teachers' actions and greet.

Teacher presents some pictures of body parts.

Development

T presents the video and make movements touching body parts

Ss watch the video (three times).

T asks the students to walk around dancing and making movements with parts of the body.

Ss play Simon Says! Simon says, touch your eyes...

Ss work on the worksheets

Ss say body parts touching and singing.....head, shoulders, knees, and toes

Closure

Ss sing the song and dance

Ss take turns to say the parts of their body

CLASS 11

NUMBERS

Name: _____

Date: _____

PAINT AND CUT THE BODY PARTS

Body Parts



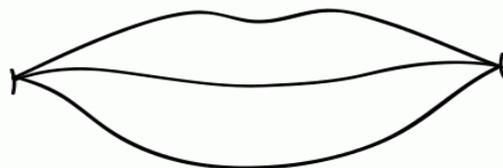
right eye



left eye



nose



mouth



right ear



left ear

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PLAY SIMON SAYS



Numbers

Lyrics Counting 1 to 10

<p>One, two, three. - One, two, three! Four, five, six. - Four, five, six! Seven. - Seven! Eight. - Eight! Nine and ten. - Nine and ten! Do you know how to count? Yes I know how to count! Do you know - do you know? how to count? - How to count? Yes, I know! - Yes, I know! how to count. - How to count!</p>	<p>One, two, three. - One, two, three. Four, five, six. - Four, five, six. Seven. - Seven! Eight. - Eight! Nine and ten. - Nine and ten! One, two, three. - One, two, three! Four, five, six. - Four, five, six! Seven. - Seven! Eight. - Eight! Nine and ten. - Nine and ten! [instrumental] One, two, three, four five, six, seven, eight, nine, ten!</p>	<p>Can you count from ten to one? I can count from ten to one Can you count - can you count from ten to one? - From ten to one? I can count - I can count! from ten to one. - From ten to one! Ten, nine, eight, seven six, five, four, three, two, one. Ten, nine, eight, seven six, five, four, three, two, one</p>
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Retrieved from: <https://www.youtube.com/watch?v=DR-cfDsHCGA>

CLASS PROCESS

Objective: Students will be able to count from 1 to 10.

Materials: Computer, projector, speakers, worksheet, pictures (realia, dollars).

Starting activities

Teacher greets the students

Ss imitate the teachers' actions and greet.

Teacher presents money to count.....from 1 to ten

Development

T presents the video and make movements: The Singing Walrus. Counting from 1 to 10!

Ss watch the video (three times).

T asks the students to walk around dancing and making movements to count with fingers. They can walk around the class to move when necessary.

Ss work on the worksheets painting on numbers.

Ss say numbers combining with parts of the body

Closure

Ss sing the song and dance

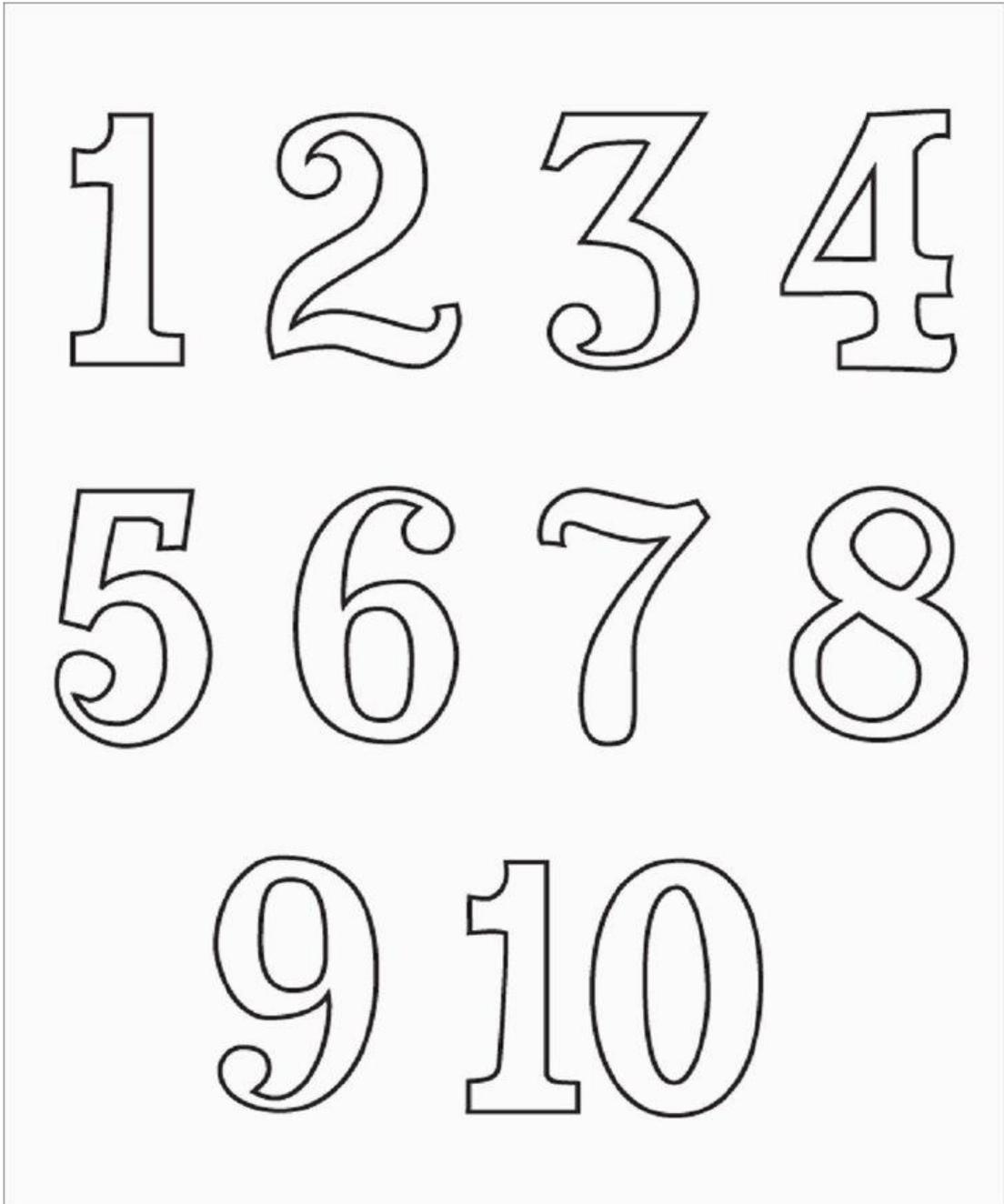
Ss take turns to say how many fingers do you have?

CLASS 12
NUMBERS

Name: _____

Date: _____

PAINT THE NUMBERS



COUNT AND SAY YOUR TEACHER HOW MANY FINGERS YOU HAVE.

DRAW A MONSTER WITH MANY FINGERS AND EYES.



OBJECTS PART 1

Lyrics

That is a desk.	That is a desk.	That is a chair.
That is a chair.	That is a chair.	That is a door.
That is a door.	That is a door.	That is a window.
That is a window.	That is a window.	That is a desk.

Retrieved from: <https://www.youtube.com/watch?v=hW6HAIY2aYk>

CLASS PROCESS

Objective: Students will be able to combine things, numbers, colors, and body parts.

Materials: Computer, projector, speakers, worksheet

Starting activities

Teacher greets the students while singing “Good morning” song.

Ss imitate the teachers’ actions and greet.

T presents some pictures of objects like chair, window, door, desk.

Development

Ss listen to the things song.

Ss watch the video (three times).

T asks the students to touch the objects while singing the song

Ss walk around the classroom while singing and touching the objects.

Ss develop the worksheet and answer question:

What color is the desk?

How many legs does the desk have?

T provides feedback if necessary

Ss sing the objects song.

Closure

T and Ss ask questions and answers

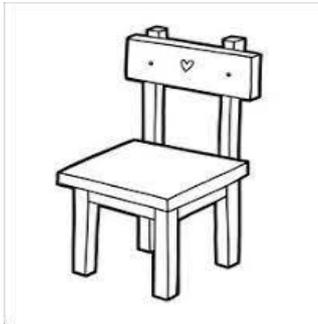
Ss draw according to their teacher’s instruction

CLASS 13
OBJECTS PART 1

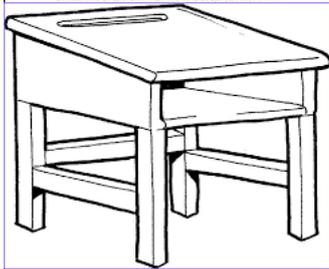
Name: _____

Date: _____

LISTEN TO YOUR TEACHER AND THE SONG, PAINT AND MATCH THE OBJECTS WITH THE WORDS



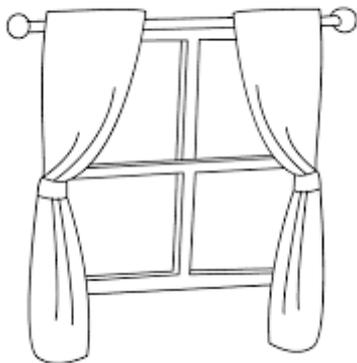
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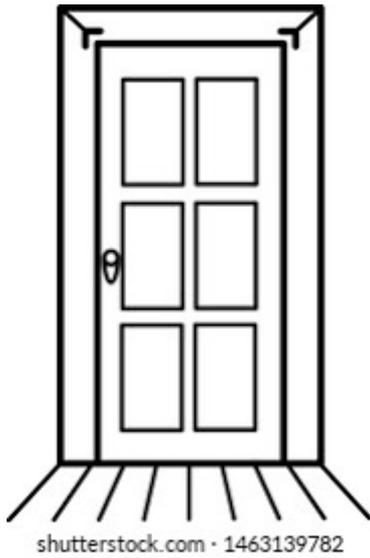


WINDOW

DOOR

TABLE





DESK



CHAIR

ANSWER THESE QUESTIONS

- a) How many legs does the table have?
- b) What color is the table?
- c) How many legs does the chair have?
- d) What color is the door?
- e) Does the window have legs?

DRAW SOME WEIRD OBJECTS, FOR EXAMPLE, A TABLE WITH 6 LEGS AND A WINDOW WITH EYES.



MY HOUSE

Lyrics

Rombaroom, Rombaroom, Rombaroom, Hey did you see my dad? Sister's watch TV In the living room	Mom is reading a book in the bedroom Brother's taking a shower In the bathroom Dad is cooking dinner in the kitchen	Living, bedroom, bathroom, kitchen Rombaroom, Rombaroom, Rombaroom
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Retrieved: <https://www.youtube.com/watch?v=qZyJPZxsmZk>

CLASS PROCESS

Objective: Students will be able to say house rooms.

Materials: Computer, projector, speakers, worksheet

Starting activities

Teacher greets the students

Ss imitate the teachers' actions and greet.

Teacher presents some photos about house rooms.

Development

Ss listen to the houseroom song.

Ss watch the video (three times).

T asks the students to recognize the rooms of the house.

Ss cut the rooms while singing

Ss in another piece of paper, students paste the rooms of the house while singing the song

Ss sing the rooms song.

Closure

T and Ss sing the song

T video tapes the children and projects it while the students sing.

CLASS 14
MY ROOMS

Name: _____

Date: _____

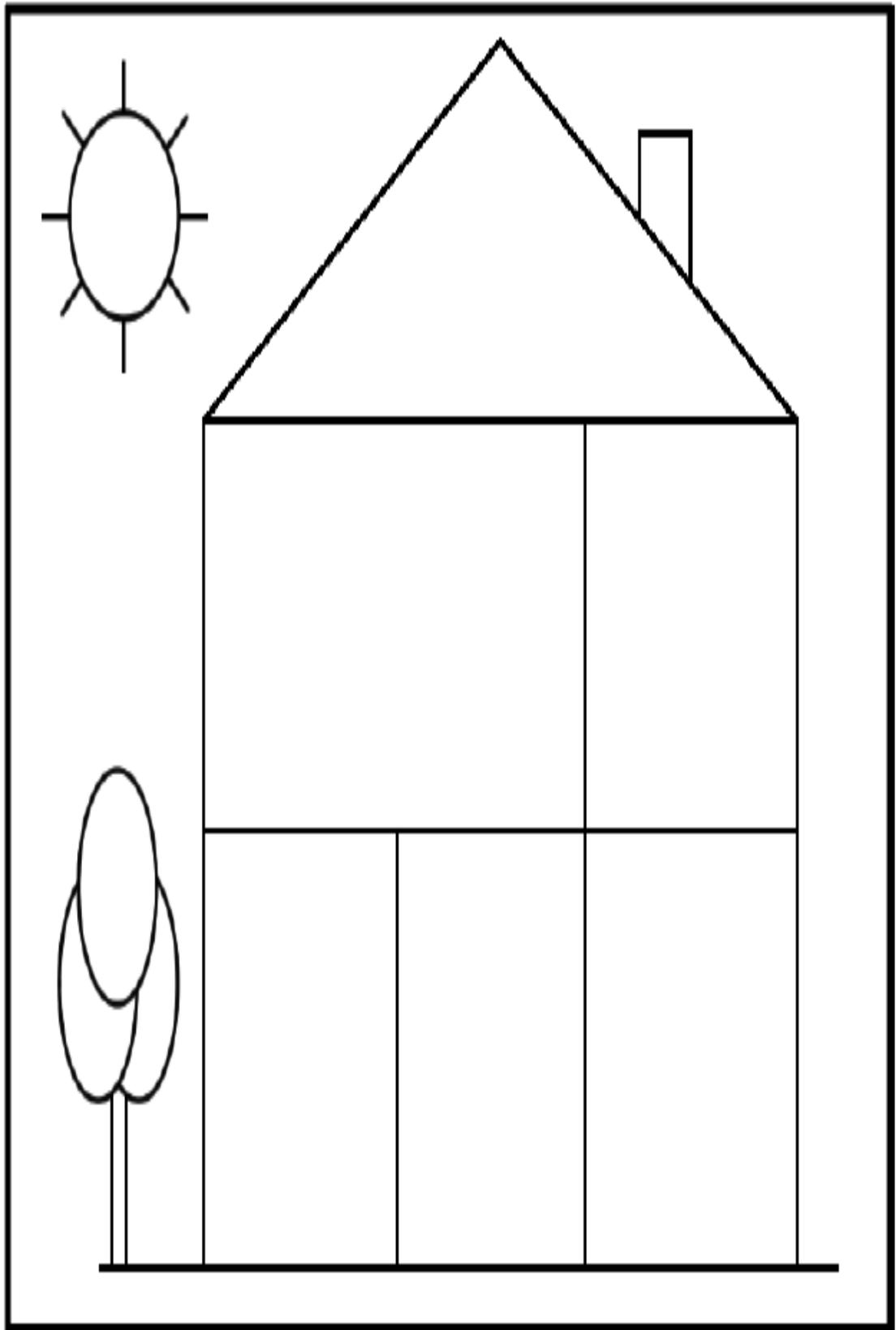
CUT THE ROOMS OF THE HOUSE





bathroom

PASTE THE ROOMS ACCORDING TO THE WORD





CLASS 15

FAMILY

Lyrics

<p>♪ Daddy finger, daddy finger ♪ ♪ Where are you ♪ ♪ Here I am, here I am ♪ ♪ How do you ♪ ♪ Mommy finger, mommy finger ♪ ♪ Where are you ♪ ♪ Here I am, here I am ♪ ♪ How do you ♪</p>	<p>♪ brother finger, brother finger ♪ ♪ Where are you ♪ ♪ Here I am, here I am ♪ ♪ How do you ♪ ♪ sister finger, sister finger ♪ ♪ Where are you ♪ ♪ Here I am, here I am ♪ ♪ How do you ♪</p>	<p>♪ Baby finger, baby finger ♪ ♪ Where are you ♪ ♪ Here I am, here I am ♪ ♪ How do you ♪</p>
---	---	--

Retrieved from: <https://www.youtube.com/watch?v=G6k7dChBaJ8>

CLASS PROCESS

Objective: Students will be able to say their family members

Materials: Computer, projector, speakers, worksheet, finger puppets, family photo

Starting activities

Teacher greets the students

Ss imitate the teachers' actions and greet.

Teacher presents her family saying their names: mother (mommy), father (daddy), brother, sister, baby.

Development

Ss listen to the family song.

Ss watch the video (three times).

T asks the students to make puppets together while humming the song.

Ss measure their fingers, cut two pieces of paper the same measure of their fingers.

Ss paste the pieces in the form of their finger.

Ss cut the faces of their family members

Ss decorate their puppets with their family members.

Ss sing the family song.

Closure

T and Ss sing with their puppets on.

T video tapes the children and projects it while the students sing.

Ss paste their family members on the worksheet at home.

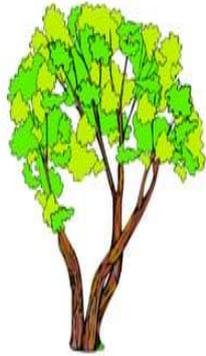
NOTE: ask for a family photo printed and the materials in advance.

MY FAMILY

Name: _____

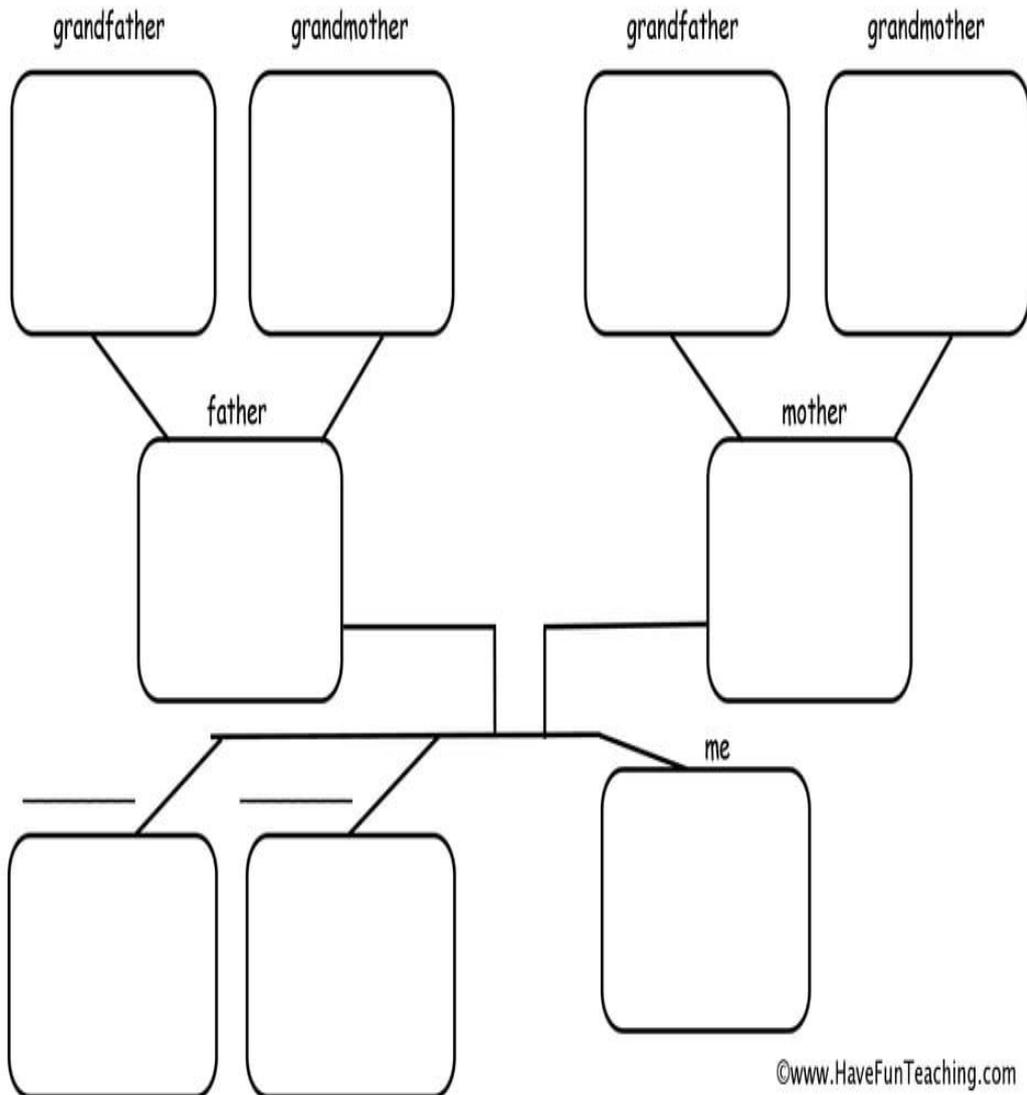
Date: _____

PASTE YOUR FAMILY MEMBER PHOTOS IN EACH BOX



Name: _____

My Family Tree



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PARTS OF THE KITCHEN

Lyrics

Get out a pan yeah!	Try it now, yeah!	Everything makes music
Get out a pot yeah!	Try it now yeah!	Everything makes music
Everything makes music	Get out a spoon yeah!	When we're in the kitchen
Everything makes music	Get out some chopsticks	When we're in the kitchen
When we're in the kitchen	yeah!	Try it now, yeah!
When we're in the kitchen	Everything makes music	Try it now yeah!
	Everything makes music	

Retrieved from: https://www.youtube.com/watch?v=i1Pa0TAoX_k

CLASS PROCESS

Objective: Students will be able say things found in the kitchen

Materials: Computer, projector, speakers, worksheet, realia: dishes, spoon, pot, pan, chopsticks.

Starting activities

Teacher greets the students

Ss imitate the teachers' actions and greet.

Teacher encourages students to sing the houserooms song.

Development

Ss listen to the song

T asks the students to listen to the song and recognize the object

Students brainstorm ideas

T asks the student to say what is the pot used for?

Ss answer teacher's questions.

Everyone sings the song while painting and matching

Closure

Ss sing the song

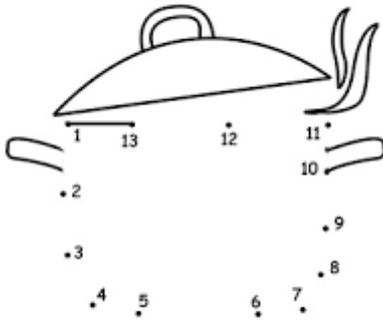
T video tapes the children and projects it while the students sing.

CLASS 16

OBJECTS IN THE KITCHEN

Name: _____ **Date:** _____
FOLLOW THE DOTS, PAINT AND MATCH THE OBJECTS WITH THEIR NAMES

pan

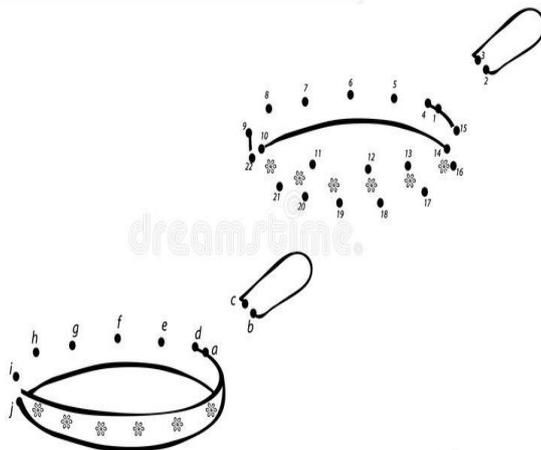


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spoon



dish



How to a spoon for you draw it and color it

1 2 3 4 5 6 7 8 9 10



pot



Things for school

**BACKPACK
Lyrics**

Backpack	I'm the back pack loaded	Anything that you might
Backpack	up	need
Backpack	With things and	I got inside for you
Backpack	Kick -snacks too	Backpack
		Backpack

Retrieved from: <https://www.youtube.com/watch?v=CmDKQ7UQwTQ>

CLASS PROCESS

Objective: Students will be able to name school objects

Materials: Computer, projector, speakers, worksheet, realia

Starting activities
 Teacher greets the students
 Ss imitate the teachers' actions and greet.

Development
 Ss listen to the backpack song and dance while listening to it.
 Ss watch the video (three times).
 Ss take their materials out from their backpack
 T says the names of materials, book, notebook, pencil, color pencils
 Ss say the names of materials
 Ss sing the clothes song.

Closure
 Ss sing the song
 T video tapes the children and projects it while the students sing.

CLASS 17
SCHOOL MATERIALS

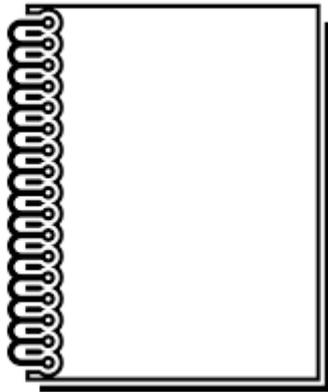
Name: _____

Date: _____

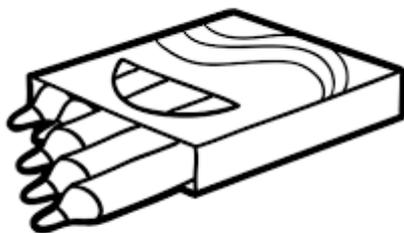
COLOR AND MATCH THE WORDS WITH THE PICTURES



Notebook



Book



Pencil

Color pencils



www.TeachDad.com



CLASS 18

ANIMALS

Lyrics

<p>TEACHER: Let's sing a song about animals. CHILDREN: OK! ♪Jump, jump like a kangaroo♪. X3 ♪Let's sing the animal song. TEACHER: Let's swing our noses like an elephant. ♪Swing swing like an elephant♪. X3 ♪Let's sing the animal song.</p>	<p>TEACHER: Let's count to ten. ♪One two three four five six seven eight nine ten. ♪One two three four five six seven eight nine ten. ♪Shake shake like a rattle snake♪. X3 ♪Let's sing the animal song.</p>	<p>♪Let's fly like a pelican ♪Fly fly like a pelican♪. X3. ♪Let's sing the animal song♪. ♪Let's count. One two three four five six seven eight nine ten. One two three four five six seven eight nine ten ♪. ♪Sleep sleep like a koala ♪. X3. Let's sing the animal song. Wake up!</p>
---	--	--

Retrieved from: <https://www.youtube.com/watch?v=wCfWmlnJl-A>

CLASS PROCESS

Objective: Students will be able to act out and say animals' names

Materials: Computer, projector, speakers, worksheet, face paint

Starting activities

Teacher greets the students

Ss imitate the teachers' actions and greet.

Teacher shows some photos that will appear in the video (the teacher may look for masks of animals or costumes)

Ss imitate the sounds of animals

Development

Ss listen to the animal song

T asks the students to say the names of animals (accept any response)

Ss watch the video (three times).

T divides the students into groups of animals (homogeneous group)

T paints the students' faces according to their names (teacher may ask for help to another teacher).

Ss act out according to their animal names (twice).

T asks students to form new groups with one animal of each previous group (heterogeneous group)

Ss take turns to act out according to their names.

Ss sing the family song.

Closure

Ss sing the song

T video tapes the children and projects it while the students sing.

Ss follow dots and draw animals in the worksheet.

NOTE: ask for materials in advance.

CLASS 18
ANIMALS

Name: _____ Date: _____
FOLLOW THE DOTS TO WRITE THE ANIMALS AND DRAW THEM.

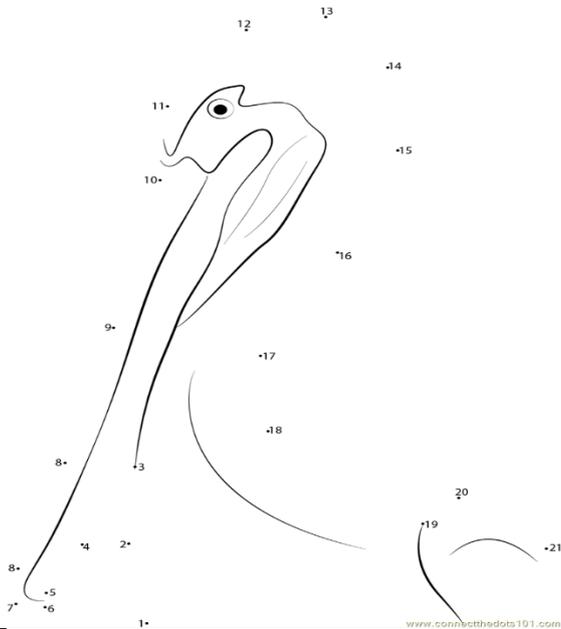
SNAKE



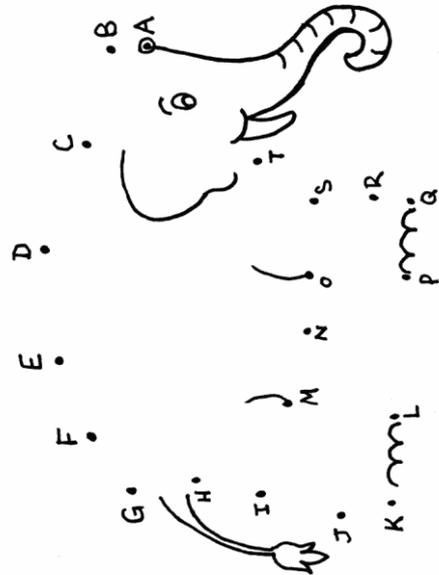
KANGAROO



PELICAN



ELEPHANT





CLASS 19

CLOTHES

Lyrics

<p>TEACHER: My clothes with sentences This one's a little fast... here we go. ♪Coat, shirt, T-shirt - skirt♪ X2 ♪My coat is green ♪My shirt is pink ♪ ♪My T-shirt is blue♪. ♪My skirt is blue♪. Let's try four more</p>	<p>♪boots, knittens, shoes, socks ♪ X2 ♪My boots are brown♪ ♪My boots are brown♪ ♪My knittens are red ♪ ♪My knittens are red ♪ ♪My shoes are blue♪ ♪My shoes are blue♪. ♪My socks are green♪. ♪My socks are green♪. Ok last four Here we go</p>	<p>♪rain boots, earmuffs, under pants, hat♪ X3 ♪Rainboots on my feet ♪. ♪Earmuffs on my ears♪ X2 ♪Underpants on my head♪ Underpants on my head? lol ♪A hat on my head♪</p>
---	---	--

Retrieved from: <https://www.youtube.com/watch?v=taoCF1cKZSY>

CLASS PROCESS

Objective: Students will be able to act out and say animals' names

Materials: Computer, projector, speakers, worksheet, realia (clothes), cuttable clothes for boys and girls (cucas)

Starting activities

Teacher greets the students

Ss imitate the teachers' actions and greet.

Teacher review colors by using clothes

Ss answer the teacher's questions (What color is this?)

Development

Ss listen to the clothes songs while cutting the clothes in the cuttable sheet.

Ss watch the video (three times).

Ss point out at clothes that appear in the video and say their names.

T imitates the actions in the video by wearing real clothes.

Ss take turns to act out just like their teacher.

Ss sing the clothes song.

Closure

Ss sing the song

T video tapes the children and projects it while the students sing.

Ss paste their cut clothes on the worksheet and follow dots to complete each name

NOTE: ask for materials in advance.

CLASS 19

CLOTHES

Name: _____ **Date:** _____

FOLLOW THE DOTS TO WRITE THE ANIMALS AND DRAW THEM.

Boots

Under
pants

Hat

Shirt

T-shirt	Socks
Skirt	Knitters

--	--



Likes and dislikes

Lyrics

<p>When it's snowing outside Let's play the games until it's night When it's snowing outside Let's have some fun Cuz Winter has begun Out in the snow When it's too cold, oh no Go hide from the snow Find a home to keep you warm When it's snowing outside</p>	<p>Let's play the games until it's night When it's snowing outside Let's have some fun Cuz Winter has begun When it's snowing outside Let's play the games until it's night When it's snowing outside Let's have some fun Cuz Winter has begun</p>	<p>Out in the snow When it's too cold, oh no Go hide from the snow Find a home to keep you warm When it's snowing outside Let's play the games until it's night When it's snowing outside</p>
---	---	--

Retrieved from: [outube.com/watch?v=p1cs3IU-4gY](https://www.youtube.com/watch?v=p1cs3IU-4gY)

CLASS PROCESS

Objective: Students will be able to say likes and dislikes

Materials: Computer, projector, speakers, worksheet

Starting activities
 Teacher greets the students
 Ss imitate the teachers' actions and greet.
 Teacher reviews some vocabulary words.

Development
 Ss listen to the song and dance.
 T plays the video and explains about how to express likes and dislikes.
 T asks what do you like?
 Ss answer: I like to play soccer.

Closure
 Ss sing the song
 T video tapes the children and projects it while the students sing.

CLASS 20

LIKES AND DISLIKES

Name: _____ **Date:** _____

**PAINT THE PICTURES AND MATCH WITH THE PHRASES.
TELL YOUR TEACHER WHAT YOUR FAVORITE ACTIVITY IS?**

	Playing with my toys
	Listening to music
	Watching TV.

	Playing soccer
---	----------------

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ANNEXES

Annex 1

Pre-test and post-test

Pre A1 Starters Speaking Summary of procedures

Taken from Cambridge Assessment web page (2022)

1. After asking the child ‘What’s your name?’, the examiner familiarizes the child with the picture first and then asks the child to point out certain items on the scene picture, e.g. ‘Where’s the door?’

The examiner then asks the child to put two object cards in various locations on the scene picture, e.g. ‘Put the robot on the red chair.’

2. The examiner asks questions about two of the people or things in the scene picture, e.g. ‘What’s this?’ (Answer: banana) ‘What color is it?’ (Answer: yellow).

The examiner also asks the child to describe an object from the scene, e.g. ‘Tell me about this box.’

3. The examiner asks questions about four object cards, e.g. 'What's this?' (Answer: (orange) juice) and 'What do you drink for lunch?'
4. The examiner asks questions about the child, e.g. 'Which food do you like?'





Annex 2. Rubric

Pre A1 Starters

	Vocabulary Range Control Extent	Pronunciation Individual sounds Word stress	Interaction Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with all test tasks. • Produces simple utterances but makes occasional mistakes. • Generally responds at word or phrase level but may also produce some longer utterances. 	<ul style="list-style-type: none"> • Generally intelligible, although some sounds may be unclear. • Has limited control of word stress. 	<ul style="list-style-type: none"> • Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. • Is able to ask for support if required. • Often responds promptly, although there may be hesitation.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with most test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. 	<ul style="list-style-type: none"> • Sometimes intelligible. 	<ul style="list-style-type: none"> • Responds to instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and responses may be delayed or halting.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> • Has the vocabulary required to attempt some test tasks. • May attempt a few simple utterances but basic mistakes and lack of language prevent communication. • Responds only at single word level, or does not respond. 	<ul style="list-style-type: none"> • Attempts to produce the sounds of the language but is often difficult to understand. 	<ul style="list-style-type: none"> • Requires support throughout and often may not respond to instructions, questions and visual prompts. • Hesitation requires a great deal of patience of a listener.
0	Performance does not satisfy the Band 1 descriptor.		

Annex 3. Teacher's survey



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA
EXTRANJERA

INSTRUMENTO “ENCUESTA” PERTENECIENTE A LA
INVESTIGACIÓN: “CHILDREN’S SONGS AS A MEANS OF DEVELOPING
LEXICAL SKILLS OF 2ND GRADE ELEMENTARY SCHOOL STUDENTS”

Objective: to gather information about the way teachers promote the use of children's songs as a means of developing lexical skills of 2nd grade elementary school students.

Dear teachers, please indicate with a ✓, according to the validation for each criterion:

I have used the songs as methodology resource to teach or exercise vocabulary.

Always

Usually

Sometimes

Rarely

Never

- There are positive outcomes towards language learning through songs in children

Always

Usually

Sometimes

Rarely

Never

- I encourage children to speak in English all the time

Always

Usually

Sometimes

Rarely

Never

- I combine movements and mimic while teaching through songs.

Always

Usually

Sometimes

Rarely

Never

- Children enjoy singing songs.

Always

Usually

Sometimes

Rarely

Never

- Children remember words, phrases, and sentences used in the songs.

Always

Usually

Sometimes

Rarely

Never

- I develop word exercises with the lyrics the lyrics of children's songs

Always

Usually
Sometimes
Rarely
Never

I consider lexical skills are important for young learners to learn the English language.

Always
Usually
Sometimes
Rarely
Never

- I develop students' lexical skills by using

- songs
- realia
- authentic material
- images in the text book
- acting out movements and mimic
- dramatization
- flash cards
- Writing sentences and vocabulary words on the board
- Drawing vocabulary words on the board
- memorization of words
- telling stories
- games
- movies

I use these strategies to motivate my students to speak in English through songs

- Prizes and/or rewards
- Consequences and/or punishments
- Games and dynamics

I use this way to assess my students for speaking practice.

- Rubric
- Checklist
- Exam
- Lesson

- I provide feedback to students after listening a song.

Always
Usually

Sometimes
Rarely
Never

.....

Annex 4: Expert Validation 1



UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE POSGRADOS

MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “ENCUESTA” PERTENECIENTE A LA INVESTIGACIÓN: “CHILDREN’S SONGS AS A MEANS OF DEVELOPING LEXICAL SKILLS OF 2ND GRADE ELEMENTARY SCHOOL STUDENTS”

Objetivo la validación: Revisar y aprobar la validez de las preguntas que conforman la encuesta a utilizarse en la investigación.

AUTOR/A: Lic. Ligia Miranda

Señale mediante un ✓, según la validación para cada criterio:

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4O - ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables				Calidad, técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
I have used the songs as methodology resource to teach or exercise vocabulary.				X				X				X				X
There are positive outcomes towards language learning through songs in children				X				X				X				X
I encourage children to speak in English all the time				X				X				X				X

I combine movements and mimic while teaching through songs.				X				X				X				X
- Children enjoy singing songs.				X				X				X				X
Children remember words, phrases, and sentences used in the songs.																
I develop word exercises with the lyrics the lyrics of children's songs				X				X				X				X
I provide feedback to students after listening a song.				X				X				X				X
I consider lexical skills are important for young learners to learn the English language.				X				X				X				X
- I develop students' lexical skills by using <input type="checkbox"/> songs <input type="checkbox"/> realia <input type="checkbox"/> authentic material <input type="checkbox"/> images in the text book <input type="checkbox"/> acting out movements and mimic <input type="checkbox"/> dramatization <input type="checkbox"/> flash cards				X				X				X				X

<input type="checkbox"/> Writing sentences and vocabulary words on the board <input type="checkbox"/> Drawing vocabulary words on the board <input type="checkbox"/> memorization of words <input type="checkbox"/> telling stories <input type="checkbox"/> games <input type="checkbox"/> movies															
<p>I use these strategies to motivate my students to speak in English through songs</p> <input type="checkbox"/> Prizes and/or rewards <input type="checkbox"/> Consequences and/or punishments <input type="checkbox"/> Games and dynamics				X				X				X			X
<p>I use this way to assess my students while speaking practice in class.</p> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Exam <input type="checkbox"/> Lesson				X				X				X			X

OBSERVACIONES:.....
.....
.....

De manera integral, el instrumento es:

Aplicable 100%	Corregible 75%	Regular 50%	Deficiente 25%	No applicable 0%
X				

Realizado por:

Validado por:

Expert Validation 2



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PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables				Calidad, técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
I have used the songs as methodology resource to teach or exercise vocabulary.				X				X				X				X
There are positive outcomes towards language learning through songs in children				X				X				X				X

I encourage children to speak in English all the time				X				X				X				X
I combine movements and mimic while teaching through songs.				X				X				X				X
- Children enjoy singing songs.				X				X				X				X
Children remember words, phrases, and sentences used in the songs.																
I develop word exercises with the lyrics the lyrics of children's songs				X				X				X				X
I provide feedback to students after listening a song.				X				X				X				X
I consider lexical skills are important for young learners to learn the English language.				X				X				X				X
- I develop students' lexical skills by using <input type="checkbox"/> songs <input type="checkbox"/> realia <input type="checkbox"/> authentic material <input type="checkbox"/> images in the text book <input type="checkbox"/> acting out movements and mimic				X				X				X				X

<input type="checkbox"/> dramatization <input type="checkbox"/> flash cards <input type="checkbox"/> Writing sentences and vocabulary words on the board <input type="checkbox"/> Drawing vocabulary words on the board <input type="checkbox"/> memorization of words <input type="checkbox"/> telling stories <input type="checkbox"/> games <input type="checkbox"/> movies															
I use these strategies to motivate my students to speak in English through songs <input type="checkbox"/> Prizes and/or rewards <input type="checkbox"/> Consequences and/or punishments <input type="checkbox"/> Games and dynamics			X				X				X				X
I use this way to assess my students while speaking practice in class. <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Exam			X				X				X				X

<input type="checkbox"/> Lesson																	
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OBSERVACIONES:.....

De manera integral, el instrumento es:

Aplicable 100%	Corregible 75%	Regular 50%	Deficiente 25%	No applicable 0%
X				

Realizado por:

Validado por:

