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*Using Pop Songs for Improving Eight Graders' Vocabulary Acquisition at San Juan Sur
Technical Professional High School during the II Quarter 2023*

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Dedication

To my dear mother, Ana Rojas, my greatest example and pride, your courage and kindness are always with me, thank you for sharing each of my dreams and having faith in me, everything I am in life I owed to you.

To my grandma, Marta Castillo, who blindly believed in me and always asked God for my well-being and success, thank you for your unconditional love and company.

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Abstract

The present project is an investigation on the use of pop songs to improve the acquisition of English vocabulary. The researcher worked with a group of 16 students from section 8-3, ages 13 to 15 years old, at the San Juan Sur Technical Professional High School located in Corralillo, Cartago.

Nowadays, knowledge of the English language is a fundamental tool in areas such as study, travel, and work, so it is important that students make the most of the classes they receive during their stay at school to have a good level of English. Due to the above, the general objective was established as to analyze the use of pop songs as a pedagogical strategy to improve the vocabulary of eighth grade students of the San Juan Sur Technical Professional School, developing the specific objectives of identifying the difficulties that students have in recognizing vocabulary in listening comprehension activities, applying song-related dynamics to help students recognize oral vocabulary, and evaluating the performance of students after the application of song-related dynamics to know their progress. It is important to notice that this research is qualitative, because it explains in detail the actions implemented in the classroom to answer the question "What would be the effect of using pop songs to improve the vocabulary of eighth grade students at San Juan Sur Technical Professional High School during the second quarter of the year 2023?"

Among the main findings, it was found that this technique is interesting for the students and offers a comfortable environment to the class, additionally it was noticed an improvement in the vocabulary knowledge of the students showing that it helps in the learning of this.

Resumen

El presente proyecto es una investigación sobre el uso de canciones pop para mejorar la adquisición de vocabulario en inglés. La investigadora trabajó con un grupo de 16 estudiantes de la sección 8-3, en edades entre los 13 a 15 años, del Colegio Técnico Profesional San Juan Sur ubicado en Corralillo de Cartago.

En la actualidad, el conocimiento del idioma inglés es una herramienta fundamental en ámbitos como el estudio, los viajes y el trabajo, por lo que es importante que los estudiantes aprovechen al máximo las clases que reciben durante su estadía en el colegio para tener un buen nivel de inglés. Por esta razón, se estableció como objetivo general el analizar el uso de canciones pop como estrategia pedagógica para mejorar el vocabulario de los estudiantes de octavo año del Colegio Técnico Profesional San Juan Sur, desarrollando los objetivos específicos de identificar las dificultades que tienen los estudiantes para reconocer vocabulario en actividades de comprensión auditiva, aplicar dinámicas relacionadas con canciones para ayudar a los estudiantes a reconocer vocabulario oral y evaluar el desempeño de los estudiantes después de la aplicación de dinámicas relacionadas con canciones para conocer sus avances. Es importante agregar que esta investigación es cualitativa, porque explica detalladamente las acciones implementadas en el aula para responder a la pregunta "¿Cuál sería el efecto de utilizar canciones pop para mejorar el vocabulario de los estudiantes de octavo año del Colegio Técnico Profesional San Juan Sur durante el segundo trimestre del año 2023?"

Entre los principales hallazgos encontrados, se descubrió que los estudiantes encuentran esta técnica interesante y les ofrece un ambiente donde se sienten cómodos, además se notó una mejora en el conocimiento de vocabulario de los estudiantes mostrando que esta estrategia pedagógica ayuda en el aprendizaje de vocabulario de este.

Chapter I

Introductory

Framework

Chapter I

Introductory Framework

Wanting to learn a second language is a process that requires commitment and effort but teaching a second language requires the teacher's dedication and commitment to seek the best strategies for their students to understand and be interested in the language, ensuring that the knowledge taught can be used throughout the life of these students. Teaching the English language is complex and involves four fundamental areas: speaking, listening, reading, and writing; consequently, the teacher's mission is to innovate teaching techniques to adapt the classes to the needs of the students. In this chapter, the objectives to be developed throughout the research are indicated, as well as the reason why it was decided to carry it out, together with a statement of the problem and a review of the material consulted for the realization of the work including the goals that are expected to be achieved at the end of the research.

1.1 Problem Statement

Nowadays, handling a second language is an indispensable requirement to develop in the working world, so having a good foundation from an early age and taking advantage of the opportunities presented in public education is necessary. The MEP (Ministerio de Educacion Publica) offered a curriculum of academic and conversational English for almost six years, in the case of technical schools, which the students try. The teacher offers the right dynamics to the class; the students can graduate with a good command of the language that will make them competitive in the market.

However, several factors have caused the eight-grade students at San Juan Sur Technical Professional High School not to demonstrate optimal performance in the English language, which is worrisome because they are in a grade where a solid foundation in the language is expected to learn what they lack in the other half of the road. The COVID-19 pandemic may have influenced the group's knowledge gap because they spent almost two years at home receiving virtual classes that, although attempted, did not offer the same educational experience that the students had in a face-to-face classroom setting. The teachers have tried to work on this problem through pedagogical tools in the classroom. However, the student's progress in 2022 could have been more optimal, and it is necessary to work on the English vocabulary

management of these students to improve their listening, writing, speaking, and reading skills. It is believed that another factor that influences the low performance of the students is the fear of making mistakes in front of the class, causing them to not participate in the activities and share their answers or communicate in the language spontaneously, which makes it more difficult for the teacher to evaluate the progress of the group and help them correct their mistakes.

Due to the above, it is necessary to find a strategy that motivates students to participate in English class and offer them the possibility of using it outside the classroom in their independent learning, with which they can improve their vocabulary. These are teenagers between 13 and 15 years old, so, commonly, they have the habit of listening to music in their free time and show great interest in it; pop music in English offers a wide vocabulary and context behind their lyrics, so this research aims to solve the following research question: What would be the effect of using pop songs to improve the vocabulary of eighth graders at San Juan Sur Technical Professional High School during the second quarter of 2023?

1.2 Objectives of the Investigation

1.2.1 General Objectives

1. To analyze the use of pop songs as a pedagogical strategy to improve the vocabulary of eighth-grade students at San Juan Sur Technical Professional High School during the second quarter of 2023

1.2.2 Specific Objectives

1. To identify the difficulty students have in recognizing vocabulary during listening comprehension activities
2. To apply song-related dynamics to help students to recognize oral vocabulary
3. To evaluate students' performance after the application of song-related dynamics to assess their progress

1.3 Justification of the Study

This research aims to provide people who study a second language, in this case, English, with a technique that can be adapted to their interests, needs, and language proficiency. Multimedia resources are very common nowadays, and it is good to incorporate them in the

classroom; songs and music videos tell a story that can be a cultural, personal, or social context, which helps to learn much more and get interested in the subject. Pop music has a clear and good rhythm that can motivate students as well as make them understand the lyrics of the songs better; studying English by incorporating music can help students to enrich their vocabulary, which is known to be fundamental aspect of developing the areas of writing, reading, speaking, and listening, where having a great vocabulary facilitates the process and allows the student to have more confidence as they will be able to build their opinions or better understand what is being said to them.

Using a technique such as incorporating songs when learning English allows the student to choose their favorite singers or bands and even alternate between singers to have more learning; students can incorporate the habit of listening to music while they pay attention to their lyrics and look for the meaning of the words they do not understand to their daily life not only as a study technique but also as a hobby where they will be entertained with music while learning. In pop songs, people will find very common vocabulary and popular expressions used in English, where they are repetitive with background music factor that helps to memorize better compared to using a technique where they only see them in a reading or a conversation example, it is a more dynamic activity which allows to do it more often without getting bored. Teachers can incorporate pop songs related to the daily theme of the class or even open a small space at the beginning or end of the class to do a listening activity with the students where they listen to a song and analyze its vocabulary. Another alternative is to allow students to propose songs and choose one each day to motivate students and make them see that their preferences and opinions are considered.

The San Juan Sur Technical Professional High School is a public school in Cartago, Costa Rica. Where in the year 2022, it was noticed that the seventh-grade students had a lower level than expected in the English class because it was difficult for them to communicate and understand the language; it is believed that this is mainly because they do not have a good vocabulary which does not allow them to understand the texts presented in class and participate in the pedagogical activities that the teacher performs throughout the lessons. In the current year, 2023, these students are in eighth grade. Hence, this research has the intention of applying activities with them where they work with songs and manage to expand their vocabulary, facilitating the work of the teacher in charge because having a large vocabulary would help these

students to have the ability to understand better the material presented in class and to participate in the resolution of exercises in English. This group of students has teenagers between the ages of 13 and 15 years old, so it is believed that incorporating music in their learning can attract their attention and seem interesting, besides not seeming to be a structured activity but more dynamic in which they can suggest their favorite songs or artists work on in class and see it as a dynamic to share and exchange their musical preferences while they better understand the context of the songs, their meaning and extract vocabulary that will be useful for them to develop in the English language.

It is intended to offer a technique for learning English vocabulary that is appealing to both the students and the teacher and that they can continue to use throughout the learning of the English language—even trying to create a hobby for students where they can follow the new music of their favorite artists, better understanding the context and adding more knowledge to their process. A great benefit of this technique is that the English songs have a story behind them; as mentioned before, many times they also help to learn about the culture of the English language, which is a fundamental factor when having a goal to speak English, to understand better the customs of native speakers and thus in the future to have better communication with them.

The goal of this research work is to offer an improvement in the English learning of the eighth-grade students of the San Juan Sur Technical Professional High School during the second quarter of 2023, having as a mission to provide a teaching technique to the students that involve songs that help them to increase their vocabulary and with this improve their performance in the English class, also providing teachers with a pedagogical resource that they can continue to implement not only with this group but also with future groups that need to work on their vocabulary, additionally, provide a technique that teachers can suggest to students as homework or individual learning on their own at home to take advantage of their free time and thus continue learning.

1.4 Antecedents

The idea of doing this thesis was born from reading the work of some researchers who have presented the benefits that can be brought by incorporating music during the learning of students; these researchers wrote articles where it is exposed that not only books and written

information on a blackboard can be used to teach a second language, but also multimedia teaching materials could be used as in this case music and the use of songs.

It is important to understand how music has influenced education through the years for this purpose, a research study focused on the importance of music in early childhood education was consulted, presenting historical bases that help better understand music's influence in the educational process. The research work was conducted in 2020, entitled the importance of Music in Education, and its author is Daniel Gonzalez, who performs this research for the University of La Laguna. The main objective of this research is to know, highlight and analyze the importance of music education at the early childhood education stage and its consequences, both maturational and developmental in children. Also, some of the specific objectives are to know the importance teachers attribute to music at this stage and how music education is worked in current schools.

In this research work Gonzalez (2020) provides important historical information such as that in ancient times, music had great relevance due to the educational value it possessed, to such an extent that Aristotle himself, a scientist and philosopher of this time, considered that it was a fundamental discipline because it allowed the power to express oneself and combined education with games and hobbies. This explains a small quantity of the first appearances of music in the educational field and how it was believed from the beginning that it brought a more entertaining side to the way of teaching that could better capture the attention of those who wanted to learn.

The conclusion reached by Gonzalez after his research is that most teachers consider music an important and helpful factor in the teaching process. However, very few carry it out or can do so due to the opportunities they have in the classroom. The author proposes not only to use music as an occasional relaxation technique in the classroom but also to apply it as a pedagogical resource in class. The contributions and historical research included by the author in his work are of great relevance in the incorporation of music in education in general, laying the foundations that indicate that music can help teachers to offer a more dynamic strategy to students.

In addition to the historical background for the realization of this thesis, international research articles containing relevant contributions to the research were consulted:

One of the research articles consulted was conducted by Kumar et al. (2022) with the topic Use of Music and Songs as Pedagogical Tools in Teaching English as Foreign Language

Context published in *Education Research International*. It has three specific objectives, which are: to explore the general intelligence and areas in EFL teaching and its complexities in teaching and learning the English language, to investigate how and why music can be used in a foreign language classroom to assist students in attaining a variety of learning goals, such as improved grammar, pronunciation, and vocabulary, and the last objective is to determine the existence of the positive relationship between multiple intelligences of learners and pedagogy.

For the realization of this article, Kumar et al. (2022) reviewed previous research comparing opinions and results on the relationship between music and EFL teaching and learning to obtain the reasons why to use music in teaching; among them, they mention that the use of songs helps to develop listening, the ability of association and additionally provides a relaxed atmosphere, they recommend not only using music but also support material such as videos or cartoons to capture the attention of the class. The lyrics of some songs provide additional information about culture, debates, news, or even the performer's personal life, which offers a lot of vocabulary and repetitive phrases with easy-to-remember grammatical structures. A very important aspect mentioned is that songs can relieve students' pressure and anxiety, help them avoid disinterest, and pay more attention to the class.

This study adopts a descriptive study design concluding that songs help learners to better understand the aspirations, motivation, or fears of the performer by helping them to understand better the culture of the language they want to learn, in addition to helping the teacher to teach basic, informal expressions and linguistic patterns. Kumar et al. (2022) also conclude that songs also mitigate the stressful learning aspects by offering an easy, fun-filled environment for learning that can ease the cognitive burden of the EFL learners and increase their motivation levels (p.7). Therefore, learners enjoy a more relaxed environment that allows them to concentrate better and feel less in a rut while learning the language.

The second international research article consulted is by Cores et al. (2019) and entitled *A Music-Mediated Language Learning Experience: Students' Awareness of Their Socio-Emotional Skills*, published in *Frontiers in Psychology*. According to Cores et al. (2019), the purpose of this research is to determine the effects of an educational intervention to foster the development of socioemotional sensitivity in adult language learners, thereby broadening their affective skills and strengthening peer relationships within the classroom. (p.3)

To conduct this research, Cores et al. (2019) selected a group of adult participants in an

intensive English course; initially, they conducted a music-meLLE (mediated Language learning experiences) followed by the Socio-Emotional Expertise Scale tests created by McBrien et al. In 2018 and the CEFR/CV Mediation Descriptor Scales test created by the Council of Europe 2018, the authors continued to conduct their study in sessions with the group; in session one, a music video was projected with the idea of creating a discussion of textual and audiovisual elements for students to focus on words or expressions related to feelings.

In the second session, the group had to look for examples of vocabulary, idiomatic expressions, and metaphors in song lyrics that the participants had to take home as homework. During session three, the students contributed their reflections on the messages transmitted by the music videos. Then they made a blog post recommending songs that convey positive messages or songs that help develop the linguistic competence of second language learners. Finally, participants completed the SEE and MDS once again.

As a conclusion of this research, the authors found that as the study progressed, the differences between participants' language proficiency were no longer observable due to increased textual mediation scores. Furthermore, Coles et al. (2019) found that the MeLLE benefited more students who spoke only two languages than those who spoke three. Additionally, the related study had a great significance in the way participants see themselves as agents of interpersonal communication, concluding that it is favorable to introduce activities involving music in the classroom of students learning another language because it helps their socioemotional skills to have more empathy and better know the cultures around them. Thus, thanks to their study, the authors provide results that motivate them to include activities in the classroom not only to work on the language to be learned but also to improve the social experience of students and their way of perceiving the world.

Besides consulting historical and international documents, Costa Rican research works conducted for national public universities were considered for the realization of this work:

The first national paper consulted is entitled Song-based Activities to Enhance EFL Learners' Pronunciation. Jimenez et al. (2013) developed the first International Congress of applied linguistics at the National University of Costa Rica. The main objectives of this research are to investigate the role of pronunciation in EFL classrooms and to design song-based activities that enhance EFL learners' pronunciation. In the research, Jimenez et al. (2013) analyzed the results of a research conducted to suggest deductive activities based on songs to reinforce

pronunciation in public high schools by applying a questionnaire to seven English teachers from schools in Perez Zeledon to evaluate the idea of English teachers developing activities that include songs when teaching a second language. Some of the results present in the research analysis reflected that the teachers interviewed recommend using songs when teaching pronunciation and believe that they are important resources because they can include cultural elements of the language; it was also discovered that teachers believe that teaching pronunciation helps students learn about the difference between spelling and pronunciation of sounds in English, so activities should be conducted where the sounds are identified and practiced.

The second national research work consulted is that of Jimenez et al. (2013) entitled *Multimedia: Enhancing Speaking in EFL Classrooms*, created for the first international congress of applied linguistics at the National University of Costa Rica. The main objectives of this work are to research the role of multimedia in language teaching and to design multimedia-based activities that reinforce EFL learners' speaking. During the investigation, the authors analyzed data they collected with a questionnaire to EFL teachers about their views on the use of multimedia to help students develop their language skills, among the results, they found that teachers believe that activities involving songs make students participate orally in class, and they believe that videos interest mostly visual and auditory learners. It was noted that computers and projectors are the most common devices in English classrooms, making video activities more popular among teachers.

In conclusion, Jiménez et al. (2013) believe that teachers should modify their teaching techniques to achieve more meaningful learning in their students and incorporate multimedia resources. The authors encourage Costa Rican teachers to try to include multimedia resources in their lessons but take the time and care to select the appropriate material; they also mention that it is good to encourage students to incorporate resources such as these to support their learning.

1.5 Scope

The activities will be carried out with groups 8-3 at San Juan Sur Technical Professional High School during the second quarter of 2023. The group presented problems in terms of vocabulary in English, so it is believed that they can take great advantage of the activities that will be carried out with them, where songs will be selected according to their needs, preferences, and topics of the class to work large vocabulary.

The intended results of this research are the following:

- Students will have a better understanding of the English language.
- Students' vocabulary will increase and improve in the English language.
- Students will learn to pay more attention to vocabulary and its importance in learning English.
- Students will feel motivated to continue learning vocabulary on their own.
- U.S. culture will be more interesting to students.
- Students will understand popular English expressions.
- The teacher will have a new pedagogical tool that she can continue to use in her classes.

Chapter II

Theoretical

Framework

Chapter II

Theoretical Framework

This chapter contains relevant information related to vocabulary and its importance and benefits, among others, as well as an explanation of the songs and the role of the pop genre in education. A clear vision of the theories and investigations to work will allow obtaining a better result to be able to consult the results that have the use of a tool as they are the songs in the English classroom and to see how profitable it is for the students to use them to extend their knowledge of words in English and if it is a technique that could be continued applying in the classroom.

2.1 Literature Review

2.1.1 Vocabulary

2.1.1.2 Definition of Vocabulary

Vocabulary includes every word in a language; it plays an indispensable role in second language learning because it allows students to recognize the meaning of texts and conversations they hear and allows them to express their feelings and opinions with others. The term vocabulary includes all words belonging to a language or a specific region; people learn vocabulary as they grow because they give names to objects they see around them, they hear it from someone close, they learn it at school or by some other means such as television or radio, a factor that helps them to communicate little by little also understanding more clearly what they are told, the older people become the more vocabulary they will know and even understand words with more complex levels.

When learning a second language, vocabulary knowledge is an issue to which students should pay close attention since even if they know the function and characteristics of an object, emotion, etc., they only know its name in their mother tongue and often not in the language they want to learn, having as an obstacle that they may not have similar names and this limits the messages they can communicate, having only a small group of words to choose from. According to Lessard (2021), it fluently; single vocabulary can be defined as the words that make up a language, including single elements, such as pronouns or adjectives, and longer phrases that allow a person to communicate a specific message to the listener. It is not enough to know single

words of a language if one wants to learn to speak words help the student to understand sentences he hears or reads but to be able to communicate a message, he needs to know how to combine what he knows and the message that it will express, due to the vocabulary manages to create sentences and phrases that allow to communicate opinions, make inquiries or receive a message.

Knowing vocabulary does not only imply being able to mention many words in a language, but it also implies knowing the meaning and use of those words to apply them when speaking, knowing their position in a sentence, the exceptions when conjugating them, and in which contexts it is correct to use them. The better vocabulary a student of EFL (English as a Foreign Language) has, the easier the learning process of the language will be because it allows him to give shape to the ideas he has in his mind and to know how to express them through the correct choice of words and word order. The acquisition of vocabulary will allow students to perform better in their language skills, such as writing, speaking, listening, and reading, since they will better understand and comprehend the exercises they perform. Kamil and Hiebert (2005) believe that vocabulary refers to the types of words that must be known to read increasingly complex and demanding texts as students advance in their knowledge of the English language. The greater the complexity of the exercises and activities they must perform to continue learning, vocabulary is necessary for all areas of English because whether the student needs to read, speak, listen, or write, they will implement the use of words and a choice of basic and repetitive words will not allow them to perform as expected, a broad knowledge of words allows to choose the most appropriate or which ones to replace to achieve a clear and effective message.

2.1.1.3 Importance of Vocabulary

When deciding to learn a second language, practice in speaking, reading, and paying close attention to words is a definite factor in successfully advancing and understanding the language little by little. All the areas mentioned above are made up of words that make sense when put together and convey a message; when the learning of EFL students is as expected, they must know the importance of vocabulary in a language, vocabulary functions as a base that allows them to name the things that surround them or feel, such as objects, foods, animals,

feelings, professions, etc. With good vocabulary knowledge, students can choose the word that best fits the context they find themselves in without choosing the only one they know and not giving the message they want.

An important factor in learning vocabulary is memorizing many words and knowing their meaning, the context in which they can be used, and their pronunciation. Wilfong (2020) indicates that it is essential that students recognize words, but it is just as important that they know their meaning. Much of the importance of learning vocabulary comes from the fact that by learning it correctly, taking into account its real meaning, and seeing examples of how it is used, students will be able to increase their knowledge and apply it in classroom exercises or in future conversations where it will be easy for them to recognize what they are being told and choose the best words to give their answer. Suppose teachers need to pay attention to vocabulary when teaching English. In that case, students will not be able to grow or improve their level in the language, so it will be very difficult and frustrating for them to participate in class; for example, if the teacher asks a student to form a sentence using a specific word and the student does not know it, he will not be able to create the sentence, if he has only seen it once or twice but never learned its meaning, he will not be able to know what type of sentence to create or what elements should accompany this word in the sentence, possibly this student will feel frustrated affecting his motivation to learn and generating that he will not want to participate in class in the future either for fear of being made fun of for not knowing how to do what is asked of him or fear of not knowing how to solve what is asked of him.

There are words in the English language that, due to their meaning or usage, can be inappropriate, native speakers commonly know this, but those who are learning to communicate in that language do not know that and can offend someone or give a confusing message that the other person will not understand. According to Zwier and Boers (2022), knowing how to use a word correctly helps learners know the restrictions it has and if it is a rude or offensive word, as well as allowing them to get to know grammatical features such as plural forms and irregular forms. EFL students must understand the real meaning of the vocabulary, but it is also important that they take the time to see how the word is used, some words are used to name the same object or action but in different ways, therefore it is essential to know which one to use depending on the occasion in which the speaker is. Words coming from the English language can have

different variations. The rules for conjugating words in plural form or changing the verb to another verb tense can lead to the word changing a lot from its original form; being in constant search of ways to learn more vocabulary, students can learn about this, making it easier to communicate and understand the language, avoiding saying a word that may not even exist or have grammatical errors.

Vocabulary has a crucial role in the learning of a second language because it is a complement to being able to communicate and understand what is being said. The more a student is exposed to retaining vocabulary and understanding its use, the more likely he is to develop successfully during the learning process and how he expresses himself. Vocabulary is related to all the areas that should be worked on when learning English. Besides, when reading, students must understand what words are present in the text so that the idea that the writer had is understood as planned; when speaking, they need to be able to express their ideas and opinions in the most precise way. For this, the choice of words is the key, when writing the use of words is indispensable to avoid a redundant and consuming message, finally when participating in listening activities, even when listening to a person speaking in English vocabulary is indispensable because if the students know the words and studied their pronunciation, they will understand perfectly what the person is saying. Vocabulary is important because it is the basis for good communication in the English language. That allows speakers to express themselves clearly and accurately without having to use words that do not reflect their thoughts because they only know those words, allows them to look for synonyms to avoid repetition, and above all, allows EFL students to advance in their level of knowledge by learning more and more complex words that they will encounter in more advanced scenarios.

2.1.1.4 Benefits of learning vocabulary

The vocabulary allows EFL students to express their opinions on different topics and ways of feeling. As knowledge advances, students can express their opinions on more advanced topics in different areas, such as science, entertainment, education, politics, and soccer. Many people who study the English language often focus on vocabulary related to the field in which they work; for example, doctors learn more about surgical terms because that is their area. However, students need at least a basic knowledge of general vocabulary to get to the point of

focusing on a group of words about a career or area; learning about vocabulary allows future professionals to learn to communicate in another language so that tomorrow they can perform their work in the best way possible by being able to communicate in two languages, expanding the market and the public they can reach.

Grammatical structures are fundamental in any language, but to put them into practice, one must choose the words that make up the message and use the appropriate grammatical structure; learning about vocabulary offers the benefit of being able to talk about any topic one knows. Having a rich and strong vocabulary allows students to face real-life scenarios when out in the world, such as knowing how to order in a restaurant, how and what to order when shopping, describing an adventure in nature, and many other experiences that require details. Hiebert (2019) mentions that vocabulary allows recognizing the social and physical world, having the possibility of naming objects, emotions, and experiences, and offering the tools to give an opinion on increasingly complex topics such as the satellite system. Learning the English language or any other type of learning makes the student start at a basic level and go up more and more; if the class study and memorize vocabulary according to their level, they can form more extensive and complex opinions.

A very important advantage of learning vocabulary constantly is that students will be able to have words to choose from; depending on the context, place, or the group of people they are talking to, they will choose the most appropriate and accurate words for the occasion, as well as when writing people need to reflect a very clear message that the person reading can interpret almost similar to how the writer did. EFL students need to learn how to convey their ideas through writing, and a good vocabulary allows them to do that; according to Schmitt and Schmitt (2020), a writer usually manipulates the vocabulary used throughout a text to create interest according to the audience he is working with. A good vocabulary offers those who wish to write in English the possibility to vary their words, avoid repetitions and use the appropriate vocabulary according to the target audience; in some cases, it must be very formal, and in others, it needs to be simple, direct, and clear. Paying attention to and incorporating the constant learning of vocabulary during the process of learning English as a second language offers many advantages to students, such as expressing an accurate and appropriate message, being able to write clearly and adapt their ideas, a clearer understanding of the topics they hear and read,

among others. To advance in the level of knowledge of the language, it is also necessary to focus on learning new words that will allow the student to develop better, building more complex and elaborated opinions.

2.1.1.5 Acquisition of Language

The acquisition of a second language is the process by which people learn a language that is not the one they know from birth; during this process, the person must start from the basics, such as the alphabet and basic words, in order to build a foundation that allows them to advance to the construction of sentences, then to engage and understand conversation to become fluent in this language. The acquisition of the language is obtained through many hours dedicated to the study of it; the constancy allows students to improve their development and better understand how to use it; a language involves a different learning process since they are learning forms of communication in which the brain must learn and absorb the language in order to understand it when listening to it and express feelings or opinions immediately, in this case, the baby learns what it hears by giving the word to something it knows but does not have a name, learning later how to join those words it knows to express its desires and discomfort.

In language acquisition, vocabulary plays an important role because to communicate a completer and more detailed message, it is necessary to use several words and to know how to apply them. Grammar is also essential; by recognizing many words, the learner can decipher the message being transmitted and its context and enrich his or her knowledge. ALQAHTANI (2015) explains that different researchers have found that the essential element in acquiring a second language is vocabulary; this is because its role is fundamental in forming oral and written texts. After all, it allows a complete development of them. The author mentions that in the case of English, vocabulary plays a role in all linguistic skills because, without an extensive vocabulary, students will not have the ability to apply the learned grammatical structures, Wilkins (1972, cited in ALQAHTANI, 2015) explains that without grammar very little can be transmitted giving a short and incomplete message. However, without vocabulary, nothing can be transmitted. Making it evident that vocabulary plays a fundamental role in second language acquisition, serving as a basis for learners to develop their linguistic competencies and advance in language learning.

2.1.1.6 External vocabulary acquisition

The knowledge possessed by two students who start English classes may not be the same, certain people are learning words consciously or unconsciously throughout their lives, and the scenarios to which they are exposed makes them recognize more vocabulary than another person who is just exposed to the language for the first time. Similarly, the learning process may be faster for some students who study independently at home and not only in the classroom. Sprenger (2017) mentions that students' vocabulary acquisition may be affected by books their parents read as children, their parents' language, and the words they hear at home. Exposure to English books, movies, or songs can help students acquire vocabulary while doing these activities and recognize new words when they see or hear them in other contexts. Having family or friends who speak English in front of the students can also help them become familiar with the vocabulary and be more accustomed to the language, causing when they hear someone speaking English during class, it will be easier for them to understand what they are saying because they have already learned to listen carefully and decode the words, even if they do not know what it means, they can understand its pronunciation and spelling.

It is most appropriate for an ESL student to expose as much as possible to the language, inside and outside the classroom, to get used to it and thus make it much easier to learn and understand when listening to it. The student's commitment is very important, so the teacher should try to provide a good educational experience, and the student's participation in tasks, extra independent study, and support from external people such as parents or friends can contribute to better development and ease for the learner. While some students are a step ahead in learning because of the non-classroom scenarios they have had, other students can catch up if they engage with the language and investigate factors such as new vocabulary on their own; their learning process will improve and level up quickly.

2.1.1.7 Techniques to teach vocabulary

Teaching techniques allow teachers to adapt their classes according to the needs of their group or the subject they wish to teach; they offer the advantage of modifying the way of teaching and not always following the same routine that can bore students and cause them to lose interest due to monotony. There are teaching techniques created specifically for each area; in the case of vocabulary teaching, different techniques have been discovered to provide a better

educational experience for students, according to Takac (2008, as cited in Agustin & Canga, 2019) vocabulary teaching strategies refer to everything the teacher does to help learners learn the new vocabulary. (p. 31) Not all students learn in the same way. Teachers must pay attention to the class to adapt it as they get to know their students; likewise, the techniques that are applied to work the area of listening, for example, will not always be the same as those used to work the vocabulary, the techniques are adapted to improve the experience of students after observing the effectiveness of the chosen technique and the profile of the group.

There are different techniques for teaching vocabulary, which is divided into groups according to their characteristics and similarities; Oxford and Crokall (2013, as cited in Alagözlü & Kivmazarslan, 2020) mention that there are three distinct groups; the first is called de-contextualizing and involves tools to be applied in the classroom such as flashcards, wordlists, monolingual wordlists, and phrase lists, this type of strategy can be used to introduce new words with their respective synonyms or dictionary meanings. In addition, it is important to teach vocabulary with this strategy hand in hand with examples of the words in context. The second group is called semi-contextualizing and consists of bilingual word lists, physical response, semantic mapping, word grouping, and imagery. The third and final category fully contextualizes and involves constant listening, reading, writing, and speaking practice. It also advises paying close attention to high-frequency words in context. Vocabulary teaching techniques can be combined between classes to vary the methodology a little; in the same way, the most appropriate one should be chosen according to the objective; Alagözlü and Kivmazarslan (2020) explain that teachers tend to use the same techniques in each class which may not have the same effect as creating more varied classes so that students maintain their attention and do not fall into a routine that does not help them to learn.

In addition to the above-mentioned techniques, other strategies are recommended for successful vocabulary learning. Tongpoon-Patanasorn and Patanasorn (2010, cited in Alagözlü & Kivmazarslan, 2020) explain that there are five different models. Firstly, there is the technique of repeating and recycling, which suggests that it is easier for students to learn a word if it is repeated. It is not mentioned only once or twice in class. The vocabulary must be constantly repeated to obtain a result that students memorize the words. The second technique is known as noticing and explains that for students to memorize vocabulary successfully, they need to be

aware of what they are learning; for that reason, they need to know the meaning of the words and their uses. The third recommended model is reflection, where the teacher teaches students to monitor their learning through assessments, such as how many words they know, how quickly they learn them, and how much they use them when speaking English. The authors suggest a fourth method to teach the group different aspects of vocabulary knowledge, teaching them to learn the context of the vocabulary. When using it correctly, it is fundamental to first work on topics such as collocations, word parts, and grammatical functions. The last technique proposed by the authors is task-induced involvement, a model initially proposed by Laufer and Hulstijn (2001), where it is believed that the aspects of retaining the learned vocabulary are the need to know the word, the curiosity to look for its meaning and to learn in which context it fits better.

Vocabulary teaching techniques seek the effective learning of new words in students, vocabulary that they can continue to use in their classes and that is not only reviewed once or twice in class but that has enough relevance during the process so that they memorize it correctly and do not forget it as the days go by, it is important to encourage students to be curious about the use and meaning of words, knowing how to use them in sentences and paragraphs in an effective way. Teachers must vary the use of techniques in class to avoid monotonous lessons where students are distracted because they are doing the same thing repeatedly; there are many techniques for teaching vocabulary, so teachers cannot just choose one.

2.1.2 Songs

2.1.2.1 Definition of Songs

Songs are a composition usually written in verse that carries a background message chosen by the composer to project to the audience; they are accompanied by a background melody and usually repetitive and rhyming verses; according to Burt and Jenn (2020), a song contains a melody accompanied by vocal lines and lyrics that are usually repetitive throughout the song. The theme of a song is chosen before creating it; it can be love, sadness, party, or cultural themes that will be developed throughout the song; sometimes, they are about personal stories about the composer or even inspired by someone else's life. The creation of a song involves the development of the lyrics and a melody that fits with the underlying message, looking for it to sound good and be liked by a large group of people.

Normally songs have a purpose, some are created to advertise a product, to be the theme of an event, or some have the purpose of being played at parties or on the radio. Some songs can have great recognition and become known by many people, acquiring great fame and being reproduced in the future; Marimom (2020) explains that a song is one of the art forms most appreciated by people, influencing the lives of the people who listen to it and even becoming hymns. Song lyrics can sometimes make the audience identify themselves, associating it with an important moment in their life and making that song become an important part of who they are or how they feel; the rhythm or lyrics of a song can be very contagious and can be played at parties, restaurants, and people at home, for that reason it becomes famous in a certain time. It can be selected for an event or program or be named by the same listeners as a hymn.

In most cases, composers use music as a means of venting, artistically expressing their experiences by telling how their experience was through a melody; music, in general, is considered an artistic expression that allows people to tell stories and opinions about specific topics, also helping those who listen to these songs to identify with the message they convey, according to Baltzell (2020) the artistic use of the human voice and the use of instruments allows composers to present their thoughts and feelings to others. Musicians have the talent to tell their stories through poems turned into songs; using their voice and a set of different instruments that create a melody, they can create songs that people will listen to on their day, dedicate to someone else or dance to at parties. The songs have many types of melodies, from classical music, where the sound of pianos and violins can be appreciated, to music with an upbeat rhythm, such as merengue, that makes people want to dance and sing along. The songs combine phrases and rhymes to project a feeling that is not only appreciated by the creator but also by the people who listen to them, making the songs a way of connecting people around the world and even discovering that they have similar tastes by being attracted to the same type of songs.

2.1.2.2 Pop music

Human beings have different preferences together, so it is not uncommon that not everyone likes the same type of music; because of this, over the years have emerged different musical genres where songs are grouped with the same characteristics, and therefore, it is said that they belong to some genre. The musical genres are varied and range from jazz, where

instruments such as the saxophone and guitar are combined to create calm and relaxing melodies, to salsa music, where instruments are used to create melodies that people usually dance to at parties.

The pop music genre is one of the most popular genres nowadays; it is about songs with repetitive lyrics and sounds as well as cheerful songs that aim to reach a high number of people, obtain many reproductions, and have great popularity among listeners. Herweck (2018) explains that the term pop is an abbreviation of the word popular; this name was decided due to the great reach that the songs of this musical genre came to have. Pop music is a favorite among young people and is going viral much easier and faster nowadays due to the ease of listening to music thanks to the Internet; the first pop music songs greatly impacted those who heard them, hence beginning their popularity. However, it is unknown exactly what the first pop music song was; Herweck (2018) explains that it is believed to be the "Summer Is Icumen" song from 1239 AD.

The creators of pop songs have the goal of turning what they create into great classics full of fame and international recognition; more than a genre of dance music, it is a more commercial genre that, from the beginning, has the purpose of going viral the songs and achieve high numbers, Horning (2018) explains that pop music is intended to be appreciated by a wide audience because of this its approach tends to be commercial, mixing sounds of all kinds under the structure of traditional pop. This type of song talks about common themes known to be well-received by the public. Pop songs are characterized by being cheerful and with a rhythm that is quickly learned, making it easy to understand the lyrics of the interpreter and thus easy to memorize.

2.1.2.3 Pop Music in Education

The use of different tools during a class allows the teacher to offer an escape from the routine to their students, making it easier to capture their attention; in the case of using music during the teaching of a second language, it can create a more relaxed environment that allows learners to let go of tension and participate more freely, Schulze (2019) mentions that the implementation of activities involving the use of music during a foreign language class helps students to motivate, relax, and in addition, memorize vocabulary or linguistic structures. Pop

songs work with simple themes, and the type of melody allows the student to pay attention to the lyrics by understanding what the singer is saying, which can help them become interested in looking up its meaning, listening to a word, and being curious to discover its use and meaning in real contexts.

The use of music during EFL classes not only helps to create a less stressful and complicated environment, but they can learn how to perfect and learn new material. According to Nilsson (2018), using music in teaching helps work on pronunciation and vocabulary retention, aiding in literacy. Incorporating songs into the teaching methodology creates a positive environment where students can relax and feel more joyful because of the rhythm of the music. However, it also helps them to work on areas such as pronunciation. Since they are listening to a native speaker singing in their language, they will learn the real pronunciation of certain words they may have thought said differently when they saw them only in writing. Additionally, it is very common for songs to present common phrases in the language that will be easier to contextualize when listening to them in songs.

The pop music genre also carries a culture behind it; pop culture involves figurative elements such as fashion, slang, habits, food, and sometimes movies. Incorporating pop in education can help students in aspects such as having more topics of conversation or being motivated to learn more about the subject; Werner and Tegge (2020) use Marsch's model created in 2008 to justify the incorporation of pop culture elements into teaching, they mention that this model is oriented to the first language and literacy teaching. However, the principles can be generalized to language teaching, allowing it to be used in EFL teaching. Marsh's model is presented in a Venn diagram titled Ideological Rationales for using pop culture.

The figure presented by the authors combines four elements, the critical element, cultural capital, recontextualization, and utilitarian, which at a certain point are parallel to each other; in the diagram included by Werner and Tegge in their book, it can be seen that the justifications have some parallelism between them, According to the authors, the principles can be detailed individually, in the case of the utilitarian model it is said that pop culture can boost literary practices in schools. In addition, the cultural capital model indicates that pop culture can be recognized as part of students' lives based on certain environments and experiences, the critical

model, on the other hand, aims to make students become readers and writers, and finally, the recontextualization model speaks of creating a new type of knowledge that links the cultural spaces of both the home and the classroom. Learning about pop culture allows students to have a topic they can talk about, write about, read about, and discuss with other interested people, thus practicing the language.

In addition to the models mentioned above, which can serve as a basis, there are other reasons for the influence of pop culture on second language education, Sposet (2008, as cited in Wemer & Tegge, 2020) explains that the inclusion of pop culture elements in language teaching can be associated with emotional experiences for students, and has also been found to reduce levels of stress and anxiety in language learning, which can increase student motivation. Music and elements related to pop culture tell a story that students can identify with, empathize with, or feel an interest in learning more about, a factor that can spark their interest while taking some of the pressure off their learning, increasing their interest and thus the motivation they may have to go to class and continue researching the topic. This method will get them in touch with the language even more by reading or watching videos in English about pop elements. Pop culture artifacts are often associated with the multimedia principle, which means that students learn best through images, videos, and music, which is, according to the authors, cognitively relevant, facilitating the memorization of content and structures.

Learning a language involves more than just learning words and verb tenses that must be conjugated to deliver a message in the classroom. It is important to see it also as an opportunity to expand the social world and to be able to communicate with more people around the world. Wemer and Tegge (2020) explain that pop culture interests many people, such as fandoms, multiplayer gaming communities, and special interest groups, such as environmental groups. These types of groups are usually on the Internet, so good communication can take place, allowing the student to meet people with different social, linguistic, and cultural characteristics with whom they can chat while practicing the language and working on their social life, seeing the learning of a second language as a means to socialize and not just as a subject full of words and structures, practicing even with other people who are learning the language and thus helping each other.

The role of pop culture in second language education benefits students by increasing their

motivation and desire to learn; Wemer and Tegge (2020) explain that several studies highlight that language learning often involves an interest in pop culture; among these studies, they mention the study conducted by Nomura & Yuan in 2019. Over the years, it has been observed that students who were underachieving in school after working together academically and socially were able to develop language skills and improve their confidence in speaking. This may indicate that students can practice more by starting to socialize with other English speakers. Their interest increases due to the need to express themselves better in social contexts. The authors also mention that learning about pop culture offers students the opportunity to participate in conversations outside the classroom where they are not categorized as learners but as language users, taking away the pressure they have inside the classroom where they know someone is evaluating them.

The use of songs as a tool to learn vocabulary and improve pronunciation is a very useful tool for EFL students, but apart from that, getting a little bit into pop culture, either by just listening to pop songs or by doing more research, allows them to develop socially in new groups and expand their barriers, having the possibility to put into practice what they have learned while they are in real contexts of topics that interest them. There is not much complexity in learning about pop and its culture because it is not about becoming a history class, and students must learn about historical characters and moments; students may be attracted to a singer or band of this genre and may also find other people who share their tastes and have the possibility of practicing English in a new way, as mentioned above, it is easy to find groups on the Internet. Hence, it is even easier to start conversations with others, helping students find someone to talk to and socialize with easily.

2.1.2.4 Using Songs in the Classroom

The use of songs in English classes can motivate and provide a different environment for students trying to learn more vocabulary and work areas by listening to native speakers pronounce very common phrases and words, plus they can make discussions on the theme of a song or its music video allowing to work areas such as speech and writing, the most important thing when incorporating new techniques to the class is that both, the teacher and the students, feel comfortable and that it is a good way to make them learn, for this the teacher must know the group and adapt to their way of working and needs, Lenka (2011) explains that success in a class comes when the teacher and students are comfortable with the method being used, if one of them

feel uncomfortable they will not have the same motivation and in the long run the technique will not be effective, wasting teaching time in which students could raise their level of English using the most appropriate technique for the type of content and group.

The use of songs during pedagogical activities in the English class offers high benefits to students, such as broadening the culture they know, adopting a taste for music in English, also working on their language skills; incorporating these types of elements into the lessons allows the group and teacher to analyze the message or lyrics of the songs, and observe common structures in speaking English reviewing new words and how they are used. According to Berg (2020), songs have a background theme that often focuses on human experiences, culture, or current events, allowing the listener to understand the context and acquire new information while listening to the melody and rhythm, which for EFL students can be a motivating factor while acquiring knowledge. Tools such as books and movies will always be useful in learning English, but songs are materials that can offer a different perspective to students because of the rhythm of the songs.

In addition, the use of songs in the classroom can help students work hand in hand with the type of intelligence they possess, developing their musical and rhythmic side while acquiring knowledge; Mahfuzah (2022) refers to the theory of multiple intelligence created by Dr. Howard Gardner, he believed that people have different types of intelligence where they develop their skills and abilities, so they feel more comfortable working in a certain way and learn better, Dr. Howard states in his theory that all students have at least two or more types of intelligence. Some of the types of intelligence proposed by Dr. Howard are verbal-linguistic, bodily-kinesthetic intelligence, logical-mathematical, visual-spatial, musical-rhythmic, intrapersonal, naturalistic, and interpersonal intelligence. According to Sadiku and Musa (2021), musical intelligence can be defined as the ability to think and feel in terms of sound and rhythm; people with this intelligence can recognize and create tones, rhythms, timbres, and musical sounds. (p. 2) This type of intelligence has characteristics, such as when students concentrate better on music when studying because it is easier for them to pay attention.

Students with musical intelligence will benefit greatly if the teacher uses songs during their learning, it would be much easier for them to concentrate, and they would find the class more interesting. Lenka (2011) talks about how students with musical intelligence are very sensitive to sounds, so they can usually recall melodies and remember songs easily; using songs

to develop the learning of this kind of students would improve their performance and quality of learning. Lenka believes that all students would benefit from using music during class because everyone has developed emotional intelligence to some degree, which will allow them to learn in a more relaxed environment. The implementation of songs during second language learning helps students with very high musical intelligence and those with lower levels of musical intelligence to acquire knowledge in a more dynamic way that includes repetitions and rhymes that are easy to remember.

2.1.2.4.1 Method for using songs in the Classroom

There are many ways to incorporate songs into English language instruction; most have the same goal, to provide a tool for students to improve their English performance while feeling comfortable. By incorporating systems that involve music, students are expected to pay attention to areas such as pronunciation, understanding what is being said, vocabulary analysis, and common English phrases, for this is usually used in order of activities that is explained by Simpson (2015), the first step is the choice of songs, it should consider factors. One of them is the level of English that students have, the topic that is intended to cover, and it is also essential to consider the age of the participants. After this, Simpson mentions a system of six steps to focus on the topic in the song; teachers should start listening to the song or playing the video to discuss with students if they know the song. After reproducing it, they can ask certain questions related to the title, if students know the meaning of any element present and some functions it has or performs, to create a topic for discussion among students and thus practice developing and expressing ideas. To continue, teachers should play the song again, but this time using lyrics; they can play it once and then do some activity, for example, where the class must complete the remaining words; after this, they can review the activity and prioritize the emphasis of verb tenses with examples present in the song and then consider the vocabulary, idioms, and expressions. It is important to emphasize the meaning of the words that are presented to the class as examples in the song, not just mention them, find out if the students know their meaning, and illustrate with examples in other sentences so that they better understand the use of the vocabulary, likewise with idioms and expressions, students should not only give a meaning to what they are seeing in their language but understand how that set of words is used in English and in what contexts they can be used.

It is recommended to continue to choose activities that reintroduce the words emphasized

in the song activities to continue reviewing them and ensure that students can memorize them. Simpson (2015) also explains that it is important to take into account the creativity and the type of group the teacher is working with because, according to this, teachers can create additional activities using the songs, such as after performing the steps that he indicates to develop a dynamic where they create an additional verb to the song or a short response to the message of the song, they can also create dynamics where participants plan how it would be a music video for the topic or list the feelings and thoughts that are present in the story of the song.

The implementation of musical themes in the classroom can allow the teacher to work on areas such as review of verb tenses and teaching vocabulary, idioms, and common expressions in English, additionally allowing the development of subsequent activities, such as those exemplified above, in which students' writing and development of ideas can be worked on in group dynamics that can awaken their interest by using their imagination. The use of songs in class should not be monotonous, so it is good to incorporate variations to what is done before, during, or after, offering the group a different class in which they can have expectations and know that they will have freedom in dynamics where they can express themselves, create, give their opinion. At the same time, they continue learning, seeking to increase and maintain their motivation levels. The technique presented by Simpson (2015) is one of the most common in English classes, but it is not a limitation for teachers to let their imagination fly and incorporate the songs through different activities and techniques; the most important thing of all is to get students to be motivated and improve their English skills.

Chapter III

Methodological

Framework

Chapter III

Methodological Framework

Throughout this chapter III, the researcher emphasizes the specific method used to collect the data and information necessary for the development of this research work, providing the characteristics and designs of the method and detailing the instruments used to collect the data that will answer the research question.

3.1 Research Approach

When conducting research, it must have a research approach, and the nature of the study must be classified; for which there are different types of approaches, such as qualitative, quantitative, or mixed. For the realization of this research, the approach will be qualitative, according to Hernandez et al. (2000), "the collection and analysis of data to refine the research questions or reveal" (p. 7). This type of analysis allows the researcher to use it to collect the information needed to arrive at the answer to the question; many times, during the process, new questions arise, or with the results shown, new questions also arise. The interpretation of the qualitative data collected by the researcher will allow her to find the necessary results that will help her when interpreting and analyzing them to answer the research question and discover if her theory was true; this is achieved thanks to the experience lived during the process with the object of study, which in the case of this research work are the eighth-grade students of San Juan Sur Technical Professional High School.

The qualitative approach helps to analyze the experience and learning the participants will have while discovering if using pop songs in the English class helps increase the student's vocabulary. These fundamental data will allow reaching a timely conclusion. The research objectives are to discover the effect of using pop songs in the classroom. For this purpose, the population, the eighth-year students of the 2023 school year, must be observed very well, in addition to taking into account aspects such as the environment that surrounds them and the previous knowledge in the area of vocabulary in the English language to see their behavior during the development of the classes and with the help of techniques belonging to the qualitative method to collect the necessary information to answer the research question. Some of the instruments the researcher uses to obtain the necessary information will be the classroom observation, the pre-test, and the post-test.

3.2 Research Design

When conducting an investigation, it is important to trace the paths to follow and the instruments to be used to answer the research question by solving a doubt or problem that has been previously detected; for this, it is important to collect the information and concisely state the methods to be used, Teddie and Tashakkori (2009) explain that when conducting research, it is essential that researchers are clear about the method and strategies to be applied during the research process. By considering well the tools that will allow a useful result, the researcher is forging a strong and clear line that will help her obtain a more accurate result, having at the end more real data that reflect a good, orderly, and satisfactory research.

The research design comprises the techniques and methods that the researcher combines during the research; it can serve as a guide on the course the study will take, helping to collect data properly; the research design is defined by Saunders et al. (2012) as a plan to specifically answer the research question, understood as the appropriate management of the research data combined with different components, strategies, and methods to obtain and analyze the data. Thanks to the research design, it is possible to follow a series of concrete steps to develop the study having a structured plan that does not give way to confusion about what to do, allowing the researcher to concentrate on the central theme of the research and not on not knowing how to apply the instruments or answer the question.

Different types of research design help the researcher to direct his exploration in the right direction by ensuring that she will have the methods to obtain an answer and conclusion; choosing the right type of design helps to ensure the quality and accuracy of a result so the researcher must be very careful when choosing, one of the designs that will be used in this research is the descriptive design, this is used when the researcher wants to describe a phenomenon by answering a what, when, and where, the descriptive research design is described by Calderon (2006) as a process in which data are collected, analyzed, classified and tabulated for proper interpretation, taking into account data on practices, processes, trends, and cause-effect relationships. By conducting research with a descriptive design, the researcher has the opportunity to understand the topic better; this research has a descriptive design approach because it is necessary to study and describe the process and effects that the use of pop songs has on eighth-grade students being able to analyze the behavior of the study population and the reaction they have to the implementation of this technique in the classroom.

In addition, the action research design is present; this type of research design focuses on

the problems of a specific group that is being affected and therefore requires a solution; this group can be a community, company, association, or school. According to Lewin (1946, as cited in Janse & Van Vliet, 2021), action research compares the conditions and effects of different social actions and the research that leads to social action. This design involves observing a problem by a social group to establish the methods that can provide a solution, applying them later to make another final observation and find out if the problem was solved. It is very common to find this type of design in research related to education, as it allows the improvement of a classroom situation. Parsons and Brown (2002) indicate that action research involves observations and data collection that allow the researcher to decide which techniques to develop in the classroom. The authors mention that the design of this type of methodology allows it to be used by teachers to solve problems in the classroom and improve their professional practices.

The action research design is applied in this research because it was discovered the need for a specific group of students to improve their vocabulary in English, so it is necessary to observe the practices of the eighth-grade group of San Juan Sur Technical Professional High School in the English class to apply strategies where pop music is used as a means to increase vocabulary, allowing tests to see the progress of students and make a final observation to show if the strategies helped the group of students to improve their vocabulary, The action research design will help the researcher to follow a line that will allow her to discover the effectiveness of the use of pop songs in the English classroom to increase vocabulary.

3.3 Information Sources

Information sources help access and search for information because they satisfy an informative need and provide more validity to the researcher's theory; among the information sources are concepts, studies, and previous theories. Different types of information sources help classify the archives according to their nature and level of study, facilitating the work: primary, secondary, and tertiary sources. Primary sources contain firsthand information, original information, where it is not interpreted but created by the author of the document; for the development of this work, some primary sources consulted are "**Vocabulary Strategy Training to Enhance Second Language Acquisition in English as a Foreign Language**" by Maria Pilar Agustin and Andres Canga, "**Current Perspectives on Vocabulary Learning and Teaching**" by Nuray Alagözülü y Vedat Kiyamazarslan, and "**Pop Culture in Language Education: Theory, Research, Practice**" by Valentin Werner and Friederike Tegge. Secondary sources, on the other

hand, analyze, extract, or interpret information from primary sources; some examples of secondary sources used in this investigation are "**Song-based Activities to Enhance EFL Learners' Pronunciation**" by Jimenez, Palacios and Brand, "**Use of Music and Songs as Pedagogical Tools in Teaching English as Foreign Language Context**" by Kumar, Shamim, Mehrunnisa and Shamsy, and "**Multimedia: Enhancing Speaking in EFL Classrooms**" by Jimenez, Palacios, and Acuña. The last category is tertiary sources that contain information from primary and secondary sources; this type of category includes dictionaries and encyclopedias; during the realization of this work, the researcher consulted the Merriam-webster dictionary to define the word songs better.

3.4 Analysis Categories

3.4.1 Pop Songs

Pop songs are musical compositions that are accompanied by lyrics that were previously created by a composer to be accompanied by music; according to the Oxford learners' dictionary is popular music that has been popular since the 1950s, usually with a strong beat and simple melodies, often in contrast to rock, soul, and other forms of popular music.

3.4.2 Vocabulary

Vocabulary includes all the words that belong to a language or language necessary to communicate and understand the information provided. Kamil and Hiebert (2005) define it as the knowledge of words and their meanings. More specifically, it refers to the type of words learners need to know to read increasingly demanding texts with comprehension.

3.5 Data Collection Instruments

The realization of a research work involves many questions the researcher asks herself as she delimits and advances in the subject. It is necessary to answer these questions to obtain the closest and most accurate result, which is possible by applying instruments. The instruments help the researcher understand the object of study better while expanding the information already possessed, helping to answer the research question; therefore, the instruments that best suit the situation and goal established must be chosen. In this case, the researcher has chosen the instruments that will help her to evaluate the behavior and evolution of the students in the classroom before, during, and after applying the techniques such as observation, survey, pre-test, and post-test.

The first instrument used is classroom observation, which evaluates the profile of the

students, their way of working in class, and their relationship with the teacher. The observation is carried out with the help of a Class Observation Chart that will have a scale of observed and not observed in order to evaluate aspects such as their communication in the English language, their interest in consulting the vocabulary they do not know, and the variety of words they use to express themselves, as well as their performance in listening activities and the tools they use to consult unknown words. Additionally, the researcher will use an observation chart to know the way the teacher works, where the emphasis given to vocabulary will be observed, as well as the freedom given to the students to infer the meaning of a word before giving them the answer; it will also be observed if the teacher uses listening activities throughout the class and if the teacher provides the students with a vocabulary list.

The second instrument used is a series of surveys given to the students at the beginning, middle, and end of the classes to find out their opinions, noting any changes that arise, considering their experience and comfort during the research. The initial survey aims to determine the student's interest in the English language and how interesting or boring they find it, considering factors such as their method of finding out the meaning of vocabulary and their interest and ease in memorizing new vocabulary. The interview conducted in the middle of the research process helps to know how the students have felt during the classes and their opinion about the techniques applied, asking how the process has been for them and what is their opinion about this method of study analyzing themselves if they feel any improvement in their level of English, as well as in the management of the vocabulary. Finally, in the last interview, the students were asked to respond in a more general way if their vocabulary mastery had increased, if the process had been interesting for them or if it had been overwhelming, as well as to know if listening to pop music in English was to their liking and if they would continue using this method as a study technique.

The pre-test and post-test are instruments that help evaluate the students' knowledge to know if the techniques used throughout the research have given good results and if they have improved their vocabulary in the English language. The pre-test is a test taken before the beginning of the classes. Previous vocabulary that the students have studied with the teacher throughout the classes is included based on topics such as banks and money. Thanks to the use of this instrument, it is possible to observe the level of vocabulary knowledge of the students to adapt, if necessary, to the classes and to have a point of comparison between the beginning of the

research when the techniques were not yet applied and at the end when the activities were already developed. On the other hand, the post-test is a test that is performed after the conclusion of the classes and the application of the techniques where the performance of the students is evaluated after learning to work with songs to improve their vocabulary; the purpose of this test is to know if the techniques were effective by testing the ease of the students to recognize and use the vocabulary.

3.6 Collection Data Process and Data Analysis

For the development and collection of data for this research, the instructor will perform the following procedures for the eighth-grade students at San Juan Sur Technical Professional High School in the second quarter of 2023. The total procedure for this project is approximately one month, two to three times a week. The procedures are the following:

The first session will be dedicated to observation; therefore, the instructor will not give any classes but will be dedicated to studying the group's behavior and evaluating their performance and English language skills. During this class, the instructor will have the opportunity to get to know the students, introduce herself to them, and, together with the teacher in charge, explain why she will be working with them and the purpose behind it. The observation of the group allows a better adaptation of the lessons in order to adapt the activities according to the needs of the group and the level of English they have; for this, two class observation charts will be used to help study the behavior of the students in addition to a second chart that will help to study the tools provided by the teacher to the class concerning vocabulary learning. Therefore, using the observation charts will help to have a clearer vision of the class to plan the lessons with an approach that aims to make the students feel comfortable to participate but also to have as an objective their learning and the best use of time.

In addition to this, the instructor will apply a survey to the students with the interest of knowing their opinion about the English language, trying to find out if for them it is an interesting language or if they find it boring, also through the survey, the instructor will discover if the students are curious to see unknown vocabulary in another language and look for its meaning or translation or if they ignore it. Additionally, it will help to know the way they usually work the vocabulary in the exercises they do or when they find an English word in their daily life. The survey will also find out what resources the students use when they want to know the meaning of a word discovering if they opt for means such as dictionaries or online translators or

if, on the contrary, they look for synonyms or turn to the teacher. Additionally, it is intended to discover if doing this is easy for them to memorize the meaning of the words remembering it when they read them again in the future. Another important point to be answered with the survey is whether the students usually listen to English music to know to what extent they are familiar with it and thus get an idea of how comfortable they can feel doing exercises with English pop music.

During the next class, the instructor will apply the pre-test, where she will evaluate the student's knowledge of the vocabulary learned previously with the teacher, where they were learning about topics related to the bank and money. In this test, the instructor will perform matching exercises where they must associate certain terms with their respective meaning, also a short exercise where they must associate certain words with their synonym. Finally, they must perform an exercise to complete sentences where they must evaluate the context of the sentence to choose the corresponding word found in a box. This test aims to discover how easy it is for students to remember the vocabulary they have learned and if it is easy for them to recognize the context of the sentences to choose the best word in each case.

During the research, the eighth-grade group studied the topic Origin of the English Language so that the researcher will adapt the lessons to this topic; among the subtopics present are English-speaking countries and cities and the celebrations they have, topics that the researcher chose to develop their classes with the group. During the first class taught by the instructor, the theme was the United States, so she chose a song by an American singer named Miley Cyrus; the title of the song was Party in the USA, and the instructor selected useful vocabulary from the song that students could learn, for the development of the class the instructor first presented a video to students with the song and lyrics so they can pay attention to their pronunciation and writing without concentrating on specific words. Then, the students will perform a first individual listening practice where they will complete the missing words in the lyrics of the song; the instructor will play the song two to three times so that they can recognize the words, with the intention of learning to recognize better what they hear and to write it. Afterward, they will do a second practice where they will match the vocabulary they used in the first practice and its definition to infer its meaning by analyzing its context in the lines of the song. They will also do a small exercise of marking with X choosing the sentences that contain the grammatically correct vocabulary, and then create two sentences on their own, pretending to

practice the function that the vocabulary taught has in a sentence.

For the second class, the instructor chose the song "Welcome to New York" by the American singer Taylor Swift; the students will listen to it at the beginning of the class, only paying attention to the music and lyrics, without focusing on specific vocabulary and then perform a practice of completing missing words in the song. The instructor will then review this individual practice with the whole class. Then they will perform a matching activity that the instructor will project on the board where they must select the meaning of certain vocabulary present in the song, this activity will be done as a group, and the students will be able to propose the answers in front of the class deducing the definition together. To continue, the instructor will teach three sentences from the song where the students must analyze the context of the vocabulary to know the meaning of the complete sentence with the help of the instructor; the purpose of this is that they learn and practice how to understand the message given in the written text by analyzing all the context around the word they already know. At the end of the activity, the students will choose two words present and create sentences, practicing their writing.

For the third class, it is decided to work on holidays, specifically Valentine's Day, for this the instructor will show the students the video of the song "Valentine Song" by Lotte Mullin without telling them the title of the song so that they can infer by their means the main theme of the video and the characteristics that caught their attention. After this, the students will perform a writing practice where they should use their listening skills by placing the remaining words in the song's lyrics after listening to it. In the next part of the practice, they should associate the words they just used in the listening practice with their respective definitions, paying attention to how they were used in the song and their context to select the correct option. In the last part of the class, they should make another association where they associate synonyms and then create two sentences related to Valentine's Day with the vocabulary in the song.

In this way the dynamics will be similar in all classes, having a total of 6 classes where topics related to the planning already established by the teacher in charge of the group will be covered, the main purpose of the dynamics included in these classes is that students learn to identify the vocabulary they hear in songs, paying attention to their pronunciation and writing, including activities that involve the definition and synonyms of this vocabulary to encourage them to look for a definition and similar words of unknown words when they are listening to music in future situations as well as teaching them to pay attention when they find vocabulary

they do not know, activities were also included where they must pay attention to the context of sentences or phrases in order to decipher the meaning of certain words so that they not only use dictionaries or translators but also learn to deduce the meaning of vocabulary by analyzing the words that accompany them, finally the researcher saw it important to include the creation of sentences with the vocabulary studied so that students learn the function of words in a sentence. After teaching these six classes, the researcher will conduct a post-test to find out if the students have had changes in terms of understanding and use of vocabulary.

Chapter IV

Data Analysis

Chapter IV

Data Analysis

Throughout Chapter IV, the researcher will describe in detail the information collected after applying the instruments to the eighth-grade students in sections 8-3; throughout the chapter, the importance of the instruments in data collection will also be explained. The information will be projected through different graphs that help illustrate the results, along with a detailed, organized, and clear description.

4.1 Analysis and Interpretation of the Results

This part of the research shows and details the results obtained from the different instruments applied by the researcher to the population to interpret better and understand the results.

4.1.1 Observation

The observation of the class was scheduled via telephone with the teacher Rosibel Hidalgo who oversees most of the eighth-grade groups at the San Juan Sur Technical Professional High School; the group chosen was section 8-3; this group is made up of 16 students aged 13 to 15 years old. The class observation was carried out in the last lessons of the morning students; the teacher was finishing the review of the last topic seen to begin in the next class with the subtopics of Origin of the English Language. Therefore the students were paying attention to the teacher to then perform an individual practice about a conversation between a bank officer and a customer who needed to perform a transaction, the students were free to create the conversation according to their creativity and knowledge, but it was necessary that they included part of the vocabulary previously seen and also had the support of lists of verbs that the teacher provided them from the beginning of classes. After the written practice, the students had to turn to the teacher to review their writing and grammar, receive necessary feedback, and present it in front of their classmates.

During the second part of the class, the teacher practiced listening; she gave the students a written conversation with missing words. After this, she placed an interactive video with the conversation; when it was time to choose the missing word, the video placed two options that the students, as a group, could choose and see if it was correct or not. The students actively participated by sharing different opinions about the correct answer. However, they did not do it

most of the time in English, so the teacher corrected them and invited them to express what they thought by practicing the language. When they found out if the answer was correct, the students had to write it in the document the teacher gave them. Ultimately, the students had to read the conversation aloud, having all the answers. The topic practiced during the activity was the possessive pronouns, their pronunciation, and their correct use depending on the subject they were talking about. Once the reading of the conversation was finished, the students discussed the main topic of the conversation with the teacher and their opinions about what the characters shared.

Before conducting the observation, the instructor made two different rubrics that facilitated the process of evaluating the way the class and the teacher work; the first observation table is dedicated to the students to analyze the way they work during class and how they participate in the activities and doubts that arise throughout the class, highlighting mainly issues such as their way of working with new vocabulary and the communication they have with the teacher. On the other hand, the second observation table has the purpose of knowing the way the teacher works with the group, noting important aspects for the research, such as the relevance given to learning vocabulary, its meaning, and use, to discover how familiar the students are with paying attention to the new words they observe throughout the class. The use of these observation tables helps the researcher to have a better focus and concentration on the aspects that she wants to notice and know about the class to be able to notice the failures and facilities that the students have in the English class in addition to having better knowledge of the group for the adaptation of the classes to be carried out with them, taking into account their needs and the points that need to be improved to include them in the planning to help them to improve their performance in the language.

4.1.1.2 Class Observation Chart 1

The first observation chart used was intended to know the behavior and abilities of the students during the English class; the observation of the items is classified into two aspects, observed, or not observed, to help the researcher to have a better perspective of the students and the difficulties they may present with the language. As a first aspect to consider, knowing if the students communicate in English during the class was desired. This should have been observed. The students usually use their first language to talk with their classmates and perform class practices. When communicating with the teacher, they usually use English only in specific

commands that they already know, such as asking permission to go to the bathroom or to know the meaning of a word but to communicate more specific doubts or some other message, they usually do it in Spanish or ask the teacher for help to translate what they want to say on few occasions.

It is also important to know the management and interest that the students have for the vocabulary in the English language; because of this, an item was included in the rubric to know if the students ask about the vocabulary they do not know; this aspect was observed during the class, the students ask the teacher when they hear or read new words also usually do it during the practices when the teacher reads the instructions of the exercises that they perform throughout the class they usually write down the meanings of the new words after asking them. In addition, it was observed that students ask for dictionaries when they must work on larger exercises, which reflects their interest in understanding the texts they are working with.

The third point of the student observation rubric was to pay attention to the variety of vocabulary used to express themselves during class. This aspect was not observed because they prefer to use their first language, Spanish, to communicate with their classmates during group and individual activities, which makes it difficult for them to explore how to conjugate the vocabulary they know and to learn more vocabulary, They tend to use basic sentences to communicate with the teacher, and when they want to communicate a longer message, they do it in an incomplete way having to ask the teacher for help to communicate their message demonstrating that they need to increase their vocabulary because they have a limited amount of words that do not allow them to function in the English language.

During this part of the research, it was considered important to find out if the students had an excellent performance in listening comprehension activities; during the class, the teacher in charge of the group did some group listening activities where the students had to select the words they heard in the audio, during this activity the students participated actively in practice and seemed interested, the answers they gave were mostly correct demonstrating facility to recognize what they hear when they see it in writing, some of the options of the practice contained words with similar pronunciations. However, the students could recognize the correct answer and volunteered to give their answers during the activity. Students performed excellently in listening comprehension activities at the end of the class.

As a last point of the student observation rubric, special attention was paid to the tools

that the students had to look up vocabulary they did not know, such as dictionaries; this factor was observed because the students have a large number of dictionaries in the classroom that are under the custody of the teacher, when they need them they only have to borrow them and can use them throughout the class, having these resources help them to perform the practices in a better way and facilitate the process of looking up vocabulary helping students during the development of the class, this factor helped the researcher to know how familiar students are with researching unfamiliar vocabulary and what resources they tend to use.

4.1.1.3 Class Observation Chart II

For the observation of the class carried out by the researcher, a second table dedicated to the teacher was made to help the researcher to know the way in which the teacher teaches her class and the emphasis she gives to the vocabulary, trying to discover if it is a topic that is usually taught during the classes and with this to know if the students are familiar to pay attention to it and dedicate activities to the vocabulary. As the first item of the rubric was included if the teacher emphasized the new vocabulary throughout the different activities, this was observed when noticing that the teacher paused to explain to the students the vocabulary that she considered unknown to them, always using definitions and examples in the English language, not translating the words, in addition to this at the end of the explanations she usually asks the group if they have any questions related to the vocabulary that was used or will be used.

As a second point, it was decided to pay special attention to discover if the teacher included different listening activities in the classes; during the development of this particular class, the teacher included an activity where the students had to pay attention to a conversation and choose on a sheet with written information the option they heard, She paused the audio so that the students had time to answer and played it more than once so that they could review their answers or write down the ones they did not have a chance to answer, she also asked the students if they knew the meaning of the vocabulary they were listening to in order to clarify their doubts and also to recognize the meaning of the audio they were listening to. At the end of the activity, the teacher commented with the students about the content of the audio and the message it had, asking them for their opinion.

Another factor that the researcher considered important to know during the observation of the class was whether the teacher paused to explain new vocabulary that was present in activities or readings with the group; this was observed because she usually reads the instructions and

practice items and in doing so pauses when she considers that she is talking about new vocabulary in order to explain to students the meaning of the words by asking them first if the word is unknown to them, the teacher used examples and even gestures and signs to explain the meaning of the words to the students, it was also observed that in addition to the pauses she reserves a space at the end to consult if they have doubts about the vocabulary. She consults them during the practices if they need help with words or phrases.

One item that the researcher decided to add to the rubric was whether the teacher allowed the students to infer the vocabulary to the students instead of giving them its meaning the first time they asked. This was observed during the class when the teacher recognized a word that may be unknown to the students or that they consulted. She gives examples to the students using synonyms to infer their meaning if they fail to recognize the word. She usually gives examples in sentences or even during the class, and she uses gestures and signs for the students to infer the meaning of a word. This is important for the research because it ensures that students are familiar with inquiring about the meaning of words and analyzing contexts to arrive at their meaning rather than being given the definition easily.

As the last item of the teacher observation rubric, it was decided to investigate if the teacher provides the students with vocabulary lists prior to the classes, a tool that can help them to practice on their own and have the vocabulary at hand to help them in the practices, this was observed during the class, the teacher provided them with a list of common verbs at the beginning of the school year that they could use and study for the rest of the classes of the year, material with which they can also study and improve their way of expressing themselves in the language. In addition, it was noted that at the beginning of a new topic, the teacher made a brainstorming with vocabulary related to the topic that the students could contribute and gave them time to think about the vocabulary they were going to contribute to the brainstorming.

4.1.2 Evaluation rubric

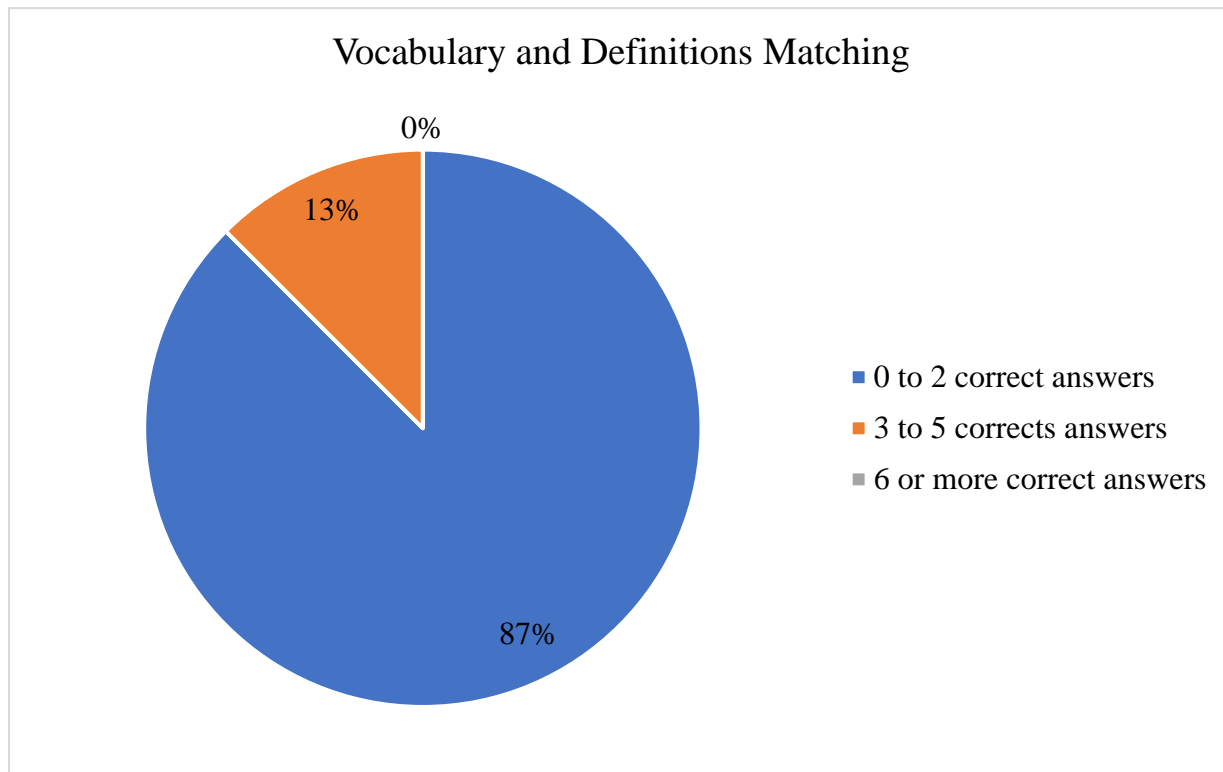
4.1.2.1 Pre-Test

To know the student's vocabulary knowledge, the researcher conducted a test including the vocabulary the students have been learning with the teacher in charge during the first quarter of 2023. During this time, the students have been studying topics related to money and banking, so the researcher needs to know if the group has effectively learned the vocabulary they have been seeing in class. In addition, through the test, it is possible to see how easy it is for the

students to recognize another vocabulary in English by reading complete sentences and to know if they can identify what is being talked about. The pre-test is a short test that consists of three exercises where the same type of vocabulary will be tested in different formats; in the first section, students must perform a first matching where they will find a list of vocabulary in column A and column B their respective definitions. Additionally, they must perform a second matching where they must choose synonyms of vocabulary already studied. In the last part of the test, students must choose from a table the word that best fits according to each sentence. The purpose of these exercises is for students to demonstrate their knowledge and facility in recognizing written definitions and using that vocabulary in context, as it happens in sentences.

Figure 1

Vocabulary Matching



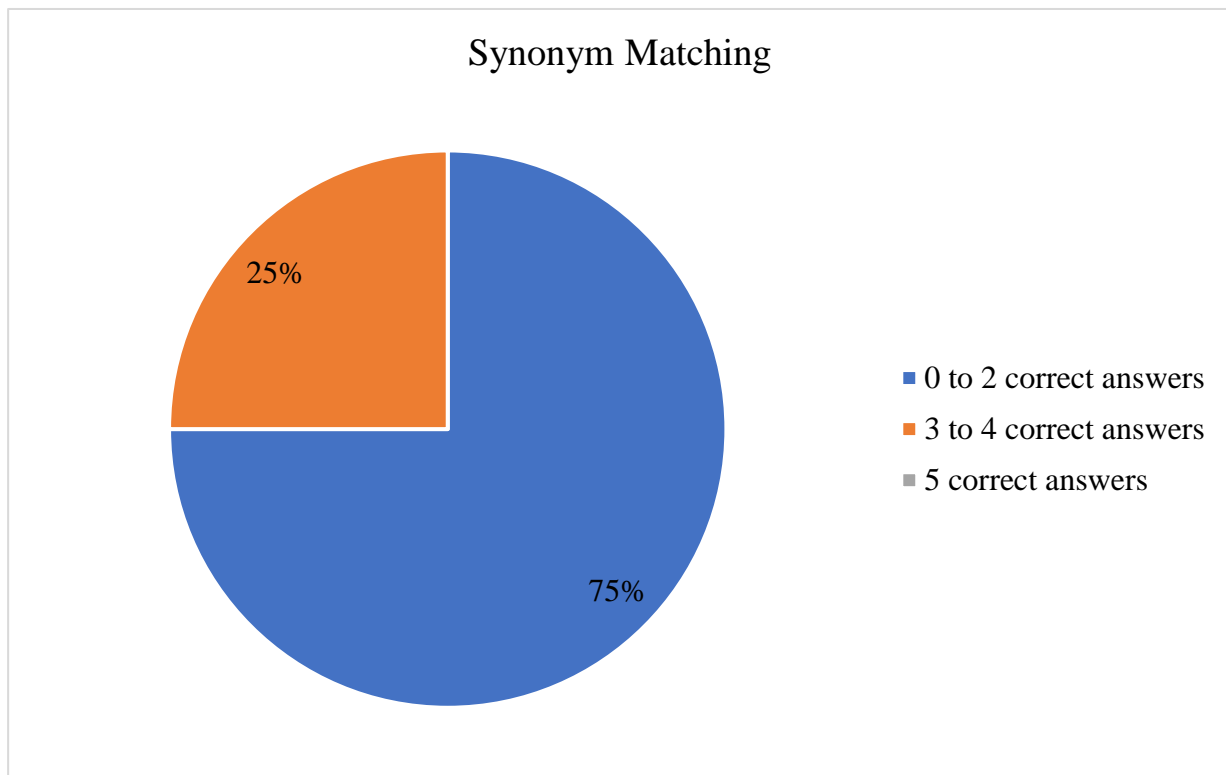
Note: Figure 1 shows the results obtained after applying the pre-test.

The first section of the pre-test consisted of a matching exercise where they had to associate the vocabulary with its respective definition; the exercise had a total of 10 vocabulary items within the matching exercise and ten definitions, the 16 students completed it, and 87% of them obtained a score between 0 and 2 taking into account the correct answers, 13% of the students obtained 3 to 5 correct answers and 0% of them obtained five correct answers or more.

Most of the students presented difficulties in recognizing the definitions present in the pair, which shows that they need more mastery in remembering the vocabulary studied and that they could not infer its meaning by reading only the definition.

Figure 2

Synonyms Matching

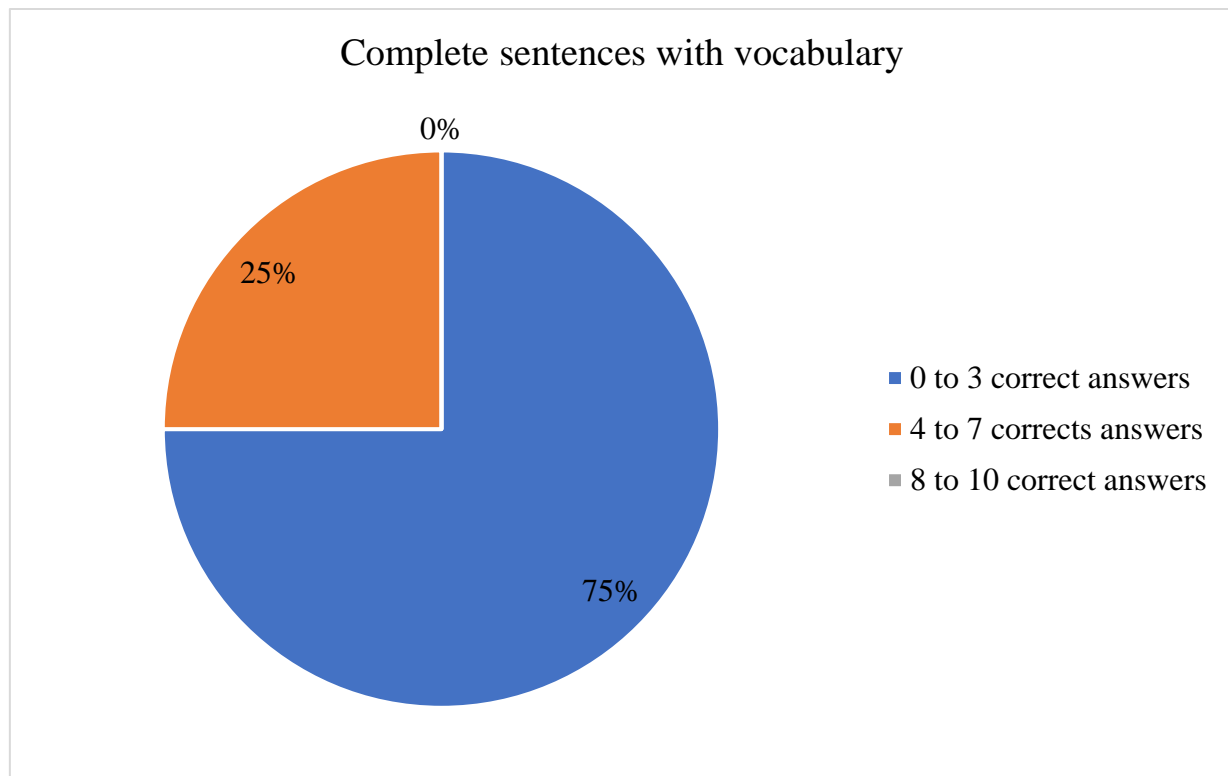


Note: Figure 2 shows the results obtained after applying the pre-test.

In the second exercise of the pre-test, the students had to associate synonyms of vocabulary previously studied with their teacher; the exercise had five different pairs of synonym items, of which 75% of the students correctly associated 0 to 2 of them, while 25% of the students obtained 3 to 4 correct answers and 0% of the population obtained all the correct answers. With the results obtained, it can be observed that more than half of the group obtained a low number of correct answers, showing that their abilities to associate synonyms are different than expected.

Figure 3

Complete sentences exercise



Note: Figure 3 shows the results obtained after applying the pre-test.

In the third section of the pre-test, the students had to use the vocabulary to fill in missing spaces in sentences; it was an exercise of 10 sentences. 75% of the students who participated obtained from 0 to 3 correct answers, while the missing 25% obtained from 4 to 7 correct answers. Most of the students had low scores in this section of the pre-test; this part aimed to know if the group could analyze the context of a sentence to infer the best word to use. However, only some students could do this in the exercise showing that it is a factor they need to work more on.

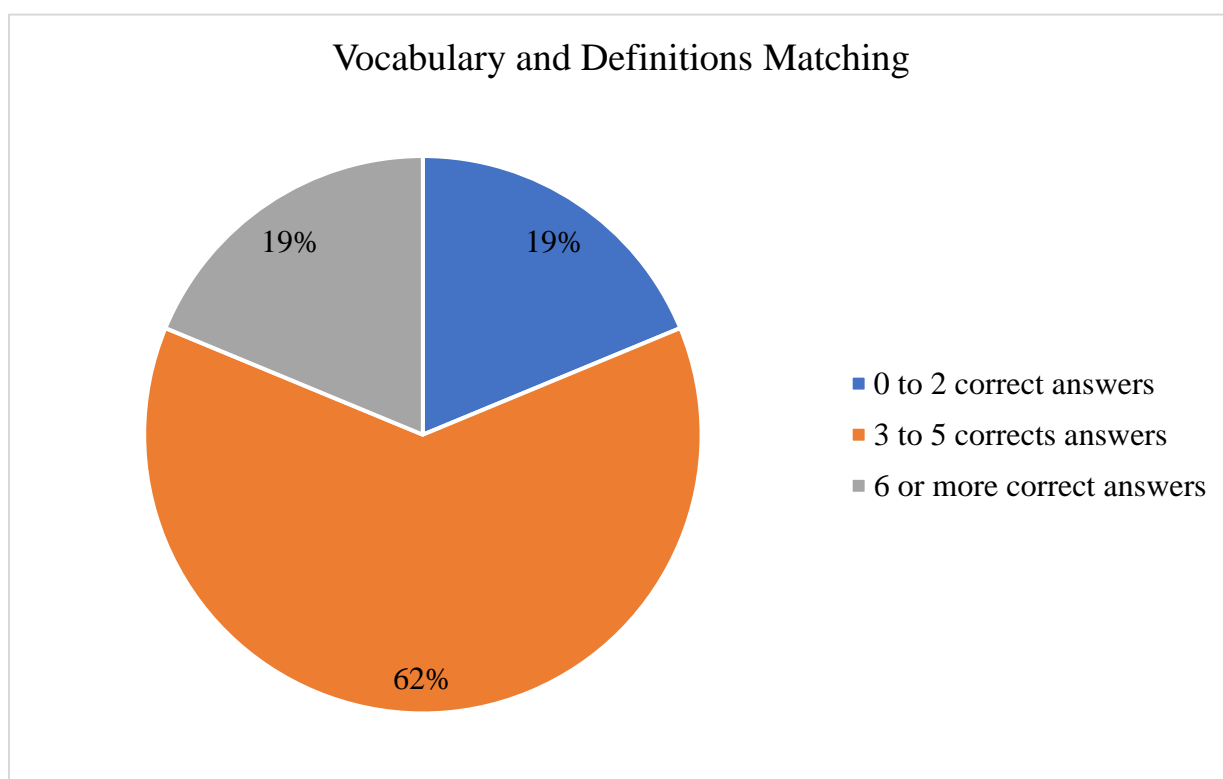
4.1.2.2 Post-Test

At the end of applying the technique with the students, the researcher decided to conduct a final test to evaluate whether the vocabulary studied with them through songs had a good learning result and whether the students could remember what was seen in class after a while. The idea of this post-test is to be able to compare the results of the first test with a test after the classes where a special focus was made on vocabulary, trying to find out if the technique helped the students to learn the vocabulary better and to compare the knowledge they had before with the knowledge they have now that the instructor worked with them. The test consists of four parts where the same exercises are performed as in the pre-test, starting with vocabulary

matching and its respective definition. Another synonym matching, continuing with a complete where they must choose vocabulary to fill in missing sentence spaces by analyzing their context. Finally, a section not included in the first test, sentence creation, where they are given a specific word and must create sentences from scratch. These types of exercises were practiced during the classes given by the researcher, and the purpose of including them in the post-test is to compare their ability to solve them before receiving the classes, as was the case in the pre-test, with the results obtained in the post-test.

Figure 4

Vocabulary Matching



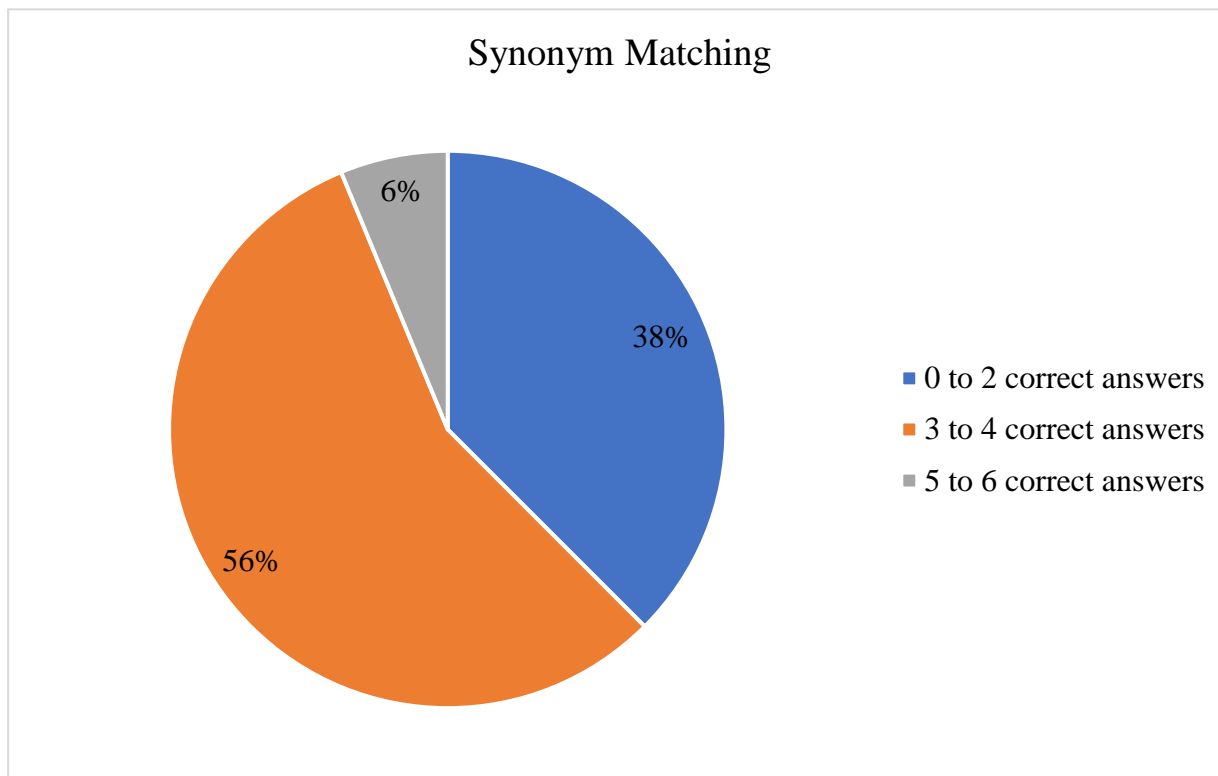
Note: Figure 4 shows the results obtained after applying the post-test.

The first part of the post-test consisted of a matching exercise where they had to associate vocabulary that was seen during the classes with its respective definition; this exercise consisted of 10 different items with vocabulary and 10 items with their respective definition; after reviewing the results of the test, 19% of the students obtained 0 to 2 correct answers in this exercise, on the other hand, 62% of the students obtained 3 to 5 correct answers and 19% obtained 6 or more correct answers. The correct answers were from 3 to 5, achieving almost half

of the ten correct items.

Figure 5

Synonym matching

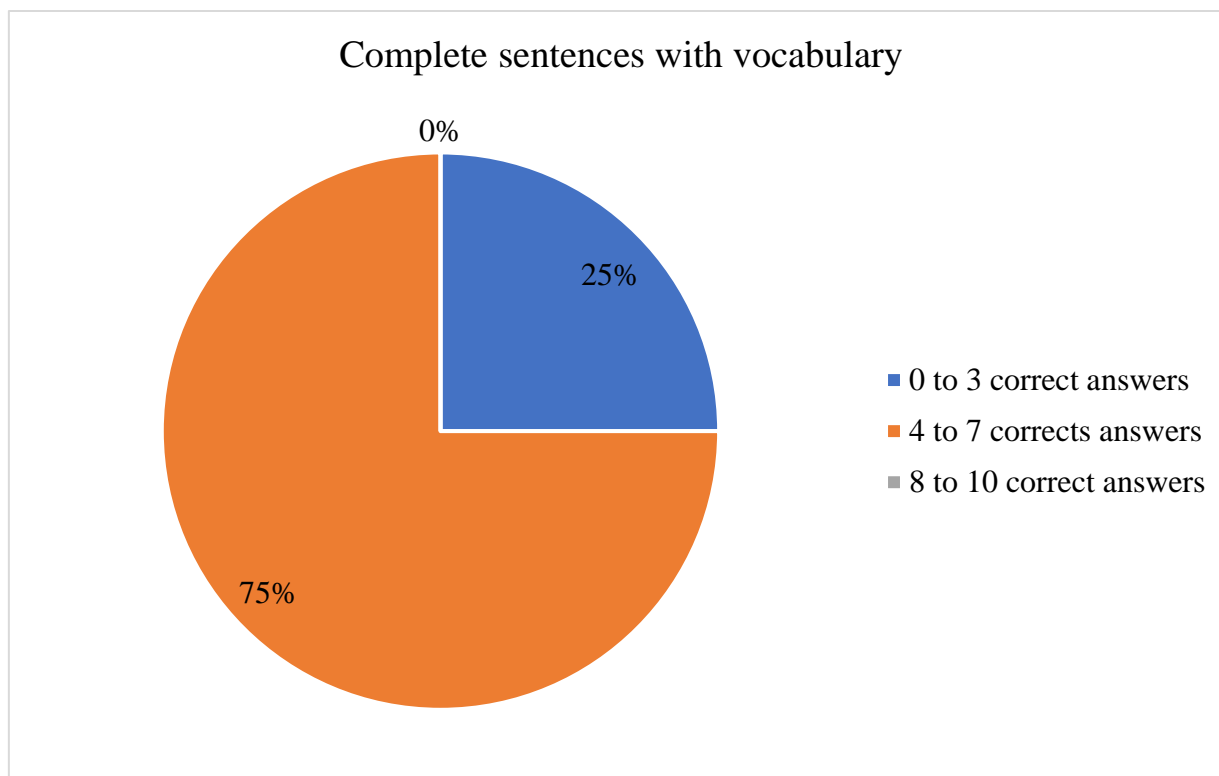


Note: Figure 5 shows the results obtained after applying the post-test.

In the second section of the post-test, the students had to perform a matching exercise where they had to associate vocabulary with its respective synonym; they practiced this type of exercise during some of the classes they had with the instructor, the exercise consisted of 6 items in which 38% of the students obtained 0 to 2 correct answers, on the other hand, 56% of them obtained 3 to 4 correct answers, and finally, only 6% of the students obtained 5 to 6% correct answers. The highest percentage of correct answers was between 3 to 4 correct answers, showing that most of them mastered half of the vocabulary used in the pairing well enough to recognize its synonym.

Figure 6

Complete sentences exercise

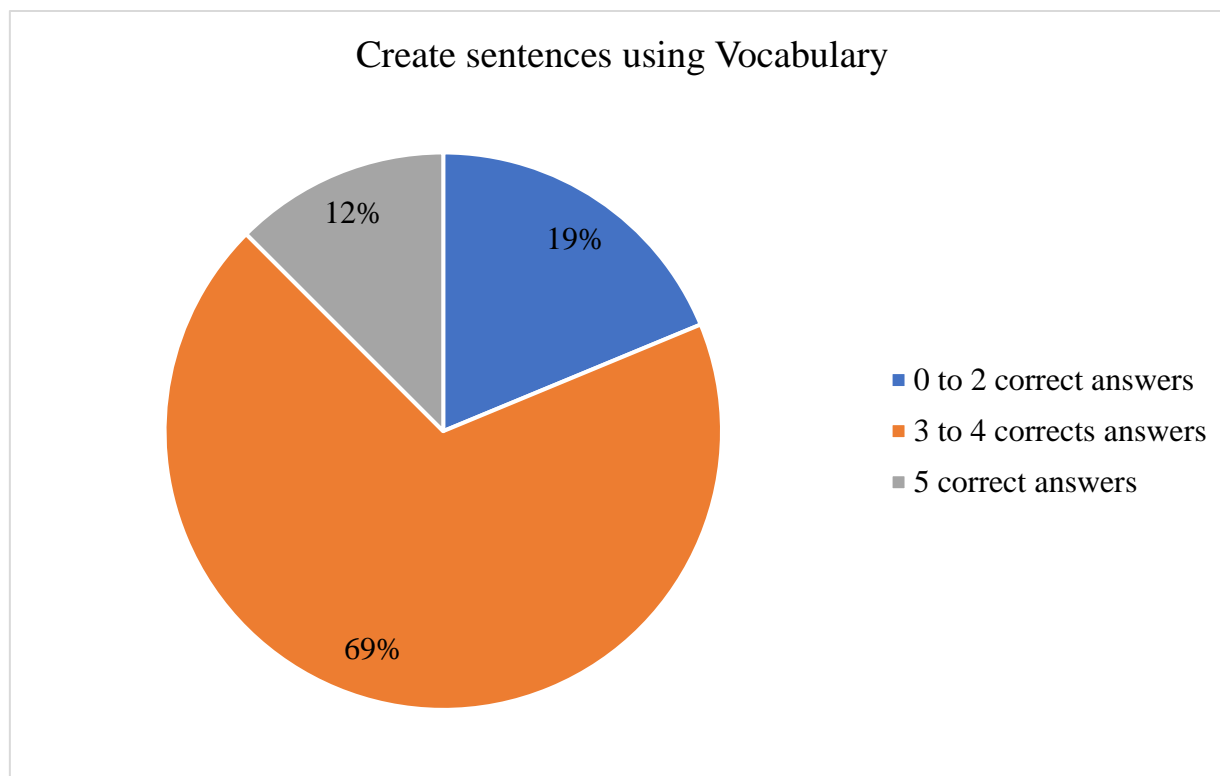


Note: Figure 6 shows the results obtained after applying the post-test.

In the third part of the post-test, the students had to select the vocabulary to be able to fill in the blanks in sentences, for this they had to analyze the context of the sentence in order to choose the most appropriate one for each case, the exercise was composed of ten different sentences of which 25% of them obtained from 0 to 3 correct answers and 75% of the students managed to complete 4 to 7 items correctly, no student managed to have eight or more correct answers in this part of the post-test. The highest percentage of correct answers obtained was from students who achieved 4 to 7 items out of the 10 in the exercise, inferring that the students recognized almost half or a little more of the vocabulary tested in this part.

Figure 7

Sentences creation exercise



Note: Figure 7 shows the results obtained after applying the post-test.

In the post-test, an additional section was included where students had to create sentences from 0 using a word as a base; this type of exercise was practiced several times throughout the classes taught by the researcher; this section contained five different items with the different vocabulary of which three items belonged to the vocabulary they saw with the teacher in charge before the instructor began to develop the technique in order to check if they still remembered vocabulary from the previous topic. Also, 2 exercise items belonged to the vocabulary seen during the sessions with the instructor. In this exercise, 69% of the students obtained 3 to 4 correct answers; in addition, 19% of them answered correctly from 0 to 2 correct answers, while 12% answered all the items correctly. It was also noted that students tended to respond more to the vocabulary items seen after starting classes with the researcher than to the items belonging to the vocabulary of the past topic, and they tended to leave these items blank.

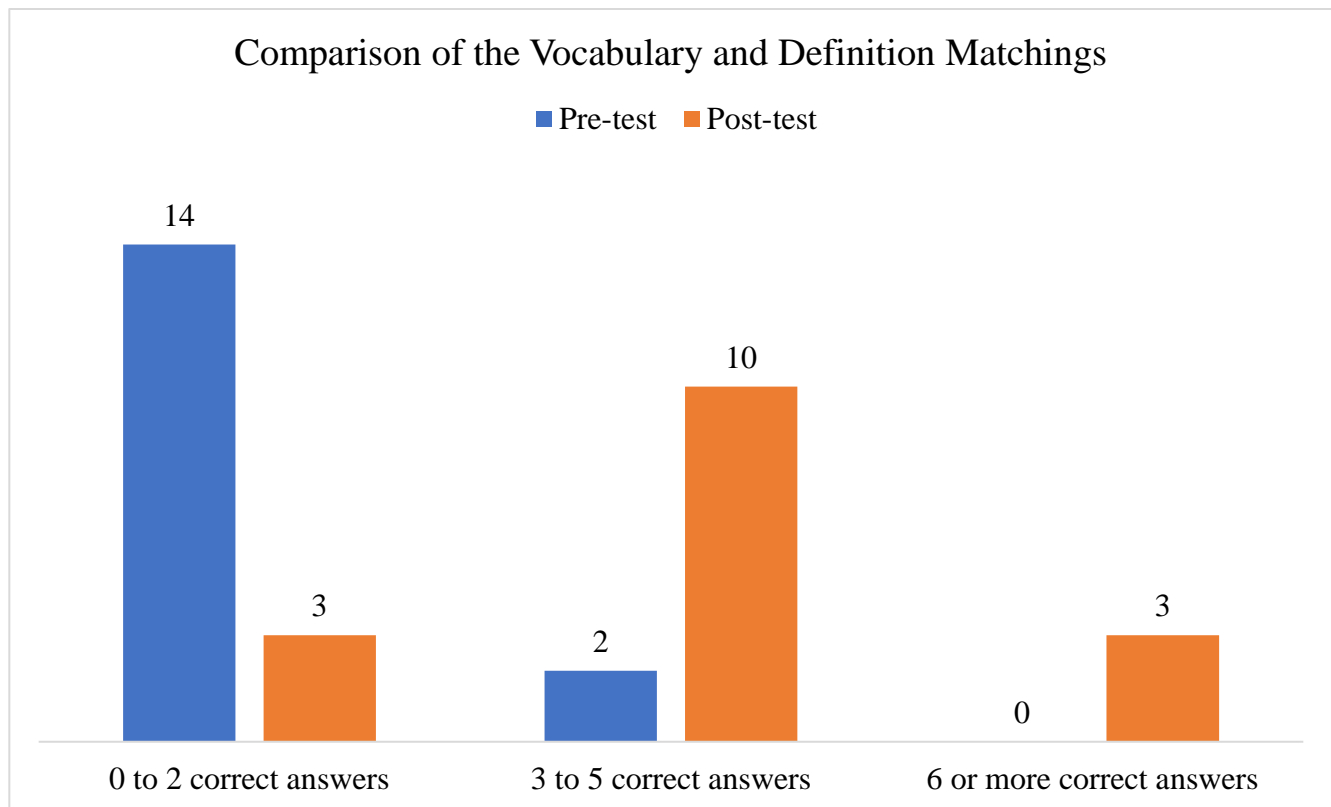
4.1.2.3 Test results comparison

To visualize the effects of the technique of using pop songs to improve the vocabulary of eighth-grade students at the San Juan Sur Technical Professional School, it is important to analyze the results that the students obtained in the different tests applied throughout the process, making a comparison between them to discover if there are positive changes after applying the

activities. For this, the obtained results are compared in the pre-test, where the vocabulary of topics previously seen in a class by the teacher in charge was evaluated using her teaching techniques, with the results obtained after applying the post-test, where the content seen in the classes taught by the researcher was evaluated. These two tests had a similar structure in order to compare more clearly the progress of the students, being able to notice if it is less difficult for them to solve these exercises after practicing with similar activities in the classes and focus more on the vocabulary using pop songs, among the sections of the test there are two different pairs, one dedicated to vocabulary and its respective definition and the other dedicated to the matching of synonyms, in the next part of the test the students had to work on a complete, in which they had to select vocabulary to fill in missing spaces in sentences by analyzing their context, finally only in the post-test an additional section was added where they had to create sentences from scratch with a specific word, the exercise had five different vocabulary items combining 3 of them from the topic prior to the research and 2 of them using vocabulary seen with the researcher in her classes.

Figure 8

Vocabulary matching comparison



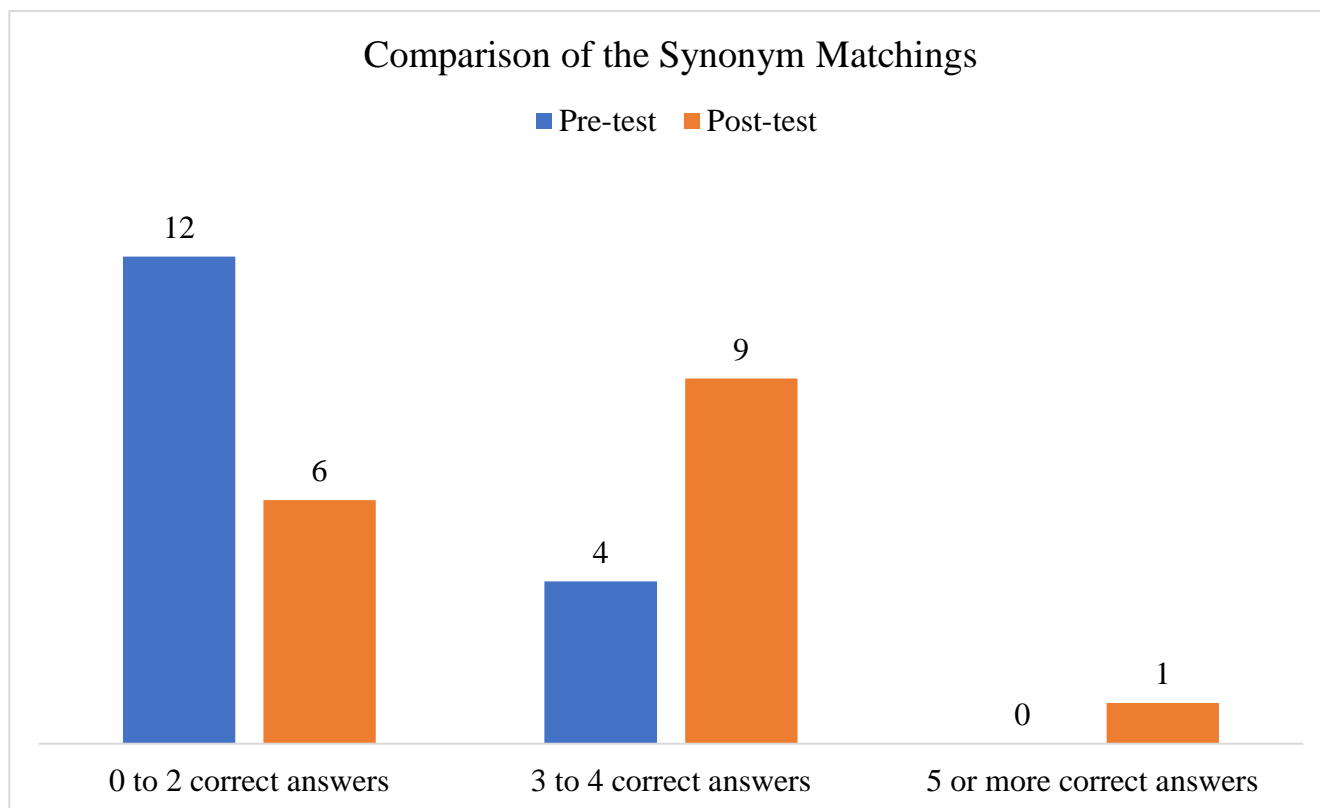
Note: Figure 8 shows the results obtained after comparing the results obtained in the pre-test and post-test.

In the first section of the test, the students had to match 10 vocabulary items with their respective definitions; after reviewing the results, it was observed that 14 students of the 16 in the class obtained from 0 to 2 correct answers, while in the post-test, this number decreased. Only 3 of them obtained this result; on the other hand, in the pre-test, only two students obtained 3 to 5 correct answers, while in the post-test, this number increased considerably, and 10 of them achieved this result, finally, in the initial test no student managed to obtain six or more correct answers but in the post-test 3 of them did. When comparing the results obtained in both tests, it can be observed that initially, the students obtained low results, where most of them obtained at most two correct answers out of 10 items, while in the post-test, it can be observed that the number of correct answers increased, achieving that most of the students had between 3 to 5 correct answers, half of the items, and even that some of them achieved six or more. This is because the researcher practiced with them throughout the classes to recognize vocabulary definitions after listening to them in songs in a group and individual manner, allowing the students to generate a kind of habit of analyzing the definitions, in addition to the fact that the

vocabulary used in the post-test match was extracted from the material used throughout the classes, also demonstrating that the students learned the vocabulary better because of what they remember better, and this is reflected in the results obtained.

Figure 9

Synonym matching comparison



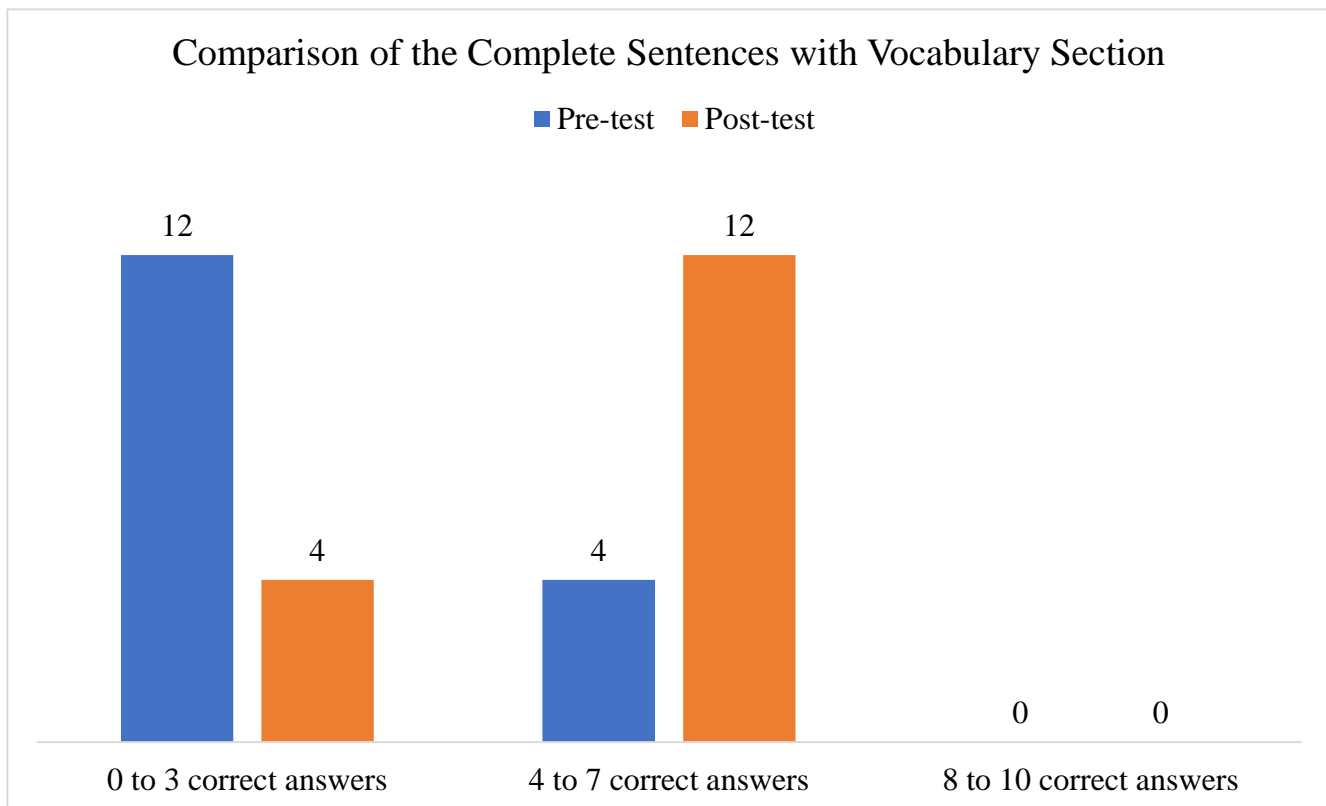
Note: Figure 9 shows the results obtained after comparing the results obtained in the pre-test and post-test.

In the second section of the test, the students had to make an association using synonyms; they had to read the vocabulary previously studied in class and, with this, find their synonym; in the first test, 12 students got from 0 to 2 correct answers while in the post-test, this number decreased to half and only 6 of them got this number of correct answers. Moreover, it can be observed that in the pre-test, 4 of the 16 students got from 3 to 4 correct answers, while in the final test, this number increased, and 9 of them got it. Finally, no student got five correct answers in the pre-test, but in the post-test, if it was achieved and one student got it. When comparing the results of both tests, it can be observed how the number of correct answers of the students increased, obtaining better results in the post-test than in the pre-test, showing a greater facility

to recognize synonyms. This is because, during the classes the researcher gave, different exercises were included in which they had to recognize synonyms of the words extracted from the songs. This practice was carried out after knowing the meanings of the same ones making see that the students learned after this to recognize similar words obtaining better results that demonstrate it.

Figure 10

Comparison of the complete sentences exercise



Note: Figure 10 shows the results obtained after comparing the results obtained in the pre-test and post-test.

In the third section of the test, the 16 eighth-grade students had to use the vocabulary given to them to fill in the blanks of ten sentences analyzing the context to choose the most appropriate one; in the initial test, 12 students managed to obtain 0 to 3 correct answers in this section while in the post-test this number decreased considerably and only 4 of them obtained this result, on the other hand, in the initial test only four students managed to obtain 4 to 7 correct answers. In contrast, this number increased in the post-test, and 12 of them obtained this number of correct answers. In none of the tests, the students obtained eight or more correct

answers. It can be observed that in the final test, the students improved their results, showing a better understanding and analysis of the context of the sentences; this is because the students were doing different practices during the classes with the researcher where the vocabulary extracted from the songs was reviewed throughout different practices, where they had to complete sentences, make pairs with definitions. This allowed them to understand the chosen words and their function, and by working with them in repeated practice, they could memorize them better. In addition, the students used to analyze the context of the vocabulary in the song to deduce the definitions in the practices, so when they took this section of the post-test, they remembered the vocabulary better and knew how to analyze the context of the sentence.

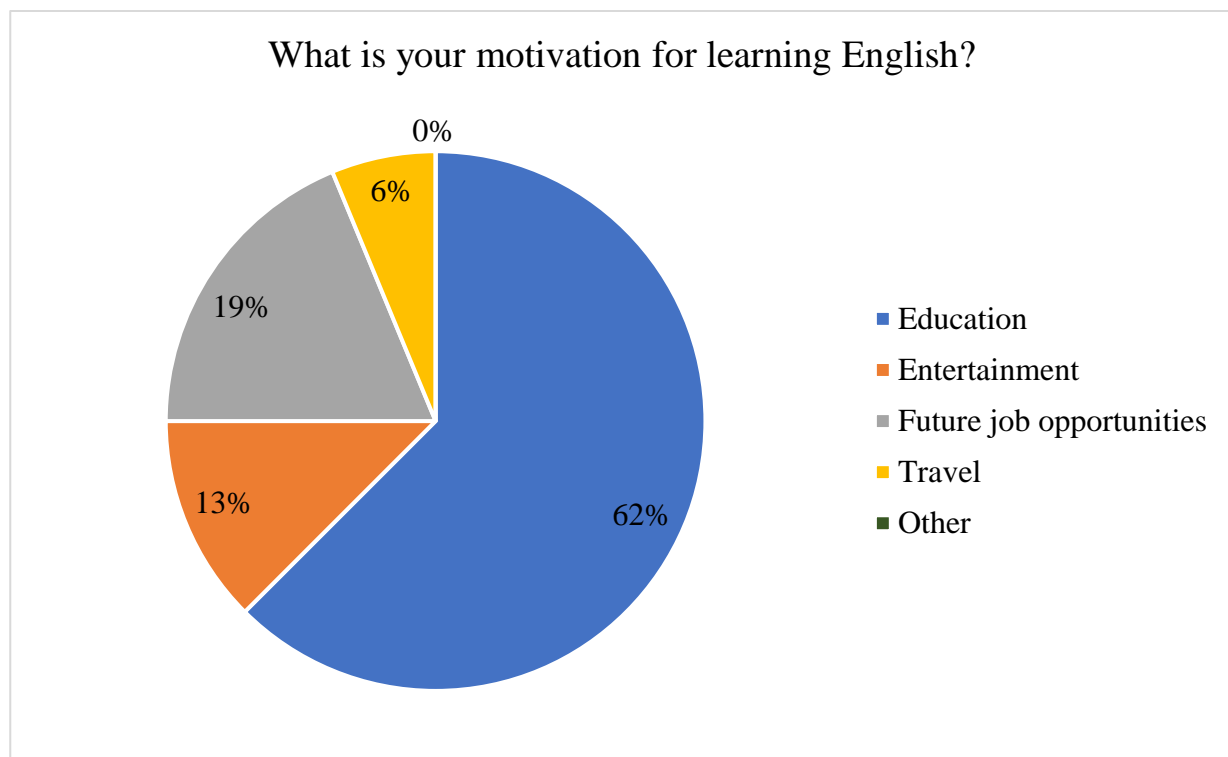
4.1.3 Questionnaire.

4.1.3.1 Initial questionnaire

To get to know the group better, the researcher conducted an initial questionnaire whose purpose was to discover the students' interests in learning the English language as well as to find out how they normally work with vocabulary; for this purpose, their perception of vocabulary and the way in which they tend to investigate words they do not know and how easy it is to memorize them. Questions related to their interest in English pop music were also included to help the researcher get an idea of the student's familiarity with this type of music, and questions about the student's interest in studying English outside the classroom to get an idea of whether the technique used by the researcher could be a way of study that the students would adopt both outside and inside the classroom. The use of an initial questionnaire helps the researcher to get to know the students and their preferences related to the English language better and to be able to tailor the lessons to them even better; the questionnaire made to the students of sections 8-3 of the San Juan Sur Professional Technical High School consisted of 10 questions and was made under the supervision of the English teacher in charge of the group after explaining the purpose of it.

Figure 11

Motivation to learn English

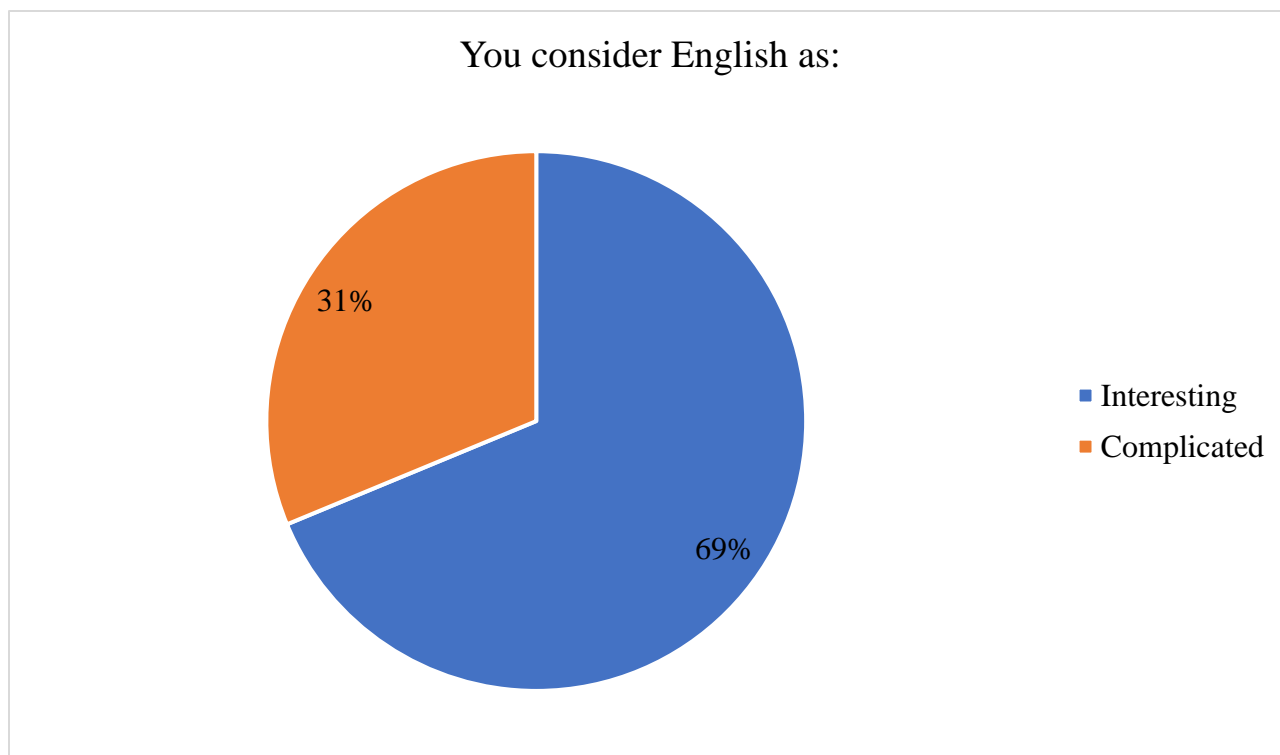


Note: Figure 11 illustrates the results obtained after completing the questionnaire.

The majority of eighth-grade students responded that their motivation for learning English is for educational purposes being represented by 62%; another part of the population assured that their purpose is for future job opportunities being represented by 19%; in addition, another part of the students indicated that their motivation is for entertainment being represented by 13% and finally the missing population responded that their main motivation for studying English is for travel, being represented by 6%, none of the students surveyed indicated that they have some other purpose for studying English so the option is represented by 0%. It can be observed that the main reason for this group of students to take English classes is to improve their education and level of knowledge.

Figure 12

Opinion about English

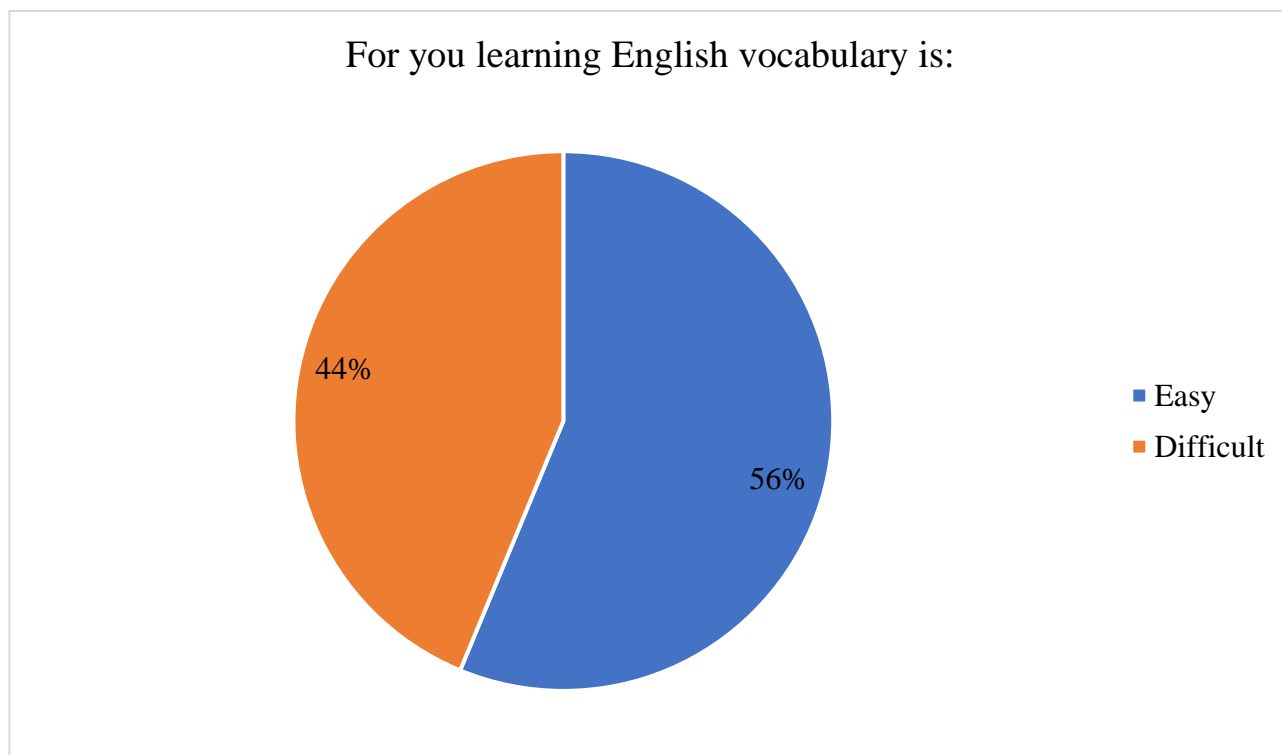


Note: Figure 12 illustrates the results obtained after completing the questionnaire.

It was found that for eighth-grade students, English is considered interesting by a large part of the surveyed population, representing 69%. In contrast, the remaining population answered that they find it complicated being represented by 31%. For most of the class, English is an attractive language to them, helping in their motivation during learning. However, it is important to pay attention to the students who find it complicated to call their attention and provide techniques to help them during the classes, so they no longer perceive it that way.

Figure 13

Facility in learning vocabulary

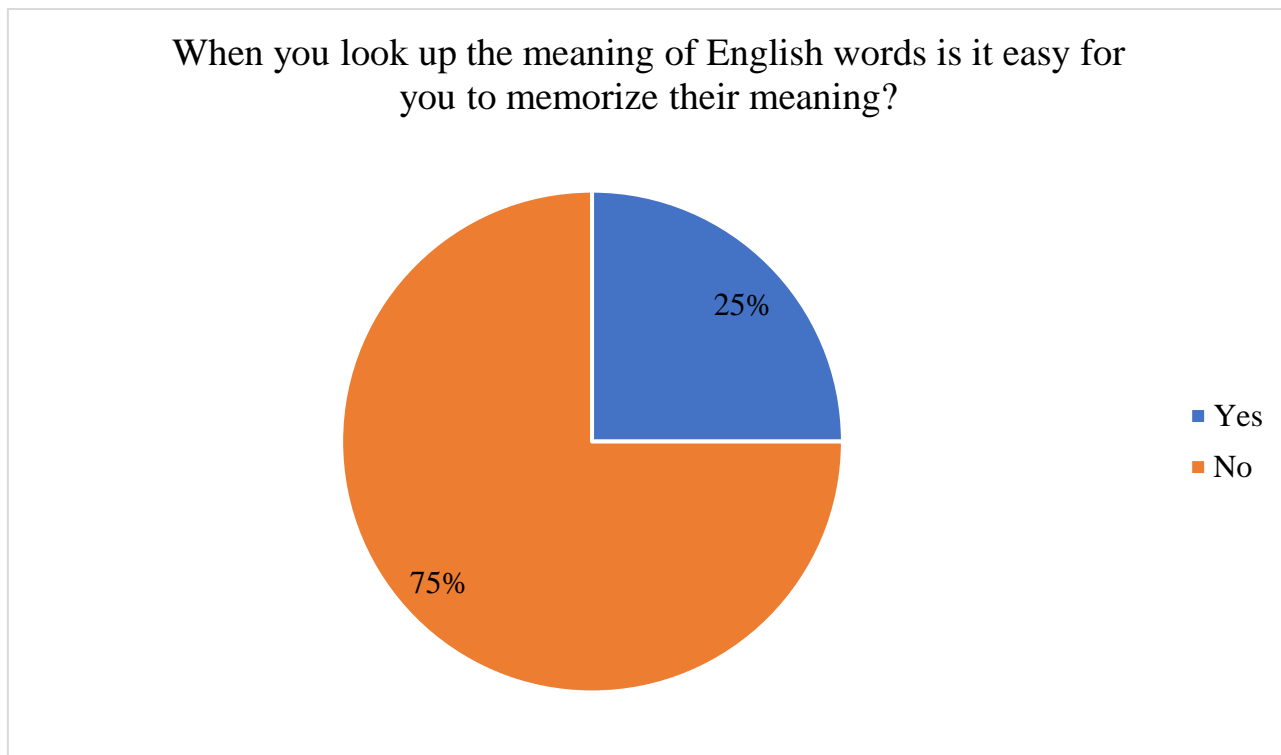


Note: Figure 13 illustrates the results obtained after completing the questionnaire.

It was found that for some students, studying English vocabulary is easy, represented by 56%; on the other hand, 44% of the group believe it is a difficult process. For most of the students in the class, vocabulary does not represent a great difficulty, so it is not difficult for them to study it; however, the percentage of students who find it difficult is close to half of the group, which makes it essential to pay attention to the techniques used and to provide them with methods to facilitate this process so that it does not become an obstacle in their process of learning English.

Figure 14

Facility in memorizing vocabulary

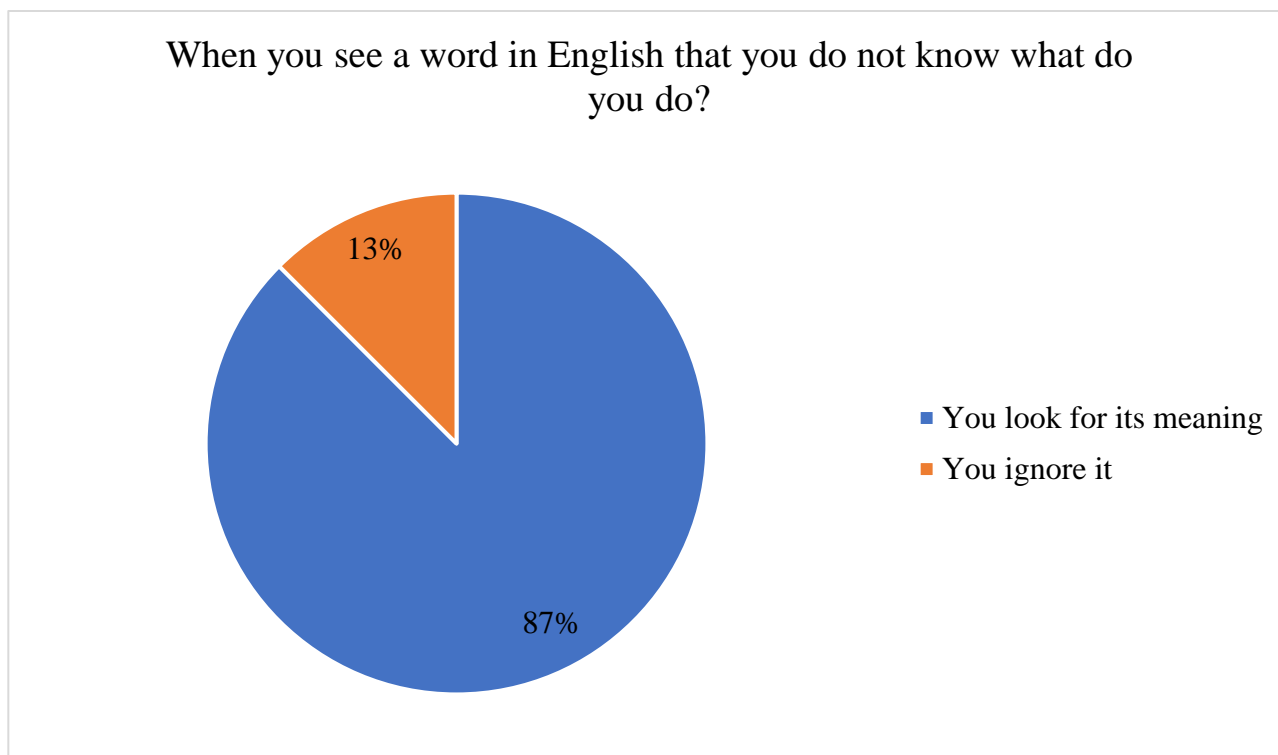


Note: Figure 14 illustrates the results obtained after completing the questionnaire.

When looking for the meaning of new vocabulary in the English language, some people have the facility to memorize it immediately and remember it when they see it again; in the case of the eighth-grade students at the San Juan Sur Technical Professional School, 75% of the class indicated that it is not easy for them to memorize the vocabulary after only looking for it. In comparison, the remaining 25% indicated that it is easy for them to remember it. For most students, it is difficult to remember the vocabulary, so it is inferred from these results that they need to constantly practice the new vocabulary presented to them in class to retain it better and recognize it in future exercises.

Figure 15

Reaction to unknown vocabulary

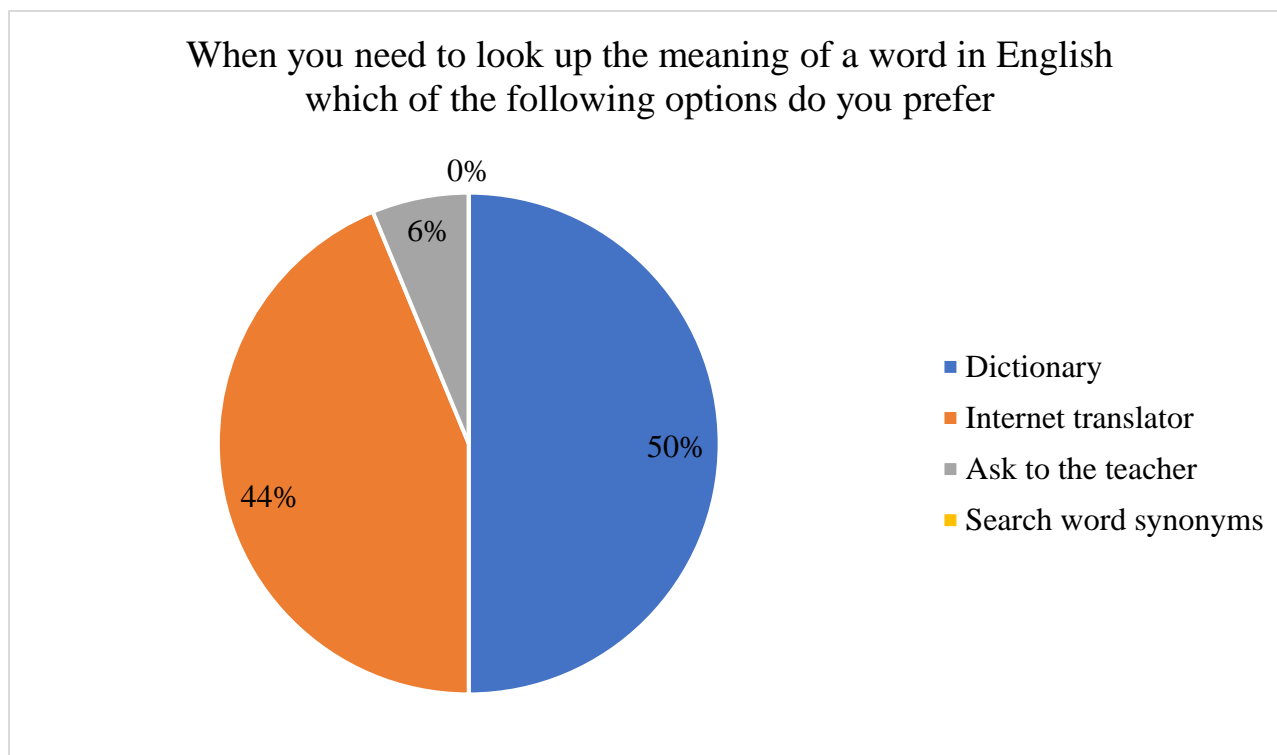


Note: Figure 15 illustrates the results obtained after completing the questionnaire.

During the questionnaire, the students were asked what they usually do when they discover words in English that are unknown to them, to which 85% of them answered that they usually look up their meaning; on the other hand, 13% of them indicated that they usually ignore those words. Most of the student population seems to be curious about the words they do not understand and therefore choose to look them up, helping their learning and a better understanding of the messages they are receiving in the English language; it is an important habit that helps to understand the full context and to increase the vocabulary they already have.

Figure 16

Method to look up vocabulary meaning

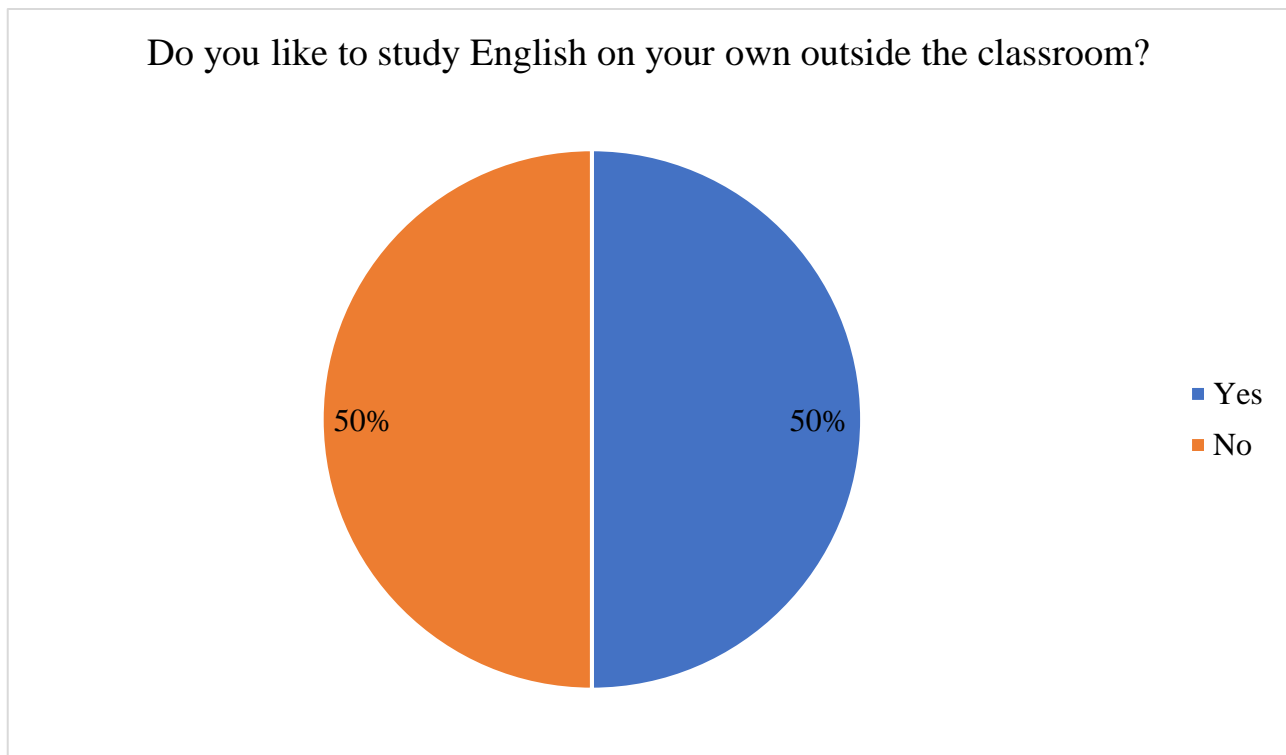


Note: Figure 16 illustrates the results obtained after completing the questionnaire.

The students were asked what tool they usually consult when they want to know the meaning of a word in English, and 50% of them answered that they usually use the dictionary. This tool helps them to obtain a simple definition of the word after looking it up alphabetically. 44% of them assured that they usually use the Internet translator to know the meaning of the words they do not know, this method, instead of giving them a definition, gives them a translation of the word into Spanish. On the other hand, 6% of the remaining students assured that they prefer to ask the teacher the words they do not know. None of the students usually search for synonyms of the word they want to look up. Half of the students usually use the dictionary to look up new vocabulary, which is beneficial because it helps them get a short definition of the word and not only the literal translation of the word.

Figure 17

Enjoyment of studying English outside the classroom

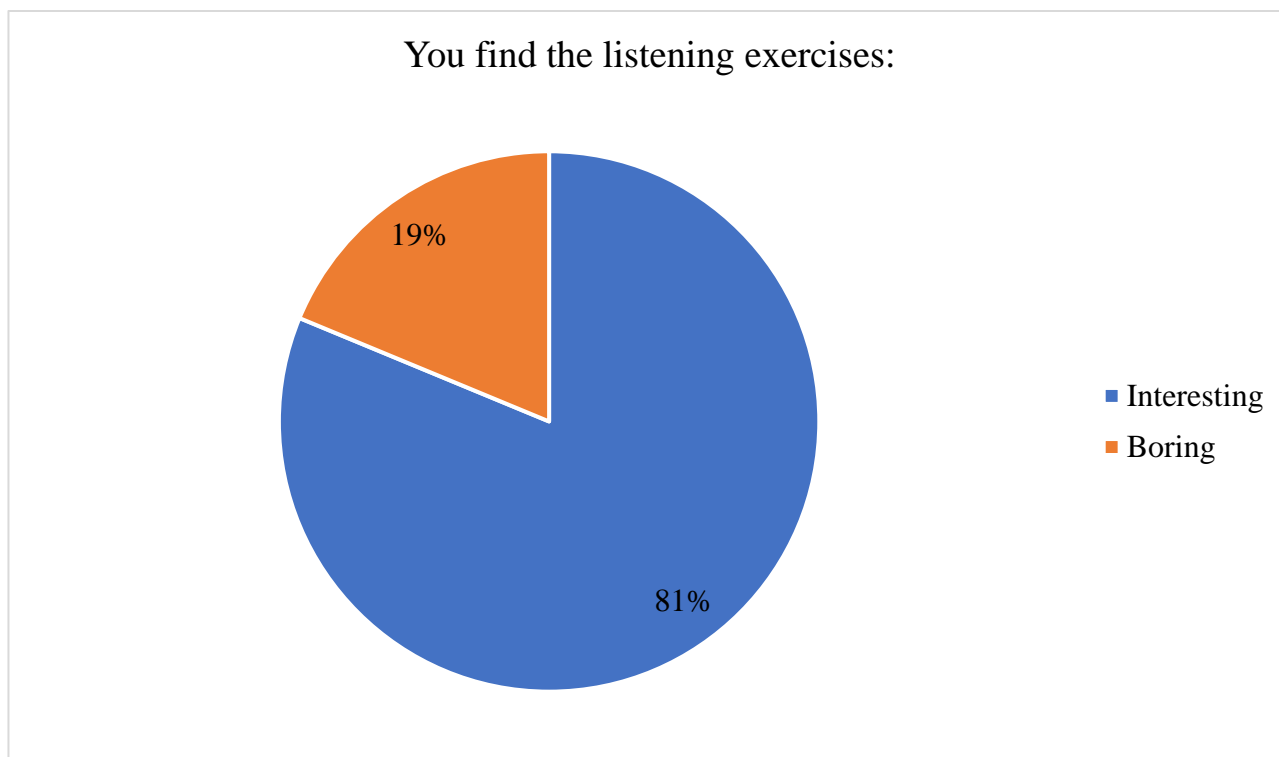


Note: Figure 17 illustrates the results obtained after completing the questionnaire.

The students were asked if they liked to study English outside the classroom, either on their own at home or with an additional course; 50% of them answered that they liked to continue practicing the language after classes, while the other 50% of them assured that they did not like to continue studying the language after finishing classes. However, it is important to encourage students to continue practicing the language in any way that is possible for them to achieve greater learning and to complement what they learn during the lessons they take each week, not necessarily by taking additional classes but also by reinforcing it through music, television programs or books in English.

Figure 18

Opinion about listening exercises

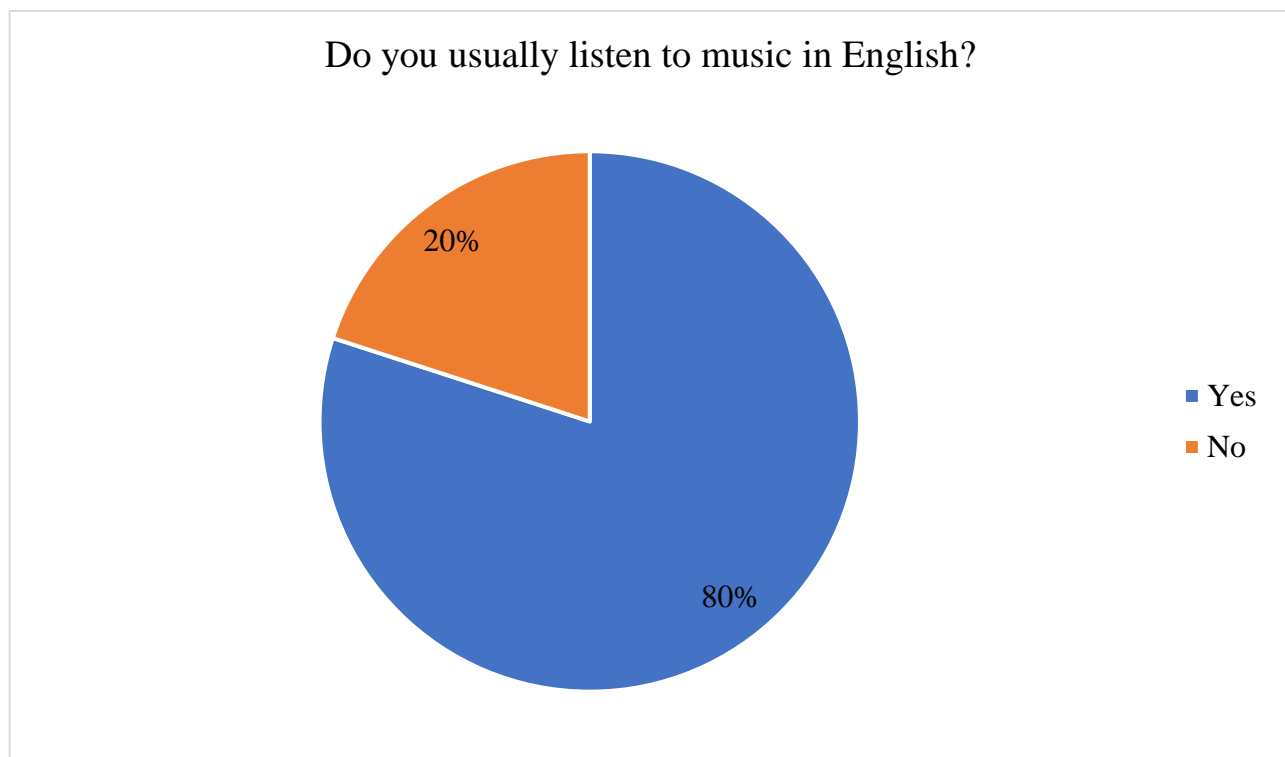


Note: Figure 18 illustrates the results obtained after completing the questionnaire.

After asking the students about their enjoyment of the listening exercises, it was found that 81% of them found them interesting, while 19% thought they were boring. Most of the group found the listening exercises enjoyable and simple, which helps to develop their listening skills by having the possibility to listen to native speaker audios, which shows them the different accents that exist and to recognize the correct pronunciations of some words. It is always important to include listening exercises in classes to complement the other existing skills and achieve more accurate learning.

Figure 19

Enjoyment of music in English

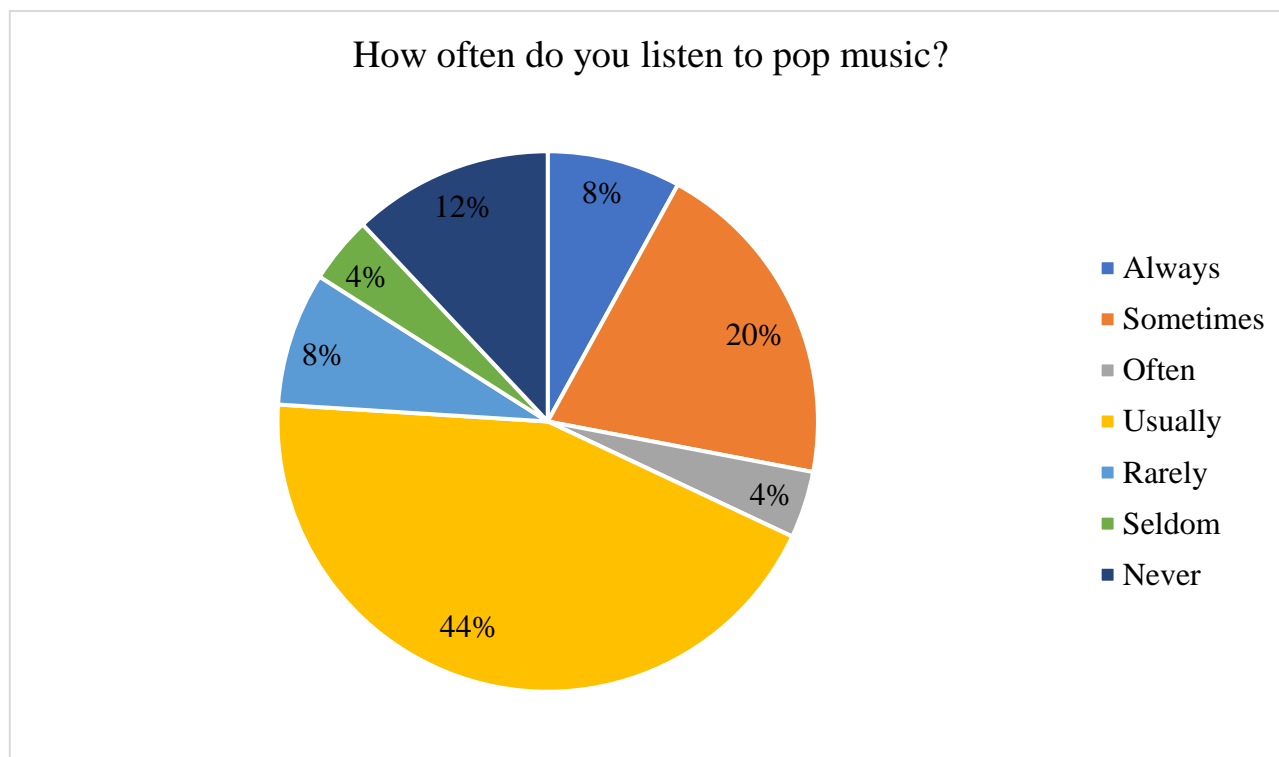


Note: Figure 19 illustrates the results obtained after completing the questionnaire.

After asking the students if they usually listen to music in English, 80% said that it is common for them to do so, while the remaining 20% responded that they do not usually do so. This question is important for the researcher because it helps him to know the familiarity that students have with listening to music in English, knowing how used they are to listen to the lyrics and identify them, the fact that most students are used to listen to music in English guarantees a better reception of the information that the researcher presents through songs in addition to knowing that most of them feel comfortable with this type of music so the activities can draw their attention allowing them to learn better.

Figure 20

Frequency of listening to English music



Note: Figure 20 illustrates the results obtained after completing the questionnaire.

The last question asked the students how often they listen to pop music; for this particular question, the answer option was open-ended to get a more honest and accurate answer from them; 8% of the students responded that they always listen to pop music, followed by 20% of them who responded that they sometimes listen to pop music, 4% of them used the word "often" to describe their regularity, 44% of the students responded that they usually listen to pop music, 8% of the students surveyed said that they rarely listen to this type of music, leaving 4% that they rarely listen to it and 12% that they never listen to this type of music genre. The relevance of this question lies in the fact that the exercises with which the researcher works involve pop music in English, so knowing if the students usually listen to it and like it helps her to know how interesting the lessons will be for them and how familiar they will be with it.

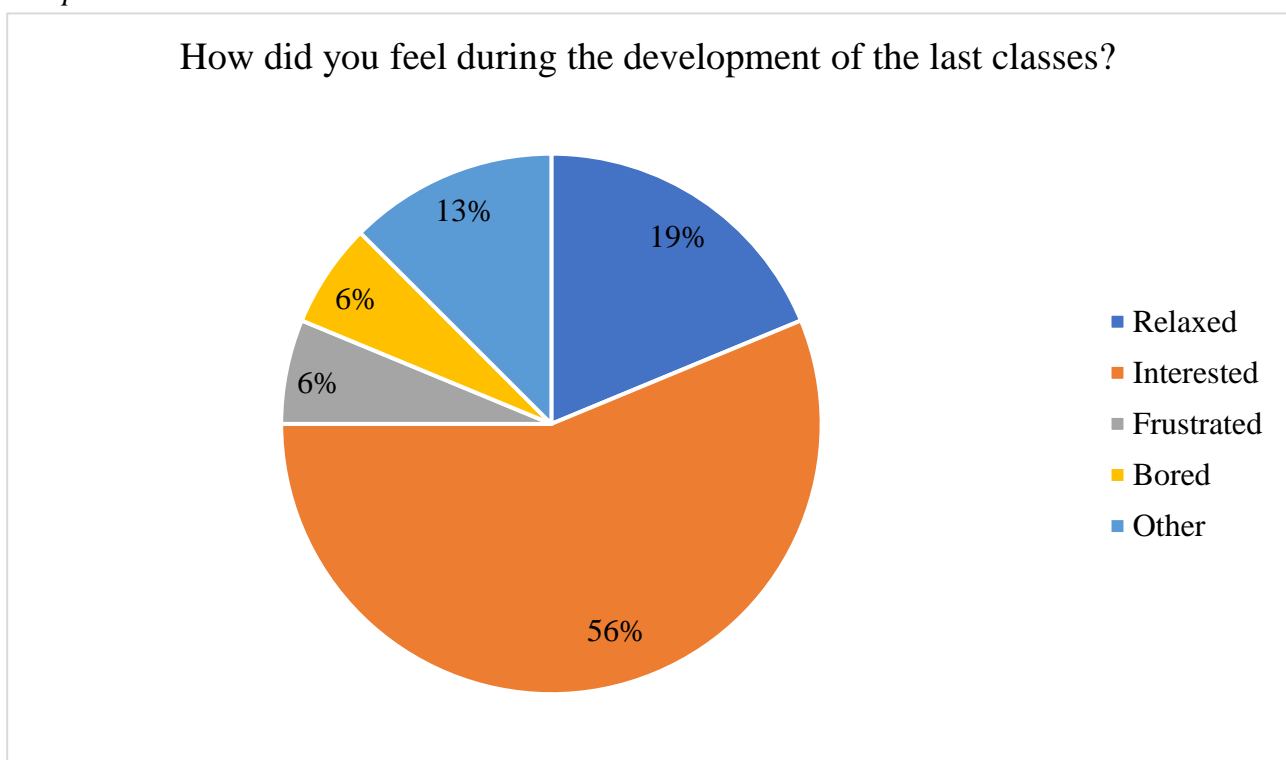
4.1.3.2 Mid-term questionnaire

In the middle of the research, a survey was conducted to the students to know their opinion about the classes already given to them by the researcher, to discover if the experience is comfortable for them as well as to know if it has been a useful tool for them to work in English using vocabulary. For this, the researcher gave the students a sheet with a series of items where they had to select the one that best fit their case, this included questions about their comfort

during the classes in addition to the interest they have felt towards them, wanting to discover if the techniques and planning created by the instructor have encouraged their desire to learn English and the attention they give to it, We also include questions about the improvement they may or may not have had in terms of vocabulary recognition and knowledge in the language, intending to find out if they believe they have improved thanks to the techniques used in the research. Finally, we included questions about the students' opinions about using songs in teaching English to find out if they like them.

Figure 21

Experience with class exercises



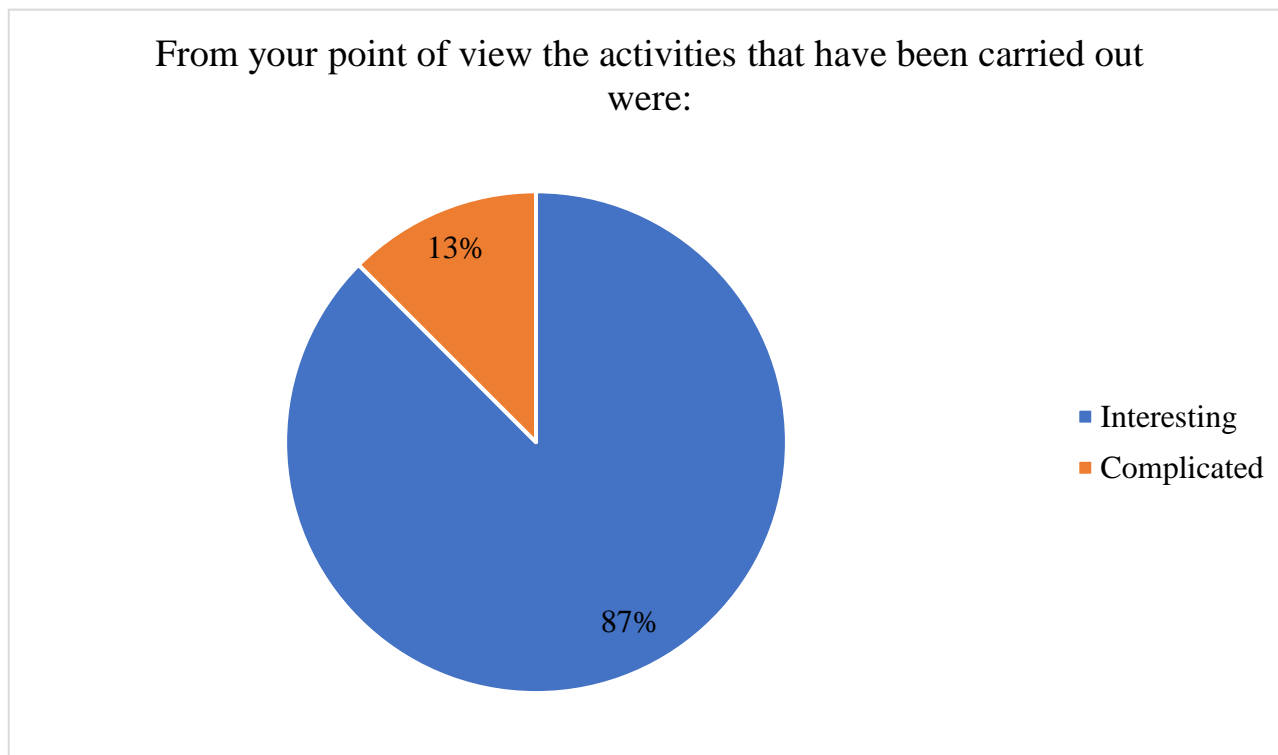
Note: Figure 21 illustrates the results obtained after completing the questionnaire.

After conducting the second questionnaire to the students, it was discovered that during the development of the first three classes, 56% of them felt interested; in addition, 19% indicated that they felt relaxed being in the classes, 6% of them claimed to feel frustrated, while another 6% claimed to feel bored, only 13% of the students chose the option "Other" and the answer they gave was that they felt fun and happy. Most of the students in the classes indicated feeling relaxed or interested, a positive factor for the research because it indicates that the students have felt comfortable and attracted to implementing the technique of using pop songs to improve

vocabulary. It could be a method that attracts their attention helping them to learn and improve in the language.

Figure 22

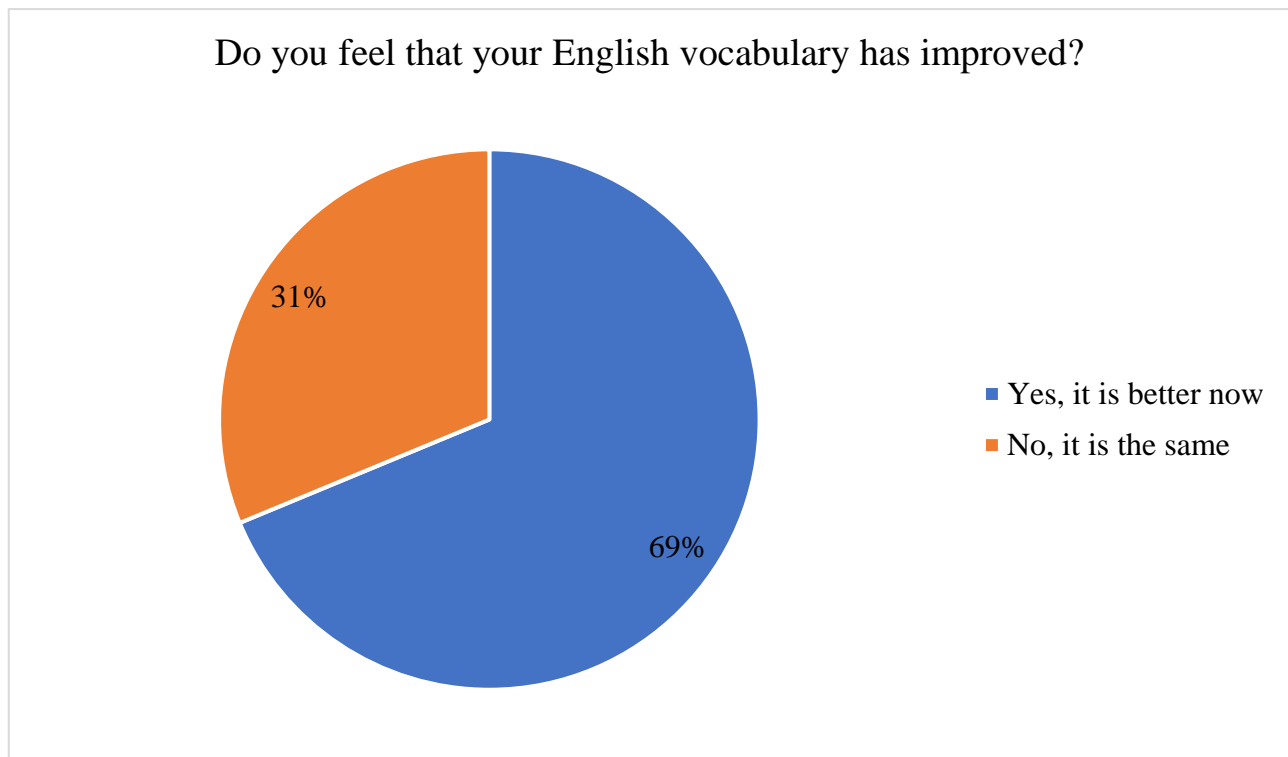
Opinion about the exercises performed.



Note: Figure 22 illustrates the results obtained after completing the questionnaire.

When the students were asked their point of view about the activities that the researcher has been carrying out during the classes, 87% of them indicated that they were interesting from their point of view. In comparison, 13% indicated that they found them complicated. The main reason for asking this question was to know the interest that the students had towards this type of activity in class, wanting to know if they called their attention and were not difficult to perform; most of the group gave a positive response to the activities performed, a beneficial fact that indicates that it would help students to motivate them more to learn English by working with techniques that are interesting to them.

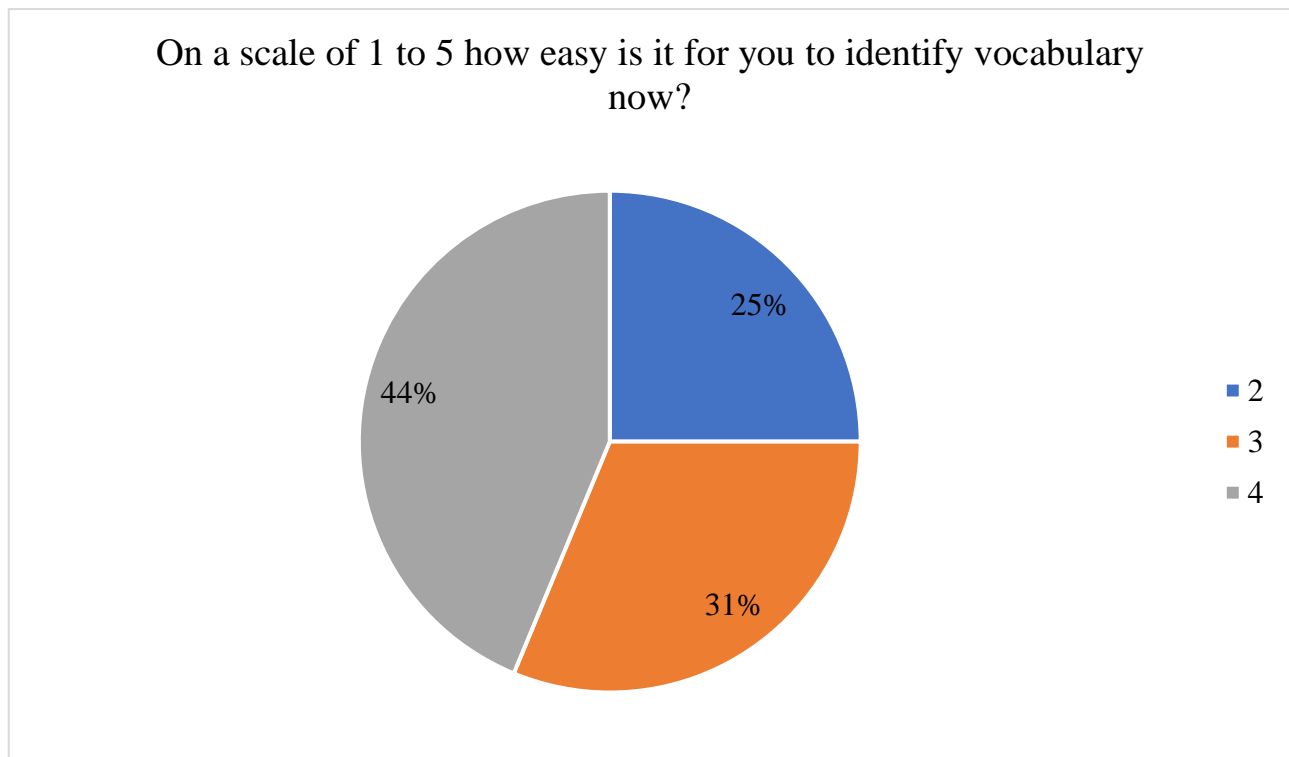
Figure 23

Vocabulary improvement

Note: Figure 23 illustrates the results obtained after completing the questionnaire.

After giving some lessons to the students using dynamics involving pop songs to improve vocabulary, they were asked if they considered that their vocabulary had improved compared to before they started participating in those dynamics; 69% of the students indicated that their vocabulary was better now while 31% of them said that it remained the same. More than half of the students have learned more vocabulary during the instructor's sessions, which shows an improvement. However, it is necessary to continue working with them during the following sessions to achieve more students improve their vocabulary and have a better perspective of the technique used with them.

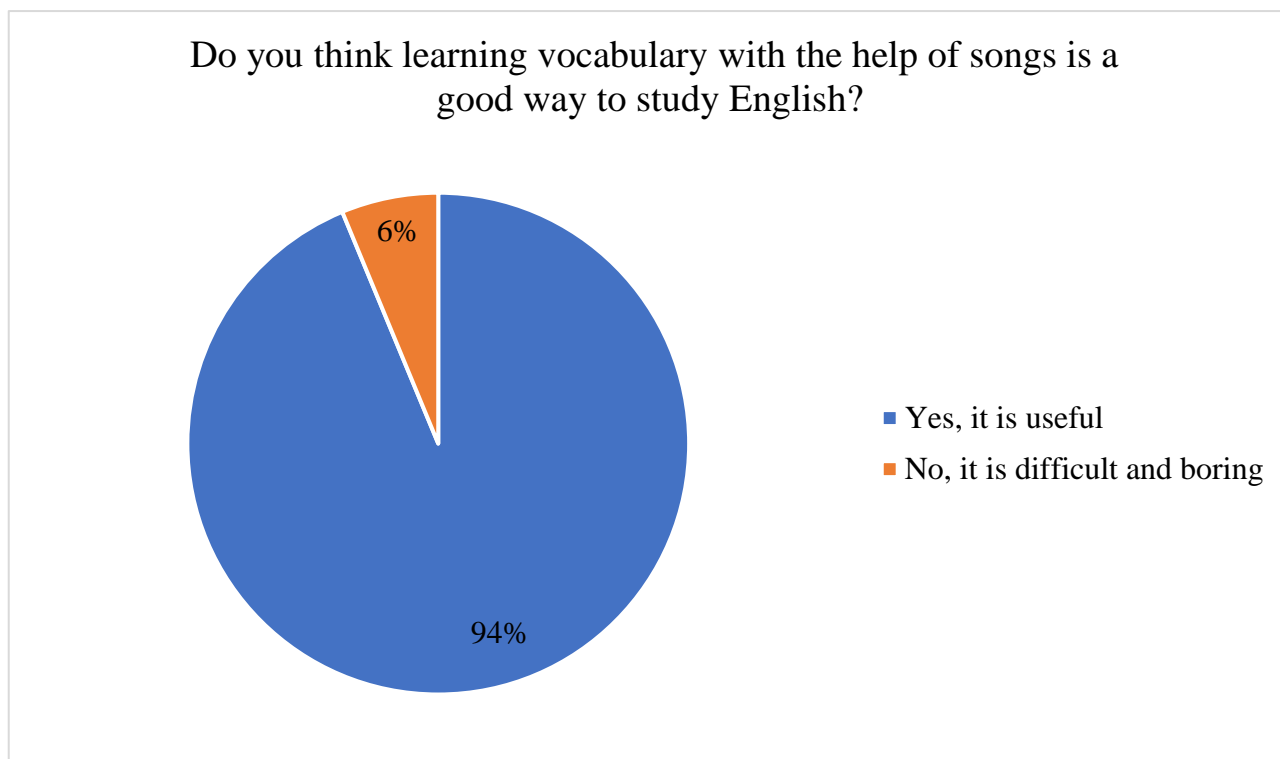
Figure 24

Facility to identify vocabulary

Note: Figure 24 illustrates the results obtained after completing the questionnaire.

The 16 eighth-grade students were asked how easy it was for them to identify vocabulary now after having some sessions with the instructor; they had to indicate it following a scale from 1 to 5, to which 44% of them indicated with a number 4 the ease they have to identify vocabulary, 31% of them answered with a three and the missing 25% used the number 2 to refer to their ease in identifying vocabulary. Almost half of the students used the number 4, taking as a reference a scale from 1 to 5, to express their ease in identifying vocabulary, which is very close to the maximum number of the scale being a positive factor; the researcher needs to continue working on activities with them during the remaining activities in order to improve their ability to identify vocabulary and make it easier for more of them.

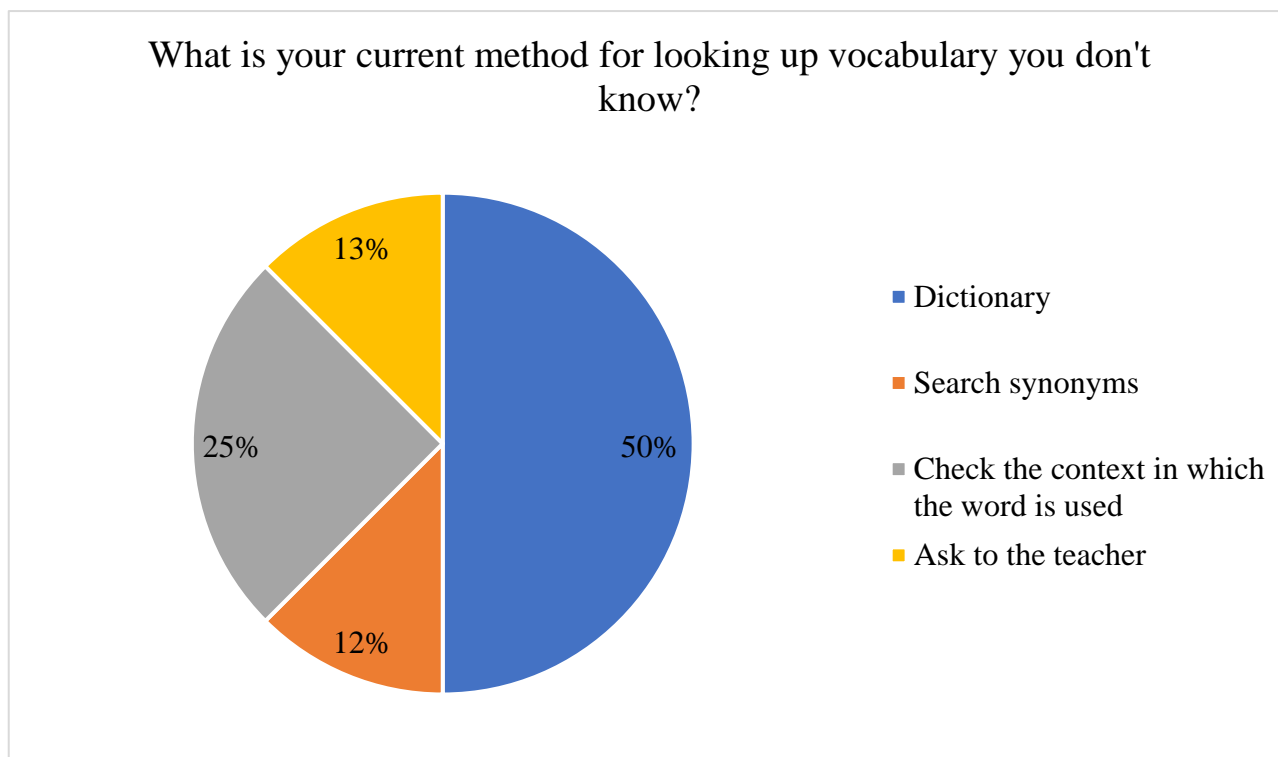
Figure 25

Opinion about the use of songs for vocabulary learning

Note: Figure 25 illustrates the results obtained after completing the questionnaire.

The students were asked if they considered using songs a good way to learn English; of the 16 students who participated in the survey, 94% indicated that it was useful from their point of view, while only 6% said they considered it difficult and boring. For most of the group, the activities carried out during the research have been useful, inferring that they have caught their attention and helped them learn. It is important that the students are motivated during their learning, so their opinion is important, and that they consider something useful for them indicates that their learning is on the right track having a tool that helps and attracts them.

Figure 26

The current method of searching for unknown words

Note: Figure 26 illustrates the results obtained after completing the questionnaire.

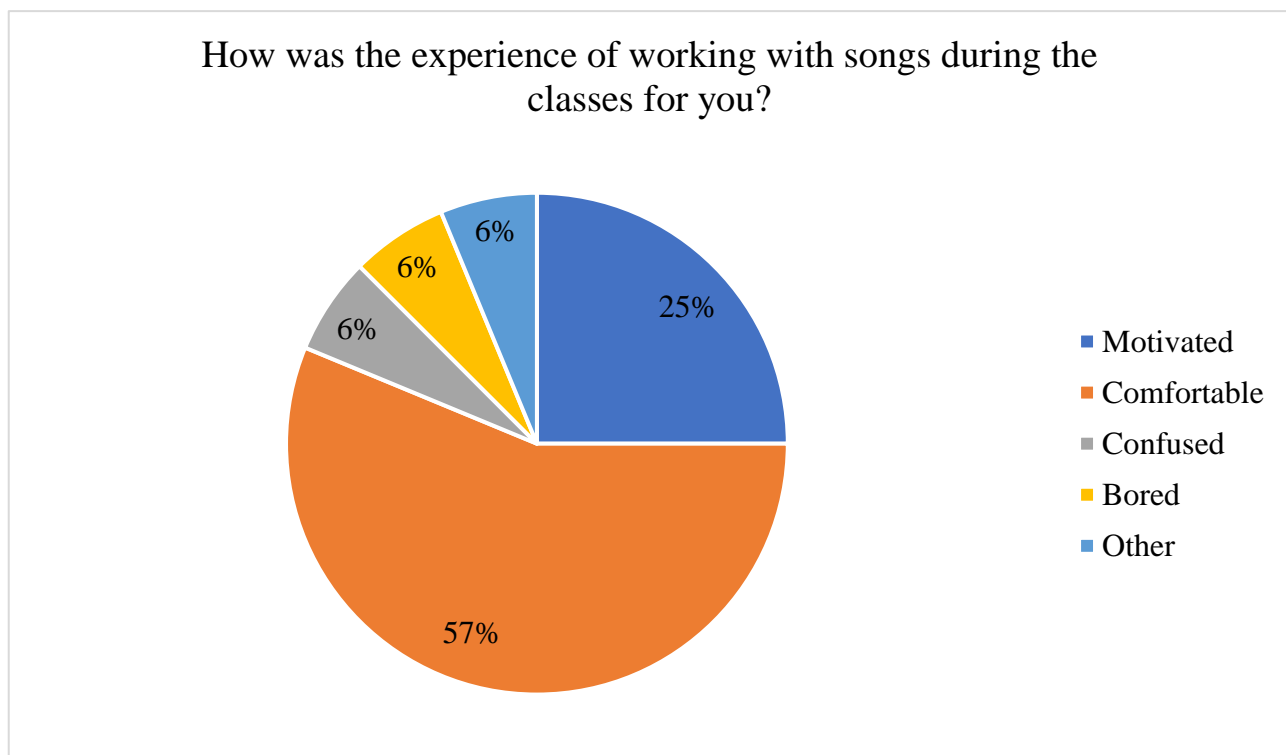
The students were asked what is their current method to look up vocabulary they do not know; this same question was asked at the beginning of the process before the researcher began to apply his dynamics with them, to the question 50% of them answered that they use the dictionary when they need to look up a word, the percentage remained the same as in the initial interview, on the other hand, 12% of the students indicated that they usually look up synonyms to identify the meaning of the word they need, At the beginning of the research, none of the students reported using this method to look up vocabulary, so we can see an advance in the techniques they are using where the researcher usually involves activities with synonyms, in addition, 13% of them said that they resort to the teacher when they do not know a word, which is higher than in the first questionnaire, where only 6% of them used to do this. This time an additional category was included where 25% of the students said that they usually check the context of the word to discover its meaning; this is a positive aspect because students are learning how to infer the meaning of words through their context, an exercise that the researcher has been applying in the exercises where pop songs are used.

4.1.3.3 Final questionnaire

To end the process, the researcher conducted a final questionnaire to the students to know their final opinion about the whole process and the impressions that this had caused them; the researcher needed to know how the students felt and if they considered that the activities were useful and understandable helping them to improve their vocabulary in the English language. For this survey, we included questions related to the way the students felt during this process, having as objective to know if for them it was a comfortable process that helped them to motivate themselves or if, on the contrary, they felt confused or even bored, besides this, we included questions about the facility that the students have to improve their vocabulary now, and if they consider that it is better than at the beginning of the process achieving an increase of the words that they recognize and can use when communicating in the English language, Finally, questions were asked about the pop songs that were used in the process wanting to know if they felt comfortable with this musical genre and if they would consider using them to study English outside the classroom, having as purpose with this last one to know if the technique used by the researcher could be a method used by the students as a hobby to improve their English.

Figure 27

Experience working with songs

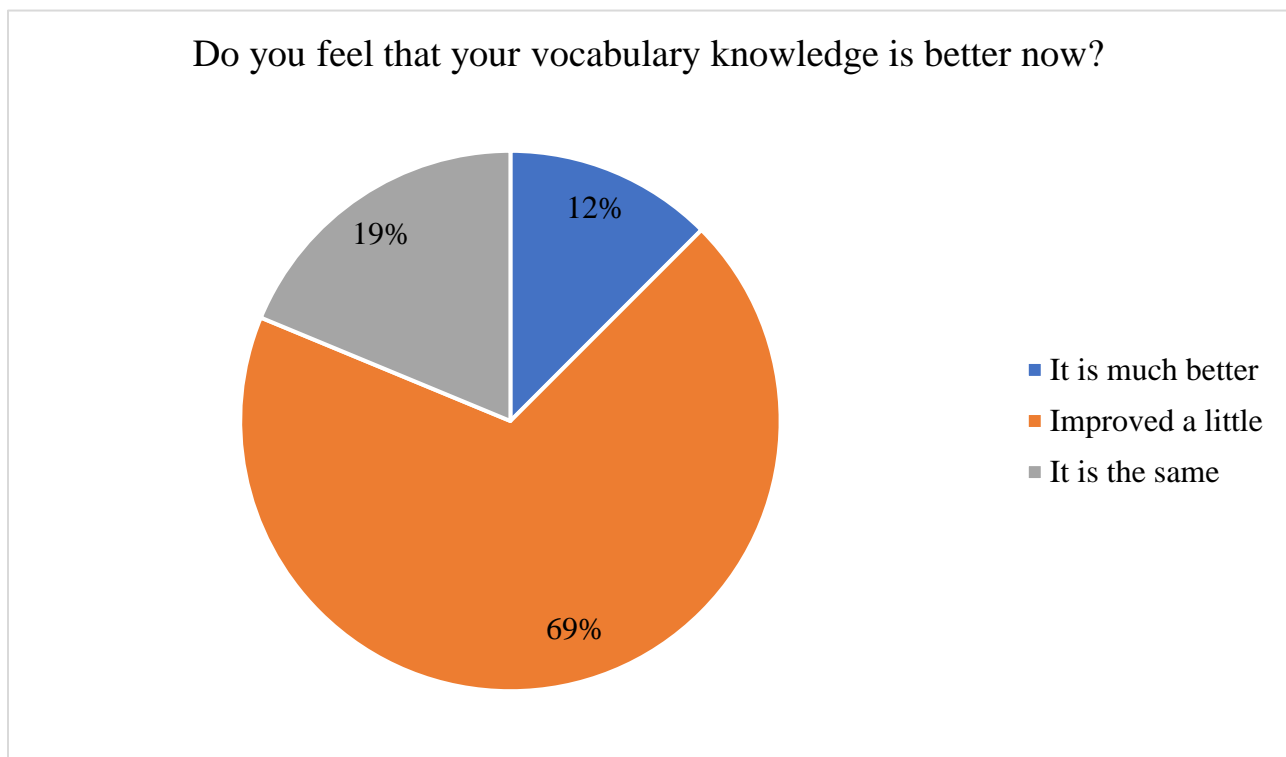


Note: Figure 27 illustrates the results obtained after completing the questionnaire.

The first question of the questionnaire sought to find out how the students felt during the whole research process working with songs that helped them improve their vocabulary. To this question, 57% of the students said they felt comfortable during the classes, followed by 25% of them who indicated that they felt comfortable, and 6% said they felt confused. In comparison, another 6% of students felt bored with these classes. Finally, only 6% opted for "Other" and indicated excitement in the classes. The largest number of students revealed that they felt comfortable or motivated with the technique used by the researcher during the classes, which indicates that using pop songs to improve the vocabulary of the students is a tool that makes them interested in learning the language, specifically new words, besides being a tool that they like to work with because they feel comfortable using it.

Figure 28

Improvement in vocabulary knowledge



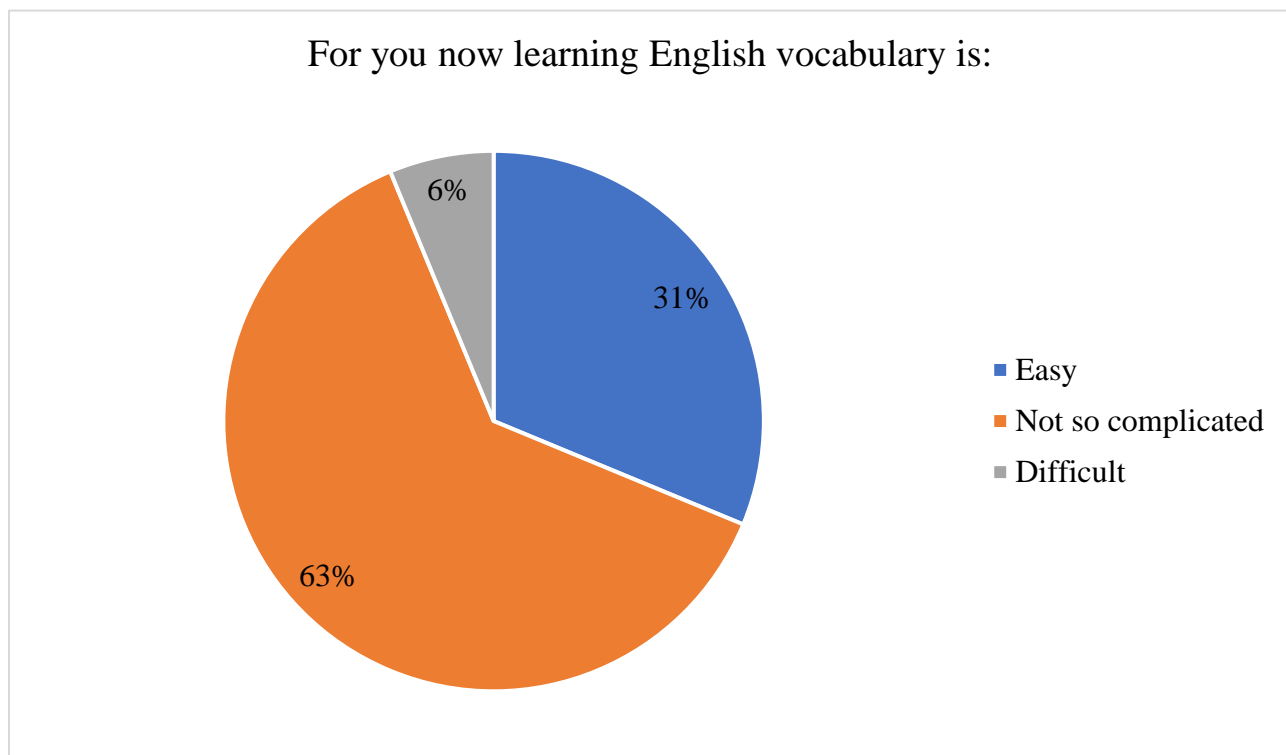
Note: Figure 28 illustrates the results obtained after completing the questionnaire.

After the end of the classes that the instructor gave to the eighth-grade students, they were asked if they felt that their knowledge of vocabulary had improved; 69% said that it had improved a little, followed by 19% of them who responded that it was much better now and

finally 12% of the students indicated that their knowledge of vocabulary was the same. From the perception of the students, it can be observed that more than half of them believe that their knowledge of English vocabulary has improved on a large and medium scale, which reflects a good use of the classes by the students feeling that they are learning a little more of the language, indicating that the technique used, apart from being accepted by the students in terms of motivation and comfort, as can be seen in Figure 30, makes them improve their knowledge.

Figure 29

The current difficulty in learning new vocabulary



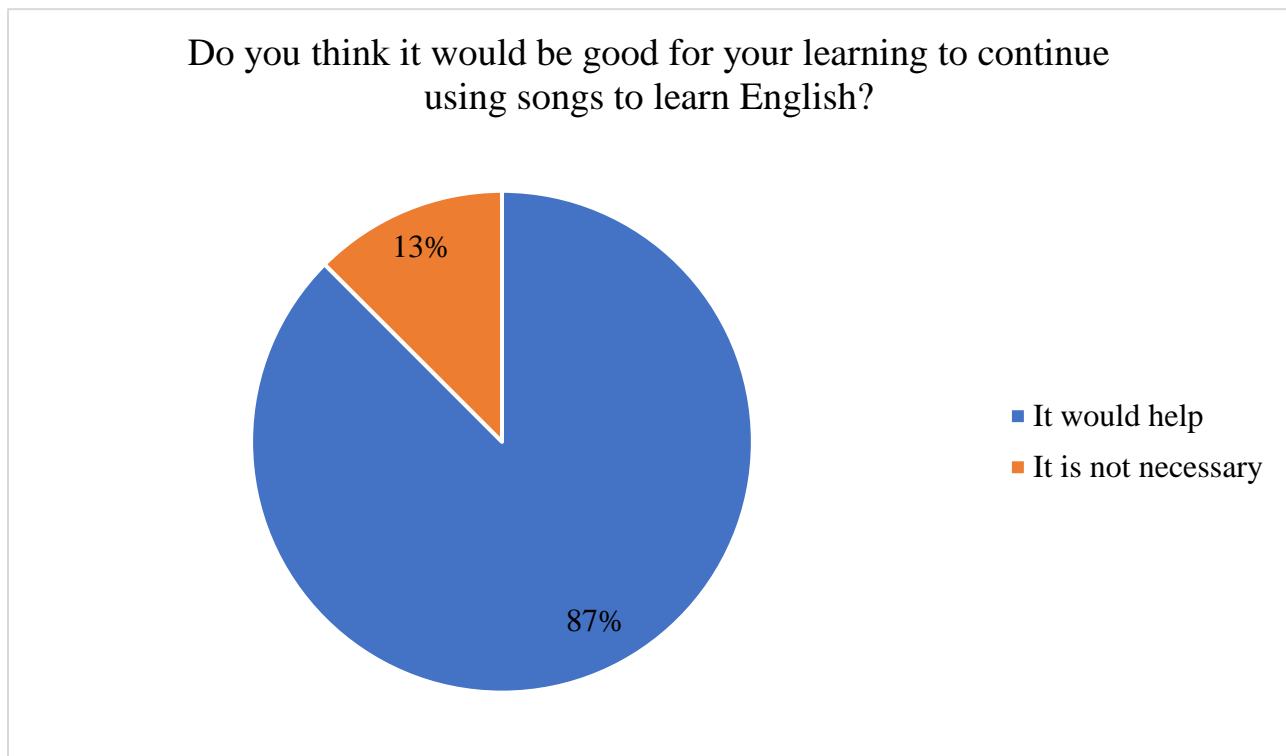
Note: Figure 29 illustrates the results obtained after completing the questionnaire.

In the final questionnaire, the eighth-grade students were asked how it was for them to learn English vocabulary after having received six classes with the instructor focused on recognizing, analyzing, and learning vocabulary going hand in hand with songs. To this question, 63% of them assured that it was not so complicated for them to learn it, 31% of the students indicated that it was easy, and 6% said that they found it difficult. This same question was asked in the first questionnaire given to the students before the researcher began to apply the technique and carry out activities with them. At that time, 44% of the students said that it was difficult for

them, which, compared with the 6% obtained at the end of the process, shows a great advance in the ease of learning vocabulary. However, the answer for most of them was not that it was easy for them. They no longer perceived it as difficult but as something less complicated for them, going in a good direction.

Figure 30

Continue using songs to learn English.

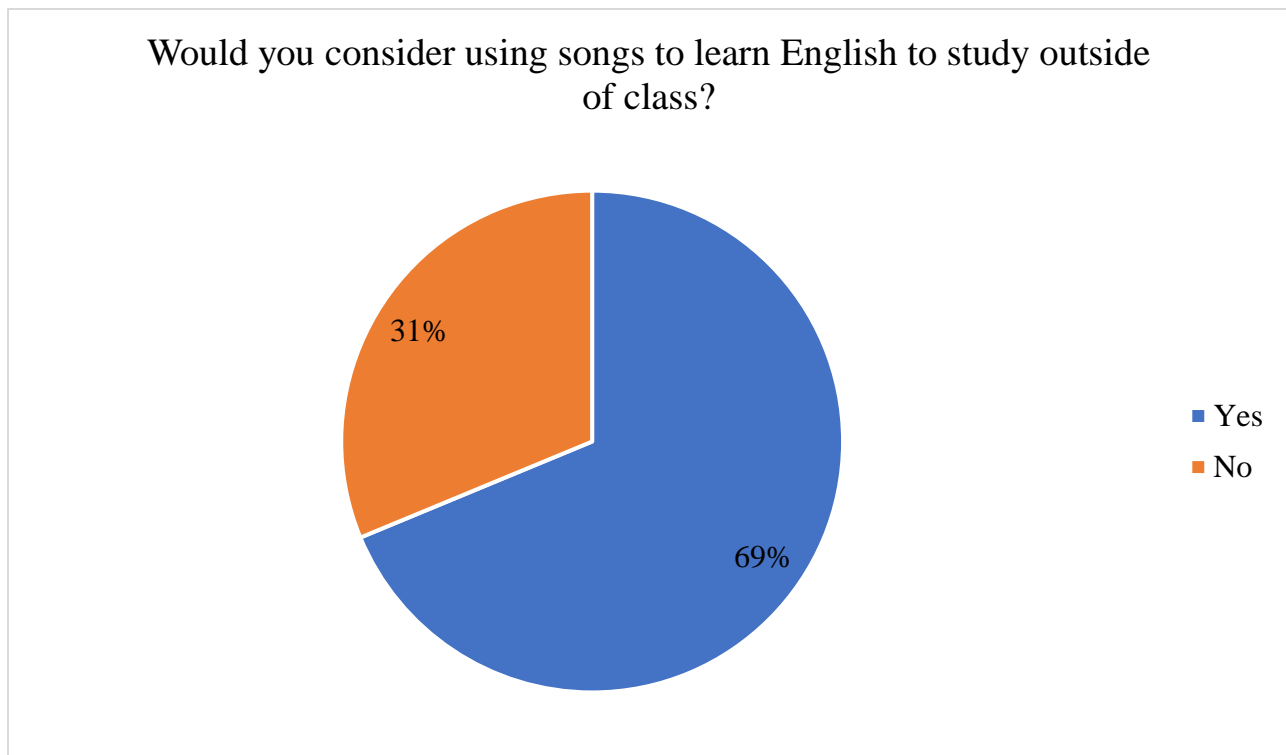


Note: Figure 30 illustrates the results obtained after completing the questionnaire.

The eighth-grade students in sections 8-3 were asked if they believed that continuing to use music to learn English would help them in their English education; 87% of them said that they believed it would help, while only 13% believed it was unnecessary. The implementation of activities with music, such as those carried out by the researcher, can help students become more interested in the subject and thus increase their motivation to improve their vocabulary; in the case of this group of students, it can be noted that the technique pleased them and helped them and that is why they feel that continuing to use it can help them.

Figure 31

Use of songs for learning English outside the classroom

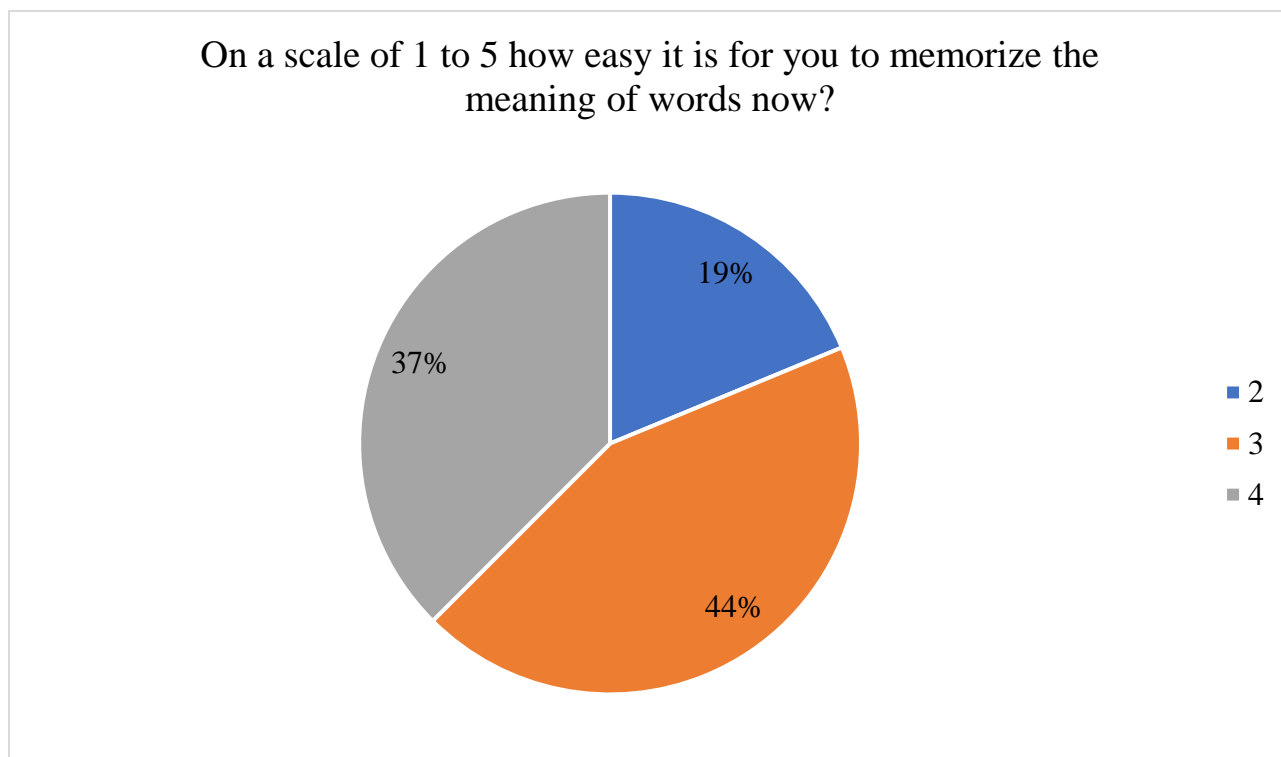


Note: Figure 31 illustrates the results obtained after completing the questionnaire.

After the researcher finished the classes with the students and worked with a technique where songs were used to improve vocabulary and, with this, the development of the students in the English language, they were asked if they would consider using this technique to study outside the classroom, as a particular method of language study with which they can accelerate their learning process while doing a simple activity like listening to music, 69% of the students said they would consider using it as an external study method. In comparison, 31% did not think it was useful or necessary. One of the goals of the research was to offer students a tool that they could use outside the classroom to improve their English by learning more vocabulary while being entertained; for more than half of the students using songs to study outside the classroom is an option they would consider using as a study method, thus accomplishing the goal of offering them an additional tool that they enjoy.

Figure 32

Facility to memorize vocabulary meaning

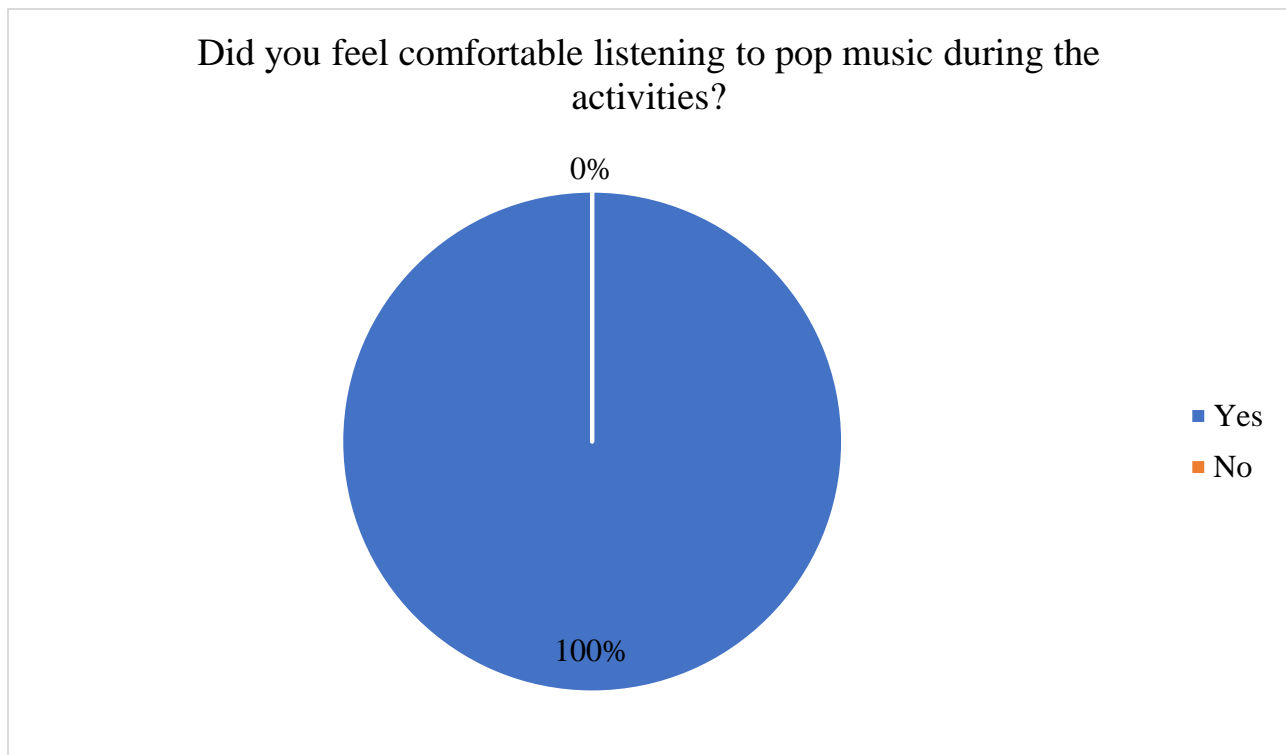


Note: Figure 32 illustrates the results obtained after completing the questionnaire.

Previously the students had been asked if it was easy for them to memorize the meaning of the vocabulary after looking it up. 75% of them answered that they could not do it. After finishing the application of the technique with the same students, they were asked again about their ease in memorizing vocabulary. However, this time they had to use a number on a scale of 1 to 5 to represent how easy it was. 44% chose the number 3 to express the ease they must do it now, followed by 37% who used the number 4 to represent their opinion, and finally, 19% of them chose the number 2. Even though most students did not choose high numbers, progress can be seen in their facility to memorize vocabulary, they need to continue working to achieve better results, but they have made progress in the face of the initial difficulty they had.

Figure 33

Comfort while listening to pop music



Note: Figure 33 illustrates the results obtained after completing the questionnaire.

As the last question of the questionnaire to finalize the research process, the students were asked if they felt comfortable listening to pop music during the activities in order to know if this musical genre had been to their liking; when asked this question, 100% of them said that they felt comfortable listening to pop music which means that this musical genre was to the liking of the students. All of them felt comfortable and energized concerning the type of music chosen. This type of music has a relaxed and entertaining rhythm, allowing listeners to understand better what the singer is saying. For that reason, it works best for listening activities in English. By discovering that this group of students feels comfortable with the musical genre, they can continue to use songs of this type to continue working on their language skills.

Throughout chapter four, the results obtained after applying the different instruments in the class were analyzed, allowing the researcher to analyze the opinion that the 8-3 group has of the technique that was used with them using pop songs in addition to being able to compare the results obtained from the tests conducted before and after the classes analyzing if there were positive changes and the student's vocabulary knowledge improved, by having the results of the instruments analyzed and graphed the researcher can proceed to find out if the effects of using pop songs to increase the vocabulary of eighth-grade students are satisfactory or if on the

contrary, they did not improved, at the end of this chapter the information can be use to continue in the next chapter drawing conclusions and giving completion to the research work.

Chapter V

Conclusions and

Recommendatio

ns

Chapter V

Conclusions and Recommendations

In this chapter, the researcher exposes the different conclusions obtained after carrying out the research, explaining the results obtained for each of the research objectives. Additionally, the information collected during the process is analyzed to answer the research question. Finally, this chapter also includes some recommendations for future research and readings related to this topic.

5.1 Purpose of the Conclusion

The conclusions in a research work help to expose the results of the different analyses carried out throughout the process allowing to summarize the data obtained and giving them a resolution. For this, the different instruments that are applied throughout the research process are used and facilitate the power to have real data that help to know if the theory proposed by the researcher is fulfilled or not; the researcher during this chapter summarizes the data presented in the previous chapter giving a conclusion to the same after analyzing them for that the objectives of the research are concluded individually as well as the research question, this research work aimed to analyze the effects of using pop songs to improve the vocabulary of the eighth-grade students of the San Juan Sur Professional Technical High School during the second quarter of 2023.

5.2 Conclusions

The purpose of this research was set from chapter one when a general objective and three specific objectives were established; these helped to set the points to follow throughout the research process, having clearer the goals to be achieved and the points to pay special attention to during the development of the research. The conclusions presented in this chapter are based on these objectives, developing each of them individually to have a better perspective of the results collected through the instruments that were applied, analyzing the information obtained for each objective in order to give them closure and discover the effect that the pop songs had when used during the classes with the idea of improving the vocabulary of the students, being able to know through these conclusions if their use had positive results or if it was not helpful for the students.

5.2.1 To analyze the use of pop songs as a pedagogical strategy to improve the vocabulary of eighth-grade students at San Juan Sur Technical Professional High School during the second quarter of 2023

During the observation of the class, it was discovered that the main difficulties of the students were a limited vocabulary to express themselves in English and that they could not remember the vocabulary they saw during the classes after a while, after teaching the classes using pop songs as a pedagogical strategy and after analyzing the results of the tests and questionnaires made to the students it can be concluded that this technique increases the motivation of the students, it was also discovered that it makes the students remember better the vocabulary they learn, being able to analyze contexts to recognize the meaning of vocabulary and use it in the creation of sentences.

5.2.2 To identify the difficulty students have in recognizing vocabulary during listening comprehension activities

After observing groups 8-3 and spending time with them during the different lessons, it was discovered that they do not have great difficulties in recognizing vocabulary in listening comprehension activities; on the contrary, their ability in this area is good, and they have a very good performance in recognizing words they hear in written audios, It was noticed that although they work on exercises that involve words with similar pronunciations, they manage to pay attention and recognize the correct pronunciation, with this it can be concluded that the difficulties that the students have to work with vocabulary are not linked to the recognition of words they hear, on the contrary, it is an area in which they are good and can be used to improve their knowledge of the English language by including more activities of this type.

5.2.3 To apply song-related dynamics to help students to recognize oral vocabulary

During the research, different classes were taught to students using pop songs as a strategy to help them recognize vocabulary; after finishing all the classes and conducting the various tests and questionnaires, it can be concluded that this type of dynamics provides an environment of comfort to students that cause them to feel motivated and learn better vocabulary feeling at ease with pop music. The results of the tests also indicate that the dynamics helped to improve the students' knowledge, making them remember better the vocabulary studied with the researcher and its meaning, being able to recognize better the context surrounding a word to decipher its meaning. This factor was difficult for them at the beginning of the process.

5.2.4 To evaluate students' performance after the application of song-related dynamics to assess their progress

At the beginning of the research, a test was conducted to know the performance of the

students related to the vocabulary they had learned with the teacher in charge; after teaching the different classes using pop songs as a pedagogical strategy, a final test was conducted similar to the first one, but this time including the vocabulary studied with the researcher, after analyzing the results of this test it can be concluded that the performance of the students is much better. Their ability to remember vocabulary was good, and the activities performed helped them to improve their performance compared to the initial results, which shows that the use of pop songs to increase the vocabulary of the eighth-grade students of the San Juan Sur Technical Professional High School is a method that helped them and can be used in the process of teaching English as a second language to work vocabulary in the classroom and make students interested, understand and memorize better.

5.3 Restatement of the Research Question

After analyzing the results obtained in chapter four and applying the different instruments, it is given as an answer to the research question that the effect of using pop songs to improve the vocabulary of eighth-grade students is positive, leaving results such as greater motivation in their part and an environment in which they felt comfortable, using this strategy in the classroom causes students to pay more attention and retain longer and more easily the vocabulary being studied, being able to use it to create sentences and look for synonyms of words because they recognize their meaning. Due to the above, it is unnecessary to reformulate the research question, so it remains as follows: What would be the effect of using pop songs to improve the vocabulary of eighth graders at San Juan Sur Technical Professional High School during the second quarter of 2023?

5.4 Recommendations

Finally, the researcher offers several recommendations for future research, both at the methodological level of the work, as well as suggestions for similar research that could be applied in the institution. This series of recommendations is based on the researcher's experience and the points of improvement he found throughout the research process; each is developed in detail below.

First, it is suggested to include an additional section in the pre-test and post-test dedicated exclusively to the participants' listening skills to discover at the end of the research whether, in addition to improvements in vocabulary knowledge, there was an improvement in the participants' listening skills when exposed to working with songs while paying attention to the

lyrics. This could inform whether the technique employed in addition to helping to learn vocabulary helps to improve listening to activities, discovering whether it has more than one benefit or can be adapted for other learning goals.

Secondly, it is recommended that an individual questionnaire be sent to the teacher about her opinion of the group and the aspects that the researcher may consider important to consider when working with the students, which would help to have a complete idea of the group and to adapt the classes better to be used.

As a third point, it is recommended for future research to conduct surveys prior to classes where students are asked about their favorite singers or musical bands in order to base the music used on the tastes and interests of the group; this would help to capture their attention even better and get them interested in paying attention to the meaning of songs they usually listen to, awakening their curiosity about the meaning of the vocabulary and creating an even more comfortable environment for them in which they like to participate and have prior knowledge. The songs can be alternated according to the different results obtained.

It is recommended that future researchers explore the use of songs to specifically improve students' writing skills, planning strategies that help them use their interest in music to write, taking songs as a reference, or motivating them to write their versions of certain song verses by offering them different activities that motivate them and offer a different experience in class, always with the main objective of improving their language skills and inviting them to continue practicing the language outside the classroom.

It is also recommended that the teacher in charge of the eighth-grade group of the San Juan Sur technical professional high school incorporate more songs into the learning process of the group; although constant activities dedicated to the students' listening skills are developed, it is suggested to include more activities specifically related to songs, the group showed an interest in the use of music during the classes so it can be used to improve their English with a tool that motivates them and makes them feel comfortable.

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Appendixes

Appendixes

Appendix 1 – Instrument: Class Observation Chart

Class Observation Instrument

Universidad Internacional de las Américas

Graduation Seminar

Researcher: Gloriana Solano Rojas

Class Observation Chart

High School:	Date:
Time:	Total Quantity of Students:

Students Observation		
Rubric	Observed	Not observed
Students communicate in English		
Students ask about vocabulary that they do not understand.		
Students use a variety of vocabulary to express themselves.		
Students have excellent performance in listening comprehension.		
Students are provided with tools where they can look up words they do not know, such as dictionaries.		

Appendix 2 – Instrument: Class Observation Chart

Class Observation Instrument

Universidad Internacional de las Américas

Graduation Seminar

Researcher: Gloriana Solano Rojas

Class Observation Chart

High School: Date: Time:

Total Quantity of Students:

Teacher Observation		
Rubric	Observed	Not observed
The teacher emphasizes new vocabulary		
The teacher includes different listening activities in the class.		
The teacher pauses to explain new vocabulary in texts.		
The teacher allows the students to infer the vocabulary instead of giving them the meaning the first time.		
The teacher provides students with a list of vocabulary.		

Appendix 3 – Instrument: Initial questionnaire**Student Survey**

This survey is for research purposes; the data provided is confidential and will not be used for any other purpose.

Select the option that best fits your case.

1. What is your main motivation for learning English?
 - a) Education
 - b) Future job opportunities
 - c) Travel
 - d) Entertainment
 - e) Other

If you selected the option “Other” mention here which one it is:

2. You consider English as:
 - a) Interesting
 - b) Complicated
3. For you learning English vocabulary is:
 - a) Easy
 - b) Difficult
4. When you look up the meaning of English words, is it easy to memorize them?
 - a) Yes
 - b) No
5. When you see a word in English that you do not know, what do you do?
 - a) You look for its meaning.
 - b) You ignore it.
6. When you need to look up the meaning of a word in English, which of the following options do you prefer:
 - a) Dictionary
 - b) Internet translator
 - c) Ask the teacher
 - d) Search Word synonyms
7. Do you like to study English on your own outside the classroom?
 - a) Yes
 - b) No
8. You find the listening exercises:
 - a) Interesting
 - b) Boring
9. Do you usually listen to music in English?
 - a) Yes
 - b) No
10. How often do you listen to pop music?

Appendix 4 – Instrument: Mid-term questionnaire**Student Survey**

This survey is for research purposes; the data provided is confidential and will not be used for any other purpose.

Select the option that best fits your case.

1. How did you feel during the development of the last classes?
 - a. Relaxed
 - b. Interested
 - c. Frustrated
 - d. Bored
 - e. Other

If you selected "Other," please specify here:

2. From your point of view, the activities that have been carried out were:
 - a. Interesting
 - b. Complicated
3. Has your English vocabulary improved?
 - a. Yes, it is better now.
 - b. No, it is the same.
4. On a scale of 1 to 5, how easy is it for you to identify vocabulary now?

5. Do you think learning vocabulary with the help of songs is a good way to study English?
 - a. Yes, it is useful.
 - b. No, it is difficult and boring.

6. What is your current method for looking up vocabulary you do not know?
 - a. Dictionary
 - b. Search synonyms
 - c. Check the context in which the word is used.
 - d. Ask the teacher.

Appendix 5 – Instrument: Final questionnaire**Student Survey**

This survey is for research purposes; the data provided is confidential and will not be used for any other purpose.

1. How was the experience of working with songs during the classes for you?
 - a. Motivated
 - b. Comfortable
 - c. Confused
 - d. Bored
 - e. Other

If you selected "Other," please specify here:

2. Do you feel that your vocabulary knowledge is better now?
 - a. It is much better.
 - b. Improved a little.
 - c. It is the same.
3. For you now learning English vocabulary is:
 - a. Easy
 - b. Not so complicated
 - c. Difficult
4. Do you think it would be good for your learning to continue using songs to learn English?
 - a. It would help.
 - b. It is not necessary.
5. Would you consider using songs to learn English to study outside of class?

- a. Yes
 - b. No
6. On a scale of 1 to 5, how easy is it for you to memorize the meaning of words now:
-

7. Did you feel comfortable listening to pop music during the activities?

- a. Yes
- b. No

8. Did you feel comfortable listening to pop music during the activities?

- a. Yes
- b. No

Appendix 6 – Instrument: Pre-Test

Pre-Test

High School: _____ Date: _____

Percentage: __ Total points: ____

Percentage obtained: _____ Total Points obtained: _____

This test is for research purposes only; the grade obtained will only serve as a reference and will not be considered in the grade for the conversational English class.

I Part. Matching

1. Select the most appropriate definition for each word. Write the number of the word in the parentheses next to the definitions in column B.

Column A

1. Price
2. Sale
3. Pay
4. Price tag
5. Balance
6. Bank Statement
7. Cash
8. Income
9. Savings
10. Investing

Column

- () Give someone money that is due for work done, goods received, or a debt incurred.
- () The difference between credits and debits in an account
- () A printed record of the money put into and removed from a bank account
- () The amount of money expected, required, or given in payment for something.
- () Money in the form of notes and coins rather than checks or credit cards
- () The process of setting aside money until a future date instead of spending it today.
- () The label on an item for sale shows its price.
- () The process of setting money aside to increase wealth over time and accumulate funds for long-term financial goals such as retirement
- () Money earned in exchange for work or received from investments, allowance, or gifts
- () The exchange of a commodity for money.

2. Match these words to their synonyms.

- | | | |
|-------------------|-------|------------------|
| a) ATM | _____ | Financing |
| b) Deposit | _____ | Earnings |
| c) Emergency fund | _____ | Cash machine |
| d) Investing | _____ | Partial payment |
| e) Incomes | _____ | Contingency fund |

II Part. Complete.

1. Fill in the blanks with the most appropriate word for each sentence.

Credit	Deposit	Budget	Expenses	Invest
Spend	Debts	Saving	Credit Card	Insurance

- a) I _____ all my salary paying for my house.
- b) He will design you a fantastic new kitchen, all within your _____.
- c) The bank always recommends having _____ for the car in case of theft or accident.
- d) I have a lot of _____ and I need two jobs to pay them off.
- e) They decided to buy the car on _____.
- f) My grandmother gave me all her _____ to go to college.
- g) Now I must _____ in a new vehicle.
- h) The working _____ were reduced in a progressively larger ratio.
- i) If you go to the bank, will you _____ these checks for me?
- j) When I turn 18, I can apply for a _____.

Appendix 7 – Instrument: Post-Test

Post-Test

High School: _____ **Date:** _____

Percentage: __ Total points: ____

Percentage obtained: _____ Total Points obtained: _____

This test is for research purposes only; the grade obtained will only serve as a reference and will not be considered in the grade for the conversational English class.

I Part. Matching

1. Select the most appropriate definition for each word. Write the number of the word in the parentheses next to the definitions in column B.

Column A

11. Crowd

12. Spell

13. Choir

14. Cab

15. Honesty

16. Village

17. Witch

18. Wonderful

19. Grateful

20. Famous

Column

() An organized group of singers, especially in a church

() The quality of being fair and truthful, the quality of being honest

() A car driven by a person whose job is to take passengers where they want to go

() Extremely good

() A large group of people who have gathered

() Known and recognized by many people

() A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area.

() It is a series of words that has magical powers

() A person thought to have magic powers, especially evil ones, is popularly depicted as a woman wearing a black cloak and pointed hat and flying on a broomstick.

() Feeling or showing an appreciation of kindness

2. Match these words to their synonyms.

f) Alone	()	Learning
g) Lesson	()	Dear
h) To die	()	Solitary
i) Darling	()	Powerful
j) Strong	()	Pass way
k) Party	()	Celebration

II Part. Complete.

3. Fill in the blanks with the most appropriate word for each sentence.

Mood	Exile	Ring	Penny	Look back
------	-------	------	-------	-----------

Flight	Spirits	Champagne	Attack	Dance
--------	---------	-----------	--------	-------

- a) She opened a bottle of _____ because it was a special occasion.
- b) It wasn't such a bad experience when I _____ on it.
- c) That dog wants to _____ me.
- d) He's been in a good _____ all week.
- e) He never learned how to _____.
- f) During his _____, he also began writing books.
- g) They were all in high _____.
- h) She took a commercial _____ to Chicago.
- i) The box contained a diamond _____.
- j) The honest _____ is better than the stolen dollar.

III Part. Written Part

4. Create a sentence for each word.

a. Cash

b. Feeling

c. Savings

d. Fly

e. Sale

Appendix 8 – Instrument: Lesson Plan

Instructor`s name: Gloriana Solano	Region: Cartago
School Term: I Semester	Plan Number: 1
Level: Eight grade	

<i>Linguistic objectives</i>	<i>Mediation Strategies</i>	<i>Evaluation of learning</i>
<p>1. Listening Comprehend vocabulary heard in songs.</p> <p>2. Reading Recognize vocabulary and its respective meaning.</p>	<p>WU: The teacher will play a video with the lyrics of "Party in the U.S.A" by Miley Cyrus.</p> <p>PRS:</p> <p>A. Students will perform a practice where they must complete the remaining words in the song lyrics by listening to the song twice.</p> <p>B. Students will do a practice where they must associate the vocabulary present in the song with its definition.</p> <p>PRT: Students should choose two vocabulary words and create sentences.</p>	<p>Listening Analyze the pronunciation and written form of words they hear in songs.</p> <p>Reading Identify the definition of vocabulary by analyzing its use in real contexts.</p>

Appendix 9 – Instrument: Fill in the blanks activity

Party in the U.S.A – Miley Cyrus

Listen carefully to the song and fill in the blanks using the words found inside the box.

I hopped off the plane at LAX

With a dream and my cardigan

Welcome to the land of _____ excess (whoa)

Am I gonna fit in?

Jumped in the _____

Here I am for the first time

Look to my right, and I see the _____

This is all so crazy

Everybody seems so _____

My tummy turnin', and I'm feelin' kinda homesick

Too much pressure, and I'm nervous

That's when the _____ man turned on the radio

And a Jay-Z song was on

And a Jay-Z song was on

And a Jay-Z song was on

So I put my hands up. They're playing my song

And the butterflies fly away

Noddin' my head like: Yeah

Movin' my hips like: Yeah

I got my hands up

They're playing my song

They know I'm gonna be okay

Yeah, it's a party in the _____

Yeah, it's a party in the _____

Get to the club in my taxi cab

Everybody's lookin' at me now

Like: Who's that chick that's rockin' kicks?

She gotta be from out of _____

So hard with my girls not around me

It's definitely not a _____ party

'Cause all I see are stilettos

I guess I never got the memo

My tummy's turnin', and I'm feeling kinda homesick

Too much pressure, and I'm nervous

That's when the DJ dropped my favorite tune

And a Britney song was on

And a Britney song was on

And a Britney song was on

So I put my hands up

They're playing my song

And the butterflies fly away

Noddin' my head like: Yeah

Movin my hips like: Yeah

I got my hands up

They're playing my song

They know I'm gonna be okay

Yeah, it's a party in the USA

Yeah, it's a party in the USA

Feel like hoppin' on a _____ (on a _____)

Back to my hometown tonight (town tonight)

Something stops me every time (every time)

The DJ plays my song, and I feel all right

So I put my hands up

They're playing my song

And the butterflies fly away

Noddin' my head like: Yeah

Movin' my hips like: Yeah

I got my hands up

They're playing my song

They know I'm gonna be okay

Yeah, it's a party in the USA

Yeah, it's a party in the USA

So I put my hands up

They're playing my song

And the butterflies fly away

Noddin' my head like: Yeah

Movin' my hips like: Yeah

I got my hands up

They're playing my song

They know I'm gonna be okay

Yeah, it's a party in the USA

Yeah, it's a party in the USA

Appendix 10 – Instrument: Practice about the vocabulary in the song Party in the USA - Miley Cyrus

Practice

1. Match with its respective meaning.

a. Famous	()	A compactly settled area is usually larger than a village but smaller than a city.
b. Sign	()	The state of being known or talked about by many people, especially on account of notable achievements.
c. Town	()	A piece of paper, wood, etc., with words or pictures on it that gives information about something.
d. Cab	()	Known and recognized by many people
e. Fame	()	A scheduled trip by plane between designated airports.
f. Flight	()	A car whose driver you pay to take you where you need to go.

Select the best sentence according to each word by marking it with an X.

2. In which sentence is the word "fame" used correctly?
 - a. She just wants to achieve fame.
 - b. She filmed the concert.
3. In which sentence is the word "famous" used correctly?
 - a. Michael Jackson was the most famous person on the planet.
 - b. Michael Jackson bought fame at all his concerts.
4. In which sentence is the word "town" used correctly?
 - a. I go to my town every weekend.
 - b. I town to Alajuela on my birthday.

Select two words and create sentences.

- a. _____
_____.
- b. _____
_____.

Appendix 11 – Instrument: Lesson Plan

Instructor`s name: Gloriana Solano	Region: Cartago
School Term: I Semester	Plan Number: 2
Level: Eight grade	

<i>Linguistic objectives</i>	<i>Mediation Strategies</i>	<i>Evaluation of learning</i>
<p>3. Listening</p> <p>Comprehend vocabulary heard in songs.</p> <p>4. Reading</p> <p>Recognize vocabulary and its respective meaning.</p>	<p>WU: The teacher will play the song "Welcome to New York" by Taylor Swift.</p> <p>PRS:</p> <p>C. The students should complete a practice where they should fill in the missing words in the lyrics of the song after listening to it.</p> <p>D. The teacher will project on the blackboard a practice in the PowerPoint that will solve together with the class, where the students will have to match the vocabulary with its respective definition.</p> <p>E. Students should infer the meaning of sentences in the song where the above vocabulary is used.</p> <p>PRT:</p> <p>Students should choose two words from the vocabulary seen in class and create sentences.</p>	<p>Listening</p> <p>Analyze the pronunciation and written form of words they hear in songs.</p> <p>Reading</p> <p>Identify the definition of vocabulary by analyzing its use in real contexts.</p>

Appendix 12 – Instrument: Fill in the blanks activity

Welcome to New York - Taylor Swift

Listen carefully to the song and fill in the blanks using the words found inside the box.

Walking through a _____, the _____ is aglow
 _____ of loud heartbeats under coats
 Everybody here wanted something more
 Searching for a sound we hadn't heard before
 And it said

Welcome to New York
 It's been waiting for you
 Welcome to New York

Welcome to New York
Welcome to New York
It's been waiting for you
Welcome to New York
Welcome to New York

It's a new soundtrack
I could dance to this beat, beat
Forever more!
The lights are so bright
But they never blind me, me

Welcome to New York
It's been waiting for you
Welcome to New York
Welcome to New York

When we first dropped our _____ on _____
Took our broken hearts, put them in a drawer
Everybody here was someone else before
And you can want who you want
Boys and boys and girls and girls

Welcome to New York
It's been waiting for you
Welcome to New York
Welcome to New York
Welcome to New York
It's been waiting for you
Welcome to New York
Welcome to New York
It's a new soundtrack
I could dance to this beat, beat
Forever more!
The _____ are so bright
But they never blind me, me


Welcome to New York (New York!)
It's been waiting for you
Welcome to New York
Welcome to New York
Like any great love, it keeps you guessing
Like any real love, it's ever-changing
Like any true love, it drives you crazy
But you know you wouldn't change anything, anything, anything


Welcome to New York
It's been waiting for you
Welcome to New York
Welcome to New York
Welcome to New York
It's been waiting for you
Welcome to New York
Welcome to New York

It's a new soundtrack; I could dance to this beat
The lights are so bright, but they never blind me
(Welcome to New York)
New soundtrack
(It's been waiting for you)
(Welcome to New York)
The _____ are so bright, but they never blind me
(Welcome to New York)
They are so bright; they never blind me
(Welcome to New York)
Welcome to New York

Appendix 13 – Instrument: Powerpoint presentation activity for the song Welcome to New York by Taylor Swift



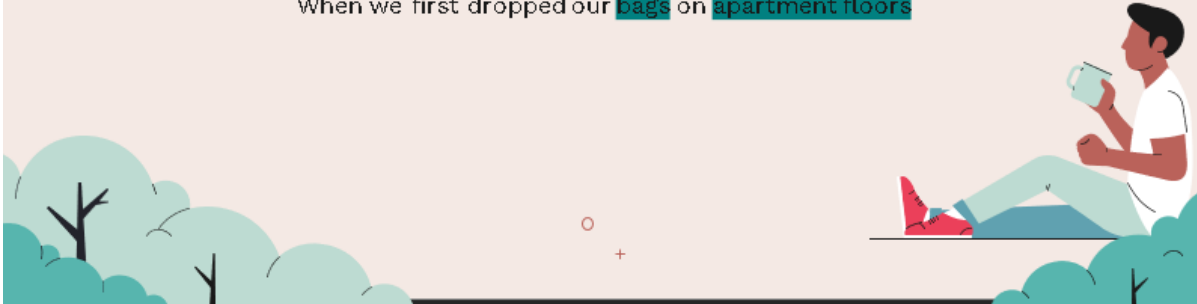
 <ol style="list-style-type: none"> 1. +Bags 2. Lights 3. Kaleidoscope 4. Apartment floors 5. Crowd 6. Village 	<p>() A toy consisting of a tube containing mirrors and pieces of colored glass or paper, whose reflections produce changing patterns that are visible through an eyehole when the tube is rotated.</p> <p>() The lower surface of an apartment, on which one may walk</p> <p>() The form of energy that makes it possible to see things the brightness produced by the sun, by fire, by a lamp, etc.</p> <p>() A large group of people or an audience</p> <p>() A container made of flexible material with an opening at the top, used for carrying things.</p> <p>() A community of people smaller than a town</p>
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I ♥ NY

Now let's analyze the context of some of the words vocabulary in the song.

Walking through a **crowd**
The **lights** are so bright
When we first dropped our **bags** on **apartment floors**



Appendix 14 – Instrument: Lesson Plan

Instructor`s name: Gloriana Solano	Region: Cartago
School Term: I Semester	Plan Number: 3
Level: Eight grade	

<i>Linguistic objectives</i>	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i>
<p>5. Listening</p> <p>Recognize vocabulary heard in songs.</p> <p>6. Reading</p> <p>Identify vocabulary and its respective meaning.</p>	<p>WU: Students will comment on the message and theme of the video "Valentine's Song" by Lotte Mullan.</p> <p>PRS:</p> <p>F. Students will perform a practice where they must complete the missing words in the lyrics of the song after listening to it twice.</p> <p>G. Students will do a practice where they must associate the vocabulary present in the song with its definition.</p> <p>H. Students should associate vocabulary with its respective synonyms.</p> <p>PRT:</p> <p>Students should choose two vocabulary words and create sentences.</p>	<p>Listening</p> <p>Demonstrate facility in recognizing the pronunciation of words and their written form.</p> <p>Reading</p> <p>Analyze contexts to identify the definition of vocabulary.</p>

Appendix 15 – Instrument: Fill in the blanks activity

Valentine Song – Lotte Mullan

Listen carefully to the song and fill in the blanks using the words found inside the box.

You light up the room
 And you don't even know
 It's all I can do
 To leave you _____
 But don't bring me _____
 You worry too much

Oh, my _____
To know you love me, it's enough

A cold wind is blowing
It's Valentine's Day
Our debts keep growing
You've not a _____ to your name
So no _____ and no chocolates
But I don't need much

Oh, my darling
To know you love me, it's enough
We can _____ round the kitchen
_____ cost nothing
You could make me a _____ from the milk bottle top
When the money runs out in the meter, maybe we'll stop
But you light up the room

And you won't even know
It's all I can do
To leave you alone
So baby, who needs flowers
All that _____ and stuff

Oh, my darling
To know you love me, it's enough

Appendix 16 – Instrument: Practice about the vocabulary in the song Valentine Song - Lotte Mullan

Practice

5. Match the term with its respective meaning.

g. Dance	()	An alcoholic drink made from fermented grape juice.
h. Alone	()	A long, usually thin, piece of wax with an embedded wick that is burned to provide light.
i. Flowers	()	Move rhythmically to music, typically following a set sequence of steps.
j. Champagne	()	One cent coin is equal to one-hundredth of a dollar.
k. Darling	()	A white sparkling wine associated with celebration and regarded as a symbol of luxury, typically made in France.
l. Wine	()	A dearly loved person.
m. Ring	()	A small circular band, typically of precious metal and often set with one or more gemstones, worn on a finger as an ornament or a token of marriage, engagement, or authority.
n. Candle	()	A specialized part of a plant that occurs singly or in clusters has petals or sepals, often colored.
o. Penny	()	Having no one else present.

Match the synonyms.

Alone	•	• Cent
Darling	•	• Band
Ring	•	• Roses
Penny	•	• Solitary
Flowers	•	• Dear

Select two words and create sentences.

- c. _____
_____.
- d. _____
_____.

Appendix 17 –Lesson Plan

Instructor`s name: Gloriana Solano	Region: Cartago
School Term: I Semester	Plan Number: 4
Level: Eight grade	

<i>Linguistic objectives</i>	<i>Mediation Strategies</i>	<i>Evaluation of learning</i>
<p>7. Listening</p> <p>Recognize vocabulary heard in songs.</p> <p>8. Reading</p> <p>Identify vocabulary and its respective meaning.</p>	<p>WU: Students will listen to the song "The Witches are Back" by Bette Midler and Sarah Jessica Parker from the movie Hocus Pocus 2.</p> <p>PRS:</p> <ul style="list-style-type: none"> I. Students will perform a practice where they must complete the missing words in the lyrics of the song after listening to it twice. J. Students will match the vocabulary present in the song with its respective image. K. Students will do a practice where they must associate the vocabulary present in the song with its definition. <p>PRT:</p> <p>Students should choose two vocabulary words and create sentences.</p>	<p>Listening</p> <p>Demonstrate facility in recognizing the pronunciation of words and their written form.</p> <p>Reading</p> <p>Analyze contexts to identify the definition of vocabulary.</p>

Appendix 18 –Fill in the blanks activity**The Witches Are Back – Bette Midler and Sara Jessica Parker**

Listen carefully to the song and fill in the blanks using the words found inside the box.

Hoo!

Now listen up

We were running wild

And so reviled

Raising Cain until we got _____

But times are changing

Now we're on the _____

Yeah, the _____ is gonna hit ya

'Cause the _____ are back

(Whoa-oa-oa)

Sisters!

Yeah, the witches, the witches

The witches are back

Stone-cold sinners, as a matter of fact

I'm a _____

I'm a _____

But I'm better than you

Watch the way that we _____

The way that you'll _____

(Whoa-ho-ho)

Hoo!

Yeah, the witches, the witches

The witches are back

Stone cold meanies, as a matter of fact

Yeah, the witches

The witches are coming for you

With the _____ that we cast

My, this tempo is fast (whoa-oa-oa)

All together now, girls

Witch, witch

The witches are back

We're back (whoa-ho-ho-ho)

Witch, witch

Sing it to me







The witches are back, back

The witch, witch (witch, witch)
The witches are back
We're killing them
Witch, witch (ha-ha)
The witches are back, back
The witches are back

Appendix 18 – Practice about the vocabulary in the song The Witches are back - Bette Midler and Sara Jessica Parker

Practice

1. Choose the word from column A that best describes each image in column B. Write the number of the word next to the blank space next to the picture.

1. Witch	_____	
2. Fly	_____	
3. Attack	_____	
4. Spell	_____	
5. Die	_____	
6. Exile	_____	

2. Match the term with its respective meaning.

p. Witch	()	A spoken word or form of words held to have magic power
q. Fly	()	The condition of someone being sent or kept away from their own country, village, etc.
r. Attack	()	To move or be hurled quickly through the air.
s. Spell	()	Stop living
t. Die	()	A person thought to have magic powers, especially

		evil ones, is popularly depicted as a woman wearing a black cloak and pointed hat and flying on a broomstick.
u. Exile	()	The act of attacking with physical force or unfriendly words

Select two words and create sentences.

e. _____
 _____.

f. _____
 _____.

Appendix 19– Instrument: Lesson Plan

Instructor`s name: Gloriana Solano	Region: Cartago
School Term: I Semester	Plan Number: 5
Level: Eight grade	

<i>Linguistic objectives</i>	<i>Mediation Strategies</i>	<i>Evaluation of learning</i>
<p>9. Listening</p> <p>Recognize vocabulary heard in songs.</p> <p>10. Reading</p> <p>Identify vocabulary and its respective meaning.</p>	<p>WU: Students will listen to the song "Wonderful Christmas time" by Harry Styles.</p> <p>PRS:</p> <p>L. Students will perform a practice where they must complete the missing words in the lyrics of the song after listening to it twice.</p> <p>M. Students will do a practice where they must associate the vocabulary present in the song with its definition.</p> <p>N. Students should make an X-mark where they should choose the word that best fits the sentence.</p> <p>PRT:</p> <p>Students should choose two vocabulary words and create sentences.</p>	<p>Listening</p> <p>Demonstrate facility in recognizing the pronunciation of words and their written form.</p> <p>Reading</p> <p>Analyze contexts to identify the definition of vocabulary.</p>

Appendix 20- Instrument: Fill in the blanks activity

Wonderful Christmas time – Harry Styles

Listen carefully to the song and fill in the blanks using the words found inside the box.

_____ is right
 _____ up
 We're here tonight
 And that's enough

Simply having a _____ Christmas time
 Simply having a _____ Christmas time

_____ 's on
_____ 's here
That only comes
This time of year

And we're simply having a _____ Christmas time
Simply having a _____ Christmas time

The _____ of children sing their song
Ding dong, ding dong
Ding dong, ding
Oo-oo-oo
Oo-oo-oo
Doo-doo, doo-doo, doo-do, do

The word is out
About the _____
To raise a glass
Oh, don't look down

Simply having a _____ Christmas time
Simply having a _____ Christmas time

The _____ of children sing their song
They practiced all year long
Ding dong, ding dong
Ding dong, ding dong
Ding dong, ding dong
Ding dong, dong dong

_____ is right
_____ up
We're here tonight
Oh, that's enough

Simply having a wonderful Christmas time
Simply having a wonderful Christmas time
Woah, a wonderful Christmas time
Simply having a wonderful Christmas time
Simply having a wonderful Christmas time

Appendix 21- Instrument: Practice about the vocabulary in the song Wonderful Christmas time – Harry Styles

Practice

3. Match the term with its respective meaning.

v. Spirits	()	An organized group of singers, typically one that takes part in church services or performs regularly in public
w. Wonderful	()	A conscious state of mind or predominant emotion
x. Party	()	An urban area that has a name defined boundaries, and local government and that is generally larger than a village and smaller than a city
y. Feeling	()	Extremely good.
z. Choir	()	A social gathering of invited guests, typically involving eating, drinking, and entertainment.
aa. Christmas	()	A force within a human being thought to give the body life, energy, and power
bb. Town	()	An annual festival commemorating the birth of Jesus Christ
cc. Mood	()	An emotional state or reaction.

4. Select with an x the word that best fits the sentence.

- I. They were all in high _____.
 a. Party
 b. Spirits
 c. Town
- II. You did a _____ presentation.
 a. Party
 b. Mood
 c. Wonderful
- III. Are you invited to her _____?
 a. Christmas
 b. Party
 c. Mood

- IV. They are _____ excited.
- a. Feeling
 - b. Mood
 - c. Having

5. Select two words and create sentences.

g. _____
_____.

h. _____
_____.

Appendix 22- Instrument: Lesson Plan

Instructor`s name: Gloriana Solano	Region: Cartago
School Term: I Semester	Plan Number: 6
Level: Eight grade	

<i>Linguistic objectives</i>	<i>Mediation Strategies</i>	<i>Evaluation of learning</i>
<p>11. Listening</p> <p>Recognize vocabulary heard in songs.</p> <p>12. Reading</p> <p>Identify vocabulary and its respective meaning.</p>	<p>WU: To learn a little more about Father's Day, the students will listen to the song "I learned from you" by Miley Cyrus and Billy Ray Cyrus.</p> <p>PRS:</p> <ul style="list-style-type: none"> O. Students will perform a practice where they must complete the missing words in the lyrics of the song after listening to it twice. P. Students will do a practice where they must associate the vocabulary present in the song with its definition. Q. Students will perform a practice where they must associate synonyms. <p>PRT:</p> <p>Students will complete a short practice X-marking exercise where they must fill in the blanks in sentences by choosing the correct way to conjugate the vocabulary as appropriate.</p>	<p>Listening</p> <p>Demonstrate facility in recognizing the pronunciation of words and their written form.</p> <p>Reading</p> <p>Analyze contexts to identify the definition of vocabulary.</p>

Appendix 23- Instrument: Fill in the blanks activity

I learned from you – Miley Cyrus and Billy Ray Cyrus

Listen carefully to the song and fill in the blanks using the words found inside the box.

Sometimes I couldn't hear what
 You tried to tell me
 I thought that I knew all I needed to know
 I didn't understand that
 The doors you would open
 Could take me to somewhere
 I wanted to go
 I can be _____ for you now
 You _____ me how

I learned from you that
I do not _____
I learned that strength is
Something you choose
All of the reasons
To keep on believing
There's no question
That's a _____
I learned from you

You know where to find all of my hiding places
And there are no secrets from you I can keep
You let me know how you feel
Pulling no punches
And I never knew that kind of _____
I'm _____ for all of the times
You opened my eyes

I learned from you that
I do not _____
I learned that strength is
Something you choose
(Something you choose)
All of the reasons
To keep on believing
There's no question
That's a _____
I learned from you

You help me to stand on my own
And I thank you for that
It saved me, it made me
And now that I'm _____
I can say, oh-oh-oh

I learned from you that
I do not _____
I learned that strength is
Something you choose
All of the reasons
To keep on believing
There's no question
That's a _____
I learned from you

Appendix 24- Instrument: Practice about the vocabulary in the song I learned from you – Miley Cyrus and Billy Ray Cyrus

Practice

6. Match the term with its respective meaning.

dd. Strong	()	Having great resources (as of wealth or talent)
ee. Teach	()	To tell the truth or be trustworthy and not be prone to stealing, cheating, or lying
ff. Lesson	()	Feeling or showing an appreciation of kindness
gg. Honesty	()	Think of the past
hh. Grateful	()	An experience that teaches you how to behave better in a similar situation in the future
ii. Look back	()	Show or explain to (someone) how to do something.

7. Match the term with its respective synonym

a. Strong	()	Recall
b. Teach	()	Powerful
c. Lesson	()	Integrity
d. Honesty	()	Thankful
e. Grateful	()	Learning
f. Look back	()	Educate

8. Select with an x the word that best fits the sentence.

V. She is the most _____ person I know.

- d. Honest
- e. Honesty
- f. Honests

VI. He _____ in the Saint Joseph High School every Monday

- d. teaches
- e. teachs
- f. teach

VII. Today I am _____, and I feel proud of us.

- a. Looked back
- b. Look back
- c. Looking back

