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**TÍTULO DE MAGÍSTER EN PEDAGOGÍA DE LA ENSEÑANZA DEL
INGLÉS COMO LENGUA EXTRANJERA**

**The impact of the use of songs in the learning of English vocabulary in 8th
grade students of Cariamanga school.**

TRABAJO DE TITULACIÓN

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2019

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Loja, marzo de 2019

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DEDICATION

With deep affection, I dedicate this achievement to my dear parents for their great example of overcoming and valuable support at all times, since the beginning of my studies.

To my brothers and sisters who had always a word of support in difficult times.

To my beloved husband and sons for being the inspiration that always drives me to keep going and improve myself everyday.

Viviana Elizabeth

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ABSTRACT

The present research work analyzes the impact of the use of songs in the learning of English vocabulary in the students of eighth year of the upper basic level at the "Cariamanga" educational unit. The participants included a total of 55 students of eighth year of basic education between the ages of 12 to 13 years old, belonging to a medium- low socio economic status. Also, an English Foreign Language (EFL) teacher, with 10 years of experience participated in this research. This study was conducted using qualitative and quantitative methods. The methodological design included direct observations, pre and post-tests, pre and post questionnaires, and a teacher's questionnaire. The objective of this research work was to describe and examine the incidence and effectiveness of the use of songs as a strategy in the EFL vocabulary acquisition. The obtained results were compared and analyzed to finally state the effectiveness of the suggested strategy as a conclusion of this research work.

KEY WORDS: songs, learning English, English vocabulary.

RESUMEN

El presente trabajo de investigación analiza el impacto del uso de canciones en el aprendizaje del vocabulario del idioma inglés en los estudiantes de octavo año del nivel básico superior de la Unidad Educativa "Cariamanga". Los participantes incluyeron un total de 55 estudiantes de octavo año de educación básica entre las edades de 12 a 13 años, los mismos que pertenecen a un estatus socioeconómico medio-bajo. Además, un profesor de idioma inglés, con 10 años de experiencia participó en esta investigación. Este estudio se realizó utilizando métodos cualitativos y cuantitativos. El diseño metodológico incluyó observaciones directas, pre-evaluaciones, post-evaluaciones, pre-cuestionarios, post-cuestionarios para los estudiantes y el docente. El objetivo de este trabajo de investigación fue describir y examinar la incidencia y la efectividad del uso de canciones como estrategia en la adquisición del vocabulario. Los resultados obtenidos se compararon y analizaron para establecer finalmente la efectividad de la estrategia sugerida como una conclusión de este trabajo de investigación.

PALABRAS CLAVES: canciones, aprendizaje del inglés, vocabulario inglés.

INTRODUCTION

EFL teaching at elementary, basic, middle and higher levels of education has undergone great transformations over the years. Nowadays, it is increasingly important that students can achieve a high level of knowledge in order to be prepared to face this globalized society. Accordingly, Pineda (2018) emphasizes that teaching and learning English as a Foreign Language is constantly spreading at schools and high schools around the world; hence instructors apply different and useful strategies, techniques and methods to teach this language in the classroom, looking for innovative and creative ways to facilitate the teaching-learning process.

With this in mind, Nădrag (2017) argues that using authentic materials in the classroom, like rhymes, songs, games or interactive activities can be useful to motivate pupils and make them feel comfortable; at the same time, this increases the level of participation and personal involvement of learners.

Nevertheless, it is possible to evidence that EFL teachers still limit their teaching process to the use of outdated and non-authentic methods such as grammar translation which, according to Savasci (2014), increases difficulties to comprehend oral speech and express ideas in real contexts.

Phisitthangkoon and Panich (2016), by the same token, state that in order to help students succeed in the EFL learning, they need to learn vocabulary that is used in daily life. Thus, using songs to introduce new vocabulary and phrases to students in a lively way seems to be an important strategy, since it provides multiple opportunities for teachers to enhance and encourage EFL vocabulary learning. Furthermore, this strategy uses tones and rhythms that are transmitted phonetically and orally, at the same time that it results an interesting activity that uses early ages as interactive social media (García, 2016).

For this particular research work, the researcher has focused on the topic: “The impact of the use of songs in the learning of English vocabulary in 8th grade students”, the principal objective is to describe and analyze how the use of songs influences in the learning of English vocabulary of 8th grade students.

Basically, there are many ways to teach English vocabulary. However, the present research work focused on using songs to teach English vocabulary in order to make the teaching learning activities more enjoyable for students.

There have been different experimental studies which have supported the use of songs to teach EFL vocabulary learning, one of them was the developed by Pacheco and Segarra (2011), whose aim was to present EFL teachers an alternative technique to introduce English vocabulary to children using songs. The method used in this study involved the application of activities with selected songs for children in order to acquire new vocabulary. As a conclusion, the authors claim that songs can assist the teaching of vocabulary while providing a relaxing atmosphere which motivates students, who are exposed to how the native speaker uses the language in a real context.

Another study developed by Millington (2011) focused on analyzing how songs can help learners to improve their listening skills and pronunciation, and how they can be useful in the teaching of vocabulary and sentence structures through the use of practical examples of activities that can be used to improve their listening skills and pronunciation. As a conclusion, the author affirms that the greatest benefit of using songs in the classroom is probably the fact that they are enjoyable, despite simply singing songs will not teach learners how to communicate in another language.

Additionally, Quintanilla and Cofré (2015), in their study affirm that the inclusion of songs in the EFL classroom is essential to arouse the curiosity and interest in the language students. As a method in their study, empirical evidence is explored through a quasiexperimental descriptive research, applying pre- and post-test to a homogeneous sample of 36 students who have a level of elementary English. The content and the grammatical structures are worked based on a selection of songs chosen for the students themselves, taking into account the contents included in the study program. At the end of the research, the participants affirm that the use of the songs in the English class is a tool that pleases them for various reasons, such as: the possibility of getting out of the traditional routine of a class, the learning that is achieved in grammar, vocabulary and pronunciation; as well as the increase in motivation they experience.

This research will benefit EFL teachers and students in the south region of Ecuador. This research work can be used as an additional reference to the EFL teachers to develop their activities especially for teaching vocabulary by using songs, in order to make the students more interested and motivated in learning English.

Moreover, this study will give an input for the students who need additional information about learning English, since it explains how to use songs to acquire new vocabulary, so they can

use this work as one of their references to develop their learning activities related to vocabulary.

CHAPTER I
LITERATURE REVIEW

With the aim of providing the present investigation with the necessary information required, the first section of this literature review presents relevant aspects about learning English, learning classes and meaningful learning, which will serve to know the reason why the use of songs benefits vocabulary learning; it also refers to songs, their classification, the use of songs as a learning strategy, and the advantages of their use in classes. The second section includes different previous studies that have been conducted around the world, in which researchers have emphasized the use of songs for the EFL learning.

Learning English as a foreign language

According to Doménech (2015) learning is the process of acquiring knowledge, skills, values and attitudes, through study, teaching or experience, that is, not only as an informative process but also formative. In the case of learning English, and been conscious that it is the language that represents the key that opens the doors to the globalized world in which we live, it is important to investigate the way in which we can facilitate the learning of the language to students. It becomes impossible to think that a teacher is limited to his or her oral explanations in the classes, regardless the use of any didactic resource. Reiser and Gagne (1983) state that "even the voice of the teacher is a didactic resource"; therefore, there are countless tools and resources to improve the teaching-learning process, among them: the web pages, songs, cell phones, animations, photographs, graphics, texts, etc.

Rodriguez and Varela (2004) suggest that during the process of teaching-learning a foreign language, teachers need to propose different kind of activities to develop the basic skills in students, depending on their age, in order to facilitate the foreign language acquisition. It is important to realize that the foreign language has to be configured and acquired as it was our own language, through experiences, continuous use, contexts and semantic fields.

Likewise, Scott and Ytreberg (1990) argue that the methods and rules that the teacher uses to teach the EFL depend on the mother tongue that learners speak and on social and emotional factors in their background. Thus, in order to involve all the students' senses, teachers have to play with the use of language in the classrooms not only speaking words but also using movements and doing different activities to understand the topic. With this in mind, different kinds of routines and activities must be used with students in classrooms constantly. Teachers need to take into consideration that learning a second or a foreign language is not a competition; instead, it is important to increase the cooperation among students.

Vocabulary Learning

Vocabulary learning constitutes a very relevant aspect about students' EFL acquisition because it enables the development of all the basic skills: reading, writing, speaking, and listening. Correspondingly, Pikulski and Templeton (2013, p.8) argue that "the greatest tools that teachers can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words". In other words, vocabulary plays an important role in the English learning because through it, it becomes possible to produce an understanding of language, and so we can communicate in an easy way with the rest of the world.

For several authors, including Laufer (2003) vocabulary learning is considered as a determining factor, especially for reading and listening comprehension in EFL learning. Accordingly, Fonseca Mora and Toscano-Fuentes (2012) affirm that the inclusion of songs in the teaching of foreign languages brings important benefits to the learning process, since it helps in the development of linguistic levels (phonetic, phonological, morphosyntactic, semantic and lexical), of affective factors (reduction of anxiety, increase of motivation), as sociolinguistic (exposure to varieties and registers of the language) in the learning process.

Johnson (2009) asserts that habitually, vocabulary instruction has concentrated on having students look up word meanings and memorize them, providing students only superficial and short-term learning of words. When students simply memorize the meanings, they frequently have trouble applying the information in definitions and often make mistakes about the meanings. An approach that includes definitions as well as context can generate a full and flexible knowledge of word meanings. In fact, it is essential for teachers to show students how the words work in the different settings, so that they can begin to see how a word's meaning can change and shift depending on its context. Another interesting option that teachers can use to enrich students' vocabulary is through the reading of tales, short stories, activities with songs, puzzles, etc. Finally, but not less important, it is necessary to remember that phrasal verbs and idioms are an essential part in the learning of vocabulary, and students have to be able to use the most common ones.

In addition, Meara (1980) pointed out that vocabulary learning is the main source of problems for students when learning a foreign language, that is the reason why teachers should try to apply countless strategies to support the development not only of the lexicon but also of word networks that contribute to internalize and use the vocabulary learned in all kinds of

communication. Hallam (2016) states that students who receive good training in vocabulary development are more likely to use it in a variety of situations throughout their lives: interests, tastes, vocabulary, work, among others.

Learning styles

According to Cazau (2011), the concept of "learning style" refers to the fact that when people want to learn something, they always use their own method or set of strategies to do it. Although the specific strategies used vary according to what we want to learn, each one of us tends to develop personal preferences. Those preferences or tendencies constitute our style of learning. Similarly, López (2003) agrees with the fact that learning styles are general cognitive strategies in which mental operations are involved, such as perceiving, memorizing, thinking, learning, acting. Each person learns in a different way than the others. As an illustration, in the same foreign language class, although each student has the same age, motivation and culture, each student has received the same explanations from the teacher, he or she has done the same activities or exercises, not all students learn likewise, neither at the same speed nor with the same performance; instead, some go better with writing, while others find grammar easier.

By the same token, Woolfolk (2007) suggests that students learn much better a second language when they choose the right place and method for studying it. Likewise, she states that students sometimes have difficulties in the learning process because they prefer studying the easiest and comfortable topics instead of the difficult ones; therefore, traditional learning situations could result uncomfortable and boring for students.

In the same way, Felder and Brent (2006) defend that people have specific learning styles to give and receive information. According to this model, students are classified in four dimensions: sensitive- intuitive, visual- verbal, active – reflective, sequential – global. The first dimension, sensitive-intuitive focuses on external inputs, such as to see, to hear, to taste, to touch or to smell. In the second dimension, visual – verbal, visual learners ask for knowledge demonstration while verbal learners ask for knowledge explanation. The third dimension, the active – reflective reflects the level of preferences by doing something physical. Finally, the sequential – global dimension shows the differences between preferences for building understanding in logical sequential steps and for absorbing information to get a big picture with interrelations and connections to other subjects and personal experiences.

Significant Learning

Significant learning is defined as the teaching that produces “a learning experience resulting in something that is truly significant in terms of the students’ lives” (Fink, 2003, p. 49). In other words, it refers to everything the student finds meaningful, which is attractive in the training process. According to Ausubel’s theory, meaningful learning is the relationship between new knowledge and previously learned knowledge; however, it is necessary for students to be interested in what is being shown to them. Some advantages of meaningful learning are that it produces a more lasting retention of information in the trainee, facilitating the acquisition of new knowledge by relating it to the previous one, an effective use of longterm memory occurs, and student becomes more active.

But, how do students acquire language? the American linguist Noam Chomsky (2006) proposed that there is a mental capacity that allows a person to acquire and produce a language.

In his *Physiology today*, Chomsky (1967, p. 53) asserts:

A child learns to speak his mother tongue not because it has been reinforced by successive approaches to correct speech, but because all people have an innate ability to analyze the language they heard and then interpret and use that language correctly.

With this in mind, we should know that children have early vocalizations. Children develop the ability to imitate sounds made by others and control the sounds they make. They learn the names of people and objects. The development of children's ability to imitate others reflects their growing ability to produce sounds voluntarily, although the range of sounds produced voluntarily always lags behind those produced spontaneously. Learning to make syllable sounds is the first step towards preparing to learn words. Imitation and reinforcement also play an important role in the development of the vocabulary of children and adolescents (Cevera, 1989).

Songs

From the Latin *cantio*, a song is that which is sung (produces melodious sounds). It is a composition in verse or made in such a way that it can be put into music. Music has played a transcendental role in the history of any civilization, because this art form describes many of

its own sociocultural aspects. As a pedagogical resource, it becomes a fundamental tool in the development of diverse mental skills such as coordination, memory, concentration, agility, creativity, improvisation and also influences the development of the personality. The most outstanding characteristics of the songs are their rhythmic and repetitive nature, which reinforces the acquisition of language.

Schoepp (2001), in his article *Reasons for Using Songs in the ESL/EFL Classroom*, asserts that songs have been part of the human experience for as long as we can remember. He considers that using songs as a strategy for learning English is convenient for three main reasons: affective reasons, because songs contribute to a supportive environment that he calls "Non-threatening" because it does not threaten the confidence of students. Cognitive reasons, because songs contribute to the fluency and the automatic use of basic language structures; and linguistic reasons, because the songs provide students with opportunities to show the authentic language they will face later on.

Likewise, Manobanda (2013) affirms that songs can be a first level educational resource for developing vocabulary and grammatical skills when they are integrated regularly into the EFL study program. Furthermore, the researcher Goldstein (1980) points out that teachers should have especial attention with the selection of songs because they can directly influence in students' mood; that is, if a song is melancholic, they may not feel motivated to work, but on the contrary, if the songs are exciting, they can feel enthusiastic and interested in developing the proposed tasks. Then, teachers need to be sure that the songs satisfy the students' necessities and requirements, as this factor will determine the degree of enthusiasm and involvement in the activities.

An important thing to consider when doing the selection of songs is the complexity of the lyrics, since if the students do not understand anything, they will probably feel frustrated and this tool will not work correctly. Another important thing to take into account is the type of songs to work with students. To achieve an organization of music in its several manifestations, a division is made, it is called musical genre, which refers to music that shares certain criteria, such as the harmonic, melodic and rhythmic part, the way of interpreting and composing, the instruments used, and non-musical aspects such as their origin and place of origin. Classifying music in this way makes it easy to find our favorite artists, as well as categorize bands, duos or soloists that dedicate themselves to the same genre; and likewise, the different musical genres have influenced the emergence of various groups.

Following the model of Brewster (1992), the songs can be divided into three types:

action songs, traditional songs and pop songs; teachers have to choose the adequate one according to the age and characteristics of the students. It is necessary to realize that childhood is characterized by having the best didactic moments because at these ages, they are very receptive and interested in everything they are taught, omitting exceptions that may occur. We can work on any topic that children are learning, numbers, colors, alphabet or more complex structures and expressions; consequently, the most appropriate songs that we should use at this stage are the action songs through which children associate words with actions, they can move and have fun as well.

If the case is working with early adolescents, action and traditional songs may not be a good option because this kind of music is considered boring and childish for them. Students at this age are more shy and do not usually sing in class; for that reason, teaching must be adjusted to their new interests and characteristics. In this case, pop songs constitute a perfect option since they are more familiar to their musical repertoire, as well as, adolescents consider pop songs as "in style" music.

In addition to the previously mentioned classification, there are other types of songs that teachers can use, some of them are "counting songs", which are specially designed for children, and consist of series of repetition. "Nursery rimes" are characterized by their lacking of sense and their humorous tone. "Jazz Chants" are with a rhyme as an essential element. Normally, this classification is related to the experiences that the children have, which improves the auditory and oral skills, as well as the pronunciation and writing, especially when they are learning a language, most of the time they appear in textbooks and focus on a specific aspect of the didactic unit to work lexicon, grammar or phonic aspects of the language.

Advantages of using songs in EFL teaching.

Fonseca and Toscano (2012) argue that the most frequently resources used in EFL teaching are possibly songs, subsequently, music is an influential and beneficial instrument for language learning. These same authors manifest that music and songs have been shown to be resources with remarkable advantages, among some of them: songs increase sensibility, aid memory, improve concentration, help to develop reading and writing abilities, favoring physical development.

Sisková (2008) as well, states that songs can also provide a good context to favor language learning, since in lyrics, words usually appear in context, so that, the sound of new words is easily remembered along with the melody of the song and by listening to the song; therefore, students are exposed to the new words many times. Schwarz (2013) also advocates the motivational stimulation provided by songs. He states that they have great motivational value in the language classroom and provide conversational language input in relatively simple, repetitive structures. It should also be noted that songs positively influence the improvement of pronunciation.

Lightbown and Spada (2006) comment that the use of songs improves phonemic awareness due to the constant stimulation of phonemes and accents that appear in them, leading to the improvement of pronunciation. Moreover, Leith (1979) asserts that there is probably not a better way to teach phonetics than songs.

Once the supporting themes have been analyzed in the first part of this theoretical reference, some studies with the same focus will be analyzed as well in order to know how similar research works were developed and which results were obtained. Hence, the next five studies will be summarized in order to analyze the use of songs for teaching English vocabulary.

Research on the use of songs in the learning of English vocabulary has been conducted in several countries in the world.

The aim of Pacheco and Segarra (2011) was to present EFL teachers and students an alternative technique to introduce English vocabulary to children using songs, arguing that they bring variety of context to the classroom and avoid that students get bored. Moreover, they state that students feel more motivated and interested in learning English language through songs in a more real context of communication. The method used in this study involved the application of activities with selected songs for children in order to acquire new vocabulary. It is important to mention that the vocabulary of all the songs presented to the students had short and easy words that guaranteed the students' learning. The songs were chosen considering the students' age, ability, and interests. As a conclusion, the authors claim that songs can assist the teaching of vocabulary while providing a relaxing atmosphere which motivates students. Moreover, they argue that using songs in the classroom, students are able to practice grammar and vocabulary skills, but more importantly, students are exposed to how the native speaker uses the language in a real context. Likewise, taking into

consideration the previous references, it is possible to see the positive effects of the songs as a teaching strategy.

Millington (2011) nevertheless, focused on analyzing how songs can help learners to improve their listening skills and pronunciation, and how they can be useful in the teaching of vocabulary and sentence structures. In his study, the author attempted to show how songs reflect culture and increase students' overall enjoyment of learning a second language through the use of practical examples of activities that can be used to improve their listening skills and pronunciation. As a conclusion, the author affirms that the greatest benefit of using songs in the classroom is probably the fact that they are enjoyable, despite simply singing songs will not teach learners how to communicate in another language. However, he strongly recommends adapting activities to children's songs to increase students' opportunities to learn the language in real contexts.

Quintanilla and Cofré (2015) in their study "Using songs for learning English grammar as a foreign language" affirm that the inclusion of songs in the EFL classroom is essential to arouse the curiosity and interest in the language students. As a method in their study, empirical evidence is explored through a quasi-experimental descriptive research, applying pre- and posttest to a homogeneous sample of 36 students who have a level of elementary English. The content and the grammatical structures are worked based on a selection of songs chosen for the students themselves, taking into account the contents included in the study program. After the application of the pre and post-test, the obtained results were considered, being able to affirm that the post-test presented statistically better significant results. At the end of the research, the participants affirm that the use of the songs in the English class is a tool that pleases them for various reasons, such as: the possibility of getting out of the traditional routine of a class, the learning that is achieved in grammar, vocabulary and pronunciation; as well as the increase in motivation they experience. In addition, the use of songs was beneficial because of the possibility of getting out of the traditional routine of a class; in fact, the use of songs allows learning grammar, vocabulary (typical expressions) and pronunciation.

Boukerrou and Belahouane (2010) claim that Teaching English through songs is believed to improve vocabulary and makes learning a pleasurable activity, since songs have great power over children as they ease both the progress of their whole personality and the development of their ethical, psychological and intellectual functions. For that reason, they developed the research to show that the integration of songs in English Oral Expression classrooms can be beneficial for EFL learners in terms of learning the vocabulary. To gather data for this

research, two tools were used: two questionnaires and a test. Both questionnaires were administered to a sample of 20 students and 10 foreign language teachers in English Department, University of Constantine. The second tool is a test that consists of a pre-test and a post test. The first one aimed at evaluating learners' vocabulary. The second aimed at finding out whether the learners have benefited from songs. The findings have revealed, to a great extent, what was hypothesized that the use of songs for first year students of English is beneficial to learn new vocabulary

This last study, carried out by Kuattiningsih (2008) describes the use of songs to teach English Vocabulary to students of SD Negeri Sekip I No.161 Surakarta. The techniques applied in this study were activities with songs. During the study, the researcher found some benefits about using songs to teach English Vocabulary, some of them are helping the students understand and memorize easily, making them feel relaxed, as well as, making the class more productive, and helping the teacher to handle the class.

CHAPTER II
METHODOLOGY

Setting and participants

This research was conducted in a public high school of the city of Cariamanga, Loja Province. The participants included a total of 55 EFL students of eighth year of basic education, between the ages of 12 to 13 years old and their EFL teacher. It is important to mention that, according to the placement test taken at the beginning of the academic year, participant students had a beginner English level.

Procedures

This research work includes a detailed selection of accurate information material extracted from sources such as books, journals and scientific articles; moreover, it contains the analysis of a variety of previous related studies, carried out by several authors in different countries. After analyzing the aforementioned sources, the most relevant information was selected and included in the literature review.

The methodology applied in this study follows a mixed approach: qualitative and quantitative, taking into account the purpose of the research. Qualitative, to gather, describe and analyze the information collected, and quantitative to analyze the obtained data statistically, organizing it in tables and percentages.

To investigate the impact of the use of songs in the learning of English vocabulary, participants were divided into: experimental group, with 27 (19 male and 8 female students) and control group, including 28 students (18 male and 10 female participants). Experimental group learners participated in the eight-week vocabulary program, which started with an introduction about the importance of using songs in the learning of English vocabulary as well as a brief motivation before the intervention. Then, vocabulary activities using the lyrics of the songs were applied. On the contrary, the control group learners did not receive any special treatment during the time that the research was conducted.

The research questions considered for this study were: what is the impact of the use of songs in the learning of EFL vocabulary? and what are the students' perceptions on the use of songs to learn EFL vocabulary?

The data was collected by applying the following instruments to students: a prequestionnaire to find out the appreciation and experiences they had about the use of songs to learn English vocabulary, a vocabulary pre-test to determine students' vocabulary starting level, these

instruments were applied at the beginning of the research work. Then, after concluding the eight-week vocabulary program, a post-questionnaire was used to determine the students' perceptions about the use of songs to learn English vocabulary as well as, a vocabulary posttest to determine how much of the new vocabulary students had acquired in both groups. Both, vocabulary pre and post-test assessed the same vocabulary, but each question showed different order and pictures as well as both tests contained ten questions applied to the experimental and control group. Nevertheless, the pre and post-questionnaire were applied only to the experimental group.

During the development of the research work, the participants in the experimental group were exposed to work with songs and learn the new vocabulary they were supposed to learn according to the regular planning. This treatment was carried out during two months. The teacher designed the aforementioned activities and included exercises that involved filling in gaps, ordering the lines, crossing out the extra words, matching sentences halves, guessing the possible words as well as asking and answering questions about the songs.

On the other hand, students in the control group continued working using the regular planning of the units, applying the traditional activities to introduce vocabulary such as flash cards and dictionaries.

In addition, direct observations were conducted during the development of the intervention to register different aspects related to participants' attitudes, teaching strategies, and other elements to be considered. Likewise, a teacher's survey was used to gather information about the intervention and determine her perception about the use of songs to teach EFL vocabulary.

Once the treatment finished, post-tests were administered and the process of tabulation of the obtained data started. The results were presented using bar graphs with their respective percentages and analysis. The data in the observation sheets was also used and the theoretical information was used to support the analysis.

Finally, some conclusions and recommendations were established regarding the use of songs as a didactic resource to learn English vocabulary.

CHAPTER III
RESULTS AND DISCUSSION

This part of the research work presents the results and analysis of the collected data, which has been divided into two parts. The first one refers to the results obtained in the pre and post questionnaire applied to students, it was used to examine their learning perceptions about the use of songs to learn English vocabulary and deals with a qualitative analysis. The survey was applied to the experimental group twice, before and after the intervention.

The second component is based on the results of the intervention process, it deals with a quantitative analysis, and contains the results of the pre and post-test, comparing them and showing the effectiveness of the process; moreover, theoretical support, the result of the teacher's interview and the information gathered in the direct observations are also included in this section.

Finally, conclusions and recommendations based on the research findings and relevant literature are presented.

Analysis and interpretation of the students' surveys.

Table 1 shows general results from the experimental group survey. Participants were asked to respond the items in Likert-type scale, from strong agreement (5) to strong disagreement (1).

Table 1. General results from the experimental group survey.

Experimental Group survey	Totally disagree		Disagree		Uncertain		Agree		Totally agree	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
1. I like listening to music in English	12	0	5	0	2	5	4	1	4	21
2. I spend a lot of my spare time listening to music in English.	15	2	6	1	0	2	2	0	5	22
3. Listening to music is one of the best ways										

for me to learn English. 17 2 2 1 1 3 0 8 7 21

4. Listening to music is one of my favorite activities. 11 1 3 1 1 4 7 10 5 11

5. My friends and I often talk about the music we like to listen. 16 0 3 1 0 3 2 1 6 22

6. I get a lot of enjoyment from listening to music while I am traveling. 17 2 2 1 1 3 0 0 7 21

7. At the moment of listening to music in English, I understand 11 1 3 1 1 4 7 10 5 11

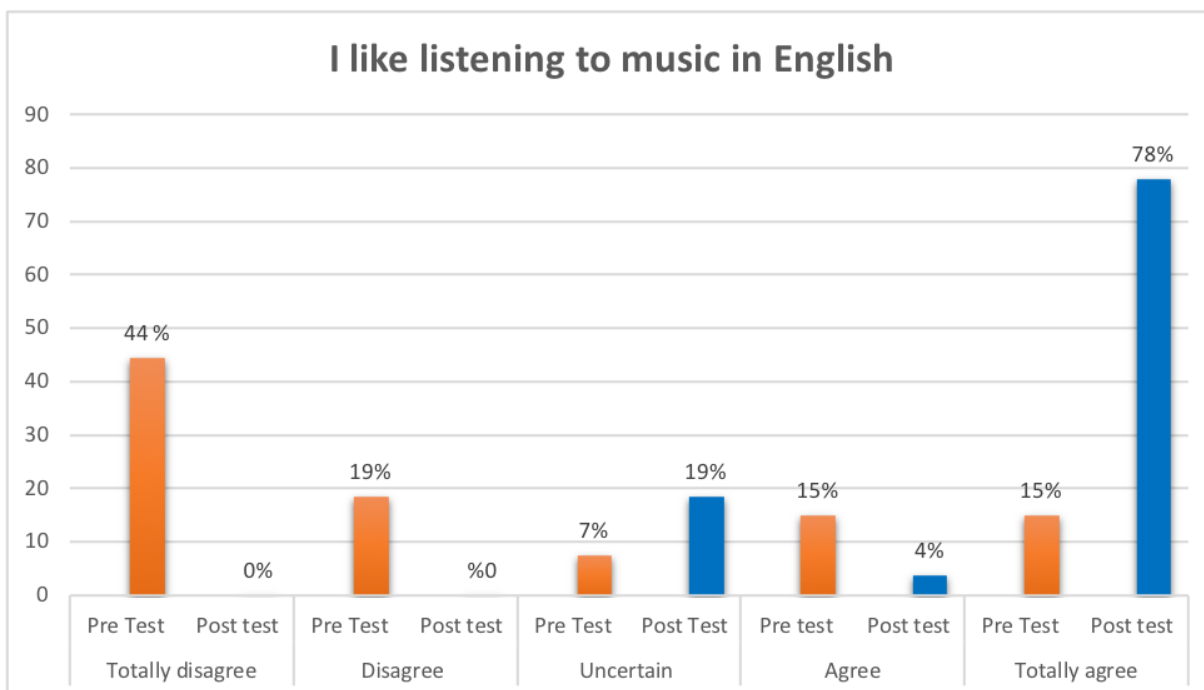
some of the words included in the lyrics of the songs.

8. In order to listen to music in English, I principally use the radio and YouTube. 12 0 5 0 2 5 4 1 4 21

9. My English teacher uses songs to work in class. 15 2 5 1 0 2 2 0 5 22

10. I frequently use some phrases and words that I listen in the songs. 15 2 5 1 0 2 2 0 5 22

Source: Experimental group students' questionnaires
Author: Escaleras Viviana



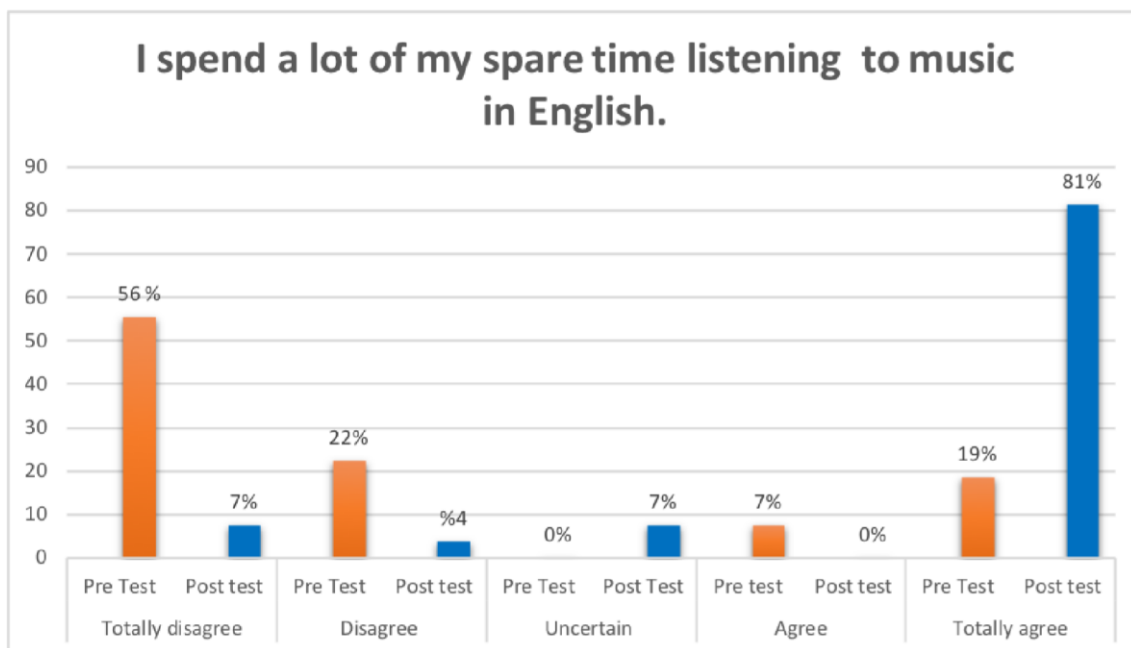
Graph 1. I like listening to music in English
Source: Experimental group students' questionnaires
Author: Escaleras Viviana

Regarding statement 1 “I like listening to music in English”, results show that most of the students in the experimental group (44%), strongly disagree with this statement during the pre-test. It can also be observed that only 15% of the students agree and strongly agree with the aforementioned statement. With respect to the intermediate percentages, it can be evidenced that 19% of the students disagree, and 7% of students are in an uncertain position.

On the other hand, the percentages of the post-questionnaire showed that there is a big difference in the results, since most of the students (78%) express that they strongly agree with the statement one, while nobody strongly disagrees or disagrees with that statement. These results were confirmed with the direct observation conducted by the researcher; in fact, it was evident that students really enjoyed and participated enthusiastically in the activities using English songs.

Since nowadays most students like to listen to music in English music, Kusnierek and Derenowski (2016) affirm 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, these authors

mention that taking into consideration the genre of music that students prefer to listen, teachers will obtain more positive results in students when teaching vocabulary.



Graph 2. I spend a lot of my spare time listening to music. Statement 2

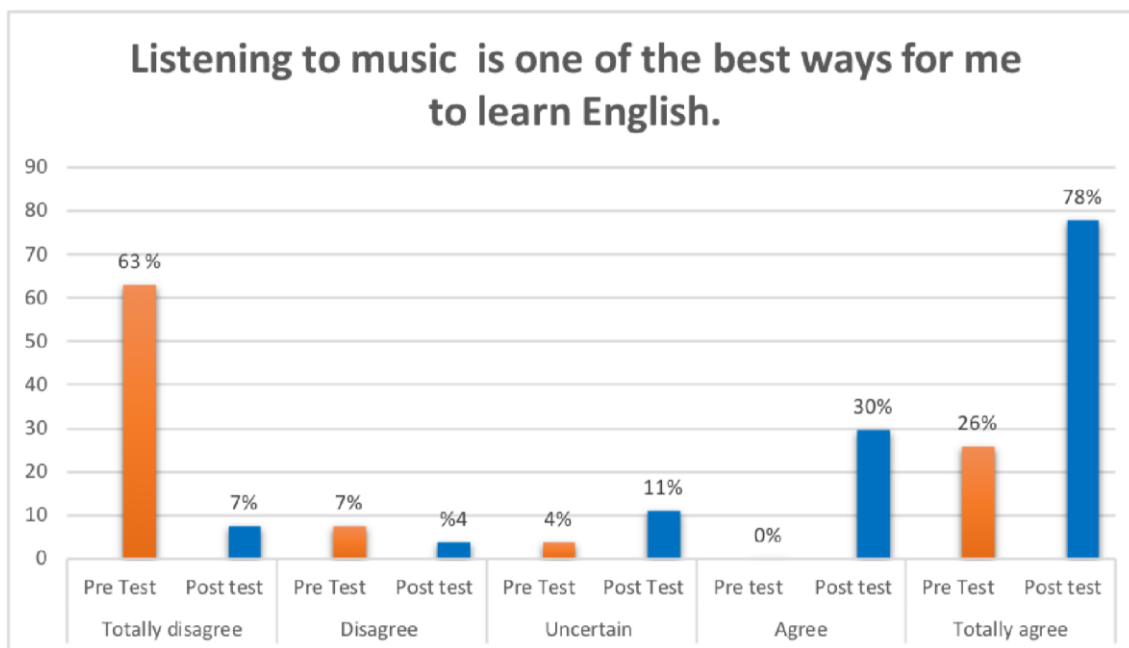
Source: Experimental group students' questionnaires

Author: Escaleras Viviana

With respect to statement 2 "I spend a lot of my spare time listening to music", the prequestionnaire survey results show as the highest percentages 56%, which corresponds to strongly disagree, followed by 22% corresponding to disagree; we can also observe that 19% of students strongly agree and 7% agree with this statement.

On the other hand, the results of the post-questionnaire survey applied to the same students show as highest percentage "totally agree" with 81% which has a significant difference in relation to the following percentages: 7% for "strongly disagree" and "uncertain", and 4% for "disagree"

Regarding this statement, Fonseca-Mora and Toscano Fuentes (2012) state that when students sing English songs, wherever they are, they show more interest for learning the language; moreover, they can remember the new words and express their ideas more easily.

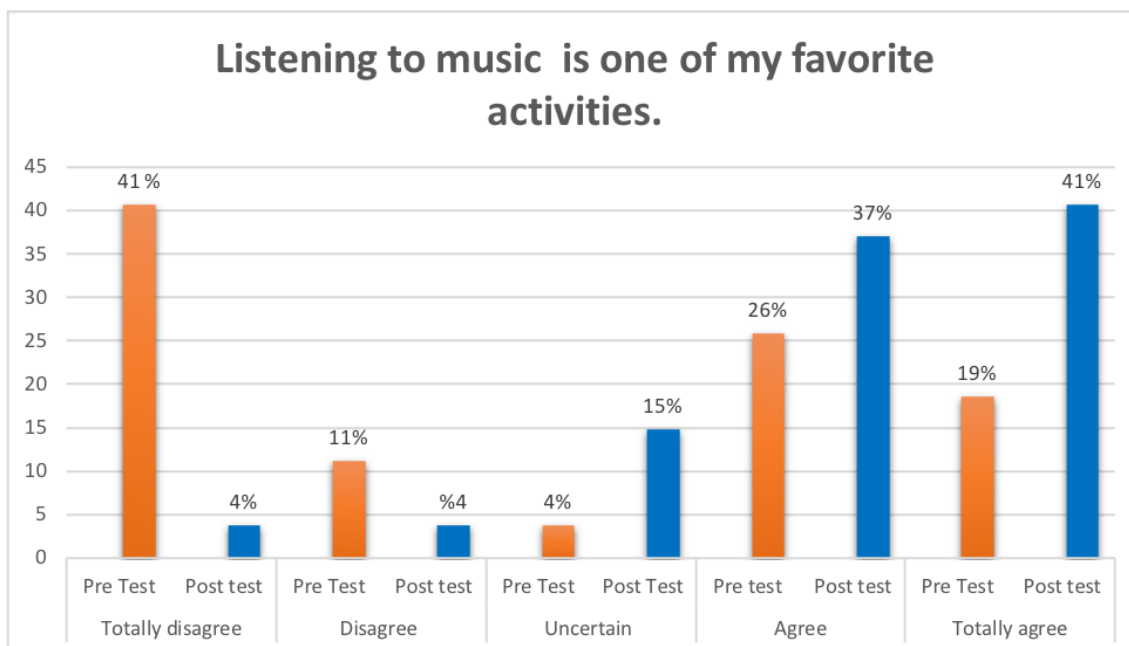


Graph 3. Listening to music is one of the best ways for me to learn English. Statement 3
Source: Experimental group students' questionnaires.
Author: Escaleras Viviana

The students' pre-questionnaire results, regarding the statement 3 "Listening to music is one of the best ways for me to learn English" show that the highest percentage corresponds to "totally disagree" with 63%, while the lowest percentage is 0% corresponding to "agree". The intermediate percentages are 7% for "disagree" and 4% for "uncertain".

Nevertheless, the results of the post-questionnaire survey show significant changes in the students' answers, since 78% of the students express that they strongly agree with the statement, while the lowest percentage corresponds to disagree (4%) . It can also be observed that 30% of participants agree and 7 % strongly disagree with the aforementioned statement. Certainly, these percentages show that students' perceptions significantly changed after the intervention.

Concerning these results, Roohani (2016) asserted that the use of songs in class as a didactic resource can be helpful for students to learn and increase new vocabulary, but he also mentions that 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 example, Kusnierek (2016) recommends the use of didactic games because they help students to learn and practice vocabulary both in oral and written form, depending on the way the teacher introduces them.



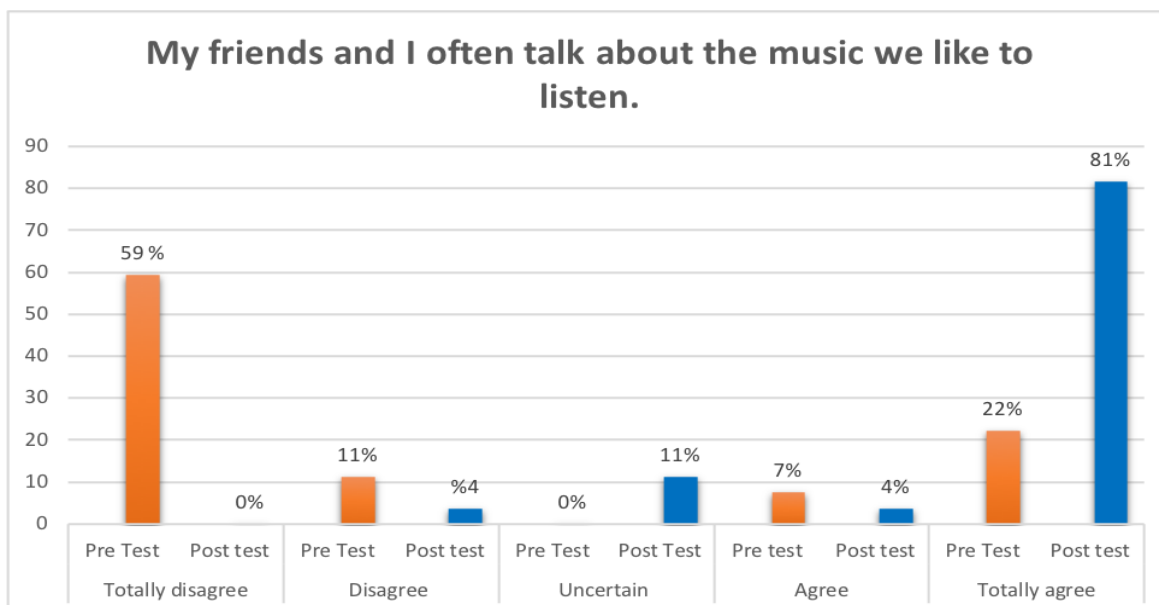
Graph 4. Listening to music is one of my favorite activities. Statement 4
Source: Experimental group students' questionnaires.
Author: Escaleras Viviana

With respect to statement 4 “Listening to music is one of my favorite activities”, the results of the pre-questionnaire show that the highest percentage is 41% corresponding to “strongly disagree”, while the lowest percentage is 4% corresponding to “uncertain”. It can also be observed that 26% of participants agree, 19 % strongly agree, and 11 % disagree with the aforementioned statement.

However, the results of the post-questionnaire illustrate a different inclination of the students, since the highest percentage corresponds to strongly agree (41%), followed by agree (37 %), uncertain (15%), and the lowest percentages are: disagree and strongly disagree with 4%.

Similarly, the information obtained in the teacher’s survey and the observation sheet show that students seem to feel comfortable and motivated when developing the activities with songs, since most of them consider listening to music their favorite activity.

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



Graph 5. My friends and I often talk about the music we like to listen. Statement 5

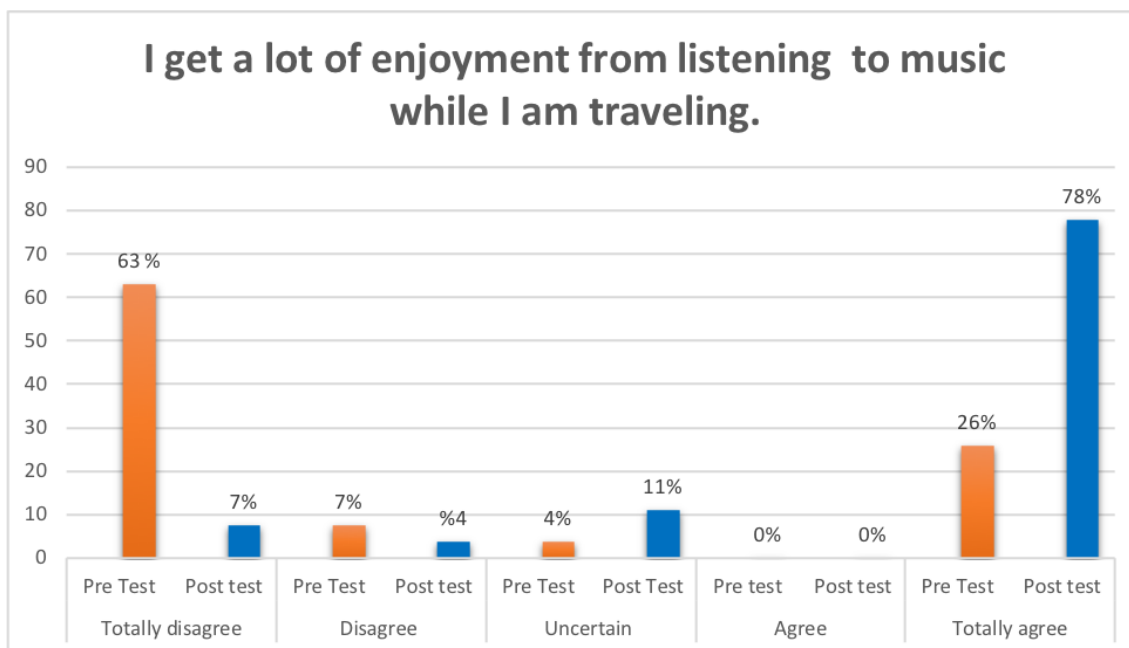
Source: Experimental group students' questionnaires.

Author: Escaleras Viviana

For statement 5 “My friends and I often talk about the music we like to listen”, the prequestionnaire results show that most of the students (59%) express strong disagreement, followed by “totally agree” (22%), “disagree” (11%) and “agree” (7%).

In contrast, the post-questionnaire results show that the highest percentage is “totally agree” (81%), followed by “uncertain” (11%), “agree” and “disagree” (4%).

In addition, according to Nadrag (2017) music clubs are important places to socialize with others, that is to say, they help music listeners to discuss, analyze and improve their skills, sharing perspectives and experiences.



Graph 6. I get a lot of enjoyment from listening to music. Statement 6

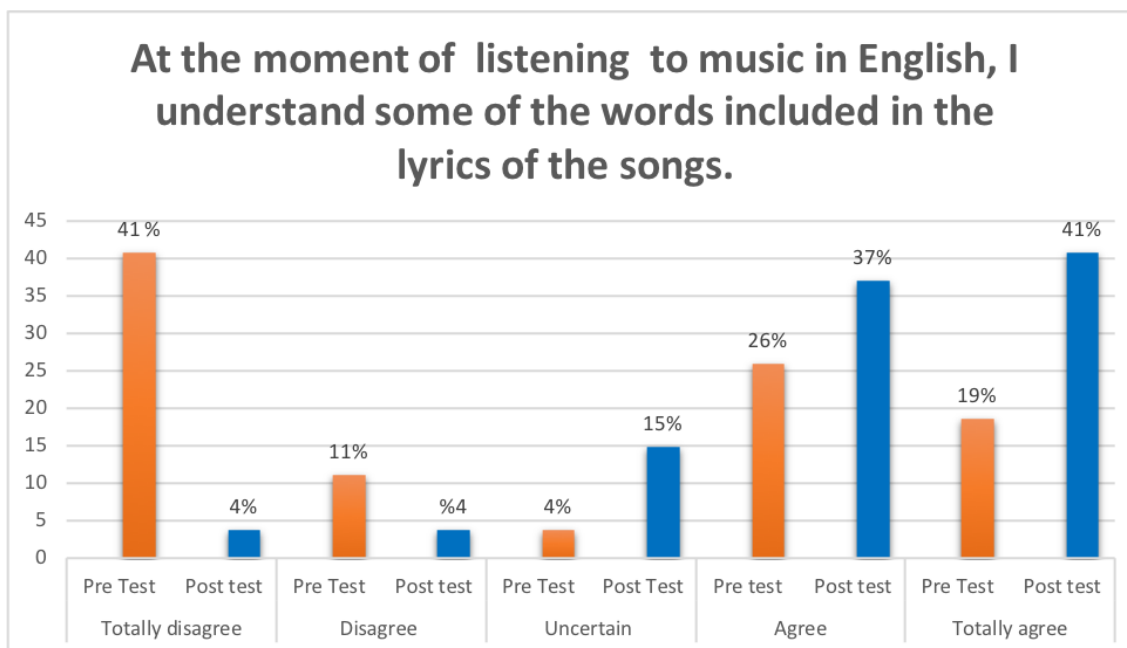
Source: Experimental group students' questionnaires.

Author: Escaleras Viviana

Regarding statement 6 “I get a lot of enjoyment from listening to music”, the results of the pre-questionnaire show that nobody agrees—with this statement; however, most of the students (63%) express strongly disagreement. It can also be noticed that 26% of students strongly agree and 7% disagree with this statement.

On the other hand, the results obtained in the post-questionnaire show the following variations: the highest percentage (78%) is for “strongly agree”, followed by “uncertain” (11%), “strongly disagree” (7%), and “disagree” (4%).

Regarding this aspect, Quintanilla and Cofré (2015) state that listening to music is a good alternative to invest time and to have success either in school or in society; however, it is important that the genres are related to students' likes, interest and enjoyment.



Graph 7. At the moment of listening to music in English, I understand some of the words included in the lyrics of the songs. Statement 7

Source: Experimental group students' questionnaires.

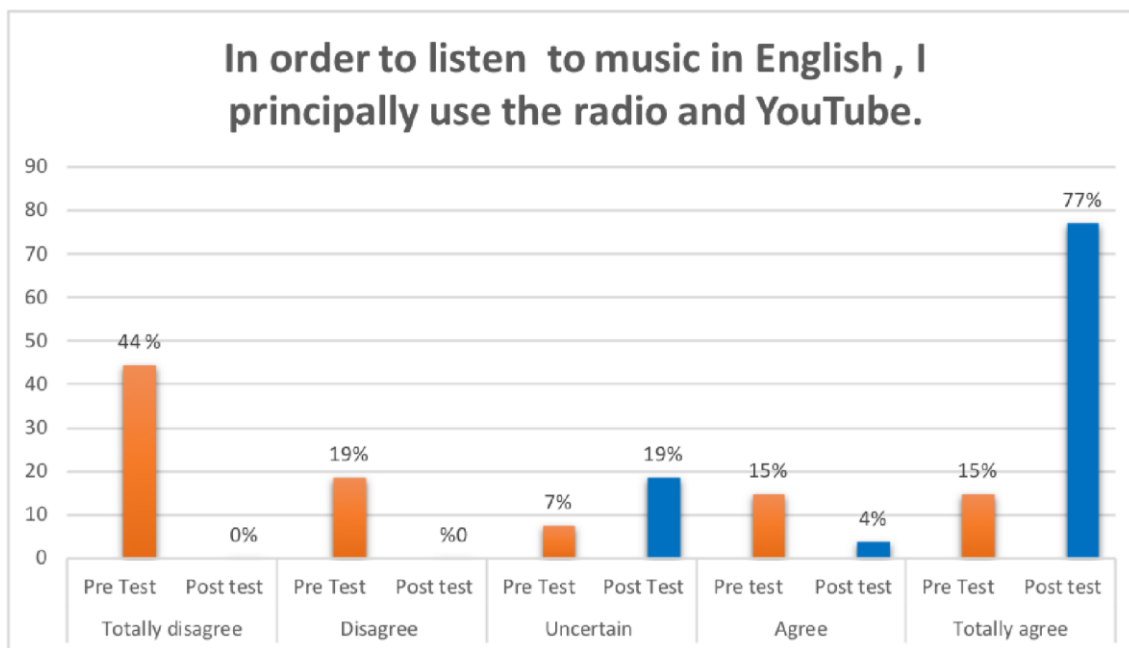
Author: Escaleras Viviana

According to figure 7, the most considerable percentage obtained in the prequestionnaire is 41% corresponding to “strongly disagree”, while the lowest percentage of this survey is 4% corresponding to “disagree” and “totally disagree”. The intermediate percentages are: “agree” (26%), “strongly agree” (19%) and “disagree” (11%).

On the other hand, answers obtained in the post-questionnaire are the following: the highest percentage is 41% corresponding to “strongly agree”, followed by “agree” (37%), “uncertain” (15%), “disagree” and “strongly disagree” (4%).

Moreover, according to the information obtained in the teacher’s survey and the observation sheet, it was evident that most of students could understand some of the words included in the lyrics of the songs because the vocabulary included in it was appropriate for their level.

According to the results described above, Windiatmi (2016) states that the use of songs makes the learning process more engaging. In addition, Francischa and Syafei (2016) mention that when students sing a song in class, they show more interest and feel enthusiastic to learn a new language.



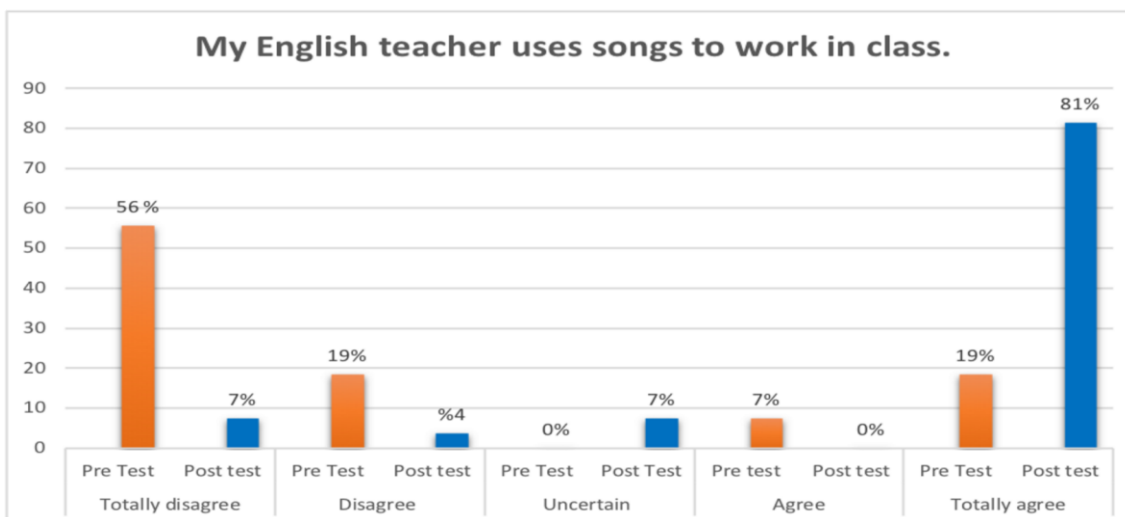
Graph 8. In order to listen to music in English, I principally use the radio and YouTube.
Statement 8

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana

According to figure 8, the most considerable percentage obtained in the pre-test questionnaire is 44% corresponding to "totally disagree", while the lowest percentage of this survey is 7% corresponding to "uncertain". We can also observe that 30 % of students agree and strongly agree while 19 % disagree with this statement.

In contrast, the answers obtained in the post-questionnaire evidence that most of the students (77%) strongly agree, 4 % agree, and 19 % express uncertainty with respect to this statement. 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, speaking and pronunciation. Additionally, she states that in young students it is easier for them to learn the meaning and the sound of the words for a long period of time.

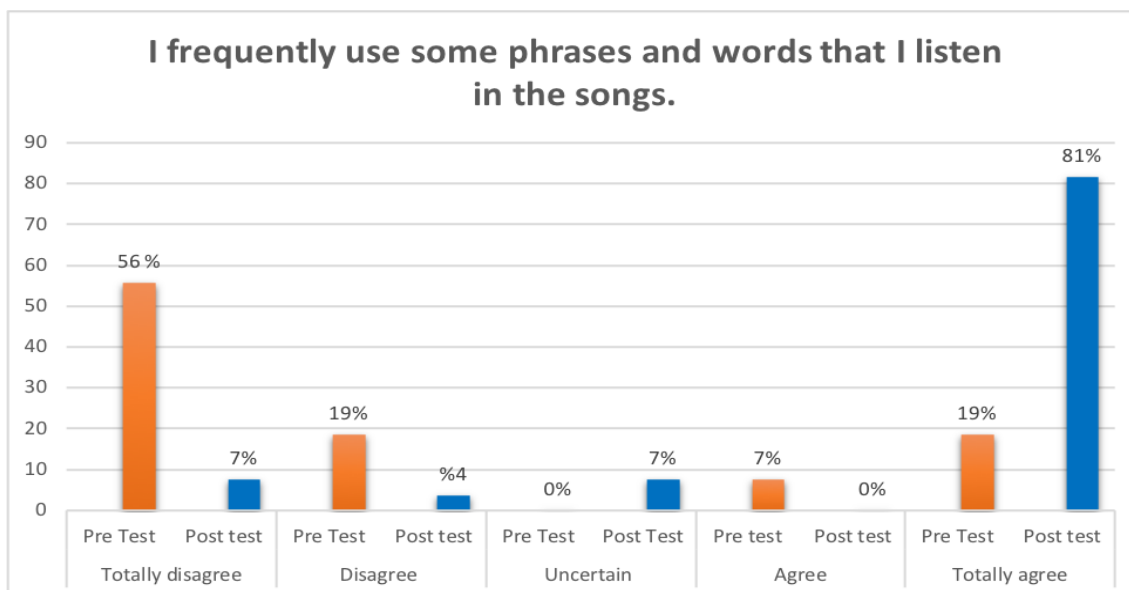


Graph 9. My English teacher uses songs to work in class. Statement 9
Source: Experimental group students' questionnaires.
Author: Escaleras Viviana

According to figure 9, the most considerable percentage obtained in the prequestionnaire survey is 56% corresponding to strongly disagree, while the lowest percentage of this survey is 0% corresponding to uncertain. The intermediate percentages are: disagree and strongly agree (19%) and agree (7%).

However, making a comparison with the answers gathered in the post-questionnaire, we have the following percentages: the highest value is 81% corresponding to "strongly agree", followed by "uncertain" and "strongly disagree" (7%), and finally "disagree" (4%).

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



Graph 10. I frequently use some phrases and words that I listen in the songs. Statement 10

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana

Regarding the frequent use of phrases and words that students listen to in songs in English, the pre-questionnaire results show that 56% of participants strongly disagree, 19 % disagree, 7% agree, and 19% strongly agree.

Nonetheless, the comparison with the answers obtained in the post-questionnaire show the following percentages: the highest value is 81% corresponding to "strongly agree", 7 % of students strongly disagree and another 7 % show uncertainty; finally, 4 % of them agree with this statement.

Analysis of the second part of the post- questionnaire

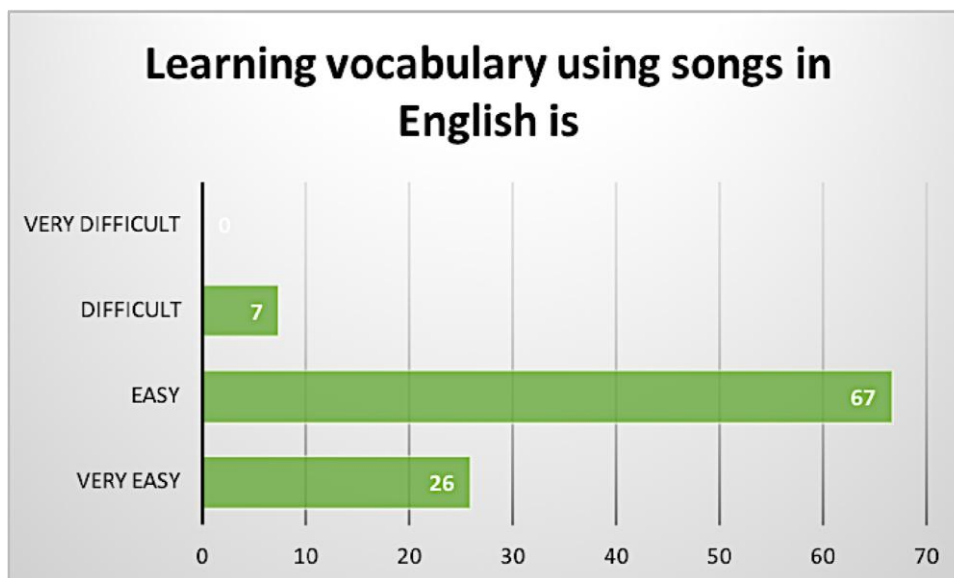
The analysis below corresponds to the second part of the post-questionnaire. This second part was administered only to the students in the experimental group.

Table 2. Learning vocabulary using songs in English is ...

Very easy	Easy	Difficult	Very difficult	Total
7	18	2	0	27
25%	68%	7%	0%	100%

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana



Graph 11. Learning vocabulary using songs in English is...

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana

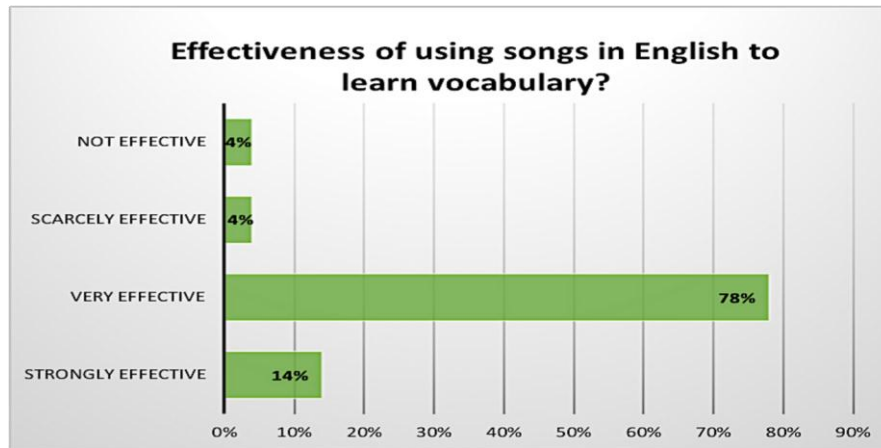
Vocabulary is a fundamental component to second language acquisition. As McCarth (1990) states: "No matter how well the student learns grammar, no matter how successfully the sounds of the second language are mastered, without words to express a wider range of meanings, communication in a second language just cannot happen in any meaningful way." With respect to this aspect, as the graph illustrates, 68% of the students affirm that learning vocabulary using songs in English is easy, 25% of them agree that it is very easy, 7% answer that it is difficult and nobody considers it very difficult. These results show that according to students' opinion, learning vocabulary using songs is easy for students. In addition, taking into consideration the answers gathered in the teacher's interview and the direct observation, it was possible to confirm that the use of songs to increase vocabulary was easy for students.

Table 3. How effective has been for you the use of songs in English to learn vocabulary?

Strongly effective	Very Effective	Scarcely effective	Not effective	Total
4	21	1	1	27
14%	78%	4%	4%	100%

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana



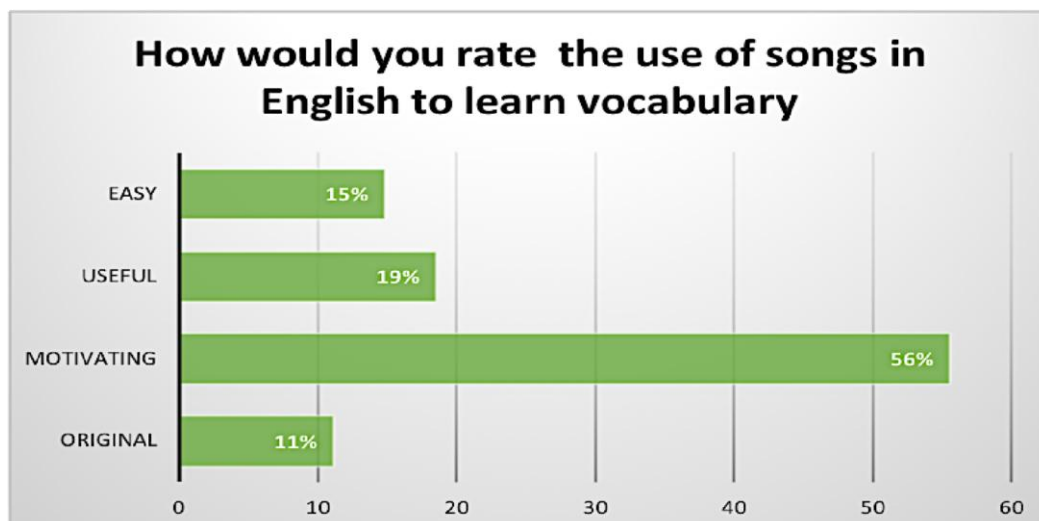
Graph 12. Effectiveness of using songs in English to learn vocabulary
Source: Experimental group students' questionnaires.
Author: Escaleras Viviana

Regarding this statement, 78% of the students agree that using songs to learn English vocabulary is very effective, 15% of them agree that it results strongly effective, and 4% of students say that it results scarcely or not effective. In this context, Thornbury (2002) asserts that learning a second language is a challenge for students and in order to overcome such challenge, learners need to acquire a critical mass of words in order to understand and produce the language. In fact, the learner needs to remember words and be able to recall them when needed. It is also required that the learner develops strategies for remembering unfamiliar words and its usage.

Table 4. How would you rate the use of songs in English to learn vocabulary?

Original	Motivating	Useful	Easy	Total	
3	15	5	4	27	
	11%	56%	18%	15%	100%

Source: Experimental group students' questionnaires.
Author: Escaleras Viviana



Graph 13. How would you rate the use of songs in English to learn vocabulary?

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana

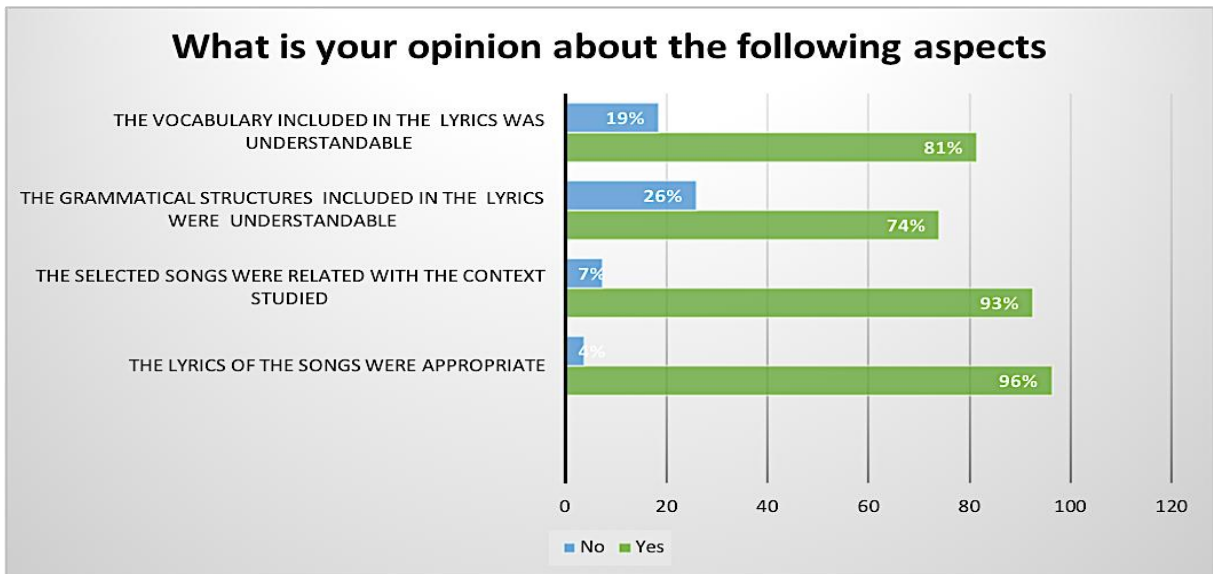
As we can observe, the use of songs for learning vocabulary results motivating for most of students (56%); moreover, 19% of the students consider it useful, 15% agree that using songs is easy and 11% original. Medina (1993) affirmed that vocabulary can be acquired through popular songs and using the learner's favorite songs to teach vocabulary creates an opportunity for revision and for storing the information in the long-term memory. Also, Murphey (1992) stated that music can help the learner to overcome the problem of retaining vocabulary.

Table 5. What is your opinion about the following

aspects?	Yes		No		Total
	N	%	N	%	
The lyrics of the songs were appropriate	26	96	1	4	27
The selected songs were related with the context studied	25	93	2	7	27
The grammatical structures included in the lyrics were understandable	20	74	7	26	27
The vocabulary included in the lyrics was understandable	22	81	5	19	27

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana



Graph 14. What is your opinion about the following aspects

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana

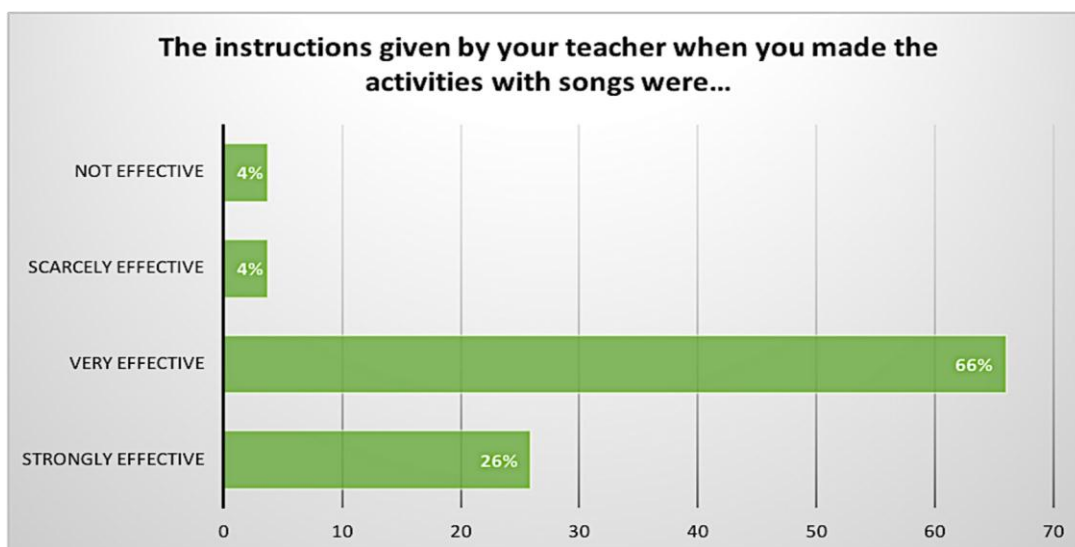
The graph shows that most of students consider that the lyrics of the songs were appropriate (96%), the grammatical structures included in the lyrics were understandable and according to their English level (74%), the songs were related to the context studied (93 %), and the vocabulary included in the lyrics was understandable (81 %). To this respect, the EFL teacher and the observation also confirmed these high positive answers gathered from students, since they developed the activities with songs in an efficient way.

Table 6. Your teacher's instructions were...

Strongly effective	Very effective	Scarcely effective	Not effective	Total
7	18	1	1	27
26%	66%	4%	4%	100%

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana



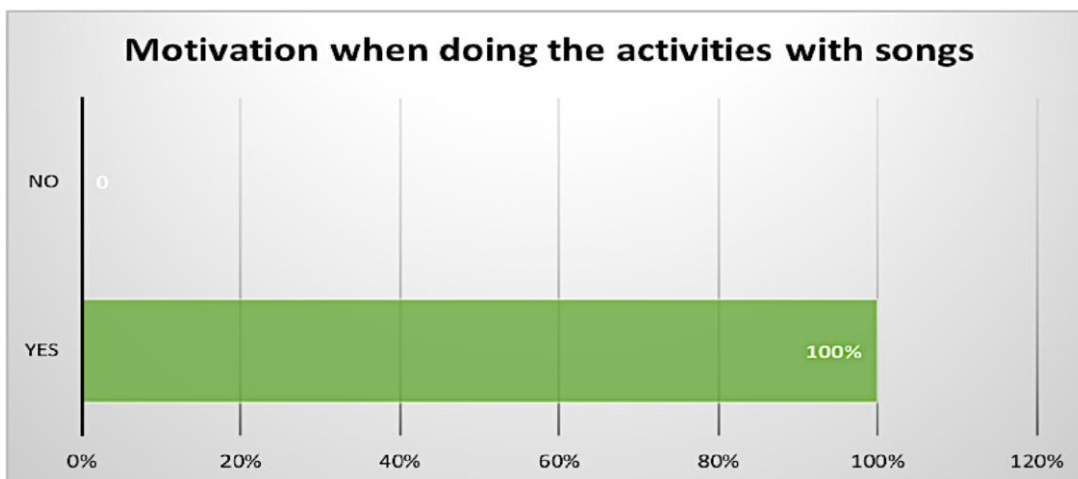
Graph 15. The instructions given by your teacher when you made the activities with songs were...
Source: Experimental group students' questionnaires.
Author: Escaleras Viviana

Regarding this aspect, students mentioned that the instructions given by their teacher were very effective 67%, while 26% agree that instructions were strongly effective and 4% mentioned that instructions were not effective and scarcely effective. Moreover, the information gathered from the observation confirms that the instructions given by the teacher were very clear and understandable for students. To this respect, Murphey (1992) stated that using songs within the classroom will develop linguistic intelligence as the language learner works with all the skills. They will develop comprehension through listening to the songs and reading through the lyrics, pronunciation through singing, and writing through creating or changing the lyrics. In order to reach all of these benefits, it is important that learners feel sure about what they are going to do in all the activities.

Table 7. Did you feel motivated when doing the activities with songs?

Yes	No	Total
27	0	27
100%	0%	100%

Source: Experimental group students' questionnaires.
Author: Escaleras Viviana



Graph 16. Motivation when doing the activities with songs.

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana

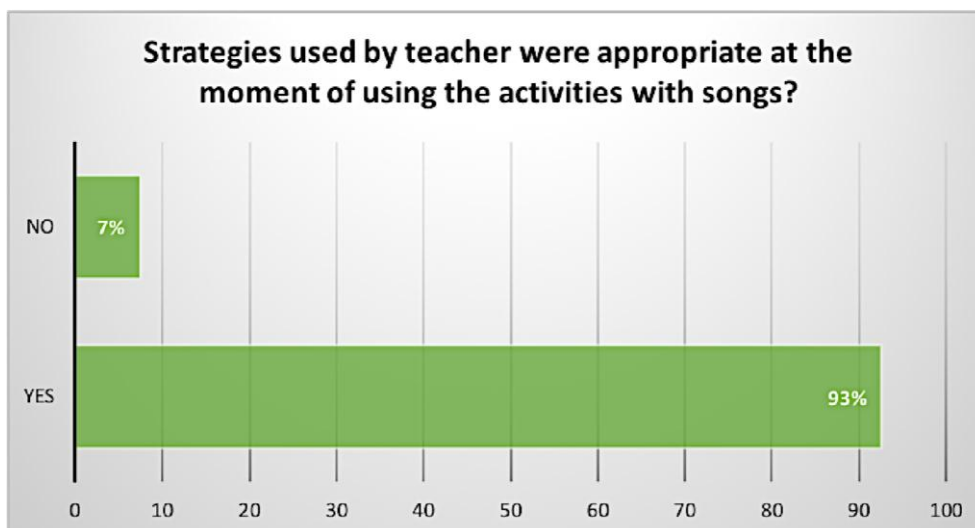
Rumley (1999) asserts that songs provide repetition that combined with physical actions promotes learning. Therefore, the learner feels comfortable with the foreign language. Also, Schoepp (2001) affirms that songs in the classroom provide a positive attitude and environment. Songs contribute to a supportive and non-threatening setting in which the learners are confident and active. Also, songs contribute to fluency and meaningful language structures because they provide exposure to a variety of authentic language. According to Sharpe (2001), songs provide the learner with language use in a fun and enjoyable situation. In fact, students' answers in this question demonstrate that they totally agree with the fact that they feel motivated using activities with songs. Moreover, taking into account the information from the teacher's survey and the observation sheet, it can be confirmed that students showed a positive attitude and motivation when doing the activities with songs.

Table 8. *The teaching strategies your teacher used were appropriate at the moment of using the activities with songs.*

Yes	No	Total
25	2	27
93%	7%	100%

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana



Graph 17. Strategies used by teacher were appropriate at the moment of using the activities with songs

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana

Regarding this question, most of students (93%) mentioned that the teaching strategies were appropriate at the moment to use the activities with songs. On the other hand, 7% of students agree that those strategies were not appropriate. Moreover, the results obtained in the teacher's survey and the observation confirm this information since students developed the activities without difficulty.

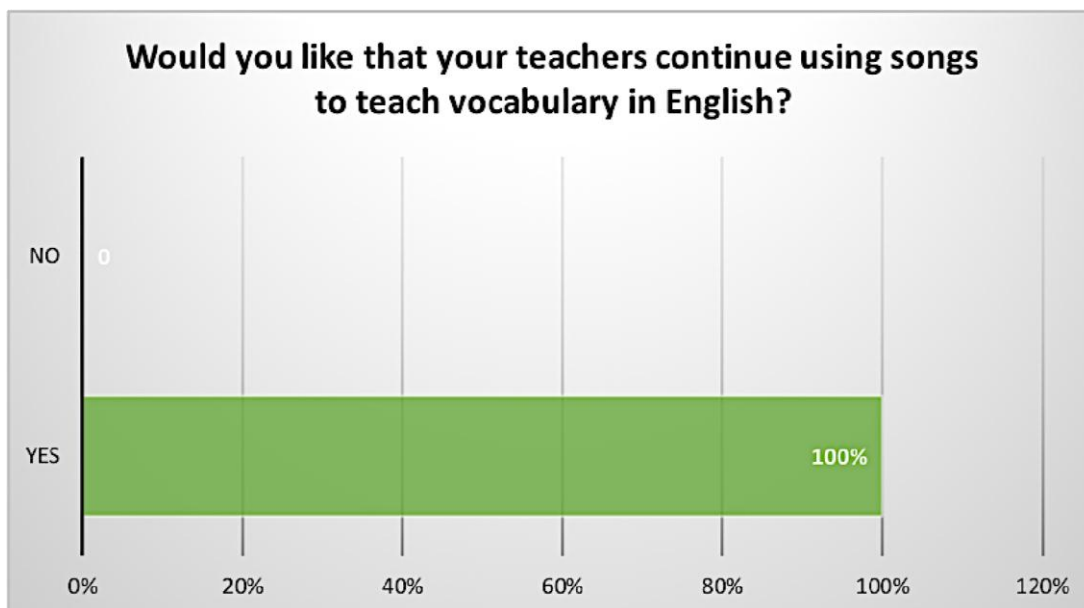
Castro (2014) states that songs are very beneficial to develop or practice the retention capacity of the students and their skills. If teachers prepare the activities properly and use the adequate strategies, the repetition will be conceived in a pleasant way by students and It will not bore them, thus achieving active participation for language learning.

Table 9. Would you like that your teachers continue using songs to teach vocabulary in English?

Yes	No	Total
27	0	27

Source: Experimental group students' questionnaires.

Author: Escaleras Viviana



Graph 18. Would you like that your teachers continue using songs to teach vocabulary in English?

Source: Experimental group students' questionnaires.

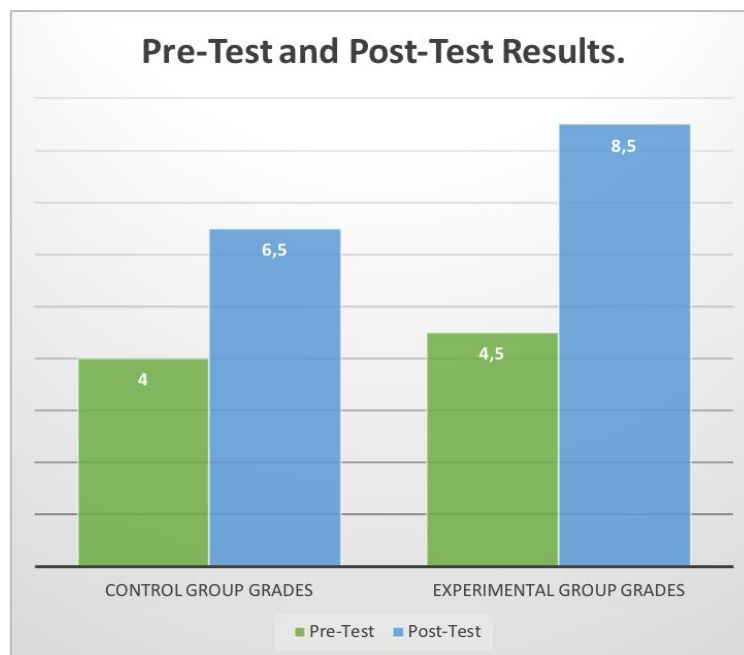
Author: Escaleras Viviana

According to question 8, all the students (100%) agree that they would like that their teacher continue using songs to teach vocabulary in English while nobody disagrees with this question.

After this analysis, it is evident that the students' perceptions on the use of songs to learn EFL vocabulary are highly positive as we have observed in each of the responses provided. Furthermore, according to the answers obtained in the teacher's survey and the observation sheet, students feel motivated when learning through songs and the acquisition of the vocabulary becomes easier for them.

Analysis and interpretation of the Vocabulary Pre-test and Post test

The selection of the vocabulary for the pre-test was based on the content of the first and second unit of the eighth-grade students' textbook, level A1.1; likewise, the post-test was designed under the same characteristics of the pre-test.



Graph 19. Pre- test and Post test scores
Source: Experimental group students' questionnaires.
Author: Escaleras Viviana

Regarding the obtained results of the pre and post-test applied to students, it is evident that the difference between control and experimental group is not very significant in the pretest (0.5). However, the difference between control and experimental group is remarkable in the post test (2 points).

These results were also corroborated by the teacher's interview, in which she affirms that the importance of vocabulary learning is undeniable because communication depends on the knowledge of vocabulary. Also, teachers stated that students present some difficulties in the pronunciation of the words, writing and spelling, Kirsch (2008) stated that the material used for the listening activities (stories, songs or poems) should be meaningful and appropriate, which assists learning according to the learners' level. In addition, Ersöz (2007) suggests that teachers should choose songs that contain simple and understandable lyrics; thus, the songs should be connected to the topic or vocabulary that the learners studied in class, which allows the learners to carry out easy actions with emphasis on meaning.

According to Renandya and Richards (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write, since without an extensive vocabulary and strategies for acquiring new vocabulary, learners often do not achieve their potential and may be discouraged from using the target language.

Brewster, Ellis, and Girard (1992) state that it is easier to teach new vocabulary to children who show affection for both songs and teachers. Using songs in a classroom is an ideal strategy to support the new English vocabulary acquired. These authors also mention the necessity of developing new materials and effective resources, which, based on the application of EFL theories and approaches to motivate learners, focus on making songs excellent learning resources.

Furthermore, it is necessary to realize that students can activate effectively the EFL vocabulary if the teacher gives them the necessary opportunities for their practice through exercises or activities in which they use authentic materials that activate their motivation and interest.

In general terms, with the application of the activities with songs, most of the students have improved their EFL vocabulary knowledge, this means that the activities applied have brought benefits to overcome students learning limitations. Moreover, they have shown more interest, motivation and confidence to develop the activities making the learning of the language meaningful and lasting.

Finally, after analyzing students' pre and post test scores, it is evident that the use of songs was very effective for learning EFL vocabulary, thus having a positive impact on students' learning.

CONCLUSIONS

The implementation of the activities with songs in the EFL classroom was helpful for the eighth-grade students who could improve their vocabulary learning.

Students were engaged, motivated and confident when doing the activities using songs; this allowed their enthusiastic interaction and active participation which enhanced the language skills. Most of the experimental group students showed positive improvements in their vocabulary knowledge; showing higher scores than the control groups students' scores.

The activities with songs constitute an effective teaching alternative for second and foreign vocabulary learning. Therefore, songs can be considered as valuable resources that guarantee a positive impact since everybody likes music, and nowadays, with the support of technology, it becomes easier to incorporate interactive activities using songs in order to achieve a successful teaching-learning experience.

The activities using songs demand careful planning involving a variety of activities that address students' age, level, and needs; this helps students succeed when learning new words in the target language. It was also evident that teachers' permanent monitoring and feedback during the activities involving songs helped learners improve their vocabulary learning.

RECOMMENDATIONS

The authorities of the researched institution should make the necessary arrangements that allow the equipping of the basic resources and supplementary materials for the English language area, in order to facilitate and make it possible for students to find the English class more attractive, colorful and useful, this allows better learning experience.

Regarding activities with songs, EFL teachers should keep in mind the benefits that the use of this strategy has demonstrated so that they consider its implementation in the teaching – learning process, especially in the vocabulary development. Furthermore, EFL teachers could take into consideration the use of a variety of activities that have been planned according to students' age, level, and needs.

As a final recommendation, it is important that teachers take into account the students' suggestions for the selection of songs so that they feel motivated and involved in the development of the EFL activities.

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ANNEXES



ANNEX 1
UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
MAESTRÍA EN PEDAGOGÍA DE LA ENSEÑANZA DE INGLÉS COMO LENGUA
EXTRANJERA
PRE – QUESTIONNAIRE

Estimado encuestado, le solicito comedidamente conteste las siguientes preguntas, con las cuales se pretende identificar sus percepciones hacia el aprendizaje del idioma inglés utilizando canciones.

INSTRUCCIONES: Lea cuidadosamente cada pregunta y valore su respuesta en la escala del 1 al 5, encerrando el número que corresponda, según el siguiente detalle:

5	Totalmente en desacuerdo
4	En desacuerdo
3	No estoy seguro
2	De acuerdo
1	Totalmente de acuerdo

	Totalmente en desacuerdo	En desacuerdo	No estoy seguro	De acuerdo	Totalmente de acuerdo
1. Me gusta escuchar música en inglés	5	4	3	2	1
2. En mi tiempo libre escucho música en inglés.	5	4	3	2	1
3. Escuchar música en inglés es una de					

las mejores maneras de aprender inglés para mí.	5	4	3	2	1
4. Escuchar música en inglés es una de mis actividades favoritas.	5	4	3	2	1







5. Mis amigos y yo a menudo hablamos sobre las canciones que nos gustan.	5	4	3	2	1
6. Disfruto mucho escuchando música en inglés mientras viajo.	5	4	3	2	1
7. Al momento de escuchar canciones en inglés, entiendo algunas palabras incluidas en la letra de la canción.	5	4	3	2	1
8. Para escuchar música en inglés utilizo principalmente la radio y YouTube.	5	4	3	2	1
9. Mi profesor de inglés utiliza canciones para trabajar en clase.	5	4	3	2	1
10. Frecuentemente utilizo algunas frases y palabras que escucho en las canciones.	5	4	3	2	1

GRACIAS POR SU COLABORACIÓN

ANNEX 2 – STUDENTS PRE-TEST
UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
MAESTRÍA EN PEDAGOGÍA DE LA ENSEÑANZA DE INGLÉS COMO
LENGUA EXTRANJERA

OBJECTIVE: This test has the objective to determine students' vocabulary knowledge.

1. Label the picture with the corresponding family member from the word bank.

WORD BANK: grandpa, grandma, brother, sister, mom, dad		
		
		

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

cousin – aunt – uncle

- a. The sister of my father is my _____.
- b. The brother of my mother is my _____.
- c. The son of my aunt is my _____.

3. Label the pictures with the correct description of the hair

wavy – curly – bald – short - long



4. Match each adjective with the correct antonym from the box

Beautiful – Tall - Old – Fat

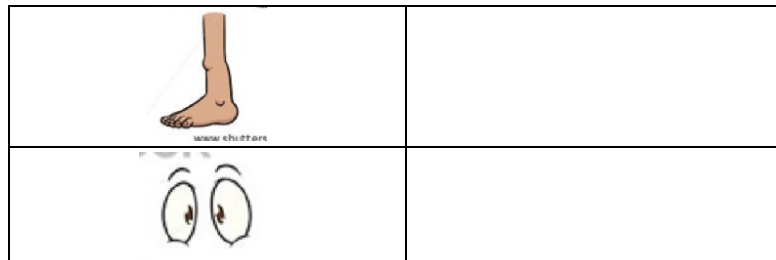
a. Young	
b. Slim	
c. Ugly	
d. Short	

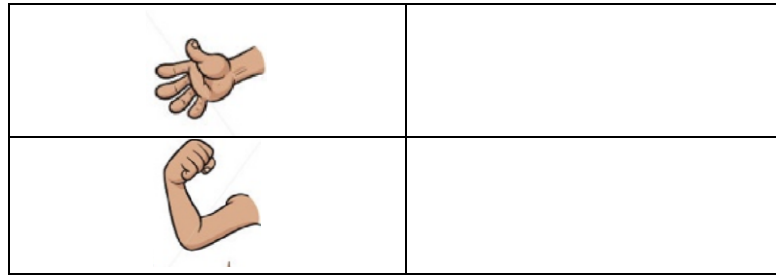
5. Put the letters in order to write parts of the body.

- a. adeh _____
- b. neek _____
- c. eetf _____
- d. ckab _____

6. Match the parts of the body with the corresponding picture. Use the word bank.

Eyes- Arm- Foot – Hand -









7. Find 5 parts of the face in the puzzle



8. Write the correct time according to the pictures.

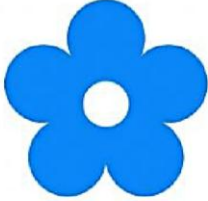
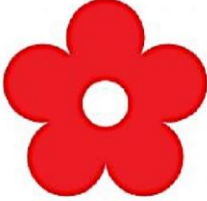
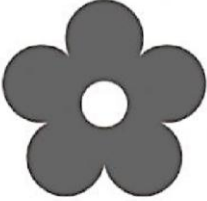



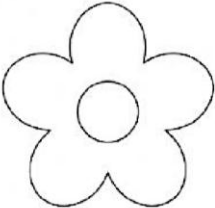

	It is...
	It is...
	It is...
	It is...

9. Write the missing letters to complete the ordinal numbers

a. 1	F__RS__
------	---------

b. 3	TH_R__
c. 5	__IF__H
d. 6	S_X__
e. 10	__E__T__

10. Write the corresponding name of the color

			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

THANK YOU FOUR YOUR COLLABORATION



ANNEX 3 – Observation sheet
UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

Questions	Yes	No	Comments
1. The song was pertinent with the content of the class.			
2. The teacher's instructions were clear when using activities with the songs.			
3. Students were motivated for using songs.			
4. The song selected was appropriate for the students' age.			
5. The vocabulary included in the lyrics of the song was appropriate for students' proficiency level.			
6. The grammar structures of the lyrics were appropriate for students' proficiency level.			
7. The teaching strategies were effective when using activities with the songs.			
8. The development of the activities with songs was appropriate for students.			
9. The activities using songs were easy to handle by the teacher.			

Remarks:



ANNEX 4

**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
MAESTRÍA EN PEDAGOGÍA DE LA ENSEÑANZA DE INGLÉS COMO LENGUA
EXTRANJERA
STUDENTS' POST – QUESTIONNAIRE**

Estimado encuestado, le solicito comedidamente conteste las siguientes preguntas, con las cuales se pretende identificar sus percepciones hacia el aprendizaje del idioma inglés utilizando canciones.

Parte 1

INSTRUCCIONES: Lea cuidadosamente cada pregunta y valore su respuesta en la escala del 1 al 5, encerrando el número que corresponda, según el siguiente detalle:

5	Totalmente en desacuerdo
4	En desacuerdo
3	No estoy seguro
2	De acuerdo
1	Totalmente de acuerdo

	Totalmente en desacuerdo	En desacuerdo	No estoy seguro	De acuerdo	Totalmente de acuerdo
1. Me gusta escuchar música en inglés	5	4	3	2	1
2. En mi tiempo libre escucho música en inglés.	5	4	3	2	1

3. Escuchar música en inglés es una de las mejores maneras de aprender inglés para mí.	5	4	3	2	1
4. Escuchar música en inglés es una de mis actividades favoritas.	5	4	3	2	1
5. Mis amigos y yo a menudo hablamos sobre las canciones que nos gusta.	5	4	3	2	1
6. Disfruto mucho escuchando música en inglés mientras viajo.	5	4	3	2	1
7. Al momento de escuchar canciones en inglés, entiendo algunas palabras incluidas en la letra de la canción.	5	4	3	2	1
8. Para escuchar música en inglés utilizo principalmente la radio y YouTube.	5	4	3	2	1
9. Mi profesor de inglés utiliza canciones para trabajar en clase.	5	4	3	2	1
10. Frecuentemente utilizo algunas frases y palabras que escucho en las canciones.	5	4	3	2	1

Parte 2

Instrucciones: Lea los enunciados cuidadosamente y marque su respuesta.

1. Aprender vocabulario utilizando canciones en inglés es:

Muy fácil ()

Fácil ()

()

()

()

()

Difícil

Muy

difícil

Explica tu respuesta:

2. ¿Cuán efectivo ha sido para ti utilizar canciones en inglés para aprender vocabulario?

Elige sólo una alternativa.

Altamente efectivo ()

Muy efectivo ()

Escasamente efectivo ()

No efectivo ()

3. ¿Cómo calificarías el uso de canciones en inglés para aprender vocabulario?

Si No

Original () ()

Motivador () ()

Útil () ()

Fácil () ()

4. ¿Cuál es tu opinión acerca de los siguientes aspectos?

Si No

¿La letra de las canciones fue apropiada? () ()

¿Las canciones seleccionadas estuvieron relacionadas con el contexto estudiado?

() ()

¿La estructura gramatical de las letras de las canciones estuvo entendible? () ()

¿El vocabulario de las letras de las canciones estuvo entendible? () ()

5. Las instrucciones dadas por tu profesor cuando hacías las actividades con canciones fueron...

Altamente efectivas ()

Muy efectivas ()

Escasamente efectivas ()

No efectivas ()

6. ¿Te sentiste motivado al realizar actividades con canciones en inglés?

Si () No ()

7. ¿Las estrategias de enseñanza de tu docente de inglés fueron apropiadas al momento de utilizar las actividades con canciones?

Si () No ()

8. ¿Te gustaría que tus profesores continúen utilizando canciones para enseñar vocabulario en inglés?

Si () No ()







¿Porqué?:

Gracias por tu colaboración

ANNEX 5
UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
ANNEX 4 – STUDENTS POST-TEST
MAESTRÍA EN PEDAGOGÍA DE LA ENSEÑANZA DE INGLÉS COMO
LENGUA EXTRANJERA

OBJECTIVE: This test has the objective to determine students' vocabulary knowledge.

1. Label the picture with the corresponding family member from the word bank.

WORD BANK: grandpa, grandma, brother, sister, mom, dad		
		
		

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

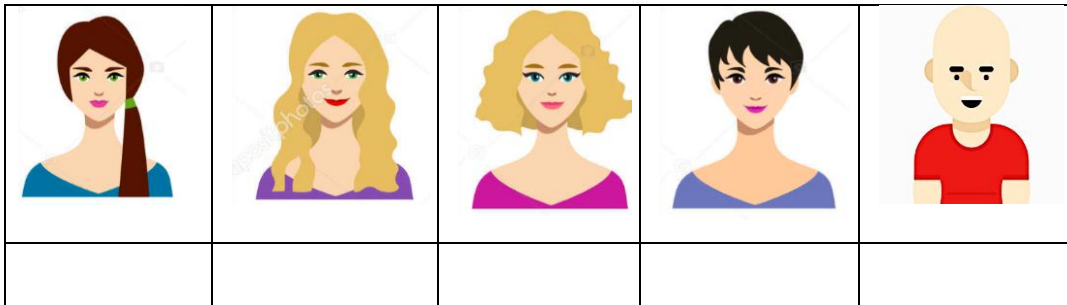
niece – nephew – uncle

a. The son of my sister is my _____.

- b. The brother of my mother is my _____.
- c. The daughter of my brother is my _____.

3. Label the pictures with the correct description of the hair

wavy – curly – bald – short - long



4. Match each adjective with the correct antonym from the box

Beautiful – Tall - Old – Fat

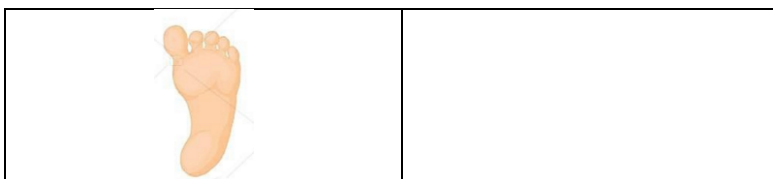
e. Young	
f. Slim	
g. Ugly	
h. Short	




5. Put the letters in order to write parts of the body.

- e. adeh _____
- f. neek _____
- g. eetf _____
- h. ckab _____

6. Match the parts of the body with the corresponding picture. Use the word bank.

Eyes- Leg- Foot – Hand -



7. Find 5 parts of the face in the puzzle

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

8. Write the correct time.









6h:30	It is...
8h:00	It is...
2h:10	It is...
5h:45	It is...

9. Write the missing letters to complete the ordinal numbers

a. 1	F_RS_
------	-------

b. 3	TH_R_
c. 5	_IF_H
d. 6	S_X__
e. 10	__E_T__

10. Write the corresponding name of the color

THANK YOU FOUR YOUR COLLABORATION



ANNEX 6: TEACHERS' QUESTIONNAIRE
UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
MAESTRÍA EN PEDAGOGÍA DE LA ENSEÑANZA DE INGLÉS COMO
LENGUA EXTRANJERA

Purpose: The aim of this questionnaire is to gather information to determine your perception about the use of songs to teach EFL vocabulary

1. According to your opinion, teaching EFL vocabulary is:

- Very easy ()
- Easy ()
- Difficult ()
- Very difficult ()

Why?

2. How effective has been for you to use songs in English to teach vocabulary? Choose only one alternative.

- Highly effective ()
- Very effective ()
- Scarcely effective ()
- Non-effective ()

3. How would you rate the use of songs in English to teach vocabulary?

- | | Yes | No |
|------------|--------|--------|
| Original | () | () |
| Motivating | () | () |
| Useful | () | () |
| Easy | () | () |

Which is your opinion about the aspects below?

Yes No

- The lyrics of the songs was appropriate. () ()
- The selected songs were related to the contents studied. () ()
- The grammatical structures were understandable for students. () ()
- The vocabulary was understandable for students. () ()
- The instructions were clearly understood by your students when
doing the activities using songs. () ()

4. Did your students feel motivated when developing activities using songs?

Yes () No ()

Explain your response:

5. Did your students increase their vocabulary through the use of English songs? Yes () No ()

Explain your response:

6. ¿Do your students continue using the words and phrases they learned from songs in their speaking or writing activities?

Yes () No ()

Explain your response:

7. Would you like to continue using songs to teach English vocabulary?

Yes () No ()

Explain your response:

8. Do you consider that you can use songs to teach other elements of language or specific language skills?

Yes ()

No ()

9. Are there any limitations for the use of songs in your institution? Yes ()

No ()

Explain your

response_____

THANKS FOR YOUR COOPERATION



ANNEX 7 – Worksheet using song as a didactic resource.

**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
MAESTRÍA EN PEDAGOGÍA DE LA ENSEÑANZA DE INGLÉS COMO LENGUA
EXTRANJERA "Everything At Once"- Lenka**

1. Complete the missing words

As sly as a fox, as _____ as an ox

As _____ as a hare, as brave as a bear

As free as a bird, as neat as a word

As _____ as a mouse, as _____ as a house

All I wanna be, all I wanna be, oh

All I wanna be is everything

2. Match the sentences halves

- | | |
|------------------------|---------------------|
| a. As mean as a wolf, | as dark as the |
| b. As deep as a bite, | night as right as a |
| c. As sweet as a song, | wrong as sharp as |
| d. As long as a road, | a tooth as ugly as |
| | a toad |

3. Cross out the extra word in each line.

As pretty as a big picture hanging from a fixture

Strong like a family, but strong as I wanna be

Bright as cold day, as light as play

As hard as my nails, as grand as a whale

CHORUS

All I wanna be oh, all I wanna be, oh

All I wanna be is everything

Everything at once

Everything at once, oh

Everything at once

4. Order the lines as you listen

_____ As hot as fire, cold as ice

_____ As warm as the sun, as silly as fun

_____ Sweet as sugar and everything nice

_____ As cool as a tree, as scary as the sea

5. Circle the nouns in the paragraph

As old as time, as straight as a line
As royal as a queen, as buzzed as a
bee
As stealth as a tiger, smooth as a glider
Pure as a melody, pure as I wanna be

All I wanna be oh, all I wanna be, oh
All I wanna be is everything
Everything at once

**6. Write down the adjectives you
found in in the song**

ANNEX 8: PICTURES



ANNEX 9: SONGS GUIDE

<p>GOODBYE MY LOVER by James Blunt</p> <p>Did I disappoint you or _____? Should I be feeling guilty Or let the judges frown? 'Cause I saw the end before we'd _____ Yes, I saw you were _____ And I knew I had won.</p> <p>So I took what's mine by _____ right. Took your soul out into the night. It may be _____ but it won't stop there. I am here for you if you'd only care.</p> <p>You touched my heart, you touched my soul. You changed my life and all my _____.</p> <p>And love is blind and that I knew when My heart was _____ by you.</p> <p>I've kissed your lips and _____ your head, Shared your dreams and shared your bed. I know you well, I know your _____. I've been addicted to you.</p> <p>Goodbye, my lover.</p>	<p>I am a dreamer but when I _____ You can't break my spirit. It's my dreams you take. And as you _____ remember me, Remember us and all we used to be.</p> <p>I've seen you cry, I've seen you smile. I've watched you sleeping _____.</p> <p>I'd be the father of your child. I'd spend a _____ with you.</p> <p>I know your fears and you know mine. We've had our _____ But now we're fine. And I love you, I _____ that's true. I cannot live without you.</p> <p>Goodbye, my lover. Goodbye, my friend. You have been the one. You have been the one for me.</p> <p>And I still hold your hand in mine, In mine, when I'm asleep. And I will _____ my soul in time When I'm _____ at your feet.</p> <p>Goodbye, my lover. Goodbye, my friend. You have been the one. You have been the one for me.</p> <p>I'm so hollow, baby, I'm so hollow.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

AMAZING

by Aerosmith

I kept the right ones out,
And let the wrong ones in.
Had an angel of _____
To see me through all my _____
There were times in my life
When I was going insane,
Trying to walk through
The _____.

When I lost my _____
And I hit the floor,
Yeah, I thought I could _____
But couldn't get out the door.
I was so sick and tired
Of living a _____
I was wishing that
I would die.

[Chorus:]
It's amazing,
With the _____ of an eye
You finally see the light.
It's amazing,
When the moment arrives
That you know you'll be alright.
It's amazing,
And I'm saying a _____
For the desperate hearts tonight.

That one last _____
Is a permanent vacation.
And how high can you fly
With broken _____
Life is a journey,
Not a _____
And I just can't tell,
Just what tomorrow brings.
You have to learn to _____
Before you learn to walk.

But I just couldn't listen
To all that _____ talk.
I was out on the street,
Just trying to survive,
_____ to stay
Alive.

[Chorus]

HEAVEN

by Bryan Adams

Oh, thinking about all our younger
years.

There was only you and me.

We were young and wild and free.

Now nothing can take you away
from me.

We've been down

that _____ before,

But that's over now.

You keep me coming back
for _____

[Chorus:]

Baby, you're all that I want.

When you're lying here in

my _____

I'm finding it hard to believe

We're in heaven.

And love is all that I need.

And I found it there, in your _____

It isn't too hard to see

We're in heaven.

Oh, once in your life you find _____

Who will turn your world around,

Bring you up when you're

feeling _____

Yeah, nothing could change what you
mean to me.

Oh, there's a lot that I could _____

But just hold me now,

'Cause our love will light the way.

[Chorus]

I've been waiting for so long

For something to _____

For love to come along.

Now our _____ are coming true.

Through the good times and the bad,

Yeah, I'll be standing there by you.

TITANIC

Task 1

Who is the Singer?

Where is she from?

Task 2

Listen to the first part of the song and match the sentences.

- | | |
|---------------------------|-----------------|
| 1. Every night, in my | (a) distance |
| 2. I see you, I feel | (b) you. |
| 3. That is how I know you | (c) you go on. |
| 4. Far, across the | (d) dreams |
| 5. And spaces | (e) between us, |
| 6. You have come to show | (f) go on |

Task 3

Listen to this part of the song and unscramble the words in italics.

Near, far, wherever you rae
I believe that the heart does go no
Once more, you opened the odor
And you're here in my rteha
And my heart will go on dan on

Task 4

Listen to the song and cross out (x) the extra words
Love can touch us (one / just) time
And (last / just) for a lifetime
And never let go (till / will) we're gone
Love was (when / where) I loved you
One true time I hold (to / you)
In my life we'll always go on
Near, far,

Task 5

Listen to the other part of the song and complete the spaces with words in the box.

Know, are, fear, go, stay

You're here, there's nothing I
And I that my heart will go on
We'll forever this way
You safe in my heart
And my heart will on and on