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MENCIÓN INGLÉS**

**Learning vocabulary through the use of songs as a didactic resource in
public high school students of the Loja city**

TRABAJO DE TITULACIÓN

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2018

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Magister.

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Loja, marzo 2018

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DEDICATION

I dedicate this thesis to God who gave me the strength and encouragement for each day to finish my university studies. I also want to dedicate this research to my family especially to my mother Lucia, my grandparents Washington and Maria, and to my uncles who have been my constant support at all times to complete this professional goal.

Tatiana Elizabeth Ordoñez Azanza

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ABSTRACT

This experimental research is about learning vocabulary through the use of songs as a didactic resource. Its objective is to examine if the use of this didactic resource helps students to increase vocabulary in EFL classes. The research included, 156 students of second senior-year in public high school of the Loja city, divided into two groups: the experimental and control group, and their English teachers.

The methodologies applied during the study were divided in two sections; first, the quantitative and qualitative method used to collect data through surveys and observations. Second, in experimental methodology, a pre-test and a post-test were used to assess participants both before and after the intervention about the use of songs to increase students' vocabulary. As a conclusion regarding this experiment, the students demonstrated that they can increase their vocabulary since songs is a didactic resource that motivates them to learn English language.

KEY WORDS: didactic resource, learning vocabulary, motivation, public high schools students, songs.

RESUMEN

Esta investigación experimental trata sobre el aprendizaje de vocabulario a través del uso de canciones como recurso didáctico. Su objetivo es examinar si el uso de este recurso didáctico ayuda a los estudiantes a incrementar vocabulario en las clases de EFL. La investigación incluyó 156 estudiantes de segundo año de secundaria en un colegio público de la ciudad de Loja, divididos en dos grupos: el grupo experimental, el grupo de control, y sus profesores de inglés.

Las metodologías aplicadas durante el estudio se dividieron en dos secciones; primero, el método cuantitativo y cualitativo utilizado para recopilar datos a través de encuestas y observaciones. Segundo, en la metodología experimental, se aplicó una prueba al inicio y al final para evaluar a los participantes antes y después de la intervención del uso de canciones para incrementar el vocabulario de los estudiantes. Con respecto a este experimento, se concluyó que los estudiantes demostraron que pueden aumentar su vocabulario con canciones como un recurso didáctico que los motiva a aprender el idioma inglés.

PALABRAS CLAVE: recurso didáctico, vocabulario de aprendizaje, motivación, alumnos de colegios públicos, canciones.

INTRODUCTION

Vocabulary acquisition is a fundamental part to learn English as a second language. For this reason, teachers must find the most exciting, innovating and striking way to encourage students to learn vocabulary, because it does not only include new words, but also meaning, pronunciation and spelling needed to acquire a foreign language and to students express their ideas and communicate with others easily.

Taking into account the importance of vocabulary acquisition, teachers have to consider that for students it is always a challenge to learn and memorize new words, even more in a second or foreign language. Therefore, teachers should use different didactic resources, strategies and methods to motivate students to increase their vocabulary necessary for acquiring new language, for instance, the use songs suggested by many authors could be as an excellent motivating didactic resource to learn it in the English classes, since songs are part of people life, especially in teenagers and they help students to participated directly, singing and acquiring the new vocabulary.

It is for this reason that it was though in applying the present experimental research, which purpose is to examine if the use of songs as a didactic resource motivates students to increase their vocabulary in EFL classrooms in a public high-school. Specifically, the results obtained from this research will help to investigate the impact of the use of songs to increase vocabulary on the students' academic performance, and to analyze the participants' perceptions about use of songs as a motivating resource to learn vocabulary in the English language.

Regarding this research, there are some prior studies that contribute with valuable information about the use of songs to learn vocabulary in English: for instance, the one done by Kayyis (2015) who demonstrates the positive influence that pop songs have in teaching vocabulary. Concluding that the use of songs can be a good strategy to learn vocabulary in class because it helps students in the teaching-learning vocabulary process. Additionally, she upholds that the use of English pop songs in class improves the vocabulary in students because students learn vocabulary more quickly.

Another important study was the one developed by Kocaman (2016) who examined the effects that songs produce on foreign language vocabulary acquisition. As a result of his study, the author states that songs help to learn many aspects that are included in the vocabulary for example pronunciation, meaning, spelling and word use. He also affirms that songs help students to practice pronunciation and remember words for a long time; besides, songs are an effective method to teach and learn in both inside and outside of the classroom.

A third study was conducted by Nasrabadi (2017), who researched if the use of songs has any effects on vocabulary retention in young English language learners. At the end of this study, he could conclude that using songs increases the students' vocabulary, the students' perception of musical instruction became positive; and improve their vocabulary retention. Another conclusion he got was that students improved their grades, and they were more motivated to learn English with songs; in consequence, he asserted that songs are a good didactic resource.

Therefore, the present research benefits teachers and students in Ecuadorian high schools, because it gives them important information about the effectiveness of the use of songs as a motivating didactic resource to learn vocabulary in EFL class. Furthermore, this study can be a helpful source to know how students, especially teenagers, increase their vocabulary acquisition by the use of songs as didactic material.

CHAPTER I: LITERATURE REVIEW

This chapter covers the most relevant information to develop the literature review regarding to the importance of the vocabulary acquisition in EFL learners. This study also includes different strategies, activities and didactic resources that help learners to acquire vocabulary in interesting and innovating way. Likewise, this part provides information about the use of songs as a motivating didactic resource to learn vocabulary and the positive benefits that it produces in the second language acquisition students.

The topics and six previous scientific studies developed in this section are going to be mentioned from different literature and contribute to support the analysis of this research.

Vocabulary

AbMann, Azizan, and Nasir (2017) describe vocabulary as a group of words in a specific language that people acquire to develop academic activities, because with the adequate vocabulary knowledge students can understand what they read in books and other resources. Besides, the authors mention that students who have extensive vocabulary acquisition are able to summarize and paraphrase complicated ideas. In general, vocabulary facilitates communication and obtaining knowledge in an English learning environment.

On the other hand, Zilles (2015) indicates that vocabulary refers to the knowledge of words, but for her this means more than single words because vocabulary includes lexical chunks and phrases of more than two words, including the meaning of the word.

Importance of learning vocabulary

According to Harji, Balakrishnan, Bhar and Letchumanan (2015), learning vocabulary is one of the main elements to students acquire English language. Kaur (2013) agree with them, mentions that learning vocabulary is necessary to the English language achievement, because vocabulary occupies essential part in the second language acquisition.

In fact, Harji, Balakrishnan, Bhar and Letchumanan (2015) emphasize that the learning process of the English language does not only depend on knowledge of the grammar rules but it also depends on vocabulary acquisition; they also mention that with vocabulary awareness, anything can be transmitted by the students. Similarly, Banáková (2017) makes reference that learning vocabulary is an important component of all languages acquisition, because if students know grammar rules but do not know vocabulary they are not able to express correctly. This is supported by Milton and Treffers-Daller (2013) who affirm that without vocabulary acquisition students cannot produce and comprehend the

language, for this reason students need to know many words to produce the language both orally and written.

Regarding to this, Sagimin (2012) argues that students express their ideas and produce language more easily when they acquire more vocabulary. Due to, if students do not increase their vocabulary they could present some problems to express their ideas and they cannot understand other thoughts (Kusnierek, 2016).

Zilles (2015) offered similar statements to determine that learning vocabulary is an essential part of learning a new language because she indicates that students can understand words and use them correctly, knowing the pronunciation, spelling, and meaning of the words in the correct context. Kusnierek (2016) agrees with her when she states that if students identify the meaning of the words, they can produce the language. Likewise, Graves (2016) mentions that knowing vocabulary helps students to recognize words better when they read.

In the same way, Harji, Balakrishnan, Bhar and Letchumanan (2015), conclude that it is necessary teachers give the same importance to vocabulary acquisition than the other language skills into the teaching-learning process, in order to students do not present any limitation when they learn a second language. For this reason, vocabulary achievement plays an important role for successful use of the second language, in both inside and outside of the classroom, because it works as a vital part into language acquisition (Alqahtani, 2015).

Strategies for teaching vocabulary

Teachers have to consider that it is always a challenge for students to memorize new words, even more in a foreign language. For this reason, it is essential and necessary teachers use techniques, strategies and motivational resources that help students to master the language through a dynamic learning environment, besides, teachers must constantly update their skills to develop new techniques for assisting students in attractively learning vocabulary (Nasrabadi, 2017).

In fact, Syrif and Fitrawafi (2016) describe that students have difficulty learning and understanding new words due to the way in which teachers introduce vocabulary, which is often uninteresting for them. Teachers need to apply strategies that inspire students to learn. In other words, teachers should look for better way to make learners feel motivated and remember vocabulary easily in the second language acquisition.

Takač (2008) adds that the application of correct strategies plays an important role in learning vocabulary because it helps teachers to catch students attention and motivate students to retain vocabulary for a long time avoiding boredom in the classroom. For this

reason, this author has classified four strategies as the most significant for learning vocabulary.

First, *Defining the Meaning*, it can be developed by the use of synonyms, antonyms, examples and descriptions that students can understand words quickly. Second, *Presentation through the Context*, which consists on the creation of different situations by the teacher to contextualize new words and give examples using new words, so that students can guess the meaning of them. Third, *Directly Connecting the Meaning to Real Objects*, this strategy refers to the use of visual objects that helps students to relate them with the new words. Finally, *Active Involvement of Learners in Pronunciation* consists of teachers' intervention to help students to determine the meaning of the new words through elicitation, making students give the meaning of the words and supply it with a picture.

In addition to Takač's research, Publishing (2008) includes two strategies named: *Introducing Vocabulary in a Context*, in which students have to find the meaning of the words into a context and *Developing Vocabulary in Context*, allows students to discover the meaning of the words in different contexts.

Half a Crossword Puzzles Strategy suggested by Syirif and Fitrawafi (2016) state that it is easy to apply and it does not require many materials. In order to develop the strategy, teacher uses words associated with real life to facilitate the memorization of words and encourage the active participation of the students in class. Webb and Nation (2017) agree with them because mention *Crossword Puzzles* as the most helpful strategy to make students be familiarized with the pronunciation, spelling and meaning of the new words.

In contrast Sanusi (2009) thinks that the most appropriate strategies to teach the meaning of words are the following ones: *Possible Sentence*, which helps students to learn new words by combining words that they already know, guessing the meaning of the words to have valuable knowledge of the word. Another strategy is *List Group Level*, that consists of a list, label, and group the words in order, for students to associate terms with the meaning of the words. A third strategy offered by Sanusi is *Feature Analysis*, which refers to make differences and similarities about words and categorize them. The last strategy this author mentions is *Contextual redefinition*, the goal of this strategy is to make students guess the meaning of a new word through a specific context, and then it is verified in the dictionary.

Regarding to the use of strategies for teaching vocabulary, Costica (2015) explains students can learn vocabulary by the use of *Concept Mapping* and *Mind Map* strategy in which students contribute to find the meaning of new words, sharing opinions and experiences about topics related to their real life. Furthermore, Alqahtani (2015) suggests some strategies like: *Guessing the Meaning from the Context*, which attributes the use of

specific contexts is enough to give clues that help students guess the meaning of new vocabulary; on the other hand, *Vocabulary Notebooks strategy*, which allows students to memorize new words, keeping a list of them. Wilfong (2013) also mentions the strategy *Answering questions*, in which teachers develop a list of questions to analyze within a set of words on the designated text which words are important to be taught in class.

Kaur (2013) complement this section, by making reference to the importance that students learn vocabulary in an effective and significant way using different strategies and activities like: games and vocabulary exercises. The different authors conclude in their studies that the use of these strategies contributes to the acquisition of vocabulary.

Activities for Teaching and Learning Vocabulary in English

There are many activities that can be developed to teach vocabulary; Kusnierek (2016) states some of them: *Identify Words*, in this activity, students have to find correct words in a dialogue or some recorded audio. She also proposes *Multiple Choice* in which students have to select the right word for each correct meaning. Moreover, she refers to the activity of *Connecting Elements* in which students have to match each word with its meaning, the word with a picture, or the teachers can ask students to relate a word to its synonym or antonym to make a significant vocabulary learning process. Finally, she also mentions a variety of *Educational Games* to help students to memorize more words.

Anderson (2016) affirm that to make learners acquire words it is necessary that they repeat words more than once, for this reason he suggests some activities that can make the learning process more relaxed, for instance: *Spellman*, in this activity students try to guess secret words, it can be similar like the hangman, *the alphabet activity*, in which students think words of a specific topic using each letter from the alphabet.

Another activity to teach and learn vocabulary is the *Writing to Build Vocabulary*, suggested by Publishing (2008) who state that in this activity students can write something of a particular topic practicing with the new vocabulary they learnt during the class.

Didactic resources for teaching vocabulary

Excellent didactic resources are designed for students to acquire vocabulary easily and for a long time; as Kuśnierek (2016) considers that the use of *Didactic Games* during the class can be helpful resource to learn and practice vocabulary both orally and written, depending on the way the teacher introduces them. For example, *Bingo Cards* can be an attractive resource, because students practice and recognize the meaning of new words with illustrations or written forms. And another game the author mentions is, *Domino*, in which students use pictures or parts of sentences to match with new words.

There are many different activities that can be used to learn vocabulary in the classroom: for instance, the use of *Dice* suggested by Zimmer (2014) in which teachers

ask students to write or say words in different categories like nouns, subjects and verbs depending on the number that show the dice and the category indicated by the teacher.

In order to avoid boredom in the classroom, Ajibade and Ndububa (2008) recommend the use of *Songs* in class to help students to learn vocabulary because they include a set of words, such as adjectives, adverbs and so on. In fact, Zimmer (2014) considers *Songs* as one of the most effective resources to learn vocabulary because students do not forget words easily due to they listen and sing the songs many times.

On the other hand, Hunton (2015) suggests *Interactive Whiteboards*, in which teachers write new words and modeling the pronunciation to students repeat, additionally, at the end of lesson teacher ask students to remind about the words that they learned.

Reasons for using songs as a didactic resource in EFL class

There are several reasons to use songs as a didactic resource, especially to teach vocabulary in second language learners. Kocaman (2016) affirms that the use of songs in class facilitates students' memorization of the new words. Nasrabadi (2017) agree with her claim the use of songs help students to acquire vocabulary and remember words in the long-term.

Besides, Nasrabadi (2017) goes on to state that the use of songs in class creates more interest in students and helps them to practice pronunciation and spelling, because songs allows students' brains remember words, introduced by the repetition of the words and phrases several times. The same perception of Nasrabadi is expressed by Kocaman (2016) who argue that the use of songs helps students to improve some language aspects such as pronunciation, the meaning of the words, and spelling. Regarding to this, Zaraysky (2014) indicate that students learn pronunciation, develop listening skills and repeat accents from the songs applied in the English class.

In the same way, Jernigan (2015) considers songs as a helpful resource to learn another language because they give students the opportunity to listen and pronounce words or phrases repeatedly, which can be easily forgotten if students only listen to them in a conversation. Fonseca-Mora and Gant (2016) agree with his because they affirm that songs help students to simplify the process of assimilating and memorizing the meaning of new words and help them understand grammatical structures.

In fact, the use of songs can improve many aspects of the language learning, according to Shehadeh and Farrah (2016) items such as grammar, phonology, and some cultural and sociolinguist proficiencies, creating an exciting background in class. Fonseca-Mora and Gant (2016) support the previous authors' way of thinking and affirm that students can reinforce grammar structures and develop their vocabulary acquisition through the use of songs.

The use of songs to develop linguist skills in the English language

The use of songs in class helps students in many aspects of the language, for instance, to develop and produce the four language skills: reading, listening, speaking and writing and to acquire the correct grammar rules (Mori, 2011). Similarly, Engh (2013) refers to the positive influence that the use of songs has in the four skills to develop an effective comprehension of the language, due to, it helps students to pronounce better and improve their listening perception of the language.

Yuksel (2016) also considers songs necessary to develop and improve the four language skills. Additionally, she states that when young learners listen to songs, it is easier for them to learn meaning and the sounds of the words for the long term. Making an even stronger statement, Faliyanti (2017) suggests that if students do not acquire enough vocabulary, they cannot be able to speak correctly; for this reason, according to him, it is important the implementation of songs as didactic material in class to students can learn and remember words easily.

Therefore, Pixel (2015) affirms that songs are helpful resource for the development of the four skills necessary to acquire a second language, because through music students learn in an entertaining and innovative way, motivating them positively in the learning process.

Songs as a motivating resource in the classroom

Songs can be considered as a motivating resource in an English class. In fact, Fransischa and Syafei (2016) argue that when students sing a song in class, they show more interest to learn and remember the words more easily, needed to express their ideas. Similarly, Baiti (2016) indicates teachers should be creative to provide didactic resources that make students feel motivated to learn vocabulary; for this, he suggests the use of songs considered as a motivating didactic resource, but it requires that teachers select the best songs for their students, avoiding lyrics that could be difficult to understand.

Additionally, Faliyanti (2017) makes reference that the use of songs in class reduce student boredom because music is diverse in rhythms and lyrics to motivate them to memorize new words in an easier way. Windiatmi (2016) also determine songs as a helpful tool to make the learning process more relaxed. As a matter of fact, Yuksel (2016) considers songs positive didactic resource to create a comfortable environment to engage students in learning process with a positive attitude.

Accordingly, Kursnierk (2016) emphasize the use of songs in class help students feel relaxed and have fun while leaning vocabulary. Kocaman (2016) agree with her affirm that students could reduce anxiety and acquire more confidence through the use of the songs in class, creating an interesting and acceptable environment to learn new vocabulary.

Benefits of using songs in the classroom

There are many benefits for using songs in the classroom, and it is important to mention some of them. As the ones referenced by Fonseca-Mora and Gant (2016), who affirm that the use of songs helps teachers to manage better the class and motivates students to pay more attention in class. Besides, these authors argue that songs allow students to assimilate and memorize information that is a little confusing for them.

In the same way, other authors like Muñoz and Becerra (2013) state that using rhythms and songs that are originally from the second language, the teachers let students to be involved in a new culture from the language that they are learning. Fonseca-Mora and Gant (2016) agree with these authors because they refer that songs are the best way to start communication with a foreign culture. Moreover, it is relevant to consider that cultural knowledge from the second language engages students to learn and show more interest to know that language. (Yüksel, 2016)

Therefore, Engh (2013) indicates that through the use of songs, students feel motivated to learn the language in a better way. Further, Windiatmi, (2016) argues that to improve students learning participation is usually accepted the use of songs as motivating resource.

On the other hand, Mitchell (2017) mentions that songs help students to know the appropriate use of new words into a specific context, it also helps them to make difference between formal and informal words and students can learn common expressions and idioms.

Strategies with songs to teach and learn vocabulary

Considering the strategies with songs for teaching and learning vocabulary, it is necessary to mention the most common proposed by Zimmer (2014) who suggest the strategy named, *Cloze or gap fill*; in which, students have to replace blank spaces with the correct word listened to the song. Lastly, Fehl and Williams (2002) recommend the *role-play* strategy that allow students acting while they are listening and singing the song.

In order to provide scientific support to the literature review regarding to de use of songs to learn vocabulary in English, it has been considered relevant to take into account six academic studies.

The first study was conducted by Kayyis (2015) who researched about the influence that pop songs have in teaching vocabulary. For this purpose, 64 students of English class were selected to participated in this study, who were divided into two groups; the first was the experimental group (29 students) who was exposed to pop songs to learn vocabulary in English and the second was the control group (35 students) who received the common way to learn English vocabulary. As research instruments, he applied a pre-test at the

beginning of the experiment and a post-test at the end of the study, the test was multiple choices and consisted of 30 items, with four different options for each question.

At the end of the study, the researcher found a great difference among students' score in their pretest and posttests; especially in the experimental group that received pop songs in English to learn vocabulary; with these results, the researcher concluded that the use of songs could be a good strategy to learn vocabulary in classes because it helps students to make the teaching-learning vocabulary process more easily.

The second study was done by Nasrabadi (2017) researched about the effect of songs on vocabulary retention with English language learners; the participants in this study were a sample of 112 students from a public institute, and at a private institute, he divided these students into an experimental and a control group. The instrument used for this study was a pre-test applied at the beginning, to determine the students' English previous knowledge; with this pre-test, he classified both groups as beginners. Along the study, He applied the songs to the experimental group using their book which contained simple songs with easy vocabulary while in the control group did not receive this teaching method. Another instrument used by the researcher was a post-test in which the researcher used information gathered through the observed students' responses after each exercise.

At the end of this study, he stated that using songs in class increase the students' vocabulary, the students' perception of musical instruction became positive; and improve their vocabulary retention. In reference to students' scores, the researcher claimed that the students improved their grades, and they were motivated to learn English with songs; in consequence, he asserted that songs are a good didactic resource.

A third study was one performed by Kuśnierek (2016), she examined how the use of songs has a positive impact on the vocabulary acquisition, which study lasted seven days. To develop her study, the researcher took a sample of 28 students from the beginner level and divided it into two groups of fourteen students each group, receiving three English classes per week.

The instruments applied in this study were: a pre-test, teacher observation and one post-test at the end of the study. The experimental group were select to students learn through the use of songs in class, using different activities, for example: the first activity consisted on listening to a song and making a list of verbs which students could listen into the song; another activity was listening to a song and completing the missing words; and the last activity the researcher used was, writing sentences with the new vocabulary students listened to in the songs. To complete this study, she applied a test to know the students' vocabulary acquisition.

As conclusion, this author determined that the use of songs helps students to acquire and remember more words, because the group who learned with songs in the class obtained better results.

A fourth study was done by Kocaman (2016) who investigated about the effects of songs on foreign language vocabulary acquisition to develop this study the researcher took a sample of 60 learners between males and females. Students had to complete one test of multiple choice option; this test was applied in order to measure how students acquire vocabulary through the use of songs, taking into account these aspects: pronunciation, meaning, spelling and word use.

As a result, this study demonstrate that songs help to learn many aspects that are included in the vocabulary acquisition for instance: pronunciation, meaning, spelling and word use; moreover, the researcher claim songs are an effective method to teach in both inside and outside of the classroom because students have the opportunity to learn and remember words for a long time.

The fifth study regarded in this paper was carried out by Li and Brand (2009) who researched about the relationship that the use of songs has in class with vocabulary acquisition. The sample of this study was 105 graduated university students who were divided into three groups, using the same content in all groups. These groups received different teaching methods; the first group received English classes with songs all time, the second group received class with songs only the half of the time, while the third group was not exposed to songs in class; but, all of the groups were conducted by the same English teacher.

At the same time, the researchers developed this study in six classes of 90 minutes (total 9 hours of instruction). Furthermore, with the two groups exposed to the songs, the researchers used different kinds of songs, making students listen to them and circle the new words to know their meanings. And with the group that was not used songs, the researchers used activities like: multiple choice and short question. Lastly, to evaluate student's, the researchers designed a test to assess the use of the language, the meaning of new words and other aspects.

As a result of this study, the authors mentioned the effectiveness of the use of songs in vocabulary acquisition, due to the group that learnt with songs had a higher score than the other ones; besides, the result showed that the group that did not receive any music in class also acquired vocabulary using other methods, although it was not at the same amount than the other two groups. Consequently, the authors stated that the use of songs is more effective to learn vocabulary than other methods when it is used all-time in foreign language classes.

The last study was done by Roohani (2016) who investigated about the effectiveness of the use of songs to teach vocabulary in Elementary EFL learners; this study lasted six weeks. He selected randomly 100 students divided into two groups: an experimental group in which the songs were used as didactic material, and with the control group, the traditional teaching method were used. The instruments used to collect data were a pre-test that included 40 items using new words, including strategies like: filling the blanks, multiple choice, and true or false questions.

During the study, the researcher used ten songs with the experimental group following some instruction like listening to the songs twice to be familiarized with them, after that, they had to sing the song; while with the control group, he used a book according to the students' level. On the other hand, the teacher worked with a traditional methodology with the control group, using flash cards or pictures to teach vocabulary and practice pronunciation of each word. Lastly, the researcher applied a posttest at the end of the study in both groups, to evaluate students' acquisition of new vocabulary.

As a result of this study, the researcher mentioned that the difference between the scores of the post-test in both groups were not significant. Nonetheless, the final results presented into the two groups showed a greater and positive difference than the first test applied at the beginning of the study; because on the final test, students demonstrated more vocabulary acquisition.

In conclusion, the researcher indicated that to using songs in class can be helpful for students to learn new vocabulary, but the songs should not be the unique strategy to teach vocabulary; it needs to be combined and used along with other teaching techniques such as visual resources. In fact, they affirm that songs could be considered as a supplemental recourse to teach vocabulary because teachers have to look for more resources, which complement others in an effective way.

CHAPTER II: METHOD

Setting and participants

This study was carried out in a public high school of the city of Loja. The participants were 4 English teachers and 156 EFL students second senior-year in public high school from 16 to 19 years old, who for the experimental part of this research were selected randomly and divided into two groups: the experimental group with 83 students (37 males and 46 female) while the control group included 73 students (42 males and 31 female). On the other hand, it must be mentioned that according to student's book, they had an intermediate English level.

Procedures

First that all, to support this study it was necessary to research and read a lot of books, academic and scientific journals and articles to collect accurate information about the use of songs as a didactic resource to learn vocabulary in the English language, in addition to some previous studies related to this topic, information that is included in the literature review.

It is worth mentioning that the qualitative methodology was used during all of this research study, to analyze the information collected in the literature review and the percentages of the data obtained, also to describe each one of the parts of this document, and to establish some conclusion and recommendations.

In addition, this research was done in two parts; first, the quantitative and qualitative methods were applied in order to know the students' perceptions about the use of songs as a motivating didactic resource to learn vocabulary in English. Specifically, these methodologies were used to analyzed the gather data from the students and their English teachers, using the responses obtained through the surveys and observations techniques applied.

The instruments used in this part of the study were: student's and teacher's questionnaire for the survey, that consisted of seventeen multiple choice questions; which aim was to find out whether the students are interested in learning vocabulary through songs and the perceptions they have about how they are learning the new vocabulary in class. In the same way, the observations to the participants' English classes were applied before the experiment to collect information related to the didactic resources and strategies used by the English teachers to teach vocabulary in these EFL classes; additionally, some observations in the experimental group were applied when the study was in progress to verify if the songs were being applied as the unique didactic material to teach vocabulary by the teachers, and also to compare the progress and the motivation students have in their vocabulary learning between both groups.

In the second part of this research, an experimental methodology was applied in order to investigate the impact of the use of songs to increase vocabulary on the students' academic performance, for this purpose all the students who participated in this research were randomly divided in two groups: an experimental and a control group; then before to start with this experiment, a pre-test of vocabulary was applied in order to assess the knowledge about an specific vocabulary that students had, this test was designed with the new words they should learned in the future lessons through their English book.

In order to verify whether this study works or not, it was necessary that the teacher of the experimental group applied one song as didactic material once a week for two months using different strategies for teaching vocabulary with each one, for instance; fill the gaps, order the phrases, choose the correct word, match the sentences from the chorus, match sentence endings and guess the possible word; additionally, she sometimes repeated and ask questions about the same song during the next classes in order to know if students remember the vocabulary taught previously.

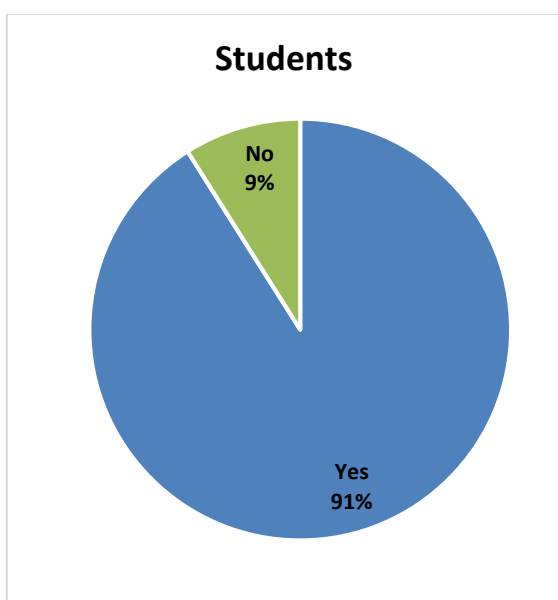
Finally, a post-test of vocabulary was administered immediately this study ended, to know how much of the new vocabulary students acquire in both groups, the test contained the same vocabulary that was assessed at the pre-test, but each question was designed in a different way and they were placed in a different order than the pretest had them. Both tests contained 14 items, including, fill the gaps, true/false, multiple choice, matching, and connecting words.

After the field research was applied important data was collected, the results obtained from the student`s survey were tabulated and presented in graphs, taking into account the percentages of each question; likewise, these results were analyzed, compared or contrasted with the data obtained from the teachers' survey and the class observation; thus, these findings were supported by the theories from books and studies included in the literature review to provide valid and reliable analysis.

Keeping in mind, that the general average from students' pre-test and post-test of vocabulary obtained by both groups, plays an important role in this experimental study, they were showed in graphs and were analyzed to make a comparison that allows identify if there is an increase in the vocabulary acquired through the use of songs as an experimental didactic resource; besides it was necessary to know if students from the control group increased their vocabulary with the use of different didactic material presented by the teachers. Finally, some conclusions and recommendation based on the results were established regarding to the use of songs to learn new vocabulary in EFL classes.

CHAPTER III: RESULTS AND DISCUSSION

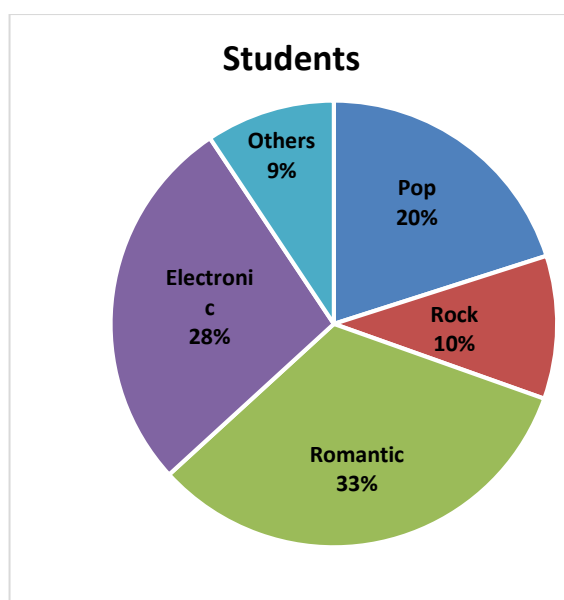
The purpose of this section is to describe, interpret and analyze the results obtained from the surveys and observations in order to know the participants perception regarding the use of songs to learn vocabulary in English classes. In addition, an analysis of the general averages achieved by the students after the application of a pre-test and a post-test of vocabulary is discussed. The most relevant results obtained in the data collected on the students` questionnaires were represented through graphs and corroborated by the information obtained at the teacher`s questionnaires and observations; besides of that, this analysis is supported by the information gathered in the literature review.



Graph 1: Do students like English music?

Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza



Graph 2: Genre of music students listen the most.

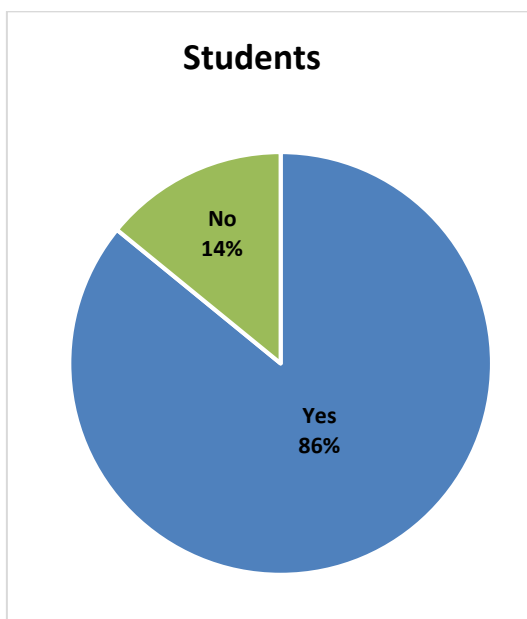
Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

As graph 1 illustrates, 91% of the students affirm they like English music, only 9% of them state they do not like English music, as a matter of fact, related with the genre of music students like the most, the graph 2 indicates that 33% of the them listen to romantic music, 28% listen to electronic and 20% of them pop music. These results were confirmed in the observations since students really enjoyed and participated actively when the teacher used songs to teach them English vocabulary, additionally, in the teachers 'survey they argue students spend time listening English music in the breaktime.

Because of the most of students like to listen to English music, Kusnierek (2016) affirms that music has always been and will be present in the daily life of all people, especially teenagers because they are always talking or sharing ideas and opinions about topics related to their favorite songs and artists. Moreover, this author mentions that

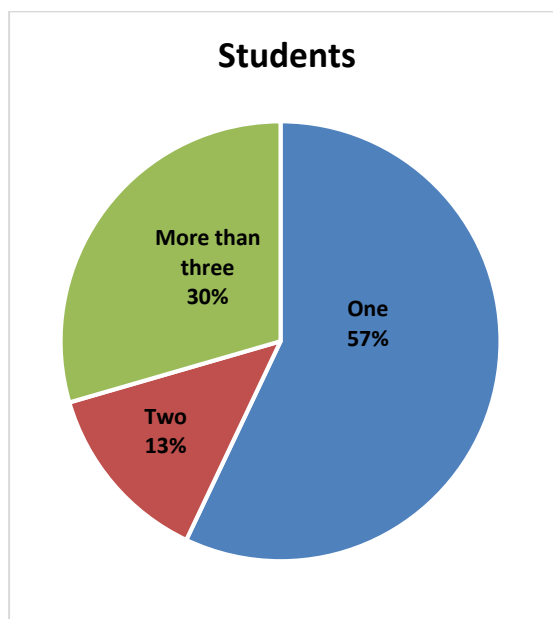
knowing the genre of music that students prefer to listen is responsibility of the teachers to obtain positive benefic to the use of songs in class because all students have different preferences.



Graph 3: Do students listen to English music at home?

Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza



Graph 4: Number of hours that students listen to English music a day.

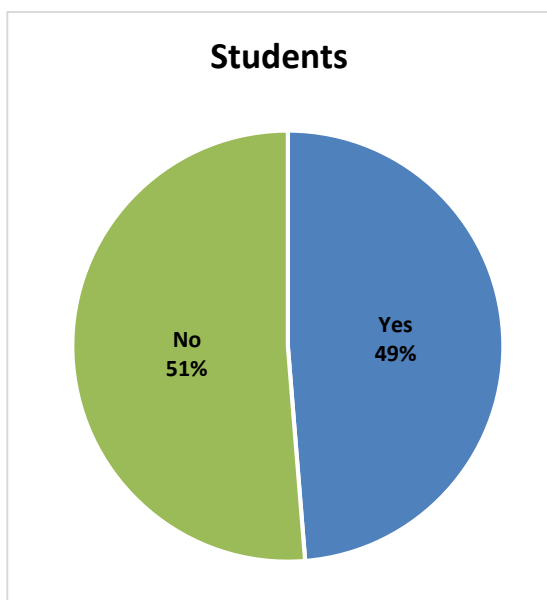
Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

On the graph 3, the results indicate that 86% of the students confirm they listen to English songs at home; Regarding to this, Kayyis (2015) affirms that English songs are present in people's lives in everyday communications intentionally and unintentionally. Moreover, she also states that modern society, it is impossible that people are not exposed to English music because songs are present in radios, movies, restaurants, and another place that allow people to enjoy their favorite music, anywhere at any time. In was confirmed through the class observations because most of the students knew the name of the songs that were applied as didactic resources, also recognize the singers; likewise, they were able to sing some parts of the song, especially the chorus.

The results on graph 3 were corroborated with the information obtained from the graph 4 regarding to the time students spend to listed to English songs at home, obtained the following results, 57% of the them mention that spend one hour a day to listen to English songs, 30% of them three or more hours a day, and just 13% of the students claim they listen to English music two hour a day. To complement this issue, Kuśnierek (2016) considers that listening to English songs at home helps students remember words for a longer period of time, which could be a result of listening to the songs as many times as

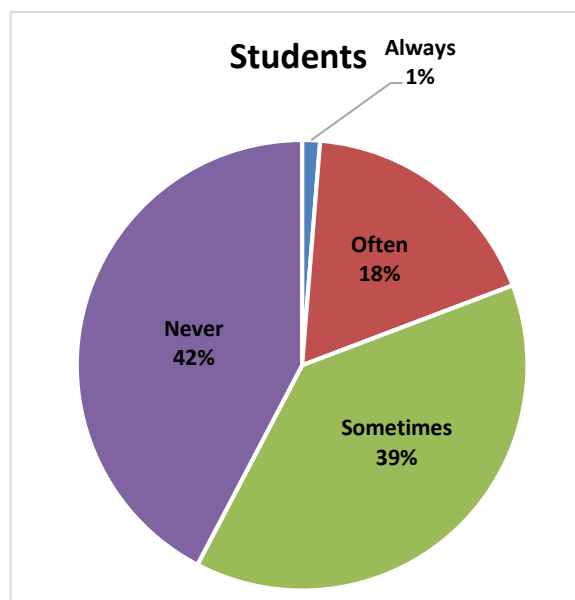
they want in the relaxed environment of their homes. It could be confirmed because when the teachers ask students to suggest one song for the next class, they mentioned a list of singers and songs that would like to listen in class, it means that students spend a lot of time to listen to English songs at home.



Graph 5: Application of English songs in class.

Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza



Graph 6: Frequency that teachers use songs in class.

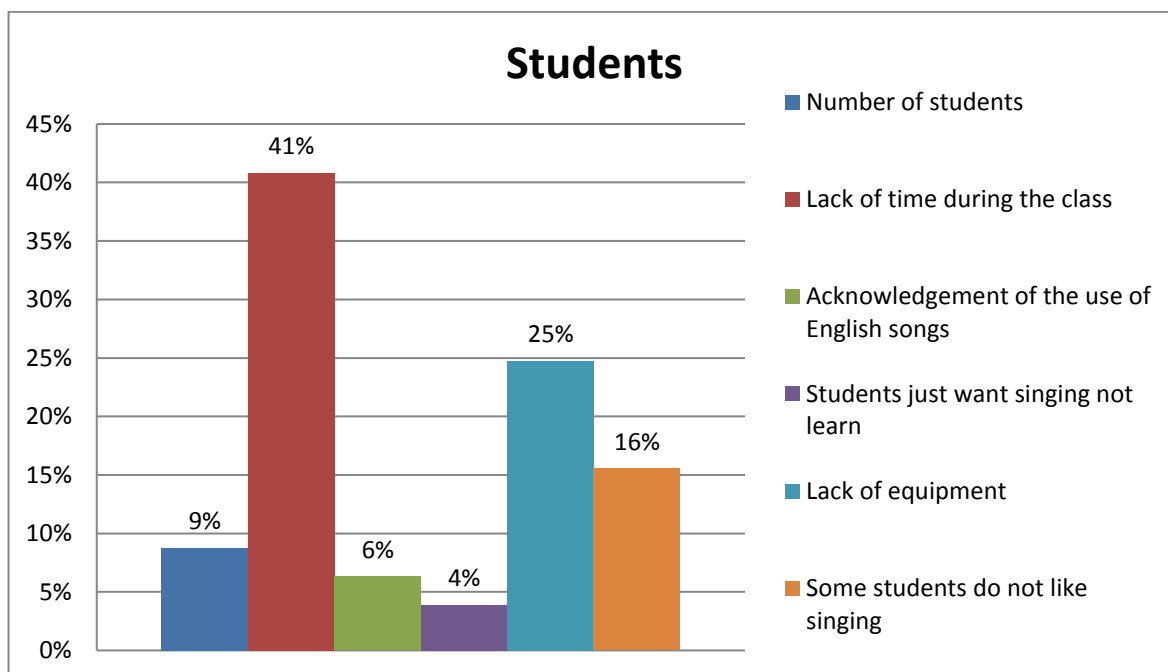
Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

Regarding the application of songs in class, the graph 5, shows that 51% of the students indicate that their teachers have not used songs in class, while 49% of them mention that their teacher have used songs in classes. In fact, in the graph 6, where the frequency teachers have used songs in class is shown, 42 % of them mention that their teachers have never used songs as a didactic material in the English class, this result partially corroborates, what the 51% of the participants specified at graph 5, that their teachers have not used songs in class, moreover at graph 6, 39% of students indicate that their teacher have sometimes used this kind of material and that 18% have often. It was confirmed in the teachers' survey, since half of them argue they sometimes uses this didactic material: however, it was observed that just one of them used songs as didactic material once a month in the English class.

Referring to this, Kayyis (2015) states that songs have an outstanding value in the classroom because it helps students to learn vocabulary by repetition needed to acquire new language; and at the same time, students can also acquire words in a fun and

relaxing way, avoiding the frustration of learning only with the textbook during the teaching-learning process.



Graph 7: Reason(s) that teacher does not use songs in English class.

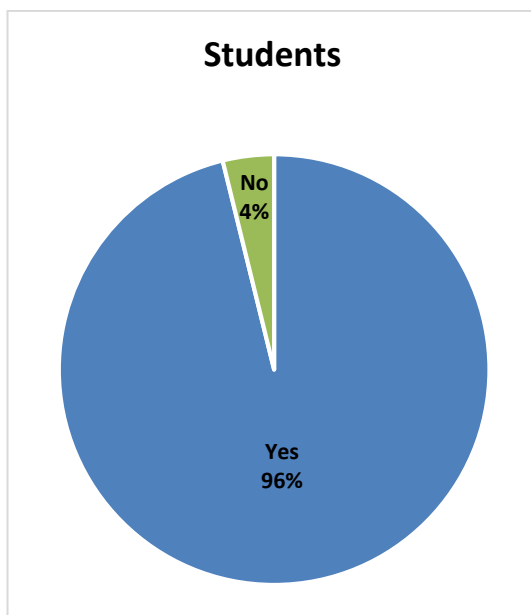
Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

Graph 7 presents the reasons why teachers do not use English songs in class; 41% of the students indicated that their teachers do not use English songs in class due to a lack of time, 25% of them mentioned that lack of equipment makes it difficult to use songs in class, and 16% of them argued that some of them do not like singing, so their teacher does not use English songs in class. Indeed, the teacher confirmed that English songs were not used in class for the lack of time and equipment in class.

On the contrary, the observations revealed that the lack of equipment or time are not impediments for the teachers to use songs in class because it could be observed that teachers have computers, speakers and the enough time to applied songs at least once a week as was demonstrated in this experimental study.

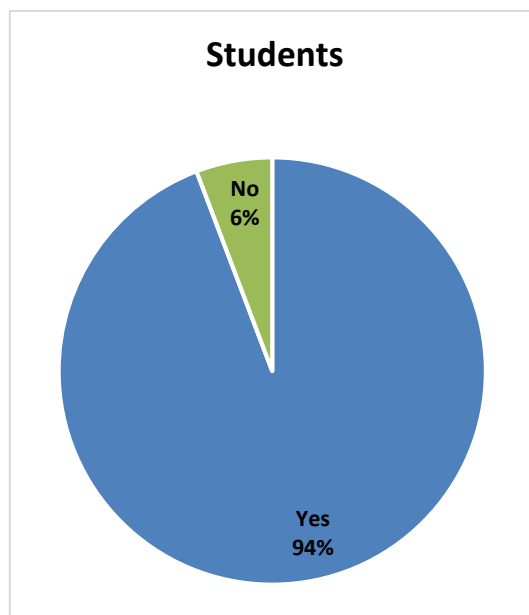
Therefore, considering that the reasons mentioned by the teachers and their students were not accepted, it was necessary to look for some authors that refer some valid reasons to teachers do not use songs in class, for instance; Kusnierek (2016) who consider that the use of songs sometimes could affect classes which are around it and teachers could lose students discipline or attention inside of the class, in fact, this author mentions learners just want to listen the song but not complete activities assigned, as it shows in the survey with low percentage.



Graph 8: Do students think learning vocabulary through songs is a good idea?

Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza



Graph 9: Do students think that their English vocabulary increase with the use of English songs in class?

Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

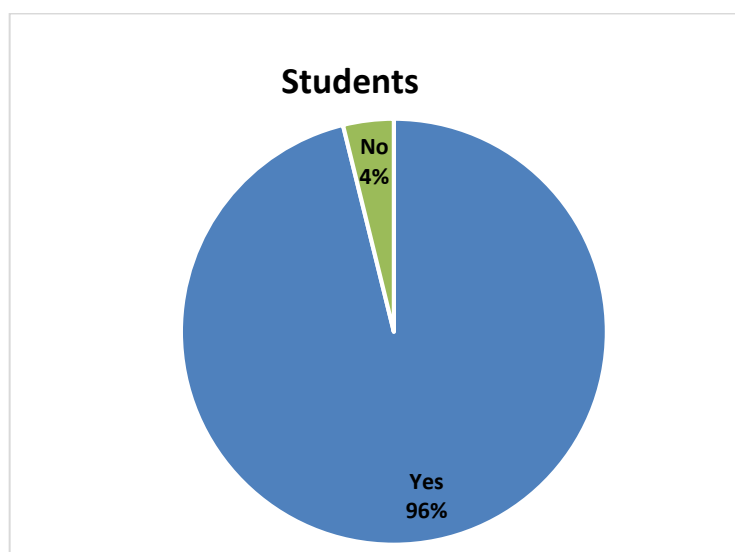
Regarding the students' way of thinking about the use of songs to learn vocabulary as a good idea, the graph 8 shows that 96% of the learners agree with this statement because they think that songs help them to learn and recognize new words and phrases with their meanings. They also affirm that they can practice pronunciation that help them to learn English as a second language in a creative, fun, dynamic, interesting and attractive way.

About this item, Jernigan (2015) argues that songs are considered a helpful resource to learn another language because they give students the opportunity to listen to words or phrases repeatedly, which can be easily forgotten if students only listen to them in a conversation, while allowing students to remember the pronunciation of this new vocabulary, too. In fact, this information supports the teachers' way of thinking, too; since they affirmed that the use of songs to learn vocabulary is a good idea because in this way students can increase their vocabulary, acquire new expressions due to, they like songs and remember parts of them easily in a fast and creative way. Besides, the class observation also revealed that students show more interest and feel motivated to learn vocabulary through the use of songs, considering this activity as a relaxing time.

In fact, the graph 9 support the results obtained above, in which it is demonstrated that 94% of them think that if their teachers use songs, they would increase their vocabulary; likewise, it was confirmed in the class observation because students were more

participative and showed more interest to learn new words. According to the teacher's survey, the majority of them agree with this question, just one of them mentioned that their students do not increase vocabulary with songs.

Regarding this factor, there are many authors that suggest the use of songs to increase the student vocabulary in class, for instance; Kocaman (2016) affirms that the use of songs in class facilitates students' memorization of the new words by repetition. Similarly, Nasrabadi (2017) encourage that the use of songs helps students to acquire vocabulary and remember words easier and for a long-term.



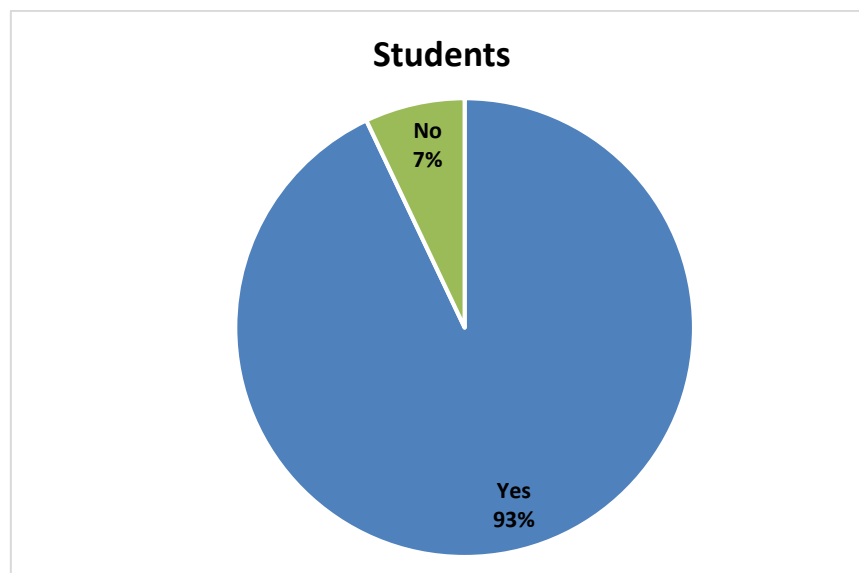
Graph 10: Would students like to learn English vocabulary through songs?

Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

The graph 10 shows that 96% of the students declared that they would like to learn English vocabulary with songs, just 4% of them mention the contrary. In regard to this aspect, the majority of the teachers in their surveys affirm this fact, also during the observations it was clearly confirmed in the class in which songs were applied as didactic resource because the students enjoy and participated more during this kind of activity.

In this context, Fonseca-Mora, Fransischa and Syafei (2016) state when students sing a song in class, they show more interest and enthusiasm and they also remember the words more easily to express their ideas.



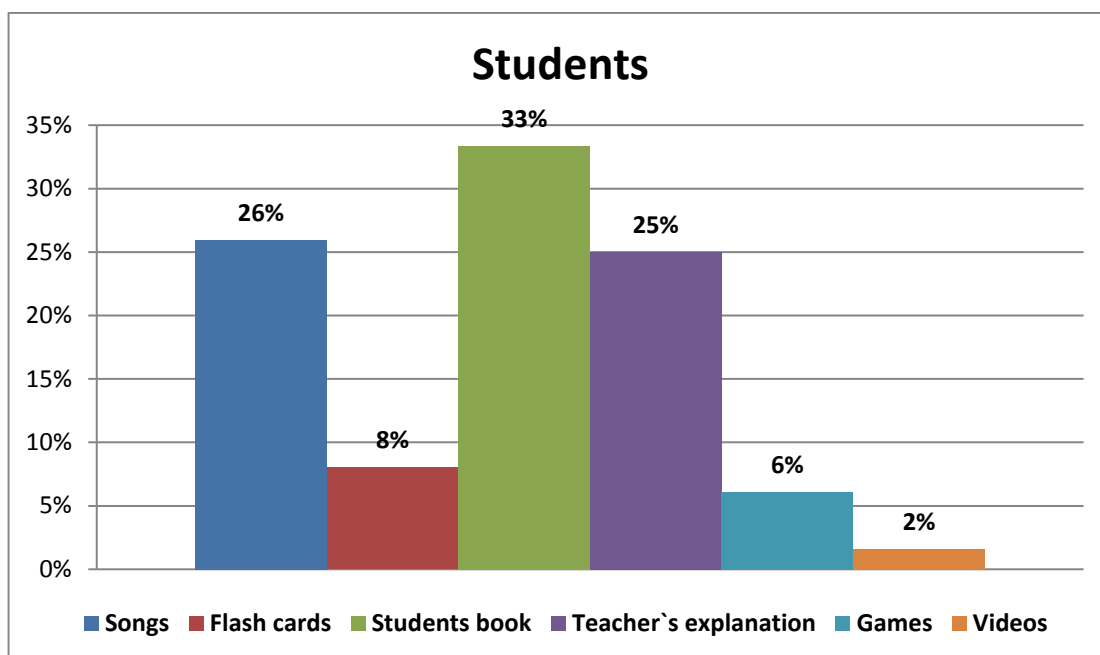
Graph 11: Do students think that when their teacher uses songs in class motivates them to learn the English language?

Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

Regarding this research question, graph 11 presents the following results: 93% of the students think that they would feel motivated to learn English if teachers shall use songs in class. In point of fact, in the teachers' survey they affirm that their students feel motivated to learn the English language with use of songs in class, and that was confirmed through the class observations in the group of students who receive songs as a didactic material in which they showed more interest to learn at the time when songs were used, these ones made the class more active and participative.

Some authors support these results, for instance: Fonseca-Mora and Gant (2016) affirm that the use of songs allows teachers to better manage the class and also motivate students to improve their attention in class. Likewise, Engh (2013) states that through the use of songs, students feel motivated to learn the language in an innovative way. Alike, Windiatmi, (2016) indicates that to improve students learning participation, the use of songs is a motivating resource.



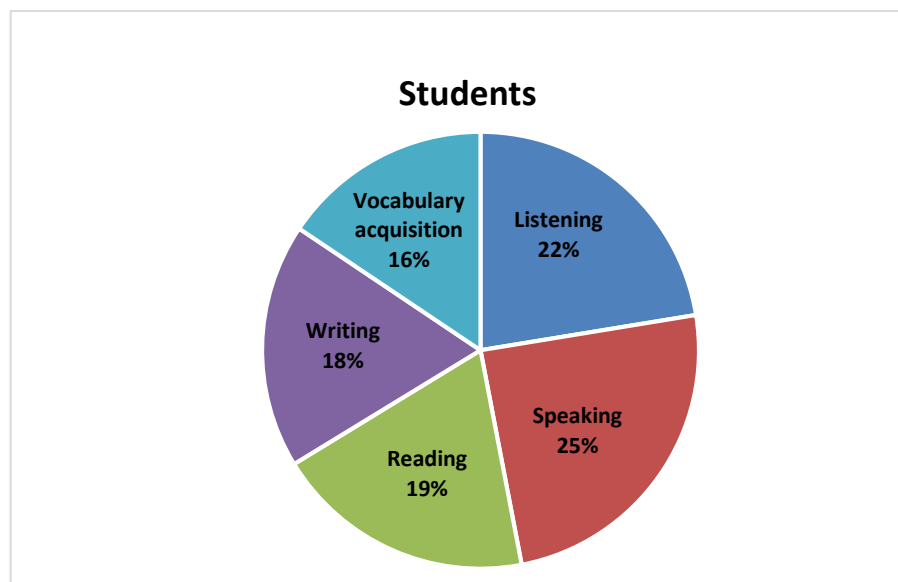
Graph 12: Kind of didactic material the teachers use to teach vocabulary.

Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

Graph 12 indicates that 33% of the students report their teachers use student's book to teach vocabulary, 26% of the them explain their teacher uses their songs to explain vocabulary and 25% of them mention that their teachers just explain to teach vocabulary. Whereas, their teachers claim they use songs, flash cards, student's books, explanation and games for teaching vocabulary. According to the results provided in the class observation, it was not confirmed because the majority of the teachers did not use a lot of materials to teach vocabulary, some of them use games or songs, but in the rest of the English class the teachers just explain or ask student to look in the dictionary the meaning of the new words.

Concerning to these results, Roohani (2016) indicated that the use of songs in class can be helpful didactic material for students to learn and increase new vocabulary, but he also mentions songs should not be the unique resource to teach vocabulary; because it needs to be combined and used along with other materials such as visual resources. For this reason, it was necessary to mention other materials present in the graph but that obtained low percentage, for instance; Kuśnierek (2016) who recommends the use of Didactic Games because it help students to learn and practice vocabulary both orally and written, depending on the way the teacher introduces them. For example, Bingo Cards used to practice and recognize the meaning of new words with illustrations or written forms, and Domino, in which students use pictures or parts of sentences to match with new words.



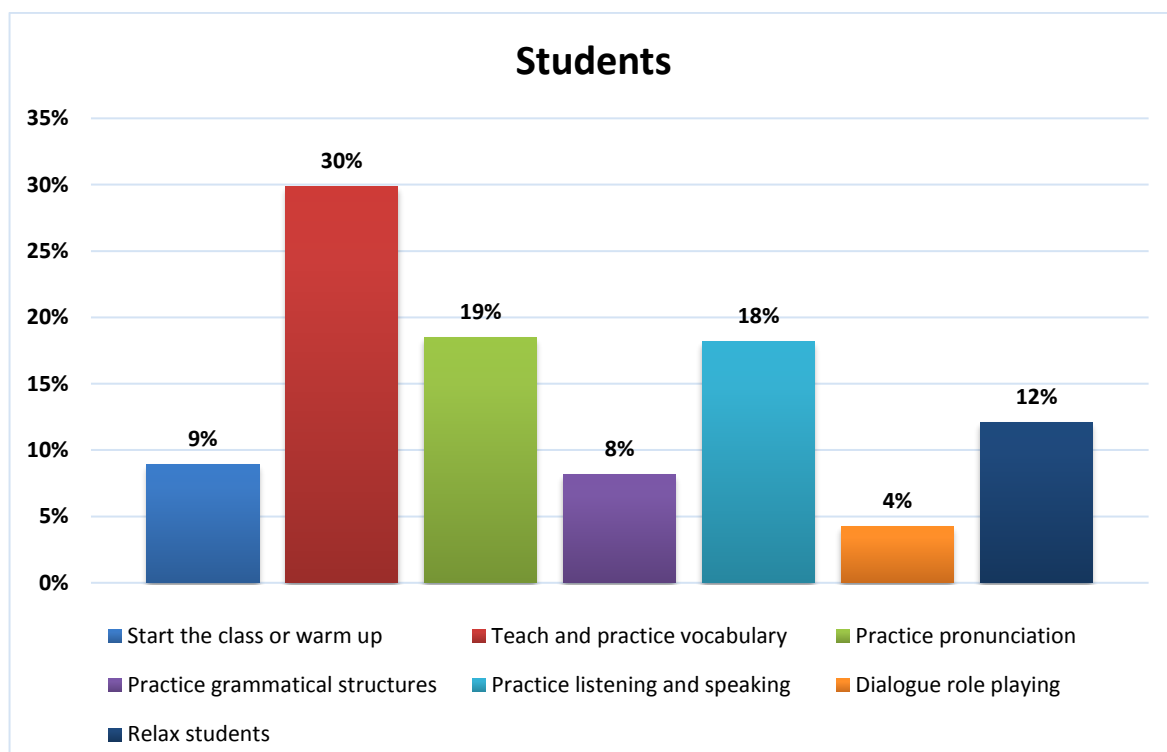
Graph 13: Parts of the language students improve by the use of songs as a didactic resource.

Author: Tatiana Elizabeth Ordoñez Azanza

Source: Students' survey

Graph 13 indicates that 25% of the students report that they improve speaking when songs are used as a didactic material in the English classes, 22% of the them assume that they improve the listening skill; alike 19% of them mention that they develop their reading skill; while, 18% of them point out that the improvement is in the writing skill and 17% of the students adduce that their vocabulary acquisition is improved when this didactic material is used. At the survey, the teachers affirm that their students improve all of these skills, too, when they use English music as a didactic resource. In fact, this was confirmed through the observations, when their teachers use songs, students learn new vocabulary and practice the English skills improving the acquisition of the language

Supporting this fact, Yuksel (2016) highlights the use of songs as a necessary didactic resource to develop and improve the English language skills, such as: listening and speaking and also to improve pronunciation. Additionally, she states that in young students, it is easier for them to learn the meaning and the sounds of the words for a long period of time.



Graph 14: The teachers use English songs in order to:

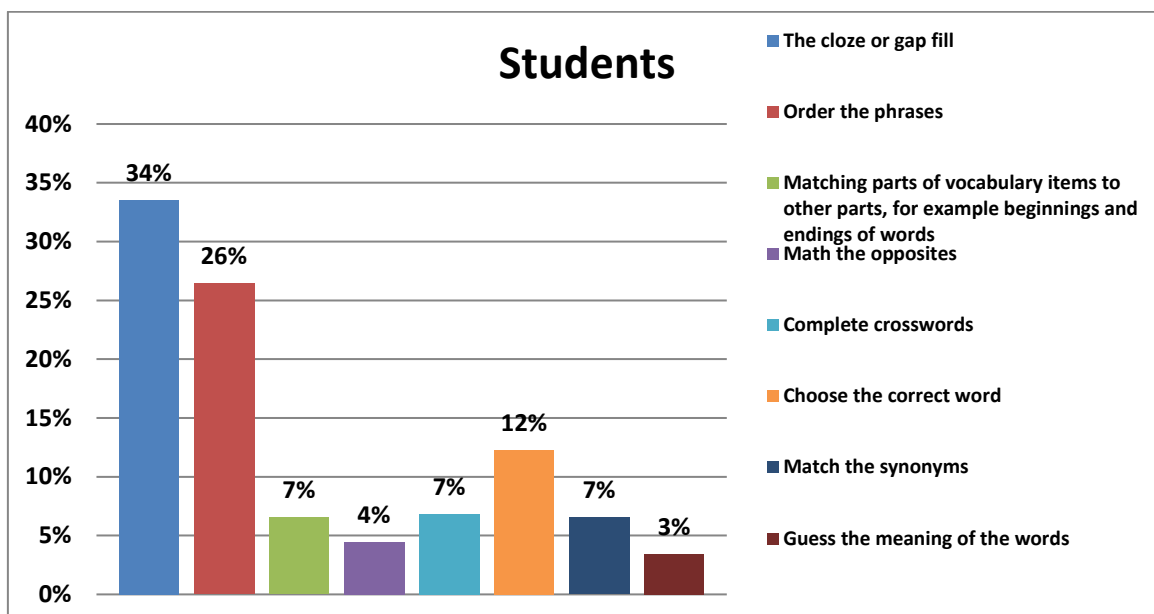
Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

Regarding the results about what do teachers use English songs to? The graph 14 shows that 30% of learners indicate that their teacher uses songs to teach and practice vocabulary, 19% of them confirm that songs are used to practice pronunciation, listening and speaking, 18% of them mention that practice listening and speaking and 12% of them asserted that songs are used to relax students. The student's results agree with their teachers who affirm that they use English songs to teach and practice vocabulary, pronunciation, listening and speaking, although they also state that they use songs to relax their students. By the contrary, it was not verified at all class observations because just one of the teachers used songs in class mainly to practice vocabulary, pronunciation, listening and speaking, the rest of them sometimes used games but most of the time they used student's book and dictionary.

According to the result described above Windiatmi (2016) states that the use of songs makes the learning process more relaxed. In addition, Fransischa and Syafei (2016) mention that when students sing a song in class, they show more interest and feel energetic to learn a new language. Likewise, Nasrabadi (2017) argues the use of songs helps students to practice pronunciation, spelling and it also allows students to remember vocabulary more quickly, reinforced by the repetition of the lyrics and phrases in the song.

Additionally, Zaraysky (2014) indicate that students practice pronunciation and develop listening skills with the use of songs as didactic material.



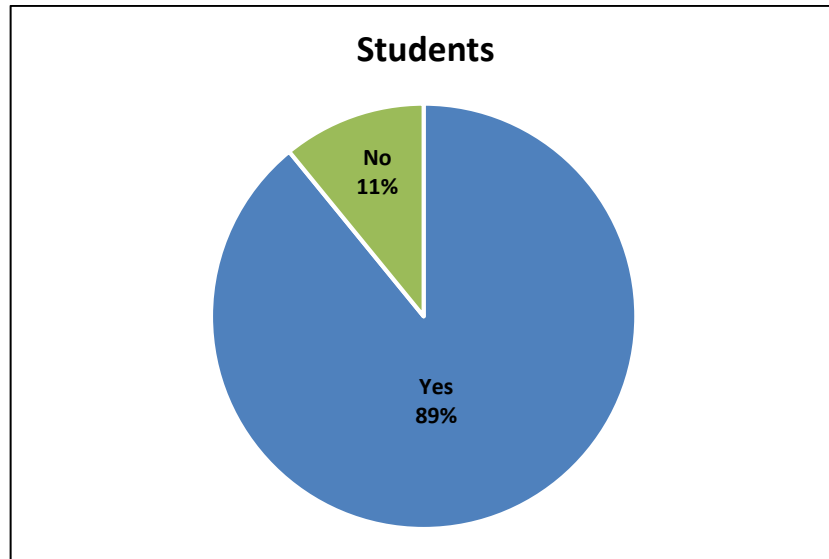
Graph 15: Strategies the teachers use to increase vocabulary through songs.

Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

The data obtained by the students on the graph 15 about the strategies that teachers use to teach vocabulary through the use of songs have the following percentages, 34% of students adduce that their teachers use the close, or gap fill strategy with songs, 26% of them indicate their teacher uses to order phrases in songs as a strategy and 12% of the leaners affirm that their teachers use to correct words in songs as a strategy to learn new vocabulary. All of this information was confirmed by the teachers at the survey and during the class observation, because they used some of the strategies to teach vocabulary with songs, between them the previous ones mentioned, but the most common one used was gap fill.

Supporting this fact, one strategy is the one mentioned by Zimmer (2014) who suggests the one named, Close or gap fill, in which students have to replace blank spaces with the correct word listened in the song, he affirms this is the most used strategy to teach vocabulary because students are able to identify the words listened from the songs easily.



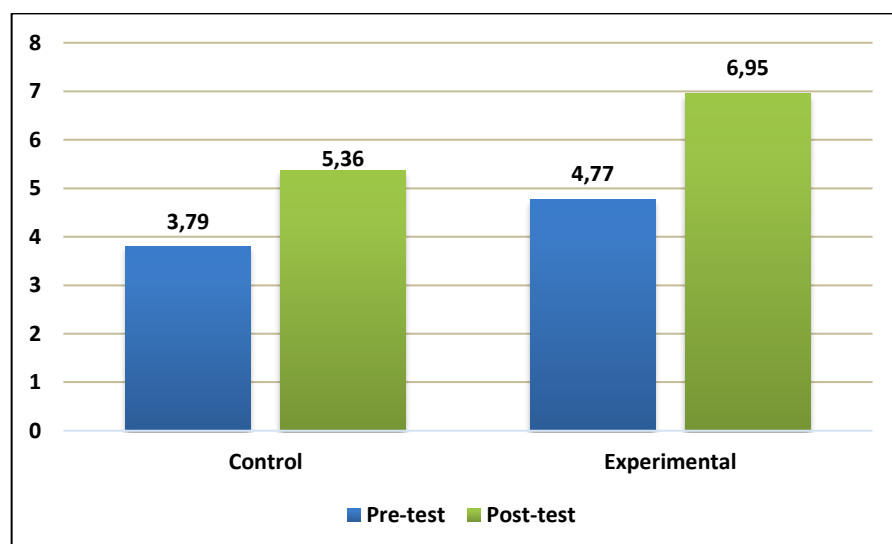
Graph 16: Do you use words or phrases that you listen into English songs?

Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

The information in graph 16 shows that 89% of the students use English words or phrases they listen in songs. Confirming this item, three of the four teachers argue that their students use the words or phrases they have listened in the songs in conversation and other activities. It was observed through the class observation because the students recognize the songs used to teach vocabulary and they were able to sing that songs.

In fact, concerning this fact, Nasrabadi (2017) state that the use of songs in class creates more interest in students and it allows the students' brains to remember words, to practice new vocabulary introduced by the repetition of the words and phrases several times.



Graph 17: Vocabulary Pre-test and Post-test averages

Source: Students' survey

Author: Tatiana Elizabeth Ordoñez Azanza

This last graph 17 shows the general averages obtained from the application of a pre-test and the post-test of vocabulary, after having used songs to teach the new vocabulary to the students from the experimental group and to students from the control group the vocabulary was taught through the use of classical didactic materials like dictionaries, students' book and sometimes the use of flash cards or games. Both tests were scored over 10 points, and the following averages were obtained: the general average of the vocabulary pretest achieved by the students in the experimental group was 4.77, however the general average obtained by them at the vocabulary post-test was 6.95. On the other hand, the students at the control group obtained a general average of 3.79 in that pre-test of vocabulary, while in the post-test the result was 5.36 in the general average.

Therefore, these results show that there is an evident increase in the general averages about vocabulary for both groups; in this way, the students at the experimental group, had increased 21.8% of their vocabulary; meanwhile the students at the control group demonstrates a smeller increment, because this group had only increased 15,7% of their vocabulary between both test.

Even though the students in both groups have presented improvement in their grades in the vocabulary post-test; the best average was achieved by the experimental group in which the vocabulary was taught through the use of songs during this experimental research.

To support the present analysis of this experiment, it is necessary to mention that in the observations made at the experimental group during the application of songs to teach vocabulary, it could be observed that the only didactic material used by the teacher to teach vocabulary in EFL students was the songs, using different strategies like: close or gall fill, order the phrases, choose the correct word. Moreover, it could be clearly observed the positive benefits that songs have in the English class, for instance, students felt motivated to learn vocabulary, they were more participative, they sang the song following the lyrics; likewise, the material presented by the teacher facilitated the development of this activity because she used computer, speakers and worksheets to engage students to participate actively.

To support the present analysis of this experiment, Nasrabadi (2017) affirm that songs help students to learn vocabulary and to improve their grades, because it is a didactic material that motivates them to learn inside of class. In the same way, Jernigan (2015) considers songs as a helpful resource to learn another language because they give students the opportunity to listen to words or phrases repeatedly, which can be easily forgotten if students only listen to them in a conversation; besides, songs let students

remember the pronunciation of new vocabulary. Fonseca-Mora and Gant (2016) agree with Jernigan because they affirm that songs help students to simplify the process of assimilating and memorizing the meaning of new words and help them understand grammatical structures.

CONCLUSIONS

The results of this research demonstrate that the use of songs is a good didactic resource to learn English vocabulary in the classroom. It is due to students feel relaxed and motivated to participate actively during vocabulary teaching-learning process. In addition, during the research it could be clearly noticed that songs were a valuable didactic resource in the class because it helped to increase and develop important aspects in the second language learning such as: vocabulary acquisition, know the correct pronunciation of the words and the accurate use of grammar structures. In fact, songs were an attractive and practical way in the teaching-learning process of vocabulary because it helped students to remember new words in an easier and funnier way for a long time.

The positive impact provided by the use of songs to learn English vocabulary, through the constant repetition of the them in the classroom helps students to acquire, remember and practice the new words and their pronunciation in an easier way and for a long time.

Moreover, the use of songs in class encouraged students to learn a new language because this resource helped them to show more interest into the learning process of a second language, creating a positive atmosphere that sometimes can be difficult to achieve in young learners, this means that the use of songs as a didactic tool to learn vocabulary is an effective didactic material because students acquire knowledge in an interesting and innovating way.

On the other hand, based on the results obtained from the vocabulary post-test with respect to the ones at the pre-test, it was demonstrated that students of the experimental group had a bigger increase in their vocabulary that the students in the control group with whom songs were not used to teach the new vocabulary. In fact, it was proved that the increment in the general average of the vocabulary that the experimental group obtained after applying this experiment research was 6.95% bigger than the one obtained by the control group.

Additionally, during the class observations, it was clearly evidenced that students from the experimental group showed more interest and motivation to participate dynamically in the activities related with the use of songs as a didactic resource. On the contrary, in the control group was harder to maintain students' attention because their teachers only used traditional resources (student's book, dictionary and blackboard) to explain the meaning of new words, causing boredom and a lack of interest to learn and to participate enthusiastically in class.

RECOMMENDATIONS

Taking into account the obtained conclusions from this study it is important to suggest some recommendations in order to make the results more effective for the application of the songs as a didactic resource to learn English vocabulary

It is recommendable to use more meaningful didactic resources and supplementary materials for young learners at public high schools in order to help to create a positive atmosphere in the English classroom for learning vocabulary in a second language. For this reason, this research purpose the use of songs as didactic resource to teach English vocabulary due to, they help learners remember words for a long time, and catch their attention to create a positive and relaxed environment in the classroom.

In fact, teachers should dedicate enough time to select the best songs according to student's needs taking into account: their English level, age and preferences due to, songs are a flexible didactic resource because it contains useful vocabulary, phrases, and expressions that the students can use to the English language by acquisition. Likewise, it is important for teachers to know some important aspects about their students such as needs, likes, and dislikes, aptitudes to learn a second language to successfully plan a lesson using music.

In addition, teachers must apply different techniques and strategies when they use songs as a didactic resource to avoid routine during the class and to encourage students to enjoy the vocabulary learning process, because learning a second language requires that students feel motivated to acquire vocabulary as a significant part of the second language acquisition. It is important for teachers to motivate students using didactic materials that they enjoy, while developing different activities.

At public high schools it is necessary to implement songs in their teaching programs, especially with teenagers because they love to listen to music and spend a lot of time doing this in and out of the classroom.

In order to students learn vocabulary through songs, it is necessary to be consistent because through this didactic material the students are exposed to the real language and the pronunciation of the new word. In the same way, in the second language acquisition songs should be considered by teachers as regular part of their classroom tasks and activities because songs contain authentic language to help learners to increase their vocabulary in an enjoyable way.

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ANNEXES



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Student's Survey

Objective: This survey has as the objective to analyze the use of songs as a motivating resource to learn vocabulary in the English language class.

Genre: M () F ()

Age: _____

Read the following questions carefully, and mark with a (x) the best answer for you.

1. What do you think your English level is?

a) High ()

b) Intermediate ()

c) Low ()

2. Do you listen to English songs at home?

YES ()

NO ()

3. Do you like English music?

YES ()

NO ()

4. What kind of music do you listen the most? (You can choose more than one)

a) Pop ()

b) Rock ()

c) Romantic ()

d) Electronic ()

e) Others () _____

5. How many hours a day do you listen to English music?

a) One ()

b) Two ()

c) More than three ()

6. Did your teacher use English songs in class?

YES ()

NO ()

7. What is or are the reason(s) that your teacher does not use songs in English class?

a) Number of students ()

b) Lack of time during the class ()

c) Lack of knowledge about use of English songs ()

d) Students just want to singing not learn ()

e) Lack of equipment ()

f) Some students do not like singing ()

8. Do you think learning vocabulary through songs is a good idea?

YES ()

NO ()

Why? _____

9. Would you like to learn English vocabulary through songs?

YES ()

NO ()

10. What kind of didactic material does your teacher use to teach vocabulary?

a) Songs ()

b) Flash cards ()

c) Students book ()

d) Explanation of the teacher ()

e) Games ()

f) Videos ()

11. How often did your teacher use English songs in class before this study?

a) Always ()

b) Often ()

c) Sometimes ()

d) Never ()

12. Does your teacher use English songs in order to:

a) Start the class or warm up ()

b) Teach and practice vocabulary ()

c) Practice pronunciation ()

d) Practice grammatical structures ()

e) Practice listening and speaking ()

f) Dialogue role playing ()

g) Relax students ()

13. Do you think that when your teacher uses songs in class motivates you to learn the English language?

YES ()

NO ()

14. Which strategies does your teacher use to increase vocabulary through songs?

a) The cloze or gap fill ()

b) Order the phrases ()

c) Matching parts of vocabulary items to other parts, for example, beginnings and endings of words ()

d) Match the opposites ()

e) Complete crosswords ()

f) Choose the correct word ()

g) Match the synonyms ()

h) Ask students to guess meaning of the words ()

15. Do you think that your English vocabulary increase with the use of English songs in class?

YES ()

NO ()

16. Which of these parts of the language could you improve by the use of songs?

a) Listening ()

b) Speaking ()

c) Reading ()

d) Writing ()

e) Vocabulary acquisition ()

17. Do you use words or phrases that you listen to English songs?

YES ()

NO ()

THANKS FOR YOUR COLLABORATION!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Teacher's survey

Objective: This survey has as the objective to analyze the use of songs as a motivating resource to learn vocabulary in the English language

Genre: M () F () **Age:** _____

Read the following questions carefully, and mark with a (x) the best answer for you.

1. Did you use English songs to teach in class?

YES ()

NO ()

2. What is or are the main reason(s) that you do not use songs in your English class?

g) Number of students ()

h) Lack of time during the class ()

i) Students just want to singing not learn ()

j) Lack of equipment ()

k) Some students do not like singing ()

3. Do you think teaching vocabulary through songs is a good idea?

YES ()

NO ()

Why? _____

4. Do your students like learning English vocabulary through songs?

YES ()

NO ()

5. What kind of didactic material do you use to teach vocabulary?

a) Songs ()

b) Flash cards ()

c) Students book ()

d) Explanation of the teacher ()

e) Games ()

f) Videos ()

6. How often did you use English songs in your class before this study?

a) Always ()

b) Often ()

c) Sometimes ()

d) Never ()

7. Do you use English songs in order to:

a) Start the class or warm up ()

b) Teach and practice vocabulary ()

c) Practice pronunciation ()

d) Practice grammatical structures ()

e) Practice listening and speaking ()

f) Dialogue role playing ()

g) Relax students ()

8. Are your students motivated to learn English when you use songs in class?

YES ()

NO ()

9. Which strategies do you use to increase students' vocabulary through songs?

a) The cloze or gap fill ()

b) Order the phrases ()

c) Matching parts of vocabulary items to other parts, for example beginnings and endings of words ()

d) Match the opposites ()

e) Complete crosswords ()

f) Choose the correct word ()

g) Match the synonyms ()

h) Ask students to guess meaning of the words ()

10. Do you think that your students increase vocabulary with the use of English songs in class?

YES ()

NO ()

11. Which of these parts of the language could your students improve by the use of songs in class?

a) Listening ()

b) Speaking ()

c) Reading ()

d) Writing ()

e) Vocabulary acquisition ()

12. Do your students use words or phrases that they listen to English songs?

YES ()

NO ()

THANKS FOR YOUR COLLABORATION!

ENGLISH CLASSROOM Observation Form

Class: _____ **# of students:** _____ **Date:** _____

Teacher: _____ **Observer:** _____

1. Materials used by the teacher to teach vocabulary: Songs () Flashcards () Students book () Explanation of the teacher () Games videos () Dictionary ()		
2. Does the teacher explain clearly activity for the song?	Yes() No()	
3. Does the teacher ask if students understand the instructions before to start the song?	Yes () No ()	
4. Strategies used by the teacher to develop the activity: <ul style="list-style-type: none"> • The cloze or gap fill () • Order the phrases () • Matching parts of vocabulary items to other parts, for example beginnings and endings of words () • Match the opposites () • Complete crosswords () • Choose the correct word () • Match the synonyms () • Ask students to guess meaning of the words() 		
5. Do the songs include new vocabulary?	Yes () No ()	
6. Do students use English in class all time during the activity with the song?	Yes () No ()	
7. Students make questions to their teacher about the song	Yes () No ()	
8. How many times does the teacher repeat the song?	5 4 3 2 1	

9. Was the time used for the activity with the song enough?	Yes () No ()	
10. Was the audio clear?	Yes () No ()	
11. Were the students participative?	Yes () No ()	
12. Were students motivated to learn vocabulary through the use of songs?	Yes () No ()	
13. Do students enjoy the activity with the song?	Yes () No ()	
14. The teacher used the songs in order to: <ul style="list-style-type: none"> • Start the class or warm up () • Teach and practice vocabulary () • Practice pronunciation () • Practice grammatical structures () • Practice listening and speaking () • Dialogue role playing () • Relax students () 		

COMMENTS

SUGGESTIONS FOR IMPROVEMENT:



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

Student's Pre-test about vocabulary

Objective: This test has as the objective to know how much vocabulary students learn during the course. This test is anonymous; you **DO NOT** have to write your names

Age: _____ **Genre:** _____

1. Look the picture and match the correct word for each one.

Publisher	Journalist	Editor	Photographer
			
_____	_____	_____	_____

2. Mach the word with the correc meaning.

Record

A journalist who writes a regular series of stories for a newspaper.

Columnist

Extremely good and sometimes very impressive.

Set

The person who has overall responsibility for the publication of articles.

Awesome

A series of games in tennis and some other sports.

Editor

To put images and/or sounds into a CD or DVD.

3. Complete the sentences with the correct word from the box.

Damage devices	Globalized	Window Boxes	Electronic
-------------------	------------	--------------	------------

- a) Today, people live in a _____ consumer society.
- b) It must have been very difficult to live 30 years ago without fast food or _____ that make our lives more comfortable and easier.
- c) The result of all of this is an enormous _____ to our health and to the environment.
- d) People who grow their own vegetables in their garden or in _____, protect the soil from pesticides.

4. Match each word with their correct antonyms.

Tired	Non-renewable
Sedentary	energetic
Buddy	moving
Renewable	enemy

5. Write the correct letter for each number reading the expressions.

- a) My wife and I met in 2001 and we fell head over heels in love ____ **1** feeling angry
- b) Adam was grinning from ear to ear ____ **2** feeling in love
- c) my heart sank when my parents got divorced ____ **3** feeling happy
- d) it made my blood boil when Jim's boss yelled at him ____ **4** feeling sad

6. Write the antonyms using the appropriate prefix in the box.

Im	-	In	-	Ir	-	Un
----	---	----	---	----	---	----

- a. ____sensitive c. ____rational e. ____responsible g. ____predictable
- b. ____happy d. ____patient f. ____decisive h. ____reliable




7. Write the correct letter for each definition.

- a) Fireworks _____grains, fruits or vegetables grown by farmers.
- b) Feature _____explosives that light up sky and made a loud noise.
- c) Instant _____to give particular attention to something.
- d) Crop _____something happening immediately, without any delay.

8. Put in order each word.

nceuflle	_____
Psbluih	_____
rwAad	_____
tuoQe	_____

9. Look the picture and write the correct word for each one.

Fireworks	Crops	Spring
		
_____	_____	_____

10. Match the word with the correct meaning.

- | | |
|--------|---|
| Start | To go from one place to another, as by car, train, plane, or ship; take a trip. |
| Travel | To feel a need or an aspiration for; wish for: |
| Want | To observe or understand as information or reality; to catch clearly. |
| Know | To begin or set out, as on a journey or activity. |
| Go | To move or continue, especially to or from something. |

11. Complete the sentences with the correct word from the box.

Vacation	Plane	Flights	Holiday destination
----------	-------	---------	---------------------

- a) But she hates traveling by _____, doesn't she?
- b) I am looking forward to our _____ in Spain.
- c) They haven't chosen their _____ yet, have they?
- d) He is looking for cheap _____ on the onternet.

12. Match each word with their correct synonyms.

- | | |
|-------------|----------|
| Reservation | Vacation |
| Beach | Seaside |
| Holidays | Booking |
| Location | Area |

13. Choose the correct word for each sentence.

- a) Anxious Those _____ incidents make your blood run cold.
- b) Bullying She only has one _____ to live.
- c) Learn You have to _____ in elementary schools with the help of teachers.
- d) Life My brother got really _____ during his oral presentation, yesterday.

14. Find the following words and write the meaning or one synonyms of almost 5 words.

Friendship Family Stay Rainbows Beautiful Taking

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

1. _____
2. _____
3. _____
4. _____
5. _____

Thanks for your collaboration!!!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

Student's Post-test about vocabulary

Objective: This test has as the objective to know how much vocabulary students learn.

This test is anonymous; you **DO NOT** have to write your names

Age: _____

Genre: _____

1. Read the following definitions and circle TRUE or FALSE for each one.

Set is a journalist who writes a
regular series of stories for a
newspaper,

T / F

Awesome refers to something that is
extremely good and sometimes very
impressive.

T / F

The person who has overall
responsibility for the publication of
articles is the Editor.

T / F

Columnist refers to a series of
games in tennis and some other
sports.?

T / F

Record means to put images and/or
sounds into a CD or DVD.

T / F

2. Join the pictures to the words.



Editor



Photographer



Journalist



Publisher

3. Read the statements and circle the correct word to complete them.

- a) But she hates traveling by _____ , doesn't she? **Plane / Hotel**
- b) I am looking forward to our _____ in Spain. **Airport / Vacation**
- c) They haven't chosen their _____ yet, have they? **Holiday destination / Map**
- d) He is looking for cheap _____ on the onternet. **Flighs / Plane**

4. Choose the correct word for each meaning.

START – TRAVEL – WANT – KNOW -- GO

- a) To go from one place to another, as by car, train, plane, or ship;
take a trip. _____
- b) To feel a need or an aspiration for; wish for: _____
- c) To observe or understand as information or reality; to catch
clearly. _____
- d) To begin or set out, as on a journey or activity. _____
- e) To move or continue, especially to or from something. _____

5. Circle the correct antonyms for each word.

- | | |
|--------------|--------------------------------------|
| a) Tired | Bored – Irritated - Energetic |
| b) Sedentary | Moving – inactive - sitting |
| c) Buddy | Friend – enemy - mate |
| d) Renewable | Sustainable - Non-renewable – Viable |

6. Put an X in the correct antonyms using prefixes.

- | | | | |
|------------------|-----------------|--------------------|--------------------|
| a. __insensitive | c. __irrational | e. __irresponsible | g. __impredictable |
| b. __unhappy | d. __unpatient | f. __indecisive | h. __inreliable |

7. Draw lines connecting the definition for each one.

- | | |
|--------------|--|
| a) Fireworks | 1. grains, fruits or vegetables grown by farmers. |
| b) Feature | 2. explosives that light up sky and made a loud noise. |
| c) Instant | 4. to give particular attention to something. |
| d) Crop | 5. something happening immediately, without any delay. |

8. Fill in the gaps with the correct word listed.

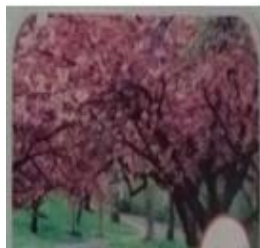
Damage - Globalized - Window Boxes - Electronic devices

- a) Today, people live in a _____ consumer society.
- b) It must have been very difficult to live 30 years ago without fast food or _____ that make our lives more comfortable and easier.
- c) The result of all of this is an enormous _____ to our health and to the environment.
- d) People who grow their own vegetables in their garden or in _____, protect the soil from pesticides.

9. Unscramble words.

- | | |
|----------|-------|
| nceuflle | _____ |
| Psbluih | _____ |
| rwAad | _____ |
| tuoQe | _____ |

10. Join the pictures to the words.



SPRING



CROPS



FIREWORKS

11. Draw lines connecting words from the column A to the correct synonym from the column B.

COLUMN A

Reservation

Beach

Holidays

Location

COLUMN B

Vacation

Seaside

Booking

Area

12. Fill the gaps with the correct word listed on the right.

- a) Anxious Those _____ incidents make your blood run cold.
- b) Bullying She only has one _____ to live.
- c) Learn You have to _____ in elementary schools with the help of teachers.
- d) Life My brother got really _____ during his oral presentation, yesterday.

13. Read the meaning and find the correct word for each one in word search puzzle.

- a. Friendly feeling or disposition.
- b. A basic social unit consisting of parents and their children, considered as a group of people.
- c. To spend some time in a place, in a situation, with a person or group.

- d. A similar bow of colors, especially one appearing in the spray of a waterfall or fountain.
- e. Having beauty; possessing qualities that give great pleasure or satisfaction to see, hear, think about, etc.
- f. The function or the power of perceiving by touch.
- g. A visual representation of a person, object, or scene, as a painting, drawing, photograph, etc.
- h. The condition that distinguishes organisms from inorganic objects and dead organisms
- i. To disturb the mental calm and contentment of; worry; distress; agitate.

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

14. Read the expressions and circle TRUE or FALSE.

- a) My wife and I met in 2001 and we fell head over heels in love, We feel in love **T / F**
- b) Adam was grinning from ear to ear, he feel sad **T / F**
- c) my heart sank when my parents got divorced, I feel **T / F**
- d) it made my blood boil when Jim's boss yelled at him, I feel happy **T / F**

Thanks for your collaboration!!!