

**UNIVERSIDAD INTERNACIONAL DE LAS
AMÉRICAS**

VICERRECTORÍA ACADÉMICA

**SCHOOL OF EDUCATION AND FOREIGN
LANGUAGES**

**EFFECTIVENESS OF USING SONGS AS STRATEGY TO
ENHANCE VOCABULARY DURING LISTENING AND
SPEAKING ACTIVITIES OF FIFTH GRADE STUDENTS AT
SAINT BENEDICT SCHOOL DURING THE SECOND
QUARTER OF 2019**

Thesis Submitted to Obtain the Bachelor Degree in English with Concentration in Teaching

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Julio, 2019

Acknowledgments

First of all, I want to thank to my Heavenly Father for giving me the opportunity to study and to be able to choose a career with which I can serve other people.

I also want to express my deepest thanks to my tutor Dinier Amador for helping me in the process of this research; for guiding me and helping me to solve all the doubts that arose at the time.

And finally, to my grammar reader Sarah Guzmán who helped me and advised me during the process of this project.

Dedication

I want to dedicate this project to two people who are very important in my life. People who have helped me, motivated me and supported me with my dreams in this life and who have not stopped believing in me. These people are my husband and my mom. I love you with all my heart.

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Abstract

The present project is an investigation about the positive influence of music and listening and speaking activities in the learning of the English language. The researcher worked with a group of eighteen learners of the fifth grade of a private school which is located in La Colina, Curridabat.

Nowadays, the English language is required for many aspects of life. Among those aspects it is possible to find: work, study, travel, among others. That is why the teaching of this language should be the best possible, so that students can face any situation in life where they have to use the foreign language. Through modern songs, the author seeks to improve and increase the vocabulary in the mentioned language.

It is important to emphasize that this research is descriptive and action-oriented, since it explains in detail the actions that are intended to be implemented in the classroom in order to answer the question "How to enhance the vocabulary of fifth graders through music and speaking and listening activities at Saint Benedict School during the second quarter of 2019?". Among the findings that were seen in the group are: the desire to continue learning with music, improvement in vocabulary both in listening and speaking (pronunciation), desire to use new vocabulary in daily life, among others.

Finally, as a conclusion, music and related activities as a teaching technique can be very useful if applied correctly.

Resumen

El presente proyecto es una investigación acerca de la influencia positiva que tiene la música y las actividades de escucha y habla en el aprendizaje del idioma inglés. El autor de este proyecto trabajó con un grupo de dieciocho aprendices de quinto grado de una escuela privada la cual se sitúa en La Colina de Curridabat.

Hoy en día, el idioma inglés es requerido para muchos aspectos de la vida. Entre esos aspectos se pueden encontrar: trabajo, estudio, viaje, entre otros. Es por eso que la enseñanza de este idioma debe de ser lo mejor posible para que los estudiantes puedan enfrentar cualquier situación en la vida donde tengan que emplear el idioma extranjero. A través de canciones modernas se busca mejorar e incrementar el vocabulario en el idioma mencionado. Es importante recalcar que esta investigación es descriptiva y de acción, ya que se explica detalladamente las acciones que se pretenden implementar en el aula para así poder dar respuesta a la pregunta ‘‘How to enhance the vocabulary of fifth graders through music and speaking and listening activities at Saint Benedict School during the second quarter of 2019?’’.

Entre los hallazgos que se visualizaron en el grupo se encuentran: deseo por seguir aprendiendo con música, mejora en el vocabulario tanto en escucha como en habla (pronunciación), deseo de utilizar el vocabulario nuevo en la vida diaria, entre otros.

Finalmente como conclusión, la música y las actividades relacionadas como técnica de enseñanza pueden ser muy útiles si se aplican correctamente.

Chapter I

Introductory Framework

The effect on students of learning through songs can be positive and generate a dynamic class if it is applied correctly. Over time, studies have been revealed where learning through music has effects on emotional and cognitive development, among others. Anna Díez Bereziartua (2015) claimed that music increases the memory capacity, attention, and concentration in children. The objective of this research is to choose correct the music and activities for the English class.

1.1 Problem Statement

Nowadays, the use of a second language is needed for several aspects of everyday life. It can be said that it is the main element of communication between people and different cultures. The English language is the universal language and from which the globalized world of today calls for an advanced knowledge. Federico Fellini says that a different vision of life is to know a language different from the native. Costa Rica has the advantage that both public and private education are of high quality.

From early ages, the teaching of a second language begins to apply because of the education ministry knows how important it is for children and young people in Costa Rica to have a foreign language. Unfortunately, in the public sector the teaching of the English language it is not as intensive as in a private school. This is one of the main reasons why

some parents decide to pay their children to study at a private school; so the parents can leave their children with the use of an advanced second language.

The researcher is going to concentrate on working with a group of students of fifth grade at the Saint Benedict School in the second quarter of 2019. This group of students has been working together since the first grade. The English level of this group is intermediate. There are two students who entered this year from a public school; however, they have joined the group quite well. The researcher will work with the group to help the students increase their vocabulary through speaking and listening activities related to songs. This group of children is very active and energetic. The idea of the researcher is to help the students to improve and increase their vocabulary and begin to show more interest in the foreign language. Also, be of help for the teacher so that she can have new teaching strategies with the group. The question that the writer of this project wants to answer is:

How to enhance the vocabulary of fifth graders through music and speaking and listening activities at Saint Benedict School during the second quarter of 2019?

1.2 Research Objectives

The following objectives were those proposed for the investigation:

1.2.1 General Objective

- To analyze the effectiveness of using songs as a technique during listening and speaking activities in order to increase fifth graders' vocabulary at Saint Benedict School during the second quarter of 2019

1.2.2 Specific Objectives

- To identify the level of fifth graders' vocabulary at Saint Benedict School during the second quarter of 2019
- To apply listening and speaking activities according to the level of the language in order to increase the vocabulary of fifth graders at Saint Benedict School during the second quarter of 2019
- To evaluate the effectivity of the activities applied to the fifth graders at Saint Benedict School during the second quarter of 2019

1.3 Justification of the Study

Possessing an ample vocabulary is a critical aspect of speaking fluently a foreign language. To this purpose, the author's main goal is to determine the effectivity of English music lyrics as a means of improving the vocabulary of fifth - grade students in Saint Benedict School during the second quarter of 2019. The main idea of using music and letters in English is that it could be effective in capturing students' attention, and this will help them to develop and increase vocabulary in English. Using different activities involving popular songs that are appealing to the students, the researcher aims at motivating them to expand their vocabulary, so that they can improve their English level and feel confident when engaging in conversations using the newly acquired words. This method of teaching was picked because it is believed that using popular English songs will make for a more dynamic and engaging class with more student participation, which will cause them to better utilize the

learning time in class to acquire more vocabulary. On the other hand, it is very important that the professor prepares thoroughly and is motivated to teach vocabulary using this method, as this will preparation and enthusiasm will be transmitted to students, which will be better suited to take advantage of the class.

1.4 Antecedents

The idea of doing this thesis was born from reading the following researchers:

“Using Songs in English Language Teaching at Lower Secondary Schools” developed by Veronika Jeřábková in 2016.

“Effectiveness of English Song Activities on Vocabulary Learning and Retention” developed by Kittiya Phisutthangkoon in 2016.

“Investigating song-based language teaching and its effect on lexical learning” developed by Friederike Anna Gerda Tegge in 2015.

“Play it Again. Cómo aprender a través de la música en el aula de inglés” developed by Adelina Leal Oliva in 2010.

“Analysis of the Effects of English Songs as a Didactic Technique to Improve the Learning in Vocabulary in 10th Graders at Colegio Técnico Profesional Vázquez de Coronado in the Last Quarter of 2013” developed by Kimberly Cerdas.

“La importancia de la música en la educación” developed by Susana Rodriguez published in 2015.

In the research of Veronika Jeřábková, she says that there are teachers who use songs for different pedagogical purposes with their teaching groups; but, that the use of songs is one of the best teaching methods to increase the English vocabulary in a better and faster way for the

students. Also, she ensures that a review of the pedagogical literature reveals that songs are frequently attributed to a mnemonic effect; which is understood to benefit the memorization of words. The definition of mnemonic effect, also known as a memory aid, helps a person to remember ideas or phrases. It uses relatable associations such as numbers, letters, rhymes, poems, images, pictures, songs, and other tools. Jeřábková also says that learning through songs will help the students to have a better retention in the learning process. She divided her teaching process into three parts: pre-listening, while-listening, and post-listening. This author ensures that doing it that way, helped her maintain a better control of the group. It also helped her to have a better order in the teaching material.

Another aspect that it is important to mention, according to the Kittiya Phisutthangkoon in her thesis, is to know the musical taste of the students. She mentions that not all the apprentices will have the same musical tastes, but the teacher has to create a good environment for the whole group and to vary the songs to get the attention of the students. Phisutthangkoon emphasizes that the teacher will not always have the answer to the meaning of a few songs, but that should not be a source of embarrassment.

Murphy (1992) said that the instructor should not feel bad about not knowing the meaning of the song; on the contrary, it must be a reason for both, the student and the teacher, to discover and look for the meaning for what is not being understood. Murphy also says that sometimes it is difficult to understand the song because of the nature of it, and even for the native speakers of the language, it can be difficult to understand it.

In the research of Friederike, Anna Gerda indicates that it would be of great help to expose the learners to listen to different accents in English. Gerda says that it is important to expose the learners to the British, Australian, American, and New Zealand accent; this will help the learners to become familiar with the songs that have different accents, rhythms and

voices and can develop the listening skill. She claims that exposing the students to spoken language is one of the main goals of listening activities. Gerda continues saying that not only the listening part is practiced. She points out that speaking skill can be developed if the teacher does a good job of catching the attention of the students and creating a good environment. In 1998 the Doctor Frances Rauscher conducted a study where he compares music and intelligence. Rauscher used laboratory rats on the experiment and made two groups; both groups were exposed to the same tasks at the same time. One group was with music by Mozart and the other group was in silence. The results caught the attention of the researcher because he saw that the rats that were with the music, did the tasks in a faster way and with fewer errors compared to the group that was silent.

Another antecedent is an article called ‘‘Play it again’’ of Adelina Leal Oliva. In this article Leal declares that music is a tool in the learning process. She states that teaching with music, both in the native language and the one that is being taught, transports people to different cultures and that this can further integrate the teaching process. Also, she mentions that singing songs in English can make the language level increase in learners. ‘‘The songs can be a source of interest and motivation taken from the real world and are really capable of entering the particular world of our students’’ (Oliva, 2010.p.2). There are many exercises that can be created or developed by the teacher; so that the instructor can favor the apprentices in learning the English language.

Coupled with the article mention before there is another piece written by Susana Rodriguez called ‘‘**La importancia de la música en la educación**’’. Rodriguez indicates that Confucius does not imagine education without music, which he considered the second most important of the six essential arts to educate young people. Also, she mentions that the singer Björk released an album in order to use it as didactic material for children from 10 to 12 years

old. The name of the disc is Biophilia. Susana points out that music has positive effects on children's cognitive, creative, intellectual, and psychological development.

To add to the antecedents that have been mentioned, there is another thesis call ‘‘La ense˜anza de idiomas a traves de la musica’’ by Maria Carmen Calatrava who exposes the importance of using music in the classroom. The author indicates several advantages of using music as a teaching method for students. Among the advantages that she mentions are the following:

1. Through music, the students can be motivated
2. The students can develop creativity
3. Listening skills, attention and concentration will improve
4. The music will create a relaxing and fun environment for the apprentices
5. The students can learn about cultural aspects of the foreign language through songs
6. The learners will enrich the vocabulary in the second language
7. The relationship between teacher and student can improve. This will make the protagonist the student and not the teacher

To summarize, the antecedents mentioned above are vital for the execution of this project. They also help to understand how to use music in class correctly and not make mistakes in the execution of the planned activities. Having knowledge of them means that the activities that are intended to be carried out with the fifth grade group can have positive results.

1.5 Scope

The activities are carried out with the fifth graders at Saint Benedict School during the second quarter of 2019. The activities that are put into practice are extra to their study program. The teacher of the group exclaimed that this specific group needs extra vocabulary and believes that they can take better advantage of these extra classes. The teacher of the group will also agree with the activities, so when the investigation process is finished, the teacher does not have any delay with the learners.

In each session with the working group, one different song will be heard. The songs will be chosen according to the musical taste of the students, but also with abundant vocabulary. The researcher will do a previously observational class in order to see the level of English vocabulary of the students. After the observational class, the activities and songs will be according to the level of the vocabulary of the infants. The results that are intended to achieve with this research are the following:

- a. That the students increase and improve their level of vocabulary in the foreign language
- b. That the apprentices learn to listen and speak in the right way and can understand the message of the songs with which they will be taught
- c. That the students feel comfortable during each session. Also, that the students ask questions of the topics in development and put into practice, outside of the school, what they have been taught in each session

- d. That the teacher of the group in the experiment continues with the same teaching method with the children.

Chapter II

Theoretical Framework

This chapter deals with researches and books previously prepared by other professionals in the area of teaching a foreign language in this case, the English language. Researching other projects and books about the importance of music in the classrooms will help the author of this progress project to make teaching strategies related to listening and speaking.

2.2 Literature Review

The communicative competence is a linguistic term that refers to the ability of a foreign language learner. Not only refers to the ability of the student to apply and use the grammar rules but, also to form correct expressions and know how to use them appropriately (Álvarez, 2016-2017, p.9).

Listening means receiving communication through the ears. The sense of listening involves identifying sounds, words, phrases, and sentences (Wilson, 2013). People may think that listening does not require any effort; but, people really need to make an effort to be able to hear other persons accurately. This is because we need to understand properly well the message that another person is trying to convey. The English Club website said the following “Listening in any language requires focus and attention”. It is important to emphasize that listening in a foreign language requires more concentration and effort on the part of the listener; however, it is not something that should be taken as impossible to do well.

Nowadays, there are sessions of the English language where they focus only on this skill due to its importance of everyday life.

“Communication requires a two-way traffic, and unless the non-native speaker has a listening competence as developed as his/her command of speech, it will not be possible to sustain a conversation” (Field, 2009, p.2). Practicing the listening skill with the group of the fifth grade of Saint Benedict School will enable them to put it into practice correctly when they have to face future conversations or job interviews with native speakers or non-native speakers of the current language. This specific group has an advantage. The infants have an intermediate level of the language; so, the instructor can apply varied activities where the learners can listen to different accents, intonations, more formal vocabulary, among others. The professor should take advantage of this because the scholars are in a stage where everything they learn the pupils do it fast.

As mentioned above, intonation is another aspect that must be taken into account.

“Intonation indicates clausal boundaries, mark questions and also indicates when it is appropriate for the listener to respond” (Buck, 2001, p.5), (Cooper, 1976; Garro and Parker, 1982). The intonation of each word according to the context in which it is found (in this case the lyrics of the songs with which it will be practiced) will be explained to the children and why it should be said in that manner. It is so important to listen and understand well the message that is being transmitted; since depending on how it is transmitted and understood, it will be the answer.

In the book named “Communicate or Die: Getting Results Through Speaking and Listening” by Thomas. D. Zweifel several examples of problems that some companies have had for not communicating or understanding messages, information and even reports are mentioned. One of the examples he describes is about a company that lost a high percentage of customers

because they did not understand the clients' needs well. The previous example made the author of this project have a better understanding of the listening skill and the influence that can be. That is precisely one of the things the writer wants to convey to the students. The teaching of this skill for students should be accompanied by fun; but, also enriching activities in knowledge for them. The technique that is going to be used with the learners is to use songs in the English class; and, the objective is that the apprentices can enrich their vocabulary through the appropriate music.

It is known that music favors the knowledge of the world and life in general. A song is a composition of lyrics, melodies, and sounds where the goal is to create an atmosphere of emotions within a certain group of people or a single person as well. The songs are appreciated for many things. Among the things, they can be appreciated for their origin, culture, sounds, and melodies. Also, for the story that the song can tell and if the song makes us remember some pleasant moment or just make us feel happy to hear it. The intention of this researcher is to ensure that students can remember and learn through music. Additionally, the learners can remember at some point in their lives something they have learned from a specific song.

“Strategies that include the use of memorized learning are useful when the elements to be learned have little logical significance” (Díaz, Hernández, 1999; & Lobato, 2014, p.7)

Álvarez (2016-2017, p.11) declares that for a long time scientists and researchers believed that linguistic and musical abilities were found only in the same cerebral hemisphere; but nowadays, studies have been conducted which indicate that these capacities are located in different brain areas. Álvarez continues explaining in the project that in the left hemisphere skills such as reading, speaking and writing are developed. In the right hemisphere, musical

and artistic skills are developed. In this hemisphere, the memory of melodies and the recognition of these among many other tasks are kept.

The music can help the children in several aspects such as the following:

1. Music is considered a very important source of stimulus in the plane of perception and tool that can enhance the creativity of infants.
2. Through music, children can express and communicate moods and sensations.
3. Music potentiates different abilities in children such as concentration, self-control, and expressions. Teaching through songs allows students to learn by singing, dancing, and even playing an instrument if the school allows it.
4. Through the teaching of music, scholars can remember moments previously lived which were charged with affectivity; and this can generate enthusiasm to continue learning.

This method of teaching can make students socialize more with each other and the group relationship can improve. “Considering the importance that music represents in education, our goal is to use it as a vehicle for facilitating the learning of the English language in an interdisciplinary and integrative way. Music is a potential work tool for its ability to provide development and well-being, to know cultures, promote social skills, foster creativity and affectivity and has proven linguistic justification based on neurological studies that investigate how the brain processes and produces speech” (Álvarez, 2016-2017, p.24; Forster, 2006, p.63). Music can help students create a suitable environment to learn.

As mentioned earlier, the technique with songs will make children explode creativity and express their feelings more safely. According to the book named “English through Music” (Paterson, A. & Willis, J. 2008), some musical techniques that can be applied to the activities that can be at the time to teach English are the following:

1. Singing aloud will help to learn and memorize words and phrases easier because through the different timbres and rhythms of the songs will help students remember and memorize faster.
2. To do warm-up activities to prepare the students to listen and act according to the songs that are being used in the class.
3. Listen and experiment with different sounds and even make instruments by the group of students.
4. To learn, perform, and create musical rhythms and patterns.
5. To use music based on stories or musical images.

This benefits will help the author of the thesis to apply in un better way the activities to the experimental group in order to obtain the benefits. Children love music. Although not all pupils have the same musical tastes, the instructor will find melodies that can be applied to the class. The variety of songs in pupils will increase the vocabulary of the foreign language. Despite the fact, the students do not fully understand the sequence or story of the song, the rhythm or the actions of these will favor the memorization and the retention in the learners. This tool supposes a high degree of motivation during the teaching process; since it can be repeated continuously without students getting bored; “the listening abilities, the creativity, the development of the rhythmic and musical sense will help to mature the students both physically and psychologically” (Álvarez, 2016-2017, p.30). Music offers many benefits to people. Not only for teaching, but for moments in life where it makes us feel better emotionally, and even reunite the family to leave pleasant memories.

Songs can be classified in traditional or popular, modern, and didactic (action-counting). The traditional or popular songs are those that are included in the musical or cultural tradition of a

country, modern melodies are those for a current and wide audience; however, the lyrics work very well for an English class, and didactic lyrics are divided into two, action and counting songs. They were created for the purpose of learning a foreign language. The chosen melodies that can be used for teaching English should not always be boring or childish. It is always important that the chosen lyrics come with words appropriate to the class, and that it does not go beyond the purpose of teaching new vocabulary. It should be songs with enriching vocabulary, but entertaining for the students. It is important that the songs that are chosen, have a story that can be discussed in class. This will help students become motivated and begin to learn. Some songs that can be chosen are ‘‘Hey Jude’’ by The Beatles, ‘‘The Lazy Song’’ by Bruno Mars, and, ‘‘Hello’’ by Adele.

Another important aspect that must be identified is the maturity of the group and according to that, the decision must be made about which songs to play in the class. ‘‘The songs turn out to be an important element in the curriculum at the time of working the basic competencies, besides being a very interesting instrument to introduce in the class’’ (Lobato, 2014, p.8).

Another benefit of using songs in the classroom is that it will make the learners learn a real and current language; in other words, a language that can be used in real life and that can be assimilated better. According to Lobato, there is another very good reason when teaching with music. Even though the teacher is only working with the listening and speaking skills and tuning the ear of the apprentices through the music, undoubtedly, other areas such as pronunciation, accents, and even phonetics are going to be improved. Other advantages are to manage better class time, to maintain discipline, to introduce vocabulary in a lucid and meaningful way, and to motivate students to learn. These areas will be improved although the work with these skills is indirect. It is important to say that through repetition, but not

over-exaggerated, will make these skills improve. Also, the author of this project dares to say that even the reading skill can be improved.

Another reason that it is important to mention is that the understanding on the part of the students also improves. This means that when the learners start to know the story of the song and not only know the lyrics of it, will make the infants begin to understand better the message that the song wants to transmit to the public. Music should not be used only in English class. Perhaps in this course, music can be better coupled to the contents and teaching objectives compared to other courses of study; however, it would be good if other teachers started to apply this teaching technique in class. The results that could be obtained could be positive as well. It is just about finding a way to adjust the use of songs to the topics that have to be seen in class.

The other element that is going to be mention in this chapter is the vocabulary.

“All languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even, in our first language we are continually learning new words, and learning new meanings for old words” (Thornbury, 2008, p.4). It is crucial to have a varied, abundant, and modest vocabulary. This applies not only to the foreign language; but, applies to the native language. Having it can mean that we can establish a conversation with anyone in any subject.

According to Lobato and the Hans Christian Andersen Institute, there is a difference between significant and memorial learning. The significant learning helps the learner to relate what he is learning to what he already knows. While in the memorization or interventional learning, this relationship, mentioned above in the other learning, does not exist; therefore, the student

is less effective with this method. However, this teaching method can be a useful tool. That is to say, that this learning can be the other option when what is being taught has no association or relationship with what the students already know. Significant learning is not memorization; in fact, memorization is the consequence of applying good teaching strategies, in this case, it would be the use of music in order to enhance the vocabulary of the students in a class. The properly organizing and planning of activities, and choosing the songs correctly will make students remember without difficulty what they have learned in class. It must be said that students may not remember everything seen in class, but will remember something. New words should not be learned through over-exaggerated and meaningless repetition; but, it must have a network of activities and knowledge; so, that repetition is not the only way to learn and teach; that is, “adding a new meaning to what we already know to relate it and remember it more time” (Lobato, 2014, p.7).

The literal repetition is the one that has been acquired without assimilation and contribution of proper meanings. This can be useful for learning concepts, but will not enter the knowledge network of the learner. The opposite happens with the significant method; since what has learned with this method enters the apprentice's knowledge network. It was mentioned earlier that songs and music create a pleasant atmosphere for the student, making the learner feel more relaxed in class. It has also been mentioned that teaching with music, becomes significant learning for apprentices. Lobato continues explaining in the book that teachers should be very careful when choosing songs for the group of students. It is important to identify the maturity of the group in general, musical tastes, and last but not least, to define very well the topic that will be taught, and to identify if there are songs that can be a complement to that topic.

The writer of this research mentions that it is vital that students have heard the song at least once. Playing the song at least three times in class will make students understand better the vocabulary and also the story of the song. The following are a list of elements when using music:

1. Motivating element in students
2. Pronunciation improves when learners hear and practice songs aloud. Infants can find differences in different accents of the English language.
3. The learning is significant since what the learners are going to learn is not only by memorization, but to put it into practice in daily life.
4. Helps students develop creativity.
5. Helps students participate more.
6. The songs work the vocabulary in a more enjoyable way.
7. It is important that the corporal expression accompanies the song in the study; so, that the students can remember better.
8. Organizing the class in the form of "u" will make the students be able to see each other better. Also, the relationship of the group will increase.

Knowing about these theories and the strategies that these researchers used, has helped the author of this project to organize the ideas and strategies that are intended to be used in class with the students. According to Thornbury (2008, p. 5), there are several aspects of knowing a word. Those aspects are:

1. Having the ability to recognize it in its spoken and written forms.
2. Knowing its different meanings.
3. Knowing its part of speech [eg. a noun, a verb]
4. Being able to pronounce it properly

5. Being able to use it correctly within a sentence in an appropriate grammatical form
6. For technical words, recognizing it in context
7. Being able to recognize different types of English e.g boot/trunk, lift/elevator

[British/American].

According to these aspects, it makes the researcher think that it is critical not only to teach students how to pronounce the word or its meaning in the native language of the pupils; it is important that the school children learn its root, where it comes from grammatically, and how it can be used in a sentence, and to know the context in which it is in a specific moment. This is what really makes the students learn correctly and that their knowledge is not only a one-day class but a lifelong one.

Thornbury says that in order to remember a word the person needs three systems. Those systems are:

1. **Short-term store:** this system tries that for a certain time (seconds) the brain has the capacity to keep information. For example, the time it takes the brain to save a telephone number until it can be dial (Thornbury, 2008, p.7)
2. **Working memory:** Focusing on words long enough to perform operations on them is the function of working memory. Many cognitive tasks such as reasoning, learning and understanding depend on working memory It can be thought of as a kind of workbench, where information is first placed, studied and moved about before being filed away for later retrieval. Capacity is limited (Thornbury, 2008, p.8)
3. **Long-term memory:** can be thought of as a kind of filing system. Unlike working memory, which has a limited capacity and no permanent content, long-term memory has an enormous capacity, and its contents are durable over time (Thornbury, 2008, p.8).

According to these systems tips, this present project focuses on doing it in a long term memory. This is because part of the goal is for students to archive it well and be something that has a permanent duration. Now, there are ways of quickly giving attention to words (Nation, 1994,p.1). These procedures are according to Nation and his book called ‘‘Teaching Vocabulary’’. The first procedure is to ‘‘quickly give the meaning by using a translation, using a known synonym or a simple definition, showing an object or picture, giving quick demonstration, drawing a simple picture or diagram, breaking the word into parts and giving the meaning of the parts and the whole word (the word part strategy), giving several example sentences with the word in context to show the meaning, commenting on the underlying meaning of the word and other referents’’ (Nation, 1994, p.1). With this kind of explanation, the Saint Benedict students will understand better the vocabulary. Drawings, synonyms, dictionaries, games, and also drawings may be part of the implementation for the teaching of vocabulary to the pupils.

The second action is ‘draw attention to the form of the word by showing how the spelling of the word is like the spelling of known words, giving the stress pattern of the word and its pronunciation, showing the prefix, stem, and suffix that make up the word, getting the learners to repeat the pronunciation of the word, writing the word on the board, pointing out any spelling irregularity in the word’’ (Nation, 1994, p.1). This aspect is related to what the instructor will apply with the students. The pronunciation of the words and their correct writing will be part of the teaching. Despite that in this project the writing skill is not being practiced, it can be seen as one of the indirect benefits of this research to the apprentices.

The third aspect is ‘‘draw attention to the use of the word by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal,

colloquial, impolite, only used in the United States, only used with children, old fashioned, technical, infrequent), giving a well-known opposite, or a well-known word describing the group or lexical set it fits into (Nation, 1994, p.1-2).

The vocabulary and the songs that are used have a different context. The learners will be explained if there are any words that may have different meanings depending on their context. Also, if it is a vocabulary that can be used in any country without it creating some kind of problem. Another topic that is going to be explained is about the contractions that numerous lyrics bring in order to get into the melody. These contractions, if there are any in the song, will be explained to the students.

Preparing vocabulary exercises for students requires care and attention on the part of the one who is preparing the activities. It is necessary to work the vocabulary that covers a specific area such as feelings, climate, food, among others. The teaching of verbs should be in the same manner. This way the instructor can ensure that the students really learn those words well. It is also considered important that activities may have labeling, completion, rewording, classifying, correcting or matching as far as possible (Nation, 1994).

Another aspect when it comes to teaching is to make groups of 2-3 students as they will teach each other among themselves “if such exercises are done in pairs or small groups, then there is the added opportunity for learners to learn from each other” (Nation, 1994, p.6).

There are criteria that must be taken into account, according to Nation, which is essential when preparing the activities with which the instructor intends to implement with students.

The criteria proposed by Nation are the following:

- a. To focus on useful words, preferably high-frequency words that have already been met before (Nation, 1994, p.5). This point is vital when teaching because it is necessary for students to know that there are words needed to write, listen, and speak

rightly. “High frequency vocabulary needs to be met across all four strands of a course- meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Some low-frequency vocabulary may not need to become part of the learners” (Nation, 1994, p.7). High-frequency words are those that are used to form phrases, sentences, or texts. They are simple words that do not have an important meaning if they are used alone; but, are crucial to complete contents; also, are frequently used.

- b. To get to learners to meet or use the word in ways that establish new mental connections for the word. It sets up useful learning conditions involving generative use (Nation, 1994, p.5). Listening to the words in the songs will serve as an example of how they are used and will help the pupils to know how to use them.
- c. To involve the learners in actively searching for and evaluating the target words in the exercise (Nation, 1994, p.5). It is not prudent or advisable to give the students the meaning of each word every time. It is important that students learn to look up words in the dictionary in the language that is translated to understand the meaning of that particular word. Teaching that the infants should do it on their own and will make them independent when looking for a word every time they want to know one.

Another way to teach the meaning of words by getting students to think and make mental connections is through synonyms. It is vital that students, as far as possible, think and understand the explanation of each word in English. Doing it this way, will get the learners to think in the foreign language. It is also crucial that infants know that word in the native language.

- d. Do not bring related unknown or partly known words together. It avoids interference (Nation, 1994, p.5).

- e. To focus on a useful aspect of the learning burden. It has a useful learning goal (Nation, 1994, p.5). The teaching of new words, especially in a language other than the native one, should be useful. The vocabulary in many songs of today is usually obscene, offensive, informal, and even sometimes a little rude. Music has an influence on children and young people quite large in many manners. In which the educator is focused on this project is in the vocabulary that these melodies may contain. ‘‘Music can enrich your life. It can edify and inspire you and help you draw closer to Heavenly Father. Music has a profound effect on your mind, spirit, and behavior.

Choose carefully the music you listen to. Pay attention to how you feel when you are listening. Some music can carry evil and destructive messages. Do not listen to music that encourages immorality or glorifies violence through its lyrics, beat, or intensity. Do not listen to music that uses vulgar or offensive language or promotes evil practices. Such music can dull your spiritual sensitivity’’ (Strength of Youth, 2008, p.22). It is essential to mention that not all songs contain inappropriate vocabulary. We can find songs with inspiring messages, which makes us feel comfortable with their lyrics and can learn useful words for life.

Some tips that Nation (1994, p.6) gives to the teachers in order to review the new vocabulary in the students to see if they have managed and retained the vocabulary very well and have not forgotten are the following:

1. Spend time on a word by dealing with two or three aspects of the word, such as spelling, its pronunciation, its parts, related derived forms, its meaning, its collocations, its grammar, or restrictions on its use.
2. Get learners to do a graded reading and listening to stories at the appropriate level.

3. Get learners to do prepared activities that involve testing and teaching vocabulary, such as Same or different? Find the difference, Word and picture matching.
4. Set aside a time each week for word by word revision of the vocabulary that occurred previously. List the words on the board and do the following activities.
 - a) go round the class getting each learner to say one of the words.
 - b) break the words into parts and label the meanings of the parts.
 - c) suggest collocations for the words.
 - d) recall the sentence where the word occurred and suggest another context.
 - e) look at derived forms of the words.
5. Get learners to do speaking and writing activities based on written input that contains the words.

These tips will be taken into account when starting a new class and also for the final class, and final test. In each class, there will be a small test of the vocabulary of the last class to see if the activities, techniques, and songs have been working rightly. These suggestions should be a vital point when checking if the teacher is having good results with the activities and if the scholars are learning accurately.

The fourth and last element that is going to be mentioned in this project is about the speaking skill. It is equally important to the elements mentioned above. Through repetition aloud, not exaggerated or boring, will make the pupils learn the new vocabulary and retain it appropriately. ‘English teachers often feel that speaking is one of the most challenging areas for students learning English. Students may seem unmotivated and reluctant to speak in class. There is no doubt that teaching speaking is challenging because speaking is a complex skill that must be acquired and practiced over time’ (Burns & Goh, 2012, p. 2). Although the

main objective of this research is the learning of new vocabulary, it is inevitable not to mention this skill since the students will have to repeat the new words in class in a loud voice. This ability is one of the most sought in foreign languages since it is one that people use the most on a daily basis in order to communicate with others. This skill requires a lot of practice since people before start speaking should know other areas such as pronunciation, writing, or listening to be able to speak well. Burns and Goh propose that speaking has several stages. These stages are: focus learners' attention on speaking, provide input and/or guide planning, conduct speaking tasks, focus on language/skills/strategies, repeat speaking tasks, direct learners' reflection on learning, and facilitate feedback on learning.

- a. Focus learners' attention on speaking: "this first stage aims to develop students' metacognitive awareness, either about second language speaking and their overall language development or about preparing for a particular task or text" (Burns & Goh, 2012, p. 6). The implementation of this first step will help the instructor to make the students aware that English is a different language; so, it is important that scholars have patience and a lot of studies to be able to speak the language well. This group speaks English quite well; however, there are infants who come from public schools and their language is not as advanced as the other children; so, it is crucial that the whole group can understand this point.
- b. Provide input and/or guide planning: "this stage provides input and guides and scaffolds the learners' gradual progress towards the task. Scaffolding involves "help which will enable [learners] to accomplish a task which they would not have been quite able to manage on their own"" "with the expert guidance of those with more knowledge or competence " (Maybin, Mercer & Steirer, 1992, p.188), (Burns & Goh, 2012, p. 8). This process, as indicated by the previous writers, will help the instructor

in order that the apprentices can finish the activities that were planned for them without any problem. It is critical to know how to work with the activities and their order as well as with the students and their needs with the language and the exercises. This group of learners works pretty well. It is necessary to take advantage of the fact that students who know a little more than others can offer help to others who need it. The objective is that each girl and boy of the whole group can complete the vocabulary and the tasks although at the beginning they thought that they would not be able to achieve it. Also, it is important that the teacher transmits, as better as possible, the vocabulary that is wanted to be taught in order to avoid misunderstandings with the students.

- c. Conduct speaking tasks: “at this stage the teacher organizes the learners to perform the task with whatever linguistic resources, cognitive strategies, and discourse knowledge they have available to them. In other words, this stage encourages and rewards fluency, which should now be somewhat easier for learners because of their preparation in Stage 2” (Burns & Goh, 2012, p.8). The preparation by the teacher, and other students if the case arises is essential to begin to learn successfully.

Introducing the vocabulary in a calm and relaxed manner for the children will allow them to learn it better. Doing so, will make the students able to adequately reach the goal of the day, that is to complete the tasks in the class. The practice in this step is important but without forgetting that in this stage it is something calmer.

- d. Focus on language/skills/strategies: “after learners have had a chance to practice the task in Stage 3, the focus then changes to providing explicit attention to the language, pronunciation, and discourse management skills and strategies the students used. In many speaking classrooms this stage is often given scant attention because the focus

is on language production’’ (Burns & Goh, 2012, p. 9). During this time, students are asked if they know any synonym of any of the words we are studying. It will be a kind of introduction to the meaning of that vocabulary, but at the same time it is necessary that they begin to think in English.

- e. Repeat speaking tasks: ‘‘this stage addresses the need to provide learners with further practice, which is an essential part of the systematic process adopted in this cycle.

Having focused on accuracy and explicit attention to language and discourse features in Stage 4, the learners are now in a much better position to try the task again. At this point, teachers could keep to a similar kind of task (e.g., a discussion, a story) but vary the topic or ask learners to choose their own topics within the same genre’’

(Burns & Goh, 2012, p. 9). After the instructor have introduced, spoken, and explained the vocabulary to the children, the first activity with them will be put into practice. This first exercise should be a bit easier compared to the others; since, with this first exercise the facilitator can obtain positive or negative results. This means that the teacher may discover how many students understood well and how many scholars had a little more difficulty understanding it. Depending on this activity, the writer may have to go back to stage 2 or 3 to go over the new words again.

- f. Direct learners’ reflection on learning: ‘‘Once the learners have had sufficient opportunities to practice the same or a similar task, the teacher can direct their attention back to reflecting on their learning. The activities at this stage can be carried out individually or learners can work in pairs or small groups which can also reduce anxiety and stress about their performance’’ (Burns & Goh, 2012, p. 9). In order to reach this step, it is important that the previous step has concluded with clear and positive results. If so, then the other activities will be completed by the students. The

idea is that they can finish each activity calmly. Each exercise will be reviewed each time the boys finish it to avoid confusion. Also, the results will be seen in the review of each activity that way the facilitator can get information from them to see if this research is having good or bad results.

- g. Facilitate feedback on learning: ‘‘the final stage of the cycle is where the teacher provides feedback on the learners’ overall performance. This stage is assisted by the learners’ own reflections in Stage 6, which can help the teacher monitor what they perceive and how they feel about their own progress’’ (Burns & Goh, 2012, p. 10). This step can not be skipped. Through feedback, students can also learn. Here mistakes can be understood better and can even be learned better. The feedback will not be skipped in any class with the Saint Benedict’s fifth graders.

In brief, the teaching of any language or subject involves many things such as time, patience, creativity and even technological updates to be able to teach according to the resources that each school has. Speaking specifically of the vocabulary that is intended to teach to the learners, it is important that the new words need to be useful and educated. The facilitator has the commitment to choose correct vocabulary especially if that vocabulary comes from music. Proper music with clear and wisdom words will make it possible to create a safe learning environment for the scholars. Having read the previous advices of writers who have had the experience of teaching with music, the instructor should not be afraid to do so; as long as the music is appropriate for the students and the school as well.

Chapter III

Methodological Framework

The reader will find information about the method and instruments that will be used in this project. Also, will be able to find the sources of information and the procedures to be carried out with the group in the investigation.

3.1 Research Approach

“ The objective of qualitative research is to provide a research methodology that allows understanding the complex world of lived experience from the point of view of the people who live” (Taylor and Bogdan, 1994). The qualitative design allows studies to be centered on people and, also, focuses on social experiences. In other words, aims to understand and help the participants with whom we are working with. Having mentioned what is a qualitative method it is necessary to express that this project will work with this approach. The reason why this research is qualitative is because it focuses on working with people, specifically, with a group of students; also, there is a formulation of a problem detailed in chapter I; and through the use of instruments, of which more detailed information is provided in this chapter later, it is intended to solve the problem through them. Another argument is that there are general and specific objectives with which the researcher intends to work. At the end of the investigation, the results of the fulfillment of these objectives will be analyzed. Additionally, another point that is wanted to mention is that the antecedents played a very important role at the time of choosing the title of this thesis.

In brief, looking for information helped the writer of this project to consider that music can help students learn new vocabulary through a technique that allows them to learn meaningfully. The researcher intends to analyze the effectiveness of using songs to improve vocabulary; accompanied by activities which can prepare the way for other researchers.

3.2 Research Design

To carry out an experiment or research it is necessary to propose a design that helps the researcher to collect information. Action research is the design with which the researcher will work with. This research is purely social, which aims to help a group of people in the educational field. It is also important to mention that this project is descriptive; since each step is mentioned with details what will be implemented with the group.

In this research, a problem was described at the beginning and which it is intended to be solved through actions; those actions will be explained later in this chapter. The writer intends to work with the group for a month, once a week; since it is considered that this time is sufficient to achieve the objectives of this project in order to have recommendations and conclusions for future studies.

3.3 Information Sources

William Pollard said the following ‘‘ information is a source of learning. But unless it is organized, processed, and available to the right people in a format for decision making, it is a burden, not a benefit’’. Information is a great tool of work. Being able to find information from other studies, articles, or books helps that new studies and researches can have solid

foundations; and also, prepare the way for new projects or studies to come. The information sources used for this project are primary, secondary, and tertiary.

“Tertiary sources are physical or virtual guides that contain information about secondary sources. They are part of the library's reference collection. Facilitate the control and access to any range of reference repertoires such as guides or bibliographies” (Silvestrini. M & Vargas. J, 2008, p.4). Some examples of theories are: **“Using Songs in English Language Teaching at Lower Secondary Schools”** developed by Veronika Jeřábková in 2016, **“Effectiveness of English Song Activities on Vocabulary Learning and Retention”** developed by Kittiya Phisutthangkoon in 2016, and **“Analysis of the Effects of English Songs as a Didactic Technique to Improve the Learning in Vocabulary in 10th Graders at Colegio Técnico Profesional Vázquez de Coronado in the Last Quarter of 2013”** developed by Kimberly Cerdas.

The next source that is going to be mentioned is the secondary. Harvard Library says the following “secondary sources were created by someone who did not experience first-hand or participate in the events or conditions you’re researching. For a historical research project, secondary sources are generally scholarly books and articles. A secondary source interprets and analyzes primary sources”. Other examples of articles consulted for this project are:

“Listening in language learning” by David Nunan, **“To communicate well, listen first”** by Dean Brenner, and **“Tips for Teachers”** by Learning First Alliance (1998).

Lastly, primary sources. Georgetown University claimed the next definition to this source.

“Primary sources are the materials on a topic upon which subsequent interpretations or studies are based, anything from first hand documents such as poems, diaries, court records, books, and interviews to research results generated by experiments, surveys, ethnographies, and so on”. Some of the books consulted to this project are: **“Communicate or Die:**

Getting Results Through Speaking and Listening” by Thomas D. Zweifel, **“Estrategias de Enseñanza y Aprendizaje. Una Mirada desde diferentes Niveles Educativos”** by Alejandra Méndez Zúñiga and Dolores Gutiérrez Rico, and **“El Arte de Enseñar Lenguas Extranjeras”** by Claudia Noemí Dabove.

3.4 Analysis of Categories

In this section, the reader will find the categories that the researcher will work with in order to achieve the objectives completely. The categories are **songs, vocabulary, teaching strategies, listening skill, and speaking skill**. It is vital to define each of the categories; so, that the instruments are more accurate.

a. Listening skill

It is important to clarify the difference between hearing and listening. According to Kline (1994, p.7), he describes the difference in this way “hearing is the reception of sound. Listening is the attachment of meaning to the sound. Hearing is passive; listening is active”. Another quote that compares hearing and listening as well as the one from Rost (2002) which claims “hearing is a form of perception. Listening is an active and intentional process. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention” It is essential that students do not listen only; but, that they have to understand what they are listening to.

b. Speaking skill

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language (Torky, F, 2006, p.30.)

c. Songs

“ At its most basic, a song is a short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice. The words of a song are called lyrics. Lyrics can include a series of verses, the longer sections of the song that tell the story, and a refrain, a short phrase repeated at the end of every verse. Songs can have a simple structure of one or two verses or a more complex one with multiple verses and refrains. Songs usually have a meter or beat. Whether you sing or speak the lyrics, you can feel a pattern or pulse in the way the words move the song forward. The word 'song' has been around for a very long time, and it connects back to Old English and Old Norse languages. As such a history suggests, songs are used for many purposes: to tell stories, express emotions, or convey a belief in faith.

Sometimes they give instructions or help make difficult, repetitive work a little less tiresome'' (Przybylek, S. 2013)

d. Vocabulary

Steven Stahl (2005) said the following ''vocabulary is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world''. According to the Spanish Royal Academy, the definition of vocabulary is a set of words of a language belonging to the use of a given region, activity or semantic field. Students learn new vocabulary every day regardless of whether they learn it in their native language or not. It is important that they understand the words or phrases that are being taught; also, at the time they have to create phrases or sentences they feel comfortable using those new words.

e. Teaching strategies

Steven Armstrong in his article named ''**The 10 most important strategies**'' (2013) says the following definition ''Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified. Assessment of the learning capabilities of students provides a key pillar in the development of a successful teaching strategy''.

3.5 Data Collection Instruments

The instruments help the author to obtain and analyze the results received by the learners. The first mechanism is an observation checklist. The purpose is to identify the level of English of the infants through an observational class. This instrument is divided into three rubrics which are about vocabulary, listening, and speaking. With this procedure, the information that is intended to be obtained by the students will be more specific and concrete. Each skill has its own rubric which contains significant and specific points about every skill. Each of them has a scale from number one through number five where one means beginner and five means advanced. Besides, through this observation checklist, it will be possible for the author to analyze what kind of activities fit better in order to carry out with the group of learners.

The next instrument is a survey. This survey is divided into two in order to obtain precise data from the learners. Through them, it is intended to analyze the effectivity of the activities applied to the fifth graders. The first one can be understood as a mini survey; since, every day, from the first class that is given to the pupils, this will be applied when the activities are all done. This mini survey has six questions where the infant can write comments on some of them. Each question has three options where the student marks with an ‘X’ in the option that best suits his or her personal opinion. The questions that can be found are if the infants have learned new vocabulary or how they felt when carrying out the exercises and music. The second survey is bigger than the last one. This has fourteen questions and is only applied in the last class and have finished the exercises and final test.

In short, by performing these instruments the author is trying to obtain as much data as possible in order to analyze the effectiveness of the activities and their results with the pupils.

3.6 Collection Data Process and Data Analysis

For the development and data collection of this research, the instructor will perform the following procedures to the fifth graders at Saint Benedict School during the second quarter of 2019. The total procedure of this project is one month, once a week. The procedures are the following:

1. The first session is observational. The instructor will not do any lessons with the children; since it is intended through checklists to identify the level of the English vocabulary of the students. This observational class will help the instructor to be guided to carry out the activities she has planned to do with the infants. The idea is that the apprentices feel comfortable with the exercises; but, the most crucial point is that the learning needs to be meaningful for the learners. It is necessary to clarify that the first observational class was performed outside of this time, once a month. During this lesson, the teacher has the opportunity to meet the students, to introduce herself and explain why the author be working with them during that time. That day was used to make an observational class. After this one, another observational class was made with the checklists already prepared.
2. In the second and third lesson, the activities planned for them are put into practice; the exercises are related to the chosen songs. The first exercise is fill in the blanks and the second activity is a matching exercise. Both activities will be carried out on the same day. The songs that were chosen are: **“Happy” by Pharrell Williams, “Can’t stop the feeling” by Justin Timberlake, and “Roar” by Katy Perry.**

These songs were chosen because they are modern, with vocabulary easy to understand by the children, proper lyrics for a teaching center, and cheerful songs which makes the class not boring for the students. Only one song will be studied per day. The students will listen to the song three times. Veronika Jeřábková, whose thesis was mentioned in the antecedents of this project, affirms that doing it in this way will help the students to concentrate more on the song and can understand it better. She divided the three times in **pre-listening, while-listening, and post-listening**. The researcher will perform the same way as Veronika Jeřábková.

Pre-listening: it will be the first time the song is played. This will make the students familiar with the song, begin to motivate and feel comfortable with it. As a group, we will start talking about the song genre and its writer.

While-listening: each student will be given a sheet with a fill in the blanks of the song being studied before playing the song again.

Students will be explained that they are going to learn new vocabulary that comes from the song and that they have to try to fill that sheet with the words given on the sheet. The song will be played after the instructions and they have to try to fill it out. After this, as a group, we will begin to fill out the sheet, correct mistakes, and the new vocabulary will be explained to the students.

Post-listening: after having successfully done the fill in the blanks activity and the students have understood the vocabulary, the entire song will be played again; so, that the students can understand it better and understand what is the story of the song talking about.

3. The other procedure that will be carried out after having finished the activity mentioned above, a matching exercise will be carried out but they will have to do it without any help and by themselves. This will help the teacher see if the students understood the vocabulary. This will help the researcher obtain results for this experiment. Other activities that are put into practice are: memory game, bingo, and word search. The vocabulary that is taught and reviewed is about synonyms and meaning of the vocabulary that is studied, Also, verbs that are in the lyrics of the song and study them in present and past. The idea is that students can complete sentences using the vocabulary.
4. The instruments will be applied after finishing the activities of the day (mini surveys) and in the final class.

Chapter IV

Data Analysis

In this chapter, the reader will find the detailed results of the instruments and activities applied to students through different graphs. “The information is the gasoline of the 21st century, and the data analytics the combustion engine” (Sondergaard, P).

4.1 Analysis and Interpretation of the Results

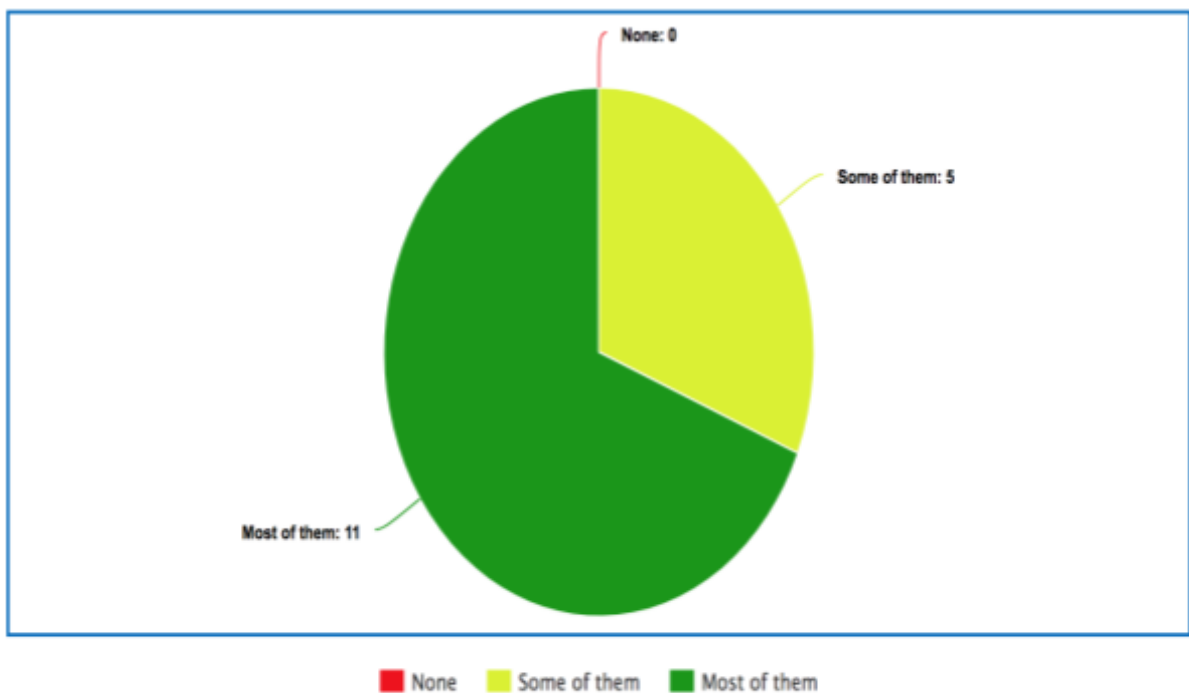


Figure 1 - Knowledge of the vocabulary studied in class

Most of the students had heard or used the words that were studied in class. However, one party learned new words. This graph shows that 11 students previously knew the vocabulary and 5 did not know about the vocabulary studied in class.

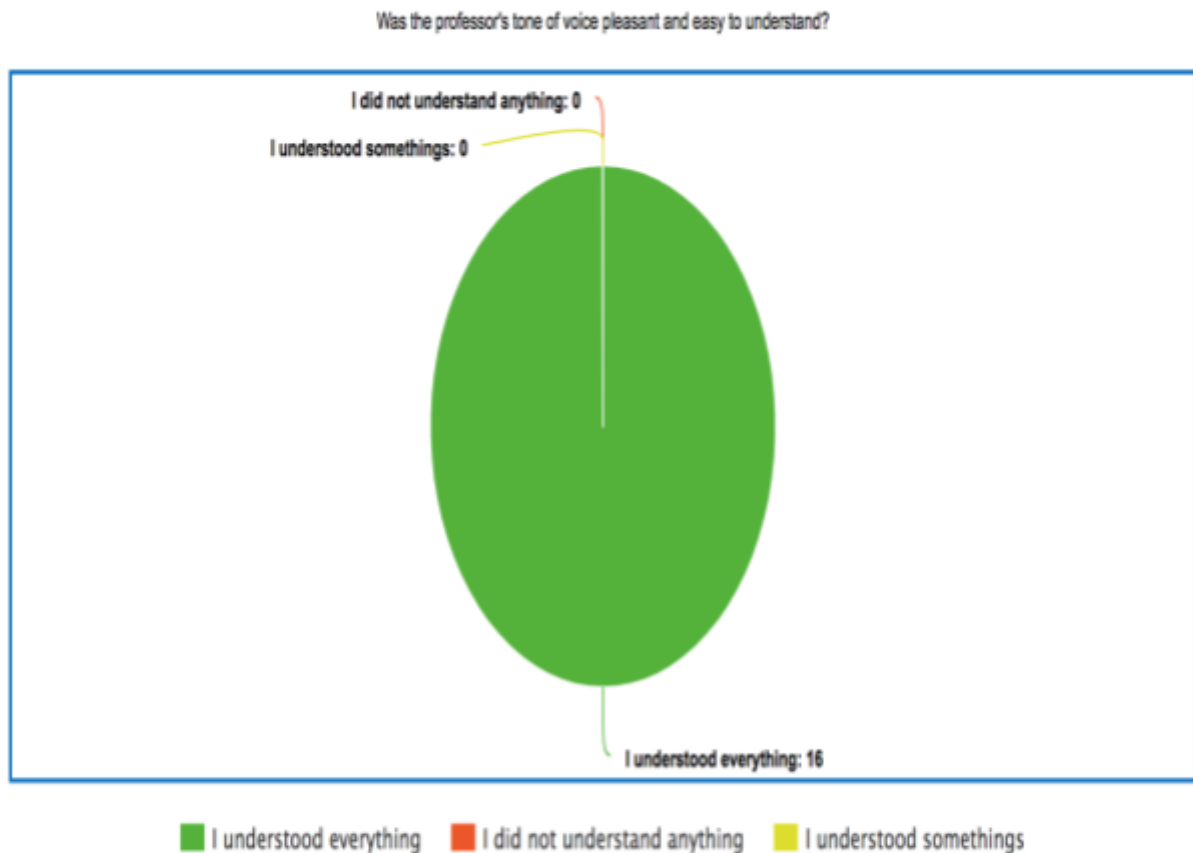


Figure 2 - Clarity of the teacher's instructions

This graph shows that the students during all the activities, in the different days, managed to understand what the exercise was about and how they had to do it in class. It can be seen that 100% of the group understood both oral and written instructions well. In this way, the explanation was twice in different ways; so that they could better understand what was required of them. Explaining clearly the instructions of the activities was one of the fundamental objectives; so that the students' learning was more significant and in this way they did not learn just to fulfill another day of class. The idea is that both, the explanation of the activities and the vocabulary, were clear, precise, and correct; so that they would not have a greater problem when using these new words.

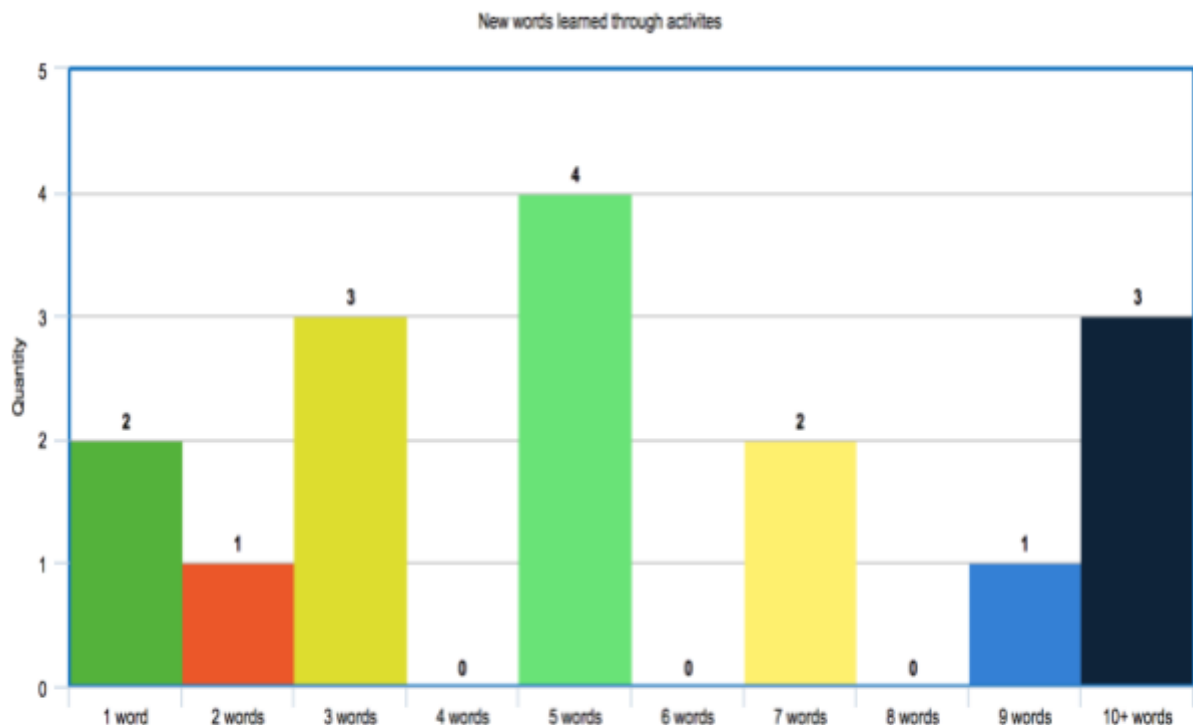


Figure 3 - New words learned

Here, the reader can see that the students always had the opportunity to learn new words. The first graph reflects that all the majority of pupils knew the words studied; but, they learned new words also. This means that pupils learned correct meanings and learned how to use them correctly. A detail that is seen in this figure is that students always had the opportunity to learn even one word. Some of the students who thought they knew the word realized that it was not the correct way they knew; so they were always in that improvement and increase of vocabulary

Another important point to emphasize is that they not only learned the new word from memory, but they learned the vocabulary in a significant way.

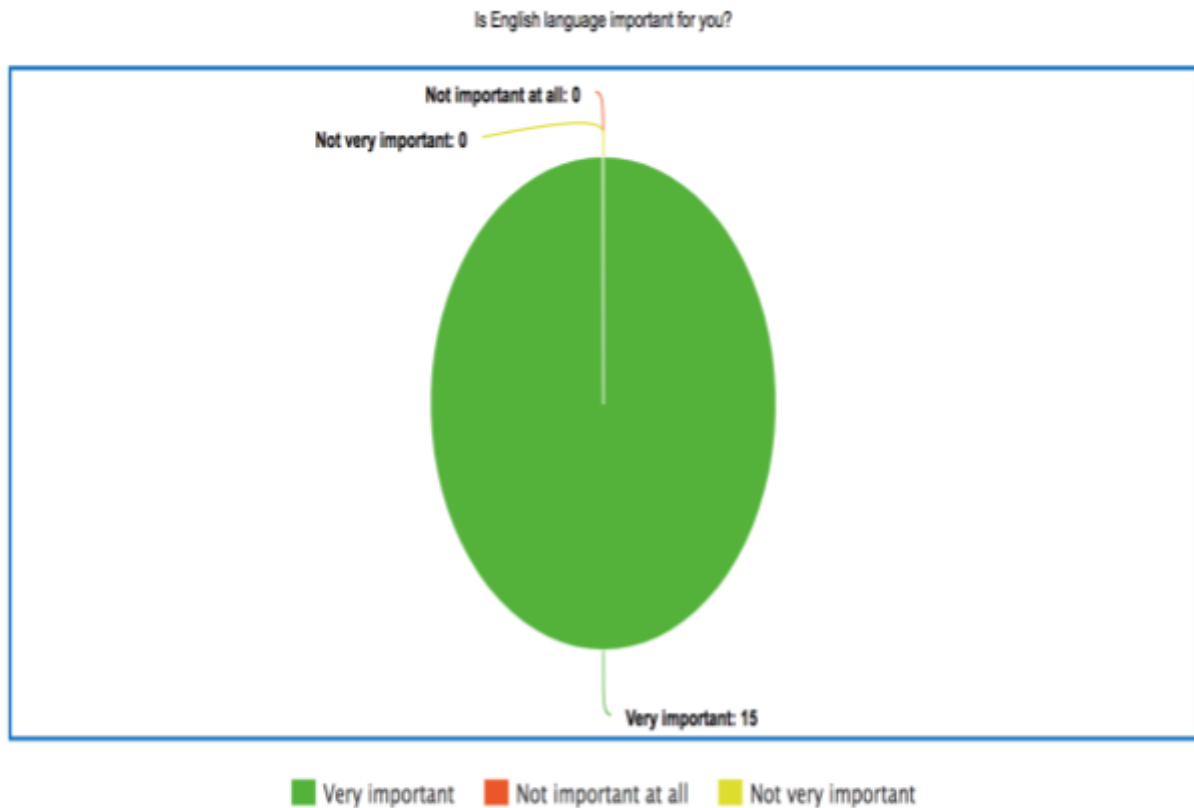


Figure 4 - The importance of the English Language

This graph is important to keep in mind because the reader can see that the students think that language is a priority in their lives; so, the teacher took advantage of this in order to teach them well.

Even if it is a private school and the students have English in many of their classes, knowing this was an advantage for the teacher. She should take benefit from this and teach well to the students knowing they have an interest in learning the language.

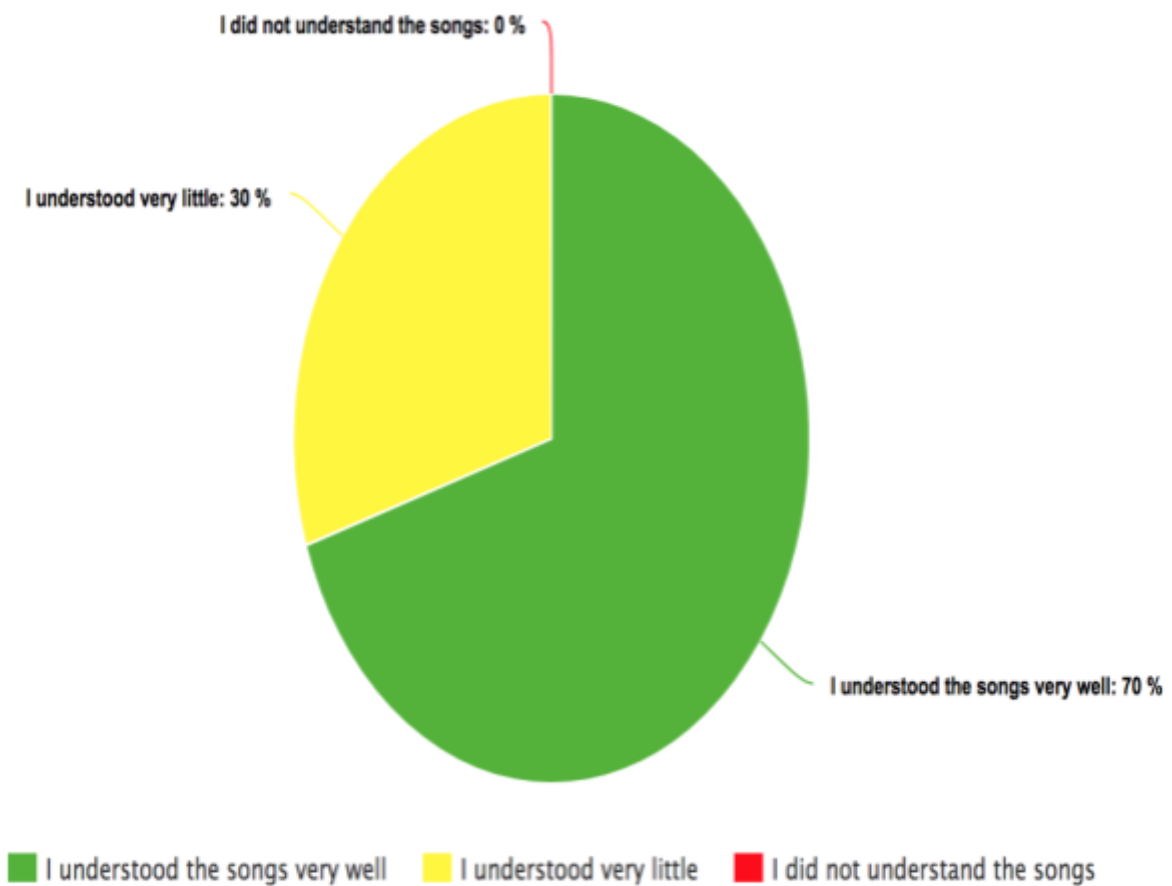


Figure 5 - Understanding of the songs

Here the graph shows that most of the students felt comfortable with the songs. Another part did not understand the lyrics of the song very well. The biggest complaint from the students was that the song was very fast and they could not understand it all. This small part of the group is new because they come from a public school and do not have the fluency and speed compared to the other students who have been working together since the first grade of this private school. However, it can be appreciated that they managed to understand part of the song and to be able to solve what was required to answer.

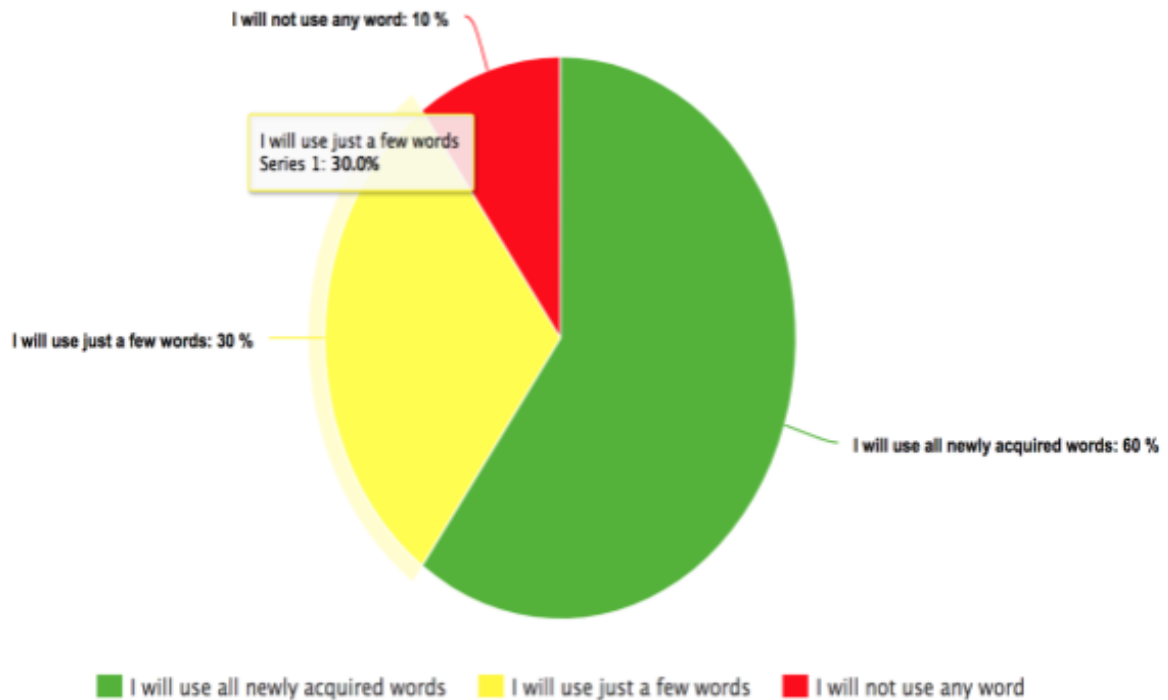


Figure 6 - Application of the new words learned in everyday life

60% of the group will use the words learned. This means that the learning was significant in this group of students. This graph can be interpreted as one of the positive results after the practice since the majority of the group said that they would use the new vocabulary when they could use it and this makes us return to graph 3 where the teaching was significant in the students.

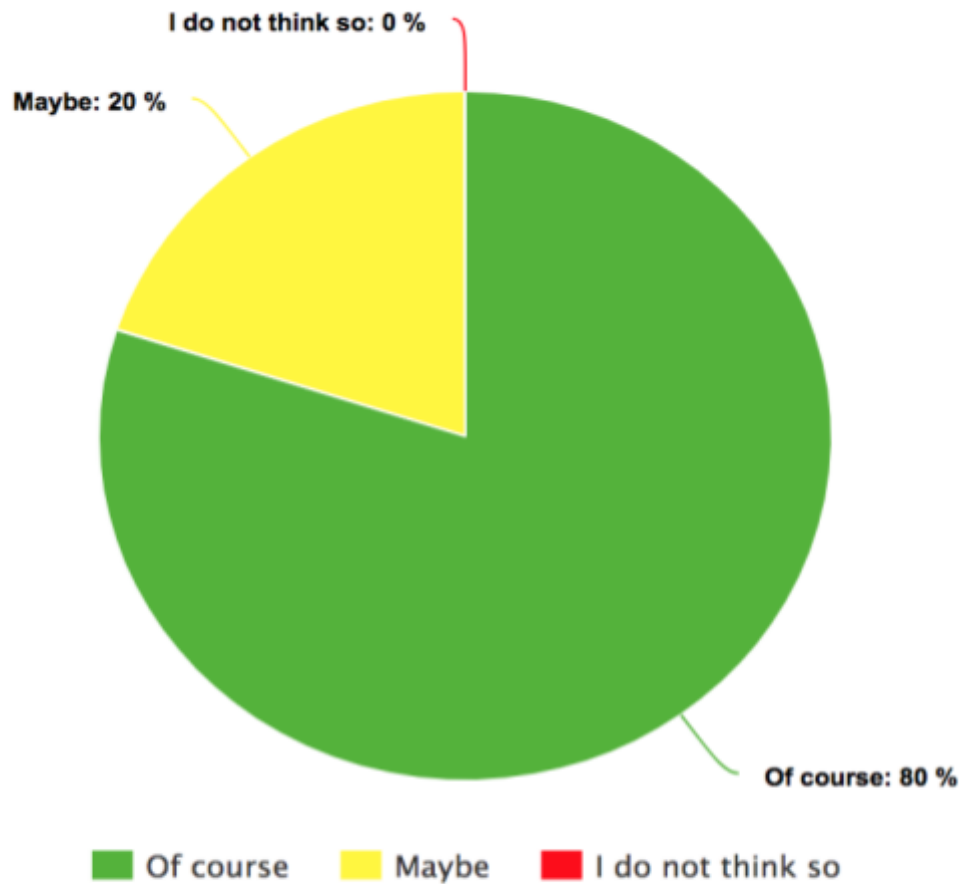


Figure 7 - To keep learning new words through music

The use of appropriate music and, according to their musical tastes, the instructor can continue teaching vocabulary since the learners are willing to do it. This other graphic reflects the result of well-prepared activities and well-chosen music since the students found it enjoyable and fun to be able to continue learning through songs.

Name	Tally	Value
Boring and hard		0
Boring and easy		2
Interesting and hard		4
Interesting and Easy		9

Figure 8 - How the students feel with the English Language

This graphic shows what the students think about the language. It is perceived that 2 students answered boring and easy, 4 learners answered interesting and boring, and 9 apprentices answered that English language is interesting and easy. This leads the researcher to say that the language is interesting to 13 students from 15 students who answered the question. This is important because it means that this language is important in their lives, therefore its teaching is significant.

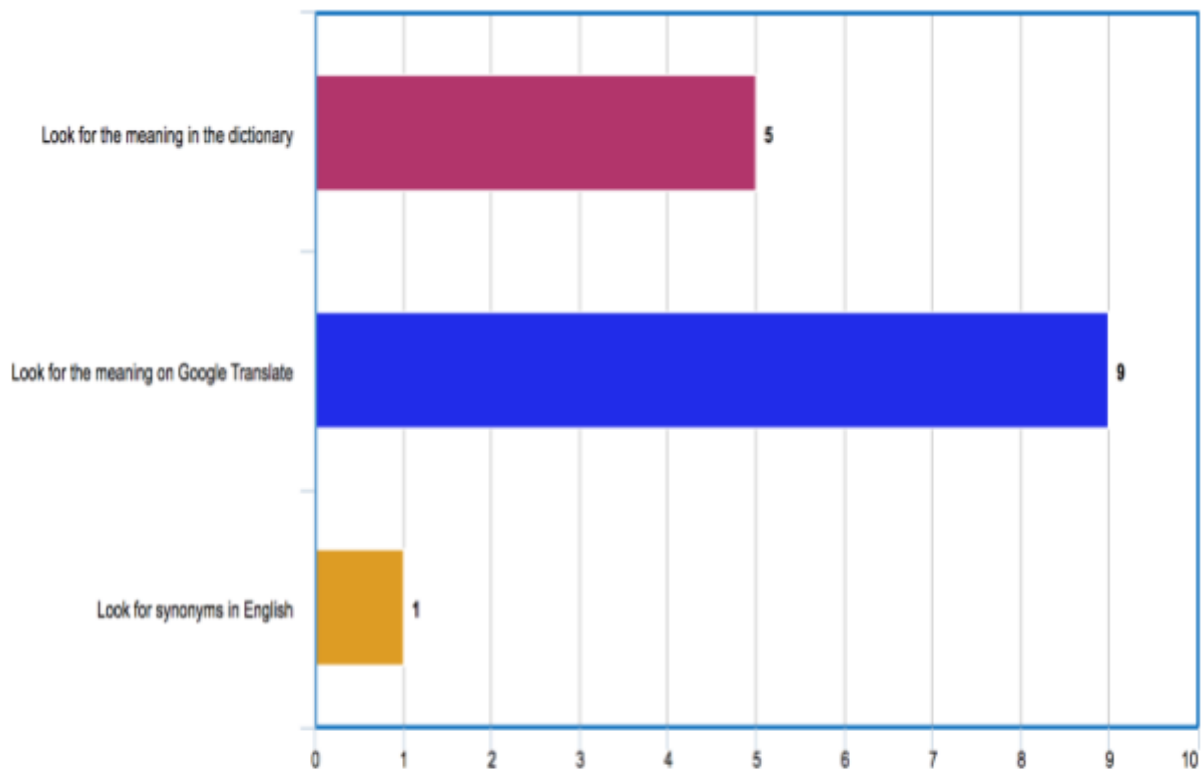


Figure 9 - Meaning of new words

This graphic is in charge of demonstrating what is the way to look for the meaning of the words by them.

During classes the dictionary was used when the students could not understand the meaning of a word, however, the decision of the students is to use the google translator because it is easier for them and because the children and youth of today are more to the use of computers than dictionaries. Only one student shared that he would use synonyms to be able to understand what he wants to learn.

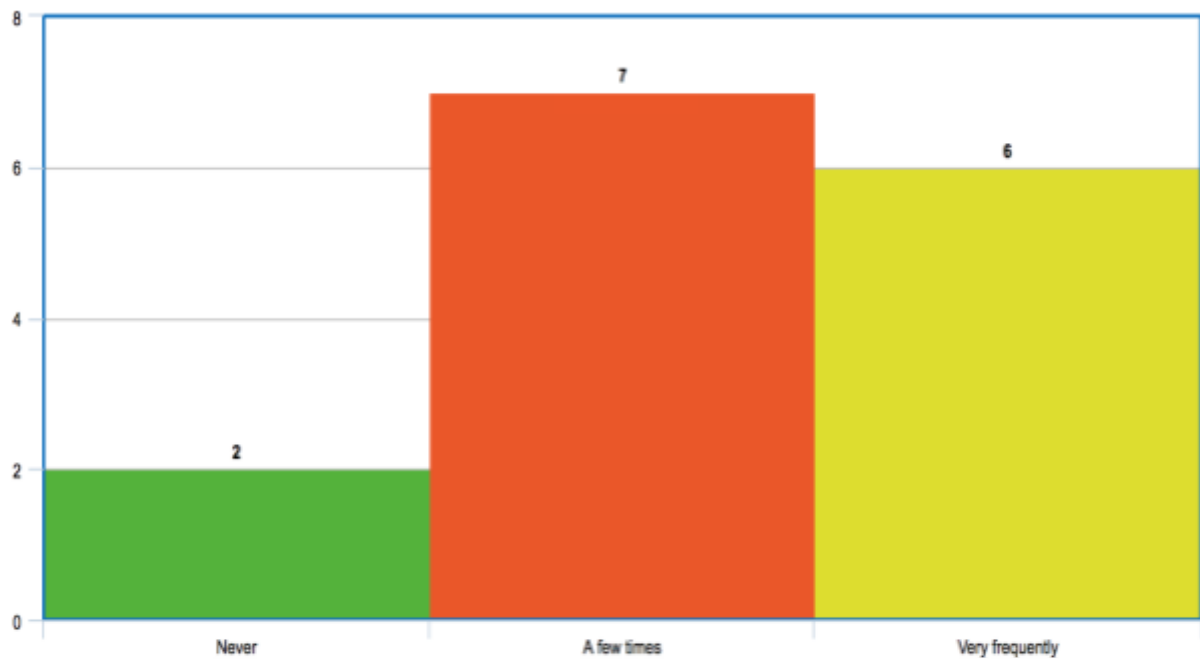


Figure 10 - Amount of students that learned by themselves listening to music before this research

Here the reader can see how many students have tried to learn new words through music by themselves. Of this group of 15 students, 13 said that they have at least tried it. This reflects that music is a great ally as a teaching technique for students.

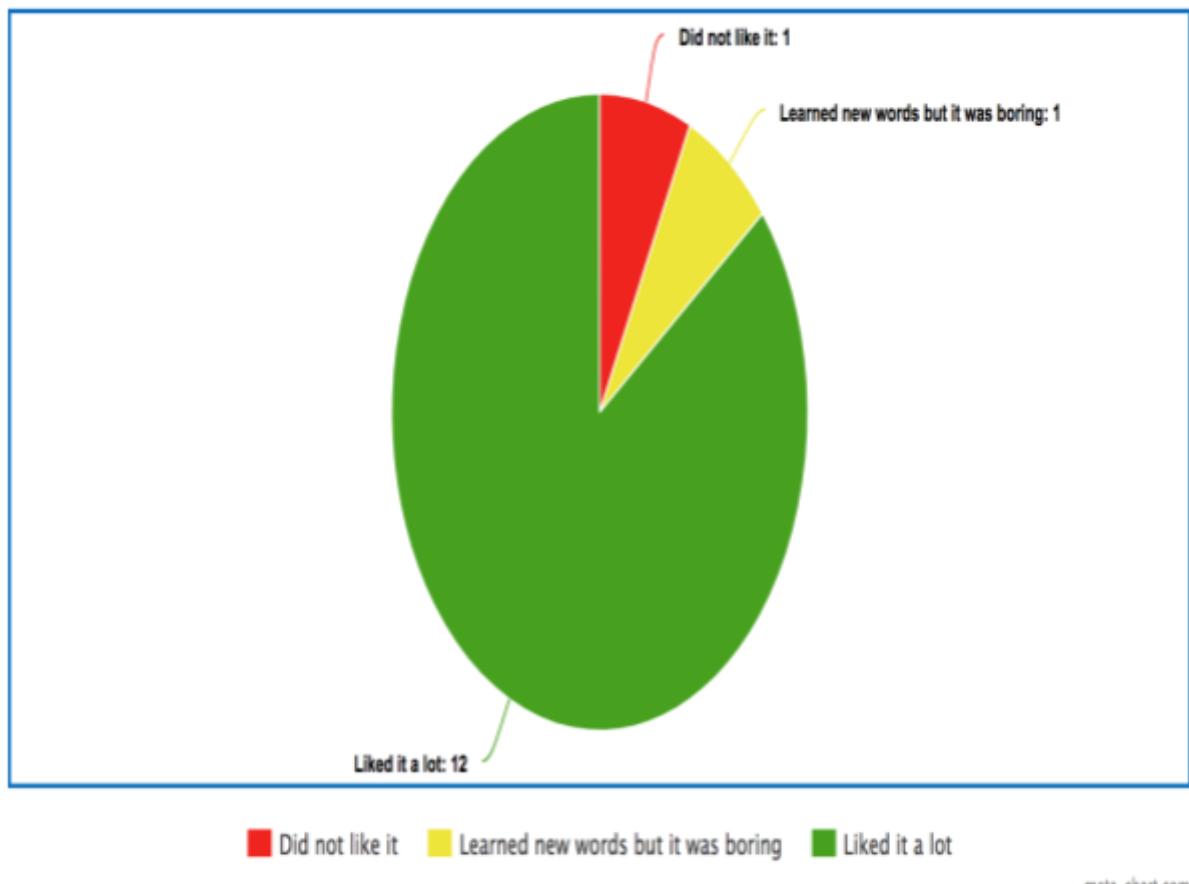


Figure 11 - Words learned in class

This other figure reflects that the vocabulary taught by the teacher had an impact on most of the students. 12 students of 14 liked it very much and among the comments, they wrote in the survey is that they were words that could be used in many aspects of their life and that they liked the way they learned it.



Figure 12 - Creation of phrases or sentences with the new vocabulary learned in class

This figure is reflected in the graphics prior to it as the students expressed that they liked the way of teaching and the vocabulary they learned, it was very likely that they used it in their lives and this again emphasizes that learning was not only of memory, but it was significant

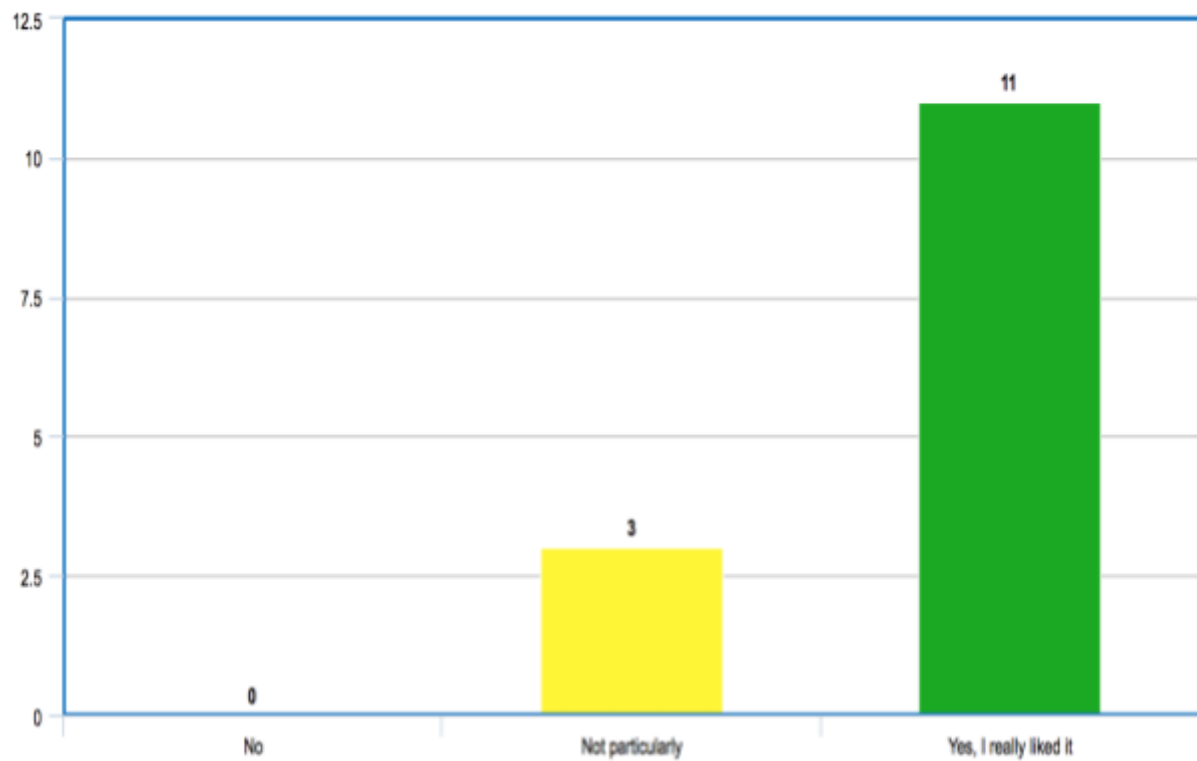


Figure 13 - Did the students like the songs played in class?

The graphics shown above reflect results obtained by students. It can be concluded that most of them were positive. Some of the students showed some negativity for the songs or the vocabulary; however, the majority managed to take advantage and learn what they could learn.

Chapter V

Conclusions and Recommendations

In this chapter, the reader will find conclusions in relation to each of the specific objectives presented in the introductory chapter. Also, the reader will find recommendations that can help future researches.

5.1 Conclusions

5.1.1 To identify the level of fifth graders' vocabulary at Saint Benedict School during the second quarter of 2019

Wilkins (1972) wrote: “while without grammar one can express very little, without vocabulary nothing can be transmitted”. The checklists (speaking, listening, and vocabulary) and the pre-test were vital for the accomplishment of this objective. The application of the pre-test allowed to detect weaknesses and strengths in vocabulary, speaking and listening of the learners. On the other hand, the checklists allowed to know the group in general in aspects such as their individual and group work, level of the English vocabulary, among other several aspects. The researcher achieved the objective of identifying the level of English through the instruments and activity discussed above.

5.1.2 To apply listening and speaking activities according to the level of the language in order to increase the vocabulary of fifth graders at Saint Benedict School during the second quarter of 2019

“ A variety of activities in the classroom focus on vocabulary achieve the effectiveness in improving students’ vocabulary” (Cerdas. K, 2013, p.94). The activities and songs helped to create a pleasant atmosphere in the class. The music and the exercises combined appropriately played a crucial role since the students could be in a pleasant environment and full of learning. It is important to clarify that music is not a substitute for other methods or teaching techniques. On the contrary, if it is used well with the right activities, it can be of great help for the teacher and bring positive results to the students. The activities that were carried out with the students achieved that the apprentices improved their listening and speaking skill; also, their vocabulary increased and improved notoriously. Most of the learners in the group handle an intermediate level of the language; however, the songs and exercises with which they studied in class, helped them to use the new vocabulary in the other activities they had with other teachers.

5.1.3 To evaluate the effectivity of the activities applied to the fifth graders at Saint Benedict School during the second quarter of 2019

The activity that made this goal possible was the post-test. The final exam and final survey have achieved the assess of the effectivity of the activities applied. The final survey showed the students' liking for the classes and music that were prepared. Also, the closing

test showed that the students were able to perform the exam exercises by themselves without problem and the help of anyone else.

5.2 Restatement of the Research Question

How to increase the vocabulary of fifth graders through music and speaking and listening activities at Saint Benedict School during the second quarter of 2019?

As mentioned above, the instruments, exercises, and songs applied to the students were the ones that played the most important role; since, by means of them the question that is found in the chapter that starts this investigation could be answered. According to the graphs of the previous chapter, the results with the students were positive and that music can be a great ally for teaching in schools. The vocabulary was improved in cases where students already had knowledge. Also, other students were able to learn new words.

5.3. Unexpected Results

Unexpected events happened during the practice with the infants. Among them, the reader can find the following:

1. The first incident is that the teacher had to work with a different grade from the one originally assigned to her. At first, the researcher was going to work with fourth graders; however, a new English teacher arrived at the school and the decision of the principal was to work with a different group and a teacher who had more experience both as a teacher and at the institution. In this way, the other teacher could fit better with the school, parents, and learners.

2. Another unexpected event was that the school wrote a letter to all the parents of the students warning that if any of the children had symptoms of any type of illness, it was preferable that they did not go to school in order to prevent other apprentices. This event affected the teacher because of a group of 18 pupils, only 2 to 5 children attended classes and this happened for two weeks in a row. The lessons had to be rescheduled with the instructor of the group because the researcher could not work with a few students; the idea was to be able to work with the whole group.
3. The last unexpected event is that the students were in student elections and art festivals. The day of teaching some of them had to be in several presentations; so, the researcher could not work with the whole group; however, it was not an excuse to not work with the children since most of them were in the classroom.

5.4 Recommendations

1. To prepare well the activities for the pupils. Part of the success in a class is to bring prepared and well-structured exercises in order to get the attention of them. The teaching needs to be significant for children.
2. It is recommended to future researchers to conduct a specialized survey in music and songs according to age, public, and level of English. This will help to be able to define well what type of music and activities to use. Performing this type of survey, can help the students in not losing the attention in class.
3. Another suggestion is about the surveys. To ask questions that students can easily understand and answer. The surveys with many questions create a boring environment for infants and many of the kids prefer to not answer all of the questions or answer without reading well the question.

4. A tip that could to other researchers is the use of the app called Kahoot. This tool could be very useful if used correctly. With this app, the use of a lot of paper is avoided and the concentration on the part of the children will be better captured and probably not lost so quickly or so easily. Technology is a great ally in education. It is important to use electronic devices, if the institution have them, because the students can learn in a meaningful manner.
5. To motivate the students to use more the dictionary and also to search for synonyms before using the application of a translator online. This will help them to think better about the foreign language and enrich their vocabulary more.

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Appendixes

Appendix 1 - Instrument: Vocabulary Observation Checklist

Observation Checklist

Name of the school: Saint Benedict School

Number of students: 18

Name of the observer: Marilyn Segura

Date: 28/5/2019

The observer must place an "X" in the box according to what is seen in the observational class where 5 means advanced and 1 means beginning. The purpose is to identify the level of **vocabulary** in the students.

Criteria	5	4	3	2	1	Observations
1. New vocabulary is taught with eye-catching techniques for students						
2. The definition of the new vocabulary is taught						
3. The new vocabulary is used to discuss it as a group						
4. Students show interest in learning new vocabulary						
5. The students finish in class the exercises related to the new vocabulary						
6. Students ask questions related to the new vocabulary						
7. The students show knowledge of the content						
8. The students give new information related to what is seen in class						
9. The vocabulary of the students is varied and adequate						

Appendix 2 - Instrument: Speaking Observation Checklist

Observation Checklist

Name of the school: Saint Benedict School

Number of students: 18

Name of the observer: Marilyn Segura

Date: 28/5/2019

The observer must place an "X" in the box according to what is seen in the observational class where 5 means advanced and 1 means beginning. The purpose is to identify the level of **speaking** in the students.

Criteria	5	4	3	2	1	Observations
1. The students give good answers to the class and teacher						
2. The students feel confident when speaking in English						
3. The students speak English fluently						
4. The students form sentences with an adequate speed						
5. The students pronounce the words or sentences correctly						
6. The students understand what they speak						
7. The students make mistakes that interfere with the message when speaking						
8. The intonation allows to understand well the message of the students						

Appendix 3 - Instrument: Listening Observation Checklist

Observation Checklist

Name of the school: Saint Benedict School

Number of students: 18

Name of the observer: Marilyn Segura

Date: 28/5/2019

The observer must place an "X" in the box according to what is seen in the observational class where 5 means advanced and 1 means beginning. The purpose is to identify the level of **listening** in the students.

Criteria	5	4	3	2	1	Observations
1. The students can identify words or phrases in the song						
2. The students understand what they are listening to						
3. The students feel familiar with the song they are listening to						
4. The students show interest in knowing more content of the song						
5. The students listen carefully to the song						
6. By listening to the song, students can identify what it is about						
7. The students show knowledge of the content						

Appendix 4 - Instrument: Final Survey**Encuesta para los estudiantes**

Nombre del alumno _____

Grado - Sección _____

Contesta las siguientes preguntas de acuerdo a tu propia opinión. Marca con una (X) la respuesta de tu elección.

1. ¿El idioma inglés es importante para usted?

a) No es importante para mí b) Es poco importante para mí**c) Es muy importante para mí**

Comentarios

--

2. El idioma inglés es para usted:

a) Aburrido y difícil b) Aburrido y fácil c) Interesante y**difícil d) Interesante y fácil**

Comentarios

--

3. ¿Cree que por medio de canciones en inglés puede mejorar su vocabulario?

- a. No lo creo b. Pocas veces c. Si se puede aprender frecuentemente**

Comentarios

4. Cuál de las siguientes opciones escogería para cuando tenga que buscar el significado de alguna palabra:

- a) Busca el significado en el diccionario b) Busca el significado con el traductor de google c) Busca sinónimos en inglés**

Comentarios

5. ¿Alguna vez ha aprendido palabras nuevas en inglés al escuchar alguna canción de su gusto?

- a. Nunca b. Pocas veces c. Si he aprendido mucho**

6. El vocabulario nuevo visto en la clase de inglés:

- a. No le gustó b. Aprendió palabras nuevas pero fue aburrido**
c. Le gustó mucho

7. ¿Cree que pueda formar oraciones o frases con el vocabulario nuevo?

- a. No b. Puedo intentarlo c. Si, puedo hacerlo

8 . ¿Le gustó aprender vocabulario nuevo por medio de las canciones que se utilizaron en clase?

- a. No b. Más o menos c. Sí, me gustó mucho

9. ¿Cuál canción le gustó más? Explique porqué

- a) Happy de Pharrell Williams b) Can't stop the feeling de Justin Timberlake c) Roar de Katy Perry

Comentarios

--

10. ¿Se sintió cómodo (a) cuando tuvo que pronunciar en voz alta el vocabulario nuevo?

- a. Poco cómodo b. Más o menos cómodo c. Muy cómodo

11. ¿Pudo escuchar y entender bien las canciones?

- a) No entendí las canciones b) Entendí pero muy poco las canciones
c) Entendí muy bien las canciones

12. ¿Crees que vas a seguir usando el vocabulario nuevo de ahora en adelante?

- a. No voy a usar ninguna palabra b. Voy a usar solamente algunas palabras c. Voy a usar todas las palabras**

13. ¿Te gustaría seguir aprendiendo vocabulario nuevo en inglés por medio de canciones?

- a.No lo creo b. Tal vez c. Claro que sí**

Appendix 5 - Instrument: Mini Survey

Encuesta

Validación de actividades realizadas para mejorar el vocabulario por medio de canciones durante la clase de inglés a los estudiantes de segundo ciclo (5to grado)

Mediante esta encuesta se pretende conocer la valiosa opinión de los estudiantes acerca de las actividades que desarrollaron recientemente en la clase de inglés.

1. ¿Tenía conocimiento de las palabras que estudió hoy en la clase?

- a) Ninguna palabra b) Solamente de algunas palabras c) Conocía muchas de las palabras

2. ¿Las instrucciones de las actividades fueron claras y fáciles de entender?

- a) No fueron claras b) Poco claras c) Fueron totalmente claras

3. ¿El tono de voz de la profesora fue agradable y fácil de entender?

- a) No pude entenderle b) Le entendí muy poco c) Le entendí todo bien

4. ¿Cuántas palabras nuevas aprendió hoy por medio de las actividades? Marque con una “X” debajo del cuadro de su elección.

[illegible]

5. ¿Con cuál de las siguientes actividades usted no se sintió cómodo al hacerla? Puede escoger más de una en caso de ser necesario.

a) Word Search b) Fill in the blanks c) Memory game d) Bingo

Comentarios

--

6. ¿Con cuál de las siguientes actividades usted se sintió bastante cómodo al hacerla?

Puede escoger más de una en caso de ser necesario.

b) Word Search b) Fill in the blanks c) Memory game d) Bingo

Comentarios

--

Appendix 6 - Lesson Plan

Lesson Plan

Saint Benedict School

Teacher: Marilyn Segura



Subject: English

Date: June 17th, 2019

II Trimester

Grade: Fifth Grade (5B)

Title: Vocabulary through musical activities

Objective: To analyze the effectiveness of using songs as a technique during listening and speaking activities in order to increase fifth graders' vocabulary

Content	Strategies	Time	Resources
Song: Roar by Katy Perry Vocabulary (Verbs) To bite, to hold, to breath, to make, to sit, to forget, to have, to stand, to see, to push, to hear. Tongue, mess, dust, thunder, ground, fighter, bee, stripes, champion, voice, butterfly. Conjugation of the verbs in past tense. Synonyms	1. Quick review of the last lesson. Vocabulary. Pre-test 2. Listen to the song of the day (pre-listening) 3. Fill in the blanks activity (while-listening) 4. Review of the new vocabulary. Meaning, synonyms, past tense of the verbs. Correct conjugation. Creation of sentences by the students 5. Memory game on the board (synonyms - past tense) 6. Fill in the blanks (Post- listening) 7. Word search/Bingo	7:30 am - 8:40 am 1. 10 minutes 2. 5 minutes 3. 15 minutes 4. 15 minutes 5. 20 minutes 6. 5 minutes Point 7 (Extra activities)	Copies Speakers Board Whiteboard marker

Appendix 7 - Lesson Plan**Lesson Plan****Saint Benedict School****Teacher: Marilyn Segura****Subject: English****Date: June 18th, 2019****II Trimester****Grade: Fifth Grade (5B)****Title: Vocabulary through musical activities****Objective: To analyze the effectiveness of using songs as a technique during listening and speaking activities in order to increase fifth graders' vocabulary**

Content	Strategies	Time	Resources
Song: Can't stop the feeling! by Justin Timberlake Vocabulary (Verbs) To get, to fly, to hide, to leave. Feeling, bones, wavy, sunshine, pocket, feet, blood, soon. Conjugation of the verbs in past tense. Synonyms Application of post-test /Survey and Group interview	1. Quick review of the last lesson. Vocabulary. 2. Listen to the song of the day (pre-listening) 3. Fill in the blanks activity (while-listening) 4. Review of the new vocabulary. Meaning, synonyms, past tense of the verbs. Correct conjugation. Creation of sentences by the students 5. Fill in the blanks (Post- listening) 6. Post-test / Survey/ Group Interview 7. Memory game	11:30 am - 12:30 pm 1. 5 minutes 2. 5 minutes 3. 10 minutes 4. 15 minutes 5. 5 minutes 6. 20 minutes Point 7 (Extra activity)	Copies Speakers Board Whiteboard marker

Appendix 8 - Fill in the blanks activity

Roar by Katy Perry

Fill in the blanks with the following words

**stripes - thunder - push - breath - make - forgot - to bite - stood
- had - butterfly- mess - ground - hold - hear - tongue - dust -
champion - bee - sat - voice - see - fighter**

I used _____ my _____ and _____ my _____

Scared to rock the boat and _____ a _____

So I _____ quietly

Agree politely

I guess that I _____ I _____ a choice

I let you _____ me past the breaking point

I _____ for nothing

So I fell for everything

You held me down, but I got up (Hey!)

Already brushing off the _____

You _____ my _____, you _____ that sound

Like _____ gonna shake the _____

You held me down, but I got up (Hey!)

Get ready 'cause I've had enough

I _____ it all, I see it now

I got the eye of the tiger

A _____

Dancing through the fire

'Cause I am a _____ and you're gonna hear me roar

Louder, louder than a lion
'Cause I am a _____ and you're gonna hear me roar
Oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh
You're gonna hear me roar
Now I'm _____ like a _____
Stinging like a _____ I earned my _____
I went from zero
To my own hero
You held me down, but I got up (Hey!)
Already brushing off the _____
You _____ my voice, you _____ that sound
Like _____ gonna shake the _____
You held me down, but I got up (Hey!)
Get ready 'cause I've had enough
I see it all, I see it now
I got the eye of the tiger
A _____
Dancing through the fire
'Cause I am a _____ and you're gonna hear me roar
Louder, louder than a lion
'Cause I am a champion and you're gonna hear me roar
Oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh

Appendix 9 - Matching Exercise

I Part. Matching Exercise.

1. Join the column from the left (present tense) with the translation in the middle; and join the translation with the verb on the right (past tense) that best applies to it.

Present tense verbs	Translation	Past tense verbs
To breath	Sentarse	Had
To hear	Olvidar	Pushed
To have	Morder	Breathed
To push	Ver	Sat
To sit	Escuchar	Stood
To stand	Hacer	Saw
To see	Empujar	Forget
To forget	Tener	Bit
To make	Sostener	Heard
To bite	Ponerse de pie	Made
To hold	Respirar	Held

Appendix 10 - Matching Exercise

2. Join the column from the left (present tense) with the translation in the right that best applies to it.

Vocabulary	Translation
Tongue	Voz
Mess	Abeja
Dust	Campeón
Thunder	Trueno
Ground	Lengua
Fighter (Opponent)	Polvo
Bee	Suelo
Stripes	Desorden, lío
Champion (Winner)	Luchador
Voice	Rayas

Appendix 11 - Song lyrics

Roar By Katy Perry

**I used to bite my tongue and hold my breath
Scared to rock the boat and make a mess
So I sat quietly, agreed politely
I guess that I forgot I had a choice
I let you push me past the breaking point
I stood for nothing, so I fell for everything
You held me down, but I got up (hey!)
Already brushing off the dust
You hear my voice, you hear that sound
Like thunder, gonna shake the ground
You held me down, but I got up
Get ready 'cause I had enough
I see it all, I see it now
I got the eye of the tiger, a fighter
Dancing through the fire
'Cause I am a champion, and you're gonna hear me roar
Louder, louder than a lion
'Cause I am a champion, and you're gonna hear me roar!
Oh oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh oh
You're gonna hear me roar!**

Now I'm floating like a butterfly
Stinging like a bee I earned my stripes
I went from zero, to my own hero
You held me down, but I got up (hey!)
Already brushing off the dust
You hear my voice, you hear that sound
Like thunder, gonna shake the ground
You held me down, but I got up
Get ready 'cause I've had enough
I see it all, I see it now
I got the eye of the tiger, a fighter
Dancing through the fire
'Cause I am a champion, and you're gonna hear me roar
Louder, louder than a lion
'Cause I am a champion, and you're gonna hear me roar!
Oh oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh oh
You're gonna hear me roar!
Oh oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh oh
Oh oh oh oh oh oh oh oh
You're gonna hear me roar!
Roar, roar, roar, roar, roar!
I got the eye of the tiger, a fighter...

Appendix 12 - Fill in the blanks activity

Can't Stop The Feeling! by Justin Timberlake

Fill in the blanks with the following words

**soul - fly - drops - blood - sunshine - feeling - got - wavy -
pocket - bones- feet - leaving - flying - to hide - soon**

I _____ this _____ inside my _____
It goes electric, _____ when I turn it on
All through my city, all through my home
We're _____ up, no ceiling, when we're in our zone

I _____ that _____ in my _____
_____ that good _____ in my _____
I feel that hot _____ in my body when it _____
I can't take my eyes up off it
Moving so phenomenally
Room on lock the way we rock it
So don't stop
And under the lights when everything goes
Nowhere _____ when I'm getting you close
When we move, well, you already know
So just imagine, just imagine, just imagine
Nothing I can see but you
When you dance, dance, dance
_____ good, good, creeping up on you
So just dance, dance, dance

Come on

All those things I shouldn't do

But you dance, dance, dance

And ain't nobody _____

So keep dancing

I can't stop the feeling

So just dance, dance, dance

I can't stop the feeling

So just dance, dance, dance

Come on

Ooh, it's something magical

It's in the air, it's in my _____, it's rushing on

Don't need no reason, don't need control

I _____ so high, no ceiling, when I'm in my zone

'Cause I got that sunshine in my pocket

Got that good soul in my feet

I feel that hot blood in my body when it drops

I can't take my eyes up off it

Moving so phenomenally

Room on lock the way we rock it

So don't stop

And under the lights when everything goes

Nowhere to hide when I'm getting you close

When we move, well, you already know

So just imagine, just imagine, just imagine

CHORUS (2x)

Appendix 13 - Matching exercise**II Part. Matching Exercise.**

Join the column from the left with the column from the right.

Vocabulary and verbs

Soul
Feeling
To get (got)
To fly (flew)
Blood
Feet
Bones
Sunshine
To hide (hid)
To leave (left)
Wavy
Pocket
Soon

Translation

Irse/Dejar
Huesos
Bolsillo
Alma
Pies
Pronto
Sol/Luz del sol
Ondulado
Sangre
Sentimiento
Obtener/Llegar/Conseguir
Esconder
Volar

Appendix 14 - Song lyrics
Can't stop the feeling by Justin Timberlake

Ah, yeah, ah, yeah

I got this feelin' inside my bones

It goes electric, wavy when I turn it on

All through my city, all through my home

We're flyin' up, no ceilin', when we in our zone

I got that sunshine in my pocket

Got that good soul in my feet

I feel that hot blood in my body when it drops (ooh)

I can't take my eyes up off it, movin' so phenomenally

Room on lock, the way we rock it, so don't stop

And under the lights when everything goes

Nowhere to hide when I'm gettin' you close

When we move, well, you already know

So just imagine, just imagine, just imagine

Nothin' I can see but you when you dance, dance, dance

Feel a good, good creepin' up on you

So just dance, dance, dance, come on

All those things I shouldn't do

But you dance, dance, dance

And ain't nobody leavin' soon, so keep dancin'

I can't stop the feelin'

So just dance, dance, dance

I can't stop the feelin'

So just dance, dance, dance, come on
Ooh, it's something magical
It's in the air, it's in my blood, it's rushin' on (rushin' on)
I don't need no reason, don't need control (need control)
I fly so high, no ceiling, when I'm in my zone
'Cause I got that sunshine in my pocket
Got that good soul in my feet
I feel that hot blood in my body when it drops (ooh)
I can't take my eyes up off it, moving so phenomenally
Room on lock, the way we rock it, so don't stop (stop, stop, stop)
Under the lights when everything goes
Nowhere to hide when I'm gettin' you close
When we move, well, you already know
So just imagine, just imagine, just imagine
Nothing I can see but you when you dance, dance, dance
Feel a good, good, creepin' up on you
So just dance, dance, dance, come on
All those things I shouldn't do
But you dance, dance, dance
And ain't nobody leavin' soon, so keep dancin'
I can't stop the feelin'
So just dance, dance, dance
I can't stop the feelin'
So just dance, dance, dance...

Appendix 15 - Fill in the blanks activity**“Happy” by Pharrell Williams**

Fill in the blanks with the following words

bad news - crazy - clap - air - baby - happiness - truth - happy - roof - space

It might seem _____ what I'm about to say

Sunshine she's here, you can take a break

I'm a hot air balloon that could go to _____

With the _____, like I don't care _____ by the way

Chorus

Because I'm _____

_____ along if you feel like a room without a _____

Because I'm happy

Clap along if you feel like _____ is the _____

Because I'm happy

Clap along if you know what happiness is to you

Because I'm happy

Clap along if you feel like that's what you want to do

Here come _____ talking this and that

Well, give me all you got and don't hold back

Well, I should probably warn you

I'll be just fine

No offense to you, don't waste your time

Here's why: Chorus (4x)

Appendix 16 - Matching exercise**Song "Happy" by Pharrell Williams**

Instructions: choose the word from the left with the meaning from the right that best applies to it.

- | | |
|-------------|---------------------|
| 1.Bad news | 1. Felicidad |
| 2.Crazy | 2. Techo |
| 3.Clap | 3. Feliz |
| 4.Air | 4. Noticias malas |
| 5.Baby | 5. Verdad |
| 6.Happiness | 6. Espacio |
| 7.Truth | 7. Aire |
| 8.Happy | 8. Aplauso/ Aplauda |
| 9.Roof | 9. Bebé |
| 10.Space | 10. Loca/Loco |

Appendix 17 - Song lyrics Happy by Pharrell Williams

It might seem crazy what I'm 'bout to say
Sunshine she's here, you can take a break
I'm a hot air balloon that could go to space
With the air, like I don't care baby by the way
Huh, because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you
Because I'm happy
Clap along if you feel like that's what you wanna do
Here come bad news, talking this and that
(Yeah) Well, give me all you got, and don't hold it back
(Yeah) Well, I should probably warn you I'll be just fine
(Yeah) No offense to you, don't waste your time
Here's why
Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you

Because I'm happy
Clap along if you feel like that's what you wanna do
Hey, come on, uh
Bring me down, can't nuthin' (happy)
Bring me down
My level is too high to bring me down (happy)
Can't nuthin', bring me down (happy)
I said, let me tell you now, unh (happy)
Bring me down, can't nuthin', bring me down (happy, happy, happy)
My level is too high to bring me down (happy, happy, happy)
Can't nuthin' bring me down (happy, happy, happy)
I said
Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you
Because I'm happy
Clap along if you feel like that's what you wanna do
Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy..

Appendix 18 - Word Search activity

Word search

**bit - breath- butterfly- champion - dust- feeling- got- ground-
held- leaving- made- pocket- pushed- soon -soul- stood- stripes-
thunder**

New vocabulary

W	S	T	O	O	D	J	X	O	T
G	H	O	G	D	N	W	D	D	T
S	Y	D	O	D	Z	U	C	E	I
U	T	O	N	N	S	D	K	H	B
G	R	R	C	T	N	C	M	S	T
V	B	V	I	U	O	G	F	U	C
Y	Y	U	O	P	N	Q	N	P	H
S	T	R	T	I	E	T	R	K	A
G	G	H	L	T	M	S	G	D	M
O	X	E	U	A	E	N	E	L	P
T	E	Y	D	N	I	R	U	C	I
F	V	E	R	V	D	O	F	O	O
J	T	W	A	P	S	E	N	L	N
W	H	E	H	T	A	E	R	B	Y
F	L	Y	D	L	E	H	T	S	M

Appendix 19 - Final Exam
Final Test
Saint Benedict School

English Department
Time: 10 minutes
II Trimester
Student's name:

Level: 5th grade (5B)
Teacher: Marilyn Segura
Date:

I Part. Create sentences.

Write sentences according to the vocabulary below.

1. Thunder _____.
2. Stripes _____.
3. Happiness _____.
4. Soul _____.
5. Bad news _____.
6. Butterfly _____.

II Part. Multiple choice.

Choose the correct synonym for each of the following words.

_____ 1. Happy

- a) Glad b) Globe c) Sad d) Silent

2. Baby

- a) Loudly b) Calm c) Modern d) Newborn

 3. Crazy

- a) Ancient b) Mistaken c) Insane d) Speedy

4. Truthfulness

- a) Untrue b) Original c) Weak d) Honesty

 5. Fighter

- a) Tiny b) Warrior c) Frosty d) Bizarre

6. Champion

- a) Incredible b) Funny c) Winner d) Brave

III Part. Matching Exercise.

Join the verb from the left (present tense) with the verb on the right (past tense) that best applies to it.

1.To bite

1. Forgot

2.To hold

2. Took

3.To make

3. Hid

4. To sit

4. Was/Were

5.To forget

5. Sat

6.To stand

6. Bit

7.To see

7. Made

8.To hear

8. Held

9.To take

9. Stood

10.To hide

10. Saw

11.To leave

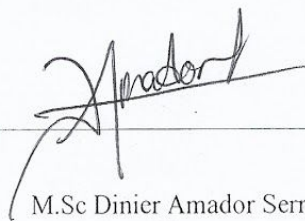
11. Heard

12.To be

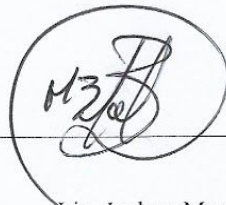
12. Left

Tribunal Examinador

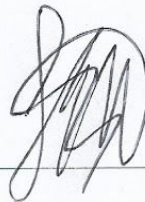
Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con énfasis en Enseñanza.



M.Sc Dinier Amador Serrano
Tutor



Lic. Joshua Masís Bermúdez
Lector



Lic. Leslie Elizondo Mora
Representante de Dirección de las Carreras de Inglés

Carta del Director de Carrera

San José, 22 de Agosto de 2019

Señores
Universidad Internacional de las Américas
Estimados señores:

El suscrito Lic. Leslie Elizondo Mora, Representante de Dirección de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Marilyn Segura Burgos, portadora de la cédula de identidad no. 1-1490-0155, que ha titulado: *Effectiveness of Using Songs as Strategy to Enhance Vocabulary During Listening and Speaking Activities of Fifth Grade Students at Saint Benedict School During the Second Quarter of 2019*

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



Lic. Leslie Elizondo Mora
Representante de Dirección de las Carreras de Inglés

Carta del Lector

San José, 22 de Agosto de 2019

Licenciado
Leslie Elizondo Mora
Representante de Dirección de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante Marilyn Segura Burgos, portadora de la cédula de identidad no. 1-1490-0155, ha presentado para su lectura y corrección de estilo la tesina denominada Marilyn Segura Burgos, portador(a) de la cédula de identidad no. 1-1490-0155, que ha titulado: *Effectiveness of Using Songs as Strategy to Enhance Vocabulary During Listening and Speaking Activities of Fifth Grade Students at Saint Benedict School During the Second Quarter of 2019*. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



Lic. Joshua Masís Bermúdez
Lector de Tesis

Carta del Revisor

Jueves, 22 de Agosto de 2019

Licenciado
Leslie Elizondo Mora
Representante de Dirección de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante Marilyn Segura Burgos, portadora de la cédula de identidad no. 1-1490-0155, ha presentado para la respectiva revisión la tesina denominada *Effectiveness of Using Songs as Strategy to Enhance Vocabulary During Listening and Speaking Activities of Fifth Grade Students at Saint Benedict School During the Second Quarter of 2019*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporarán al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



Sarah Guzmán Zúñiga
1-0931-0164



Universidad Internacional de las Américas

Código de Ética

La suscrita Marilyn Segura Burgos , número de cédula: 1-1490-0155 graduada del grado de Bachillerato en Inglés con Énfasis en Enseñanza de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

Marilyn Segura Burgos
1-1490-0155