



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY AND
FOREIGN LANGUAGE**

**“ENGLISH SONGS TO DEVELOP VOCABULARY IN 7TH GRADERS AT
“UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

Authors: Mendoza Almagro Kenia Jesus

Rizo Lara Madelaine Paula

Advisor: Eliana León Abad, MSc.

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “ENGLISH SONGS TO DEVELOP VOCABULARY IN 7TH GRADERS AT “UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA” prepared by Kenia Jesus Mendoza Almagro and Madelaine Paula Rizo Lara, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Península of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



.....

Eliana León Abad, MSc.

Advisor

Statement of Authorship

We, KENIA JESUS MENDOZA ALMAGRO, with ID number 2400186991 & MADELAINE PAULA RIZO LARA, with ID number 0958549354, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "ENGLISH SONGS TO DEVELOP VOCABULARY IN 7TH GRADERS AT "UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA", certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



KENIA JESUS MENDOZA ALMAGRO

AUTHOR



MADELAINE PAULA RIZO LARA

AUTHOR

Declaration

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Kenia Mendoza

KENIA JESUS MENDOZA ALMAGRO

CI: 2400186991

AUTHOR

madelaine Rizo

MADELAINE PAULA RIZO LARA

CI: 0958549354

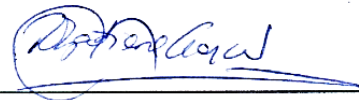
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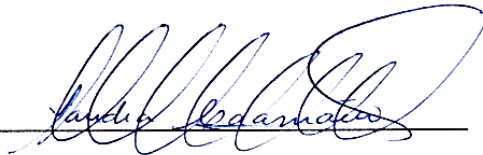
Tatiana García Villao, MSc.

SPECIALIST PROFESSOR



Eliana León Abad, MSc.

ADVISOR



Sandra Caamaño López, MSc.

UIC PROFESSOR

Acknowledgment I

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-Kenia Jesus Mendoza Almagro.

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-Madelaine Paula Rizo Lara.

Dedication I

I dedicate this project to my daughter Enita; she has been essential in everything I do and I will always do my best for her and me. This is one of many achievements that I will dedicate to my daughter with much love.

-With love, Kenia Jesus Mendoza Almagro.

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With love, Madelaine Paula Rizo Lara.

Abstract

Teaching vocabulary with English songs could be a fun technique. At the same time, the use of songs in class as an encouragement to develop vocabulary is a topic that has not received much coverage. The present research aims to know the technique of English songs on the vocabulary development of 7th graders. It will involve a sample of English teachers from diverse backgrounds and will utilize qualitative research methods such as one-on-one interview. The project seeks to indagate the teacher's perceptions of English songs to develop vocabulary and experiences regarding this approach. The findings of this research will contribute to the existing literature on language learning techniques in English as a foreign language (EFL) and provide valuable insights for educators and curriculum developers seeking innovative techniques to enhance vocabulary acquisition in 7th graders.

KEY WORDS: Vocabulary, English songs, Qualitative research, Teacher's perceptions, English as a foreign language (EFL), Techniques.

Resumen

Enseñar vocabulario con canciones en inglés puede ser una técnica divertida. Al mismo tiempo, el uso de canciones en clase como estímulo para desarrollar el vocabulario es un tema que no ha recibido mucha cobertura. La presente investigación pretende conocer la técnica de las canciones en inglés sobre el desarrollo del vocabulario de alumnos de 7º curso. Involucrará a una muestra de profesores de inglés de diversos escenarios y utilizará métodos cualitativos de investigación como la entrevista uno a uno. El proyecto pretende indagar las percepciones de los profesores sobre las canciones en inglés para desarrollar el vocabulario y sus experiencias en relación con este enfoque. Los resultados de esta investigación contribuirán a la literatura existente sobre técnicas de aprendizaje de idiomas en inglés como lengua extranjera (EFL) y proporcionarán información valiosa para los educadores y desarrolladores de planes de estudio que buscan técnicas innovadoras para mejorar la adquisición de vocabulario en alumnos de 7º grado.

PALABRAS CLAVES: Vocabulario, Canciones en inglés, Investigación Cualitativa, Percepciones de los profesores, Inglés como lengua extranjera (EFL), Técnicas.

INDEX

ADVISOR’S APPROVAL	2
Statement of Authorship	3
Declaration	4
Acknowledgment	6
Abstract	8
INDEX	10
Introduction	12
Chapter I	14
The Problem	14
1.1 Research Topic.....	14
1.2 Title of project.....	14
1.3 Problem Statement	14
1.4 Problem Formulation	16
1.4.1. General Question.....	16
1.4.2. Specific Questions.....	16
1.5. Objectives	17
1.5.1. General Objective	17
1.5.2. Specific Objectives	17
1.6. Justification.....	17
Chapter II	20
Theoretical Framework	20
2.1. Background.....	20
2.2. Pedagogical Basis	23
2.3. Theoretical Basis.....	24
2.4. Legal Basis.....	30
Chapter III	35
Methodological Framework	35
3.1. Method.....	35
3.1.1. Qualitative Methodology.....	35
3.2. Type of research	36
3.2.1. Phenomenological Studies	36

3.3. Data collection techniques	36
3.3.1. One-on-one Interview	36
3.4. Instrument	37
3.4.1. Questionnaire	37
3.5. Type of question.....	38
3.5.1. Open-ended questions	38
3.6. Population and sample (delimitation of the population and/or study sample)	38
Chapter IV	40
Analysis of Findings	40
4.1. Brief explanation of the findings.....	40
4.2. Interpretation of bibliographic review.	41
Chapter V	48
5.1. Conclusions.....	48
5.2. Recommendations.....	49
References	51
Annexes	56
Annex A: <i>Certified Anti-plagiarism System.</i>	56
Annex B: <i>Questionnaire.</i>	58
Annex C: <i>Roadmap.</i>	59
Annex D: <i>Letter of permission to the institution.</i>	60
Annex E: <i>Interviews transcribed using the tagging method.</i>	61
Annex F: <i>Photos.</i>	73

Introduction

English as a foreign language has become more prevalent in recent years because it is seen as a language that facilitates communication between people of certain backgrounds. For this reason, teaching English outside of the classroom requires techniques that help students advance their abilities. All teaching-learning processes depend significantly on vocabulary development since it enables coherent communication in day-to-day interactions between the sender and the individual who receives it.

The present research has been implemented on the basis that English songs may be used to help individuals learn new words. Indicating that English songs not only inspire young learners to learn a language but also improve their learning and skill development as it could be the ability to listen since listening to music promotes vocabulary development via repetition and contextual meaning.

The main goal of the research is to know the technique of English songs on vocabulary development of seventh graders and how this helps young learners at this crucial point in their educational development improve their language skills more nuancedly. The seventh graders are a turning point in a student's language learning process when they are ready to move past elementary school vocabulary. Incorporating music into the curriculum is a deliberate approach to promote language acquisition in addition to being a source of enjoyment. In an effort to better understand the complex relationship between music and language learning, this research could help educators and curriculum designers with important new perspectives on how to support language learning in this age range best.

It can be essential to comprehend the significance of vocabulary development as seventh graders approach a critical juncture in their language development. The state of vocabulary acquisition for English as a foreign language will be clarified by a review of the literature and qualitative research.

The present work started with the analysis of what the population would be for it, in which it was determined that it would be the teachers, then the intervention in the chosen educational institution with the teachers through the implementation of the one-on-one interview, they have correlated the results obtained. Teachers may provide valuable insights about the positive aspects of integrating English songs into the curriculum, as they are important participants in the learning process and have a wealth of direct knowledge.

Chapter I

The Problem

1.1 Research Topic

English Songs and Vocabulary

1.2 Title of project.

English Songs to Develop Vocabulary in 7th Graders at “Unidad Educativa Península de Santa Elena.”

1.3 Problem Statement

The teaching and acquisition process of the English language in education is an ongoing challenge. During the pre-professional practices, it became evident that although there are diverse methods and teaching techniques when teaching vocabulary, teachers continue to use traditional methods, such as listing the vocabulary on the blackboard to listen and repeat that even though repeating helps to retain the new words, it does not always work that way because the student can get bored in the long run. Also, they do not learn to engage the new vocabulary in everyday life.

One of the fundamental pillars of mastering a foreign language lies in vocabulary enrichment. According to Sari et al., (2019) vocabulary is one aspect of language that must be considered. It is the main aspect of acquiring and understanding language. On the other hand, there is a crucial perspective for educators as Sutrisna (2021) mentions that teaching English vocabulary is not an easy task. It is always challenging when it comes to involving students in engaging vocabulary activities. In this context, English songs emerge as a potentially effective pedagogical technique to foster vocabulary learning in students.

Music is a substantial and innate part of a person since its great ideas and sociocultural ideals can be expressed, as well as things that are closer to people in general. In an educative background, it is argued in agreement with Sari et al., (2019) that songs can be utilized to help remember vocabulary and used the songs are interested in learning English. Music evokes emotions by delving deep into people's hearts; it has no boundaries or time and reveals more of its person than a scientific study could ever show.

Aggreging Pavia et al., (2019) the vocabulary learning phase is particularly important, and there is not better method than to be creative and use songs. That is because songs are known as valuable resources for vocabulary learning as they allow learners to gain a large number of words, allow for repetition, learn both individual and sequence of words, retain memory, reduce anxiety, and foster acquisition.

This research highlights the points explored by the 7th graders of the Unidad Educativa Península de Santa Elena as they navigate the transition from elementary to middle school. In elementary school, students learn English by focusing on basic vocabulary, meaning, and pronunciation. For this reason, the teacher must pay attention not only to providing and delivering the primary material but also to knowing how to choose the proper techniques that can be correctly applied to the characteristics of the students, considering that they are children.

Nita and Liando (2020) mention that children require multiple exposures to words to develop a rich understanding of their meaning and use. However, the efforts to emphasize the subject of English are hindered by some teachers in the classroom who are unmotivating, who do not provide materials according to the context, who do not understand the likes of the students, teachers who use text guides, who only teach to fill gaps and only seek to try to

master the four skills already known while ignoring an essential part of learning English: vocabulary.

The research aims to describe how English songs enhance pupils' acquisition of new vocabulary. Thus, one would only know in what context to use a term or phrase if one understood its literal and/or figurative meaning. Vocabulary learning consists of learning the meaning of words or phrases. The songs have clear, simple, and straightforward wording. Consequently, for most 7th graders, learning English can be tricky and monotonous because it involves much effort, especially at school, where the environment is only sometimes favorable to their practice.

1.4 Problem Formulation

1.4.1. General Question

- How could English songs be a teaching technique in vocabulary development in 7th graders of the Unidad Educativa Península de Santa Elena?

1.4.2. Specific Questions

- How does the use of English songs help teach vocabulary?
- How do English teachers teach vocabulary in their classrooms?
- What do teachers know about the role of English songs in teaching vocabulary?

1.5. Objectives

1.5.1. General Objective

- To know the technique of English songs on vocabulary development of 7th graders at Unidad Educativa Península de Santa Elena.

1.5.2. Specific Objectives

- To examine the relevance of vocabulary development in English as a foreign language through bibliographic and qualitative research.
- To explore the positive aspects of English songs in vocabulary teaching through bibliographic and qualitative research.
- To indagate the teachers' perceptions towards learning English vocabulary through English songs.

1.6. Justification

The research aimed at English songs as an effective technique in developing vocabulary for 7th graders at Unidad Educativa Península de Santa Elena. English songs have been an essential part of developing more vocabulary and, therefore, have a wide connection with English learners as they benefit from using new words in a natural context with their respective phonemes and pronunciation.

It could be said that applying songs in an educational environment is a technique that looks to advance and depart from traditional methodologies based on motivating activities. This does not mean they are unimportant, but it makes students lose interest in learning the foreign language. Subakthiasih and Putri (2020) highlight that students' motivation comes from

their subjective experience, their willingness to be involved in learning activities, and the reasons. This assertion states that when learners have poor motivation to learn English, learning activities will be boring for them. Students will feel comfortable and comprehend the lesson properly if they have high motivation to learn.

Living in a generation that is advancing daily and as future teachers, there is no need to lag; looking for activities that generate student enthusiasm is necessary. As a result, music plays an essential role in any learning and, at the same time, can serve as a motivational bridge between students and teachers, offering students various learning opportunities, not only through written material but also by acting according to their desires and ideas, thus learning new vocabulary and improving communication skills.

Today, many technological advances in the classroom, such as electronic devices like computers, tablets, and even Internet access, can be used. Consequently, it is necessary to use these components to make students learn meaningfully and find motivation when learning a second language using technology, in addition to taking advantage of young people's musical tastes. It should be noted that the use of lyrics and the joy of listening to songs of a specific rhythm enriches the learning process because it connects the words that people use in different situations with the cultural and social types of a particular time or place. Islami (2019) adds that "song is a suitable medium and entertaining method of teaching English. It uses repeating phrases and easily understood language to help kids develop their vocabulary".

For this reason, teaching English through English songs creates a space where students can learn freely and participate independently and inclusively in their learning process. The opportunity to use learning techniques that stimulate students' interest and improve communication skills is significant, as teachers who lead the English teaching process in central educational institutions will have the opportunity to learn about music as a technique for learning development.

Chapter II

Theoretical Framework

2.1. Background

Widyahening and Rahayu (2021) highlight that vocabulary is one of the most important language components for having a proper performance. Without vocabulary, people will not be able to express themselves. In fact, people with broad vocabulary are more capable of mastering language skills than people with little vocabulary training.

In despite of the nowadays practices existed, there are certain techniques that are very useful for conveying knowledge to the student, this in order to the student register the language through music sessions such as literature review guarantees. Media can simplify the learning process, because the use of media can influence students' attention, behavior (Islami, 2019). Songs are assumed as an engagement or attachment to students in learning the language. Moreover, children enjoy listening to songs and singing and learning with it; sometimes they are being spotted by music. Many authors consider primary music in English language development; that is why music is an essential part of the teaching-learning process for young leaders (Zarwin, 2018).

Tasniati (2023) assures that songs serve as a valuable complement for supporting students in their English language learning process. To be more accountable, songs are thought to have the capacity to inspire and engage students as they learn English. Purwaningsih (2017) states that English teachers and language specialists agree that music has the capacity to cultivate a lively, creative, and pleasurable atmosphere for education, bringing motivation and attention to the class.

In addition, songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms, the students feel comfortable learning in a pedagogical setting. Although, the use of songs offers a change from routine classroom activities swapping by daily learning into a fun English learning session. They are precious resources to develop student's abilities in listening, speaking, reading, and writing. Frank and Frederick (2020) the integration of songs and musical elements can function as an advantageous approach within the context of teaching skills and sub skills, such as Vocabulary as a focus on this investigation.

Hatimah (2018) states that music serves as more than just a means of language acquisition; it also enhances the language learning experience by infusing enjoyment through its rhythmic and rhyming elements, which offer patterns that facilitate the learning process. Music, in fact, proves to be a potent tool that can enhance various learning contexts, as it directly impacts students and teachers on physical, emotional, and psychological levels.

According to Adnyani and Dewi (2020) mentioned by Griffiee (1992) the integration of songs into language learning is a pedagogical strategy that enriches the educational experience in various ways. Furthermore, songs offer a unique platform for introducing vocabulary as they provide a rich and meaningful context for words and phrases. Learners can connect vocabulary to emotions, stories, and themes, making the learning process more relatable and engaging by using an auditory approach. The melodic and rhythmic aspects of songs aid in memory retention, making it easier for students to recall new words and their correct pronunciation.

According to Hermida (2019) cited by Medina (2000) said that music plays a great role in the language development of children. In fact, singing songs enables kids to not only express their emotions but also engage in communication and play with their peers. The way of incorporating paces, rhymes, and songs into learning is beneficial for vocabulary acquisition due

to their repetitive nature and their ability to encourage movement. Likewise, when selecting a song for educational purposes, certain considerations should be taken into account such as: genre, lyrics and so forth.

Phisutthangkoon and Panich (2018) mention that music holds significance throughout every phase of human existence, serving as a mirror that reflects the culture, history, folklore, and contemporary expressions of different nations. Singing, in particular, serves as a valuable instrument in fostering students' self-assurance, granting them a level of fluency even before they achieve proficiency in spoken language.

Agreeing to Tavsanlı et al., (2021) mentioned by Montgomery (2002) indicates that music and language share similarities in their grammatical structure, phonemes, syntax, and semantics. However, this shared structure is believed to enhance students' language development when vocabulary instruction is integrated with music. Through lyrics, students are exposed to proper grammar, vocabulary, and sentence structure in a memorable way (Zilber, 2018). Bawawa (2020) refers to English songs and its potential to enhance students' vocabulary and inspire them to acquire new words from the lyrics they have heard. Furthermore, many learners find enjoyment in singing songs, offering a refreshing break from the usual foreign language learning routine.

The resources given showed that songs are a useful technique in order to teach vocabulary with a certain way of didactic approach, the importance of a proper knowledge delivery and teachability must be follow a balance to work in synchrony. In the next phase of research, refinement of methodologies, exploration of new variables, and collaboration with experts in the field will be emphasized. By doing so, we hope to not only build upon our existing

knowledge but also generate actionable insights that can benefit both our team and the broader academic and professional communities.

2.2. Pedagogical Basis

Constructivism

According to Piaget (1964) learning involves the processes of modeling, altering, and comprehending the structure of objects in our environment. On the other hand, through our interactions with the surroundings, we modify our internalized perception of the world. Various methods can be employed to modify our perspectives on distinct constructs.

Constructivism is a learning theory that emphasizes the active role of students in their own learning process. It suggests that learners build their understanding of the world through their experiences and interactions; Constructivism represents one of the big ideas in education. Piaget (1964) highlights that there exists a reciprocal connection between the two; a stimulus can elicit a response, and this response can influence how the subsequent stimulus is perceived.

Its implications for how teachers teach and learn to teach are enormous. If our efforts in reforming education for all students are to succeed, then we must focus on students. To date, a focus on student-centered learning may well be the most important contribution of constructivism (Golder, 2018).

Cognitive Approach and English Learning

Ellis and Wulff (2021) elaborate the Cognitive approaches to second language (L2) acquisition generally agree on these two fundamental principles:

- The primary wellspring for acquiring both a first language (L1) and a second language (L2) stems from the learner's active and contextualized interaction with language. Language learning is predominantly driven by actual usage, as humans use language to convey messages and create understanding.
- The cognitive processes engaged by learners in language acquisition are not unique to language learning but are overarching cognitive mechanisms applicable to various types of learning.

Students' Motivation

Motivation holds significant importance in the field of education, given that someone who lacks motivation may encounter difficulties in actively participating in the learning process. Absence of motivation can hinder the initiation and continuity of productive learning activities. Purmama et al., (2019) states that motivation has a great criterion on effective learning, as without it, individuals may struggle to initiate or carry out learning tasks, also it is a key factor in influencing the level of effort students put into their learning attempts.

2.3. Theoretical Basis

The Importance of English Language

The global importance of English as an international language cannot be overstated, especially in countries where it is considered foreign. It is believed that English should be introduced since young (Hermida, 2019). English acts as a crucial medium of communication, bridging linguistic gaps and promoting cross-cultural understanding. Moreover, proficiency in English opens doors to economic opportunities, education, and access to vast online resources. It is the language of science, business, diplomacy, and global relations, facilitating international trade and cooperation. Beyond its utilitarian value, English carries cultural significance, offering

access to literature, cinema, and arts from English-speaking societies, enriching cultural diversity.

English as a Foreign Language (EFL)

According to Brandisauskiene et al., (2021) the role of teachers in educational settings is essential, and their influence goes beyond just academic outcomes. In alignment with Sadoughi and Hejazi (2022) it is evident that teachers play a crucial role in molding the holistic growth and development of students. EFL is a very important component in order to realize how the English development is being carried.

Specifically in the area of foreign language education, language instructors hold a pivotal position in creating an environment that cultivates motivation, support, a sense of security, and a welcoming atmosphere. This environment ultimately contributes to the enhancement of students' proficiency in the target language. These educators are key in establishing the ideal conditions for successful language learning.

English Skills and Subskills

As stated by Parupalli (2019) listening and reading are categorized as passive or receptive skills since they don't necessitate learners to actively create language. In contrast, speaking and writing are regarded as active or productive skills because they demand learners to generate language on their own, entailing substantial practice and learning in aspects like grammar, vocabulary, sentence structure, and usage.

According to Katawazai and Haidari (2019) Sub-skills, such as vocabulary, grammar, and pronunciation, serve as the fundamental building blocks for language learning and mastery. ELT textbook developers must integrate these sub-skills into the learning process to enable successful

language acquisition. Basically, these sub-skills not only aid language understanding but also promote effective communication among learners.

Vocabulary

According to Widyahening and Rahayu (2021) vocabulary is a set of words a person knows and is a key component to master when learning English. It greatly influences language proficiency and effective communication. Therefore, the acquisition of words is essential aspect of English language, and it plays an important role in language learning. Expanding our vocabulary can greatly enhance communication and understanding of certain topics that depend on certain context to being conveyed.

Corresponding to Katawazai and Haidari (2019), cited by Harmon et al., (2009) defined that one key aspect of successful vocabulary learning is encountering new words in contexts that make sense and are relevant to the learner. Thus, this contextualization aids in understanding the nuances of word usage, including the different shades of meaning, connotations, and appropriate contexts in which a word can be employed.

When learners encounter words in meaningful and comprehensible contexts, they are more likely to remember and use them effectively. Moreover, this exposure helps build a rich mental lexicon and equips individuals with the tools needed for proficient communication.

Stages for Teaching Vocabulary

According to Cross (1991) the procedure of teaching vocabulary can be divided into three stages:

- **Presentation**

During this phase, educators have the flexibility to employ a range of teaching methods. Nonetheless, they must exercise caution when choosing the specific techniques to incorporate into their instructional activities.

- **Practice**

In the second phase, the instructor provides students with exercises designed to reinforce the concepts they are learning. These exercises encompass various forms such as fill-in-the-blanks, matching, and word classification, among others. These are some examples of the types of exercises that teachers can employ during this stage.

- **Production**

During this phase, students are anticipated to put into practice the recently acquired vocabulary by engaging in speaking or writing exercises.

Learning Strategies

Learning strategies in English language acquisition are essential for developing proficiency, confidence, and effective communication skills. Learning strategy has been widely acknowledged to play an important role in foreign language learning to help the learners in improving language competence (Sakinah, 2020). They empower learners to navigate the challenges of language learning and open doors to a wide range of personal, academic, and professional opportunities.

Teaching Properties of Songs

The first of the properties of songs that Ludke presents is the simple and predictable structure of songs. In this lies that the structure of songs often is predictable and simple, i.e., that a chorus follows a verse and vice versa. In addition, this is not exclusive to songs, as the same structure can be found in poems, however it is especially common in popular music with meaningful activities.

The second property is a symmetrical melody line. A symmetrical melody line would mean that if there is a rise in pitch, it will be followed by a fall, not continuing to rise indefinitely.

The third property is that songs may have an end that naturally leads back to the beginning, such as a fast chorus leads back to a calmer verse and vice versa.

The fourth property is the rhyming scheme within a song that may lead to recall. This property is particularly interesting in view of the thesis investigating vocabulary learning through music, where the rhyming scheme is a central part of memorizing words.

The fifth property is that songs without an overwhelming amount of new vocabulary or grammar at once will be beneficial to learners in contrast to introducing a lot of new vocabulary (Ludke, (2009); (Folladal, (2021))).

Activities for Developing Vocabulary through Songs

The following are some of the funny activities that students enjoy when they work with songs (Macmillan English Campus, 2000).

Gap Fills: In this common exercise, certain words in a text are removed and replaced with blank spaces. Learners are then tasked with filling in these gaps with the appropriate missing words. For instance, they might focus on filling in missing verbs or adjectives. To aid comprehension, students may need to listen to the text multiple times.

Jumbled Lines: This activity is particularly effective for well-known poems, song lyrics, or sets of instructions that require a specific order, like recipes, phone call scripts, or daily routines. Teachers provide the text but rearrange entire lines, and students must reassemble them correctly while listening. For added ease, the text can be physically cut into pieces.

Spot the Mistakes: In this exercise, teachers furnish song lyrics but introduce roughly twenty errors, such as altering tenses or substituting synonyms or antonyms. Students listen and, upon the initial hearing, underline the differing words. In subsequent listenings, they write the correct words or phrases above the mistakes. Students can then cross-check their work with their peers, promoting collaborative learning. Moreover, they can analyze whether the errors pertain to vocabulary or grammar.

Translation Activity: This demanding activity involves pairs or small groups of students selecting a well-known song in their native language and translating it into English, ensuring it remains singable to the original melody. Alternatively, they can translate an English song into their mother tongue. This activity fosters improved language comprehension and encourages creativity.

Influence of Songs in English Learning

Through music, students can tap into their emotions and express themselves in ways that traditional teaching methods may not allow. This emotional engagement not only enhances their

self-awareness but also fosters empathy and understanding of others. Corresponding to the mentioned by Parlakian (2010), as cited in (Hadi (2019) states that Incorporating music into the learning process can offer students a multifaceted opportunity for growth and development. Beyond just imparting knowledge, the use of songs can have a profound impact on their overall well-being. It can serve as a powerful tool for teaching social and emotional skills, helping students navigate their feelings and relationships effectively.

2.4. Legal Basis

Constitución de la República del Ecuador

According to Constitución de la República del Ecuador (2008) mentions in the article 25 that Ecuadorian constitution, recognizing the fundamental importance of education, mandates it as a crucial responsibility of the government. In accordance with Article 26, there exists a profound connection between the consolidation of the nation and the educational empowerment of its citizens. This not only emphasizes the significance of an educated populace but also underscores the government's commitment to promoting access to education while ensuring its quality aligns with the Sustainable Development Goals (SDGs).

Furthermore, Article 27 solidifies the constitutional commitment to education by asserting that it is a guaranteed right for every citizen without any form of exclusion. This inclusionary approach signifies the government's dedication to providing educational opportunities for all, regardless of background or circumstances. However, the constitution also emphasizes the reciprocal nature of this right, as outlined in Article 27. It articulates that individuals, as beneficiaries of this constitutional guarantee, bear the responsibility of actively participating in the educational process. This dual obligation reflects a shared commitment

between the government and its citizens to cultivate a society where education is both a right and a duty.

The constitutional provisions not only enshrine the right to education but also set the stage for a collaborative effort between the government and individuals to create a well-educated and informed citizenry. By linking the principles of access, quality, and shared responsibility, the Ecuadorian constitution not only recognizes the transformative power of education but also seeks to ensure its enduring impact on the nation's development. As the country progresses, these constitutional mandates serve as a foundation for fostering a society where education becomes a catalyst for individual growth, national progress, and the pursuit of a more equitable and enlightened future.

La Constitucion del Ecuador is focused on developing the capacities of citizens, facilitating learning and cultural approaches. Article 343 mentions that the national education system will aim to foster the development of individual and collective capabilities and potentials of the population, facilitating learning and the generation and use of knowledge, techniques, skills, art, and culture. The system will be learner-centered and will operate in a flexible, dynamic, inclusive, effective, and efficient manner. The national education system will integrate an intercultural perspective in line with the country's geographical, cultural, and linguistic diversity, and respect for the rights of communities, peoples, and nationalities.

The provided articles emphasize the mandatory nature of education and its critical role in personal development, human rights, and national progress; they highlight the obligation of individuals to receive education, where English language is a subject that is part of the curriculum. Mandatory education is a fundamental principle, but English language proficiency mandates can vary widely depending on regional education systems and policies. The importance

of English proficiency in education can depend on local language policies, the global context, and specific program or job requirements. While mandatory education ensures access to learning, the level of English proficiency required for students can vary from place to place and within different educational contexts.

Ministerio de Educación

En las normas para Profesores de Inglés en Servicio del Ecuador, el Ministerio de Educación (2020), en su quinto dominio, que es "Profesionalismo y Compromiso Ético", establece que los profesores deben actualizar sus técnicas para mejorar en la enseñanza de un idioma extranjero. También deben demostrar que tienen suficiente conocimiento sobre la enseñanza del inglés como lengua extranjera. Además, los profesores deben colaborar de manera cooperativa con sus colegas para crear un buen ambiente para sus estudiantes.

Sin embargo, basándose en las normas generales, específicamente en el ítem 5.b. denominado "Desarrollo Profesional, Colaboración y Defensa", se mencionan los siguientes aspectos:

- 5.b.1. Beneficiarse de oportunidades de avance en la carrera.
- 5.b.2. Establecer objetivos competentes.
- 5.b.3. Trabajar en colaboración con otros miembros de la institución para crear un ambiente integral para todos.
- 5.b.4. Participar en la enseñanza colaborativa, especialmente en la enseñanza especial.
- 5.b.5. Recomendar a los estudiantes que formen parte de aspectos educativos.
- 5.b.6. Conocer el trasfondo de los estudiantes.

5.b.7. Actuar como recursos conocedores para sus comunidades académicas (Ministerio de Educación del Ecuador, 2019).

The previously discussed articles underline the significance of education for all individuals and also emphasize the proper use of the English language in academic settings. These articles stress the essential nature of education as a right and responsibility, making it clear that everyone should have access to quality education. Additionally, they underscore the importance of maintaining proficiency in the English language, particularly within educational contexts.

Learners' Strategies

Using a plan or conscious action help to achieve an objective. For example, learners might decide consciously how they plan to learn more vocabulary, or how they want to remember a grammar rule. Teachers should encourage learners to experiment with new strategies so that they learn what works best for them (Ministerio de Educacion del Ecuador, 2019) emphasizes the importance of deliberate, strategic approaches to language learning, particularly in the context of vocabulary acquisition. It suggests that learners should consciously plan their strategies for expanding their vocabulary and remembering grammar rules. Teachers play a crucial role in guiding students through this process. They should encourage students to experiment with various strategies and find what works best for them individually.

Bridging the Gap between Educación General Básica Media and Educación General Básica Superior (Primary and Secondary)

According to Ministerio de Educacion del Ecuador (2019) it is essential to consider that even though students are expected to attain a particular proficiency in English upon completing the Middle General Basic Education, such as achieving an A2 level upon graduating from 7th

EGB, a substantial portion of the language acquired during these levels will be revisited in the initial years of Higher General Basic Education (8th, 9th, 10th EGB). However, this revisiting occurs within a different context and is integrated with new language elements, more suitable for young teenagers. As a result, students in the early years of secondary education will encounter a review of grammar and vocabulary they have previously learned, but with the incorporation of fresh, context-specific vocabulary tailored to the needs of adolescents.

This approach reflects a thoughtful and progressive strategy in language education. While revisiting foundational language skills ensures a solid understanding, the introduction of new, context-specific vocabulary demonstrates an awareness of the evolving needs and interests of students as they progress through their education. Besides, it not only reinforces prior learning but also keeps the language learning experience engaging and relevant, catering to the cognitive and social development of young teenagers. This approach seems to strike a balance between continuity and adaptation, contributing to a more effective and meaningful language education experience.

Vocabulary is a cornerstone of language learning, enabling effective communication and comprehension. The text stresses that learners should consciously plan and implement strategies to enrich their vocabulary, recognizing its vital role in language competence. A key aspect here is the idea of personalized learning, suggesting that there is no universally applicable approach to vocabulary acquisition. Instead, students are encouraged to explore various strategies, seeking what resonates best with their unique learning styles and preferences.

Chapter III

Methodological Framework

3.1. Method

3.1.1. Qualitative Methodology

This research project has a qualitative focus on English teachers from Unidad Educativa Península de Santa Elena, whose goal is to know the technique of English songs on the vocabulary development of 7th graders.

According to Bhandari (2020), in qualitative research, data that is not numerical in nature such as text, audio, or video is collected and analyzed to gain a deeper understanding of concepts, experiences, or perspectives. This method of research can provide in-depth insights into a particular issue or generate new ideas for further investigation.

Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data.

Through qualitative research such as one-on-one interviews, and content analysis—qualitative methodology enables researchers to delve into the subtleties of this pedagogical approach and gain a deeper understanding of how teachers and students engage with and benefit from the English songs in vocabulary development.

3.2. Type of research

3.2.1. Phenomenological Studies

Phenomenology help to understand the meaning of people's lived experiences. A phenomenological study explores what people experience and focuses on their experience of a phenomenon. As phenomenology has a strong foundation in philosophy, it is recommended that you explore the writings of key thinkers such as Husserl, Heidegger, Sartre, and Merleau-Ponty before embarking on your research (Duquesne University, (n.d.).

The goal of phenomenological studies is to work with phenomenological techniques to fully comprehend teacher perceptions and 7th graders' lived experiences and ideas, and when they interact with English songs to expand their vocabulary. Phenomenological research aims to extract the substance and meaning from these experiences, making it a fitting technique for investigating how students view and interact with this teaching strategy.

3.3. Data collection techniques

3.3.1. One-on-one Interview

Interviews are an important tool in research as they allow for a deep understanding of the experiences, attitudes, and opinions of individuals. They provide a flexible and open-ended method of data collection, allowing the researcher to gather rich, detailed information that can be difficult to obtain through other methods. Additionally, interviews can help build rapport and trust with the participants, leading to more honest and accurate responses.

According to George (2022), an interview is a type of qualitative research technique that involves asking questions to gather information. This method involves two or more individuals, where one person serves as the interviewer and poses the questions.

Interviews also allow for the exploration of sensitive or personal topics in a controlled setting, as well as the opportunity for follow-up questions and clarification. They can also be used to gather information from hard-to-reach populations, such as those who may not respond to surveys or questionnaires.

Furthermore, interviews can also serve as a valuable source of qualitative data that can complement and enhance the findings from quantitative research methods.

3.4. Instrument

3.4.1. Questionnaire

Questionnaires are an important tool in research as they provide a convenient and cost-effective means of collecting data from a large number of individuals. They allow for the standardized collection of information from a large sample size, making them well-suited for large-scale studies.

Agreeing to Bhandari (2021), a questionnaire is a set of questions or items utilized to obtain information from participants regarding their perspectives, encounters, or beliefs. These questionnaires can be utilized to obtain both quantitative and qualitative data.

Through deepening, a formal questionnaire with questions and responses will be completed. These often consist of a pre-written list of open-ended, precise, and straightforward questions designed to make it easy for the interviewee to comprehend the requirements of the research project. The interview will be conducted in person using taped in-person interviews.

As part of the interview method for this study, in-depth semi-structured interviews with teachers will be held. It will utilize 9 open-ended questions to gain a better understanding of how teachers consider English songs to develop vocabulary.

3.5. Type of question

3.5.1. Open-ended questions

Open-ended questions are an important tool in research as they allow for the exploration of participants' attitudes, experiences, and opinions in a more in-depth and nuanced manner.

This questionnaire's questions are specifically connected to the topic of English songs to develop vocabulary in 7th graders. They are intended to reveal the core of teachers' perceptions when they use this particular technique. Through one-on-one interviews using these open-ended questions, researchers want to learn more about the positive aspects that teachers appreciate about English songs to develop vocabulary. The data collected will contribute to a deeper understanding of the lived experiences of 7th graders in the context of English as a foreign language through songs.

3.6. Population and sample (delimitation of the population and/or study sample)

This research is being carried out at the Unidad Educativa Península de Santa Elena. It is in the province of Santa Elena, La Libertad, in the neighborhood “Virgen del Carmen” La Libertad - Santa Elena, Ecuador. This educational institution provides a higher education level from the first year of basic education to the third secondary school, including face-to-face and virtual modalities.

Despite the fact that the educational institution is staffed by 7 English teachers, the population comprises 10 English teachers, consisting of 7 English teachers from Unidad Educativa Península de Santa Elena and 3 English teachers sourced externally to ensure a diverse perspective. To manage the research efficiently, a sample of 6 English teachers was selected, including the 3 external sources.

In order to achieve a balanced representation, the 3 external English teachers are purposefully included in this sample. Through the use of selective sampling, the research seeks to acquire a more nuanced understanding of the effects of English songs to develop vocabulary in 7th graders. It enables the research to delve deeper into the qualitative aspects of the educational intervention, incorporating a range of experiences and viewpoints from both within and outside the Unidad Educativa Península de Santa Elena.

Chapter IV

Analysis of Findings

4.1. Brief explanation of the findings.

Regarding the data interpretation, the interviewees' responses highlighted the teachers' perceptions with respect to English songs to develop vocabulary and aspects that it has in academic performance in the classroom. This was especially evident when considering the interviewees' experiences in basic education and the journey they took to achieve those levels. six highly proficient English teachers who described their background as basic and elementary school English teachers participated in the interviews. They emphasized their teaching techniques and their opinions about English songs as one.

Nevertheless, the remaining six interviewees mentioned additional challenges and outcomes associated with English songs. They mentioned a couple of the reasons behind their difficulties, including a deficiency of educational institution resources and challenges adjusting to the song's tempo. By sharing their personal experience, these participants gave insightful explanations of the English songs they used in the classroom. In response to open-ended questions, the interview procedure itself gave the participants the freedom to share their ideas and experiences in their own words, if they were pertinent to the topics. Positive aspects that reflected the many perspectives of the teachers arose through this technique.

4.2. Interpretation of bibliographic review.

1. Question number one was: **What teaching techniques do you use to teach English vocabulary in your classroom?** Upon conducting interviews with six basic education English teachers, it became apparent that the most used techniques for teaching vocabulary in English concentrate on the interactive use of games and flashcards. These teachers use flashcards as a presenting and reinforcement tool, taking advantage of the interactive and visual elements to get elementary students interested in learning unfamiliar words. Furthermore, incorporating games into the educational material adds a competitive and exciting element to the learning process, making the classroom environment more pleasurable and dynamic. The teachers' agreement highlights how these techniques help students acquire vocabulary in an engaging and memorable way, improving their retention and application of English language skills.

2. Question number two was: **What is your opinion about using songs in teaching English?** It is noteworthy that every interviewee had an overwhelmingly favorable assessment of the English songs as a teaching technique, and most of them claimed to genuinely like utilizing this approach. This positive response highlights how basic educational English teachers generally acknowledge the pedagogical positive aspects of English songs. The teachers' enormously positive feedback not only demonstrates how effective they think song-based English teaching is but also underlines how excited and happy they are about implementing this innovative and fun technique in their classrooms. This interviewee's affirmation implies that songs are viewed as both a helpful instrument for vocabulary development and a joyful source of inspiration when it comes to basic education students just as Purwaningsih (2017) spoke of English teachers and language specialists agree that music has the capacity to cultivate a lively, creative, and pleasurable atmosphere for education, bringing motivation and attention to the

class.

3. Question number three was: **Would you be willing to use English songs to teach vocabulary in your classroom? Yes/no. Why?** All six of the basic education English teachers are willing to use English songs in their classrooms because this approach is required in the government-issued curriculum for public schools as well as Ministerio de Educación del Ecuador (2019) declared teachers should encourage learners to experiment with new strategies so that they learn what works best for them. As teachers in the public education system, these basic educational English teachers base their teaching techniques on the official curriculum, which lists the inclusion of English songs as an essential part of the curriculum. Their positive answers show that they are dedicated to following the rules and making sure that education is thorough and uniform. Beyond simple adherence, these English teachers probably understand the positive aspects of incorporating songs into vocabulary lessons as required by the curriculum, realizing the power of English songs to make language learning interesting and successful.

4. Question number four was: **In your opinion, is there a specific age group or grade level for using songs when teaching vocabulary? Why do you think so?** The debate of whether there is a certain age group or grade level appropriate for adding songs into vocabulary teaching elicits a variety of responses from six basic education English teachers. According to Hermida (2019) cited by Medina (2000) said that music plays a great role in the language development of children. In fact, singing songs enables kids to not only express their emotions but also engage in communication and play with their peers but the opinions on this subject differ, with some English teachers claiming that there is no age-specific constraint, instead emphasizing adaptation at all levels. Others, on the contrary, argue for targeting young learners,

citing the potential involvement and passion that younger students may demonstrate. Furthermore, some English teachers take a subject-centric approach, suggesting that the appropriateness of employing songs is dependent on the specific content being taught. The diversity of perspectives demonstrates the complicated nature of educational decisions, with factors ranging from cognitive development to topic relevance impacting teachers' preferences for including songs in vocabulary development.

5. Question number five was: **Can you describe any outcomes or experiences you have observed when using English songs for vocabulary teaching?** English songs for vocabulary development indicated a diverse and favorable impact in the interviews with six basic education English teachers. The efficacy of repetition was a constant trend in the responses, with the young learners demonstrating significant vocabulary retention when exposed to lyrics repeatedly. Furthermore, a notable consensus developed on the emotional impact of songs, with teachers underlining those young learners not only emotionally connected with the topic but also had an improved mood throughout lectures. This emotional engagement appeared to improve the entire learning process, making it less complicated for students to understand and internalize a new language. These English teachers' aggregate observations highlight the pedagogical value of including English songs in the curriculum, implying that the integration of repetition and emotional connection in the classroom produces a suitable setting for vocabulary development. The clear stimulus there is when a teacher places something that intensifies the student such as Piaget (1964) who highlights that there exists a reciprocal connection between the two; a stimulus can elicit a response, and this response can influence how the subsequent stimulus is perceived.

6. Question number six was: **What do you think would be the challenge of using English songs to teach vocabulary?** Using English songs for developing vocabulary has some challenges, as six basic education English teachers have highlighted. One important difficulty is the predominance of slang and improper grammar in songs, which makes it difficult for young learners to comprehend proper language usage this could be a major problem considering that it is supposed to be through lyrics, students are exposed to proper grammar, vocabulary, and sentence structure in a memorable way (Zilber, 2018). Furthermore, the varying speed of songs may impair understanding, making it difficult for students to comprehend and internalize the language properly. Another issue cited by some teachers is the institution's lack of resources, particularly in the context of a public school with potential constraints in equipment and materials such as a speaker. This scarcity may hamper the incorporation of songs into the curriculum, limiting the efficacy of this teaching technique. The use of linguistic nuances in songs, as well as shifting speeds and limited resources, highlight the various challenges that English teachers encounter when English songs for vocabulary learning in public school settings.

7. Question number seven was: **How often do you incorporate English songs into your language-learning routine?** A recurring pattern emerged when six basic educational English teachers were asked how often they included English songs in their language learning routines. Most of the interviewees confirmed that they often included songs in everyday life. The teachers' proactive and frequent use of English songs in the classroom indicates that this dynamic teaching aid plays a key and regular role in their language learning. The consistent integration of English songs into their routines implies a calculated and deliberate technique to maximize the positive aspects of English songs in language learning, for this reason, it is important for English

teachers to gain knowledge and practice before using this technique since in alignment with Sadoughi and Hejazi (2022) it is evident that teachers play a crucial role in molding the holistic growth and development of students. This collective statement underscores teachers' recognition of the importance of using aural and rhythmic aspects to improve learners' engagement, pronunciation, and overall vocabulary development.

8. Question number eight was: **What can you recommend if a teacher incorporates English songs as a technique to help students learn vocabulary? Can you describe it?** A common emphasis on meticulous song selection and engaged students is shown by the insights obtained from six basic education English teachers concerning suggestions for incorporating English songs as a vocabulary-learning technique. Most interviewees recommended staying away from songs that are overly complex and making sure that the selection of songs is appropriate for the student's language level bearing in mind that songs without an overwhelming amount of new vocabulary or grammar at once will be beneficial to learners in contrast to introducing a lot of new vocabulary (Ludke, (2009); (Folladal, (2021))). By creating an environment that is conducive to vocabulary development, this technique approach seeks to make learning accessible and pleasurable. Additionally, basic educational English teachers support driving students to explore the lyrics, which turns the song into an important linguistic technique. By letting students explore the linguistic subtleties included in the song's lyrics, this approach aims to encourage active engagement with the content.

9. Question number nine was: **Do you adapt the English songs to your classes? yes/no, if yes, how do you adapt the English songs?** The majority of interviewees to this open-ended question about whether elementary English teachers adapt English songs for their classes said that they take a proactive stance toward customization. The most common tactic used by the interviewees is to choose a song appropriate for the learner's age and relevant to the topic. As well, English teachers were willing to modify certain lyrics to better suit the learner's language proficiency level. It is significant to find songs with the right context as mentioned by Katawazai and Haidari (2019), cited by Harmon et al., (2009) defined that one key aspect of successful vocabulary learning is encountering new words in contexts that make sense and are relevant to the learner. This deliberate modification demonstrates the teachers' effort to ensure that the songs chosen are both linguistically and age-appropriate, and attests to a nuanced understanding of the range of linguistic abilities at the center. By adapting the material in this way, these English teachers want to produce a more distinctive and interesting way of teaching.

Below, there is a summary of the most relevant findings related to this chapter:

Table 1

Teachers' perceptions towards learning English vocabulary through English language songs.

Questions	What is your opinion about using songs in teaching English?	In your opinion, is there a specific age group or grade level for using songs when teaching vocabulary? Why do you think so?	Can you describe any outcomes or experiences you have observed when using English songs for vocabulary teaching?	What do you think would be the challenge of using English songs to teach vocabulary?
Answers	It is an excellent idea to use in the classroom because it creates an engaging atmosphere.	This technique is recommended with young learners – elementary.	When it comes to English songs students are more motivated.	English songs often have grammatical errors and finding the correct songs takes time.
Authors	Music has the capacity to cultivate a lively, creative, and pleasurable atmosphere for education, bringing motivation and attention to the class. <i>Purwaningsih (2017)</i>	Music plays a great role in the language development of children. <i>Hermida (2019)</i>	There exists a reciprocal connection between the two; a stimulus can elicit a response, and this response can influence how the subsequent stimulus is perceived. <i>Piaget (1964)</i>	Through lyrics, students are exposed to proper grammar, vocabulary, and sentence structure in a memorable way <i>Zilber (2018)</i>

Chapter V

The main goal of this study is to know the technique of English songs on vocabulary development of 7th graders at Unidad Educativa Península de Santa Elena. After in-depth research, it was determined that the presence of English songs in the curriculum had a major impact on students' vocabulary growth. The songs' captivating and rhythmic qualities not only held the students' interest but also offered a fun and memorable setting for learning new vocabulary. The next section explores the research conclusions and provides insight into the particular ways that English songs assisted the 7th graders at Unidad Educativa Península de Santa Elena in developing their vocabulary.

5.1. Conclusions

Conclusion 1: The qualitative research project conducted at the "Unidad Educativa Península de Santa Elena" emphasizes how vital it is for 7th graders to expand their vocabulary in English. It became clear from the literature review and qualitative data that using English songs is a useful technique for this. The findings imply that songs provide a fun and interesting approach to picking up new vocabulary and expressions, enabling more dynamic and interactive learning environments.

Conclusion 2: The research highlights the positive aspects associated with English songs to develop vocabulary in 7th graders. Through this review, significant benefits were identified, such as increasing word retention and promoting listening comprehension, as this technique was found to be quite useful with auditory learners. These results support the idea that English songs can be a valuable and motivating technique to strengthen the English vocabulary of the students in the aforementioned educational institution.

Conclusion 3: The research reveals the perceptions of the English teachers of the "Unidad Educativa Península de Santa Elena" regarding English songs to develop vocabulary. The data obtained provide valuable information about the acceptance and attitudes of the English teachers towards this technique. A positive trend is observed, where teachers value the incorporation of English songs in the classroom as an effective and enriching technique. Nonetheless, possible challenges in this technique and areas for improvement were also identified, suggesting the need for support and resources from the institutions themselves to maximize the positive impact of this technique.

5.2. Recommendations

Recommendation 1: English teachers might ask questions to learn about the musical preferences of today's students and how these preferences may influence the efficacy of the technique, as sometimes the songs chosen by the teacher may be a bit old. Understanding musical preferences can help tailor the song selection to be more relevant and appealing to the specific group of students, thus optimizing the learning process.

Recommendation 2: To take full advantage of the qualitative research project on English songs to develop the vocabulary of 7th graders in the "Unidad Educativa Península de Santa Elena", it is recommended to encourage the active participation of teachers. In the case of not having speakers as the teachers expressed in the interview, it is suggested that the teachers sing the songs themselves during the sessions, transforming the learning into a more interactive and personalized experience. This recommendation will not only strengthen the students' emotional connection with the material but will also motivate teachers to explore new ways of teaching.

Recommendation 3: English teachers are encouraged to incorporate visual and multimedia elements during learning sessions with English songs. They can include the subtitles of the song or the music video as visual resources that enrich the understanding of the English song lyrics and relate what they hear to what they see. This recommendation will not only complement vocabulary instruction but will also appeal to different learning styles, making the sessions more accessible and engaging for all students.

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Annexes

Annex A: *Certified Anti-plagiarism System.*

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “ENGLISH SONGS TO DEVELOP VOCABULARY IN 7TH GRADERS AT “UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA” elaborado por las estudiantes Mendoza Almagro Kenia Jesus y Rizo Lara Madelaine Paula, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Eliana León Abad, MSc.

TUTORA



Chapters I - V Mendoza-Rizo

3%
Textos sospechosos



3% Similitudes
0% similitudes entre comillas
0% Idioma no reconocido
0% Textos potencialmente generados por la IA

Nombre del documento: Chapters I - V Mendoza-Rizo.docx
ID del documento: 82d83a98cbbfd4ef4465e8a4f35cafbb498602
Tamaño del documento original: 51,69 kB

Depositante: ELIANA GEOMAR LEÓN ABAD
Fecha de depósito: 5/12/2023
Tipo de carga: interface
fecha de fin de análisis: 5/12/2023

Número de palabras: 8537
Número de caracteres: 57.836

Ubicación de las similitudes en el documento:



Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	repositorio.upse.edu.ec Engaging activities to establish effective rapport in engl...	< 1%		Palabras idénticas: < 1% (68 palabras)
2	guides.library.duq.edu Phenomenology - Qualitative Research Methods - LibGuid...	< 1%		Palabras idénticas: < 1% (57 palabras)
3	digitalcommons.murraystate.edu	< 1%		Palabras idénticas: < 1% (52 palabras)
4	oro.open.ac.uk Using Songs to Enhance Language Learning and Skills in the Cypr...	< 1%		Palabras idénticas: < 1% (40 palabras)
5	www.scribbr.co.uk What Is Qualitative Research? Methods & Examples	< 1%		Palabras idénticas: < 1% (33 palabras)

Fuente

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	ijssrr.com EFL Classroom Activities in Teaching Listening Using Songs for Students	< 1%		Palabras idénticas: < 1% (18 palabras)
2	www.simplypsychology.org Constructivism Learning Theory & Philosophy of Edu...	< 1%		Palabras idénticas: < 1% (11 palabras)

Annex B: *Questionnaire*.

ENGLISH SONGS TO DEVELOP VOCABULARY IN 7TH GRADERS AT “UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA.”

Population: 10 English teachers (7 English teachers from Educativa Península de Santa Elena and 3 English teachers sourced externally)

Sample: 6 English teachers, including the 3 external sources.

Questions aimed at teachers

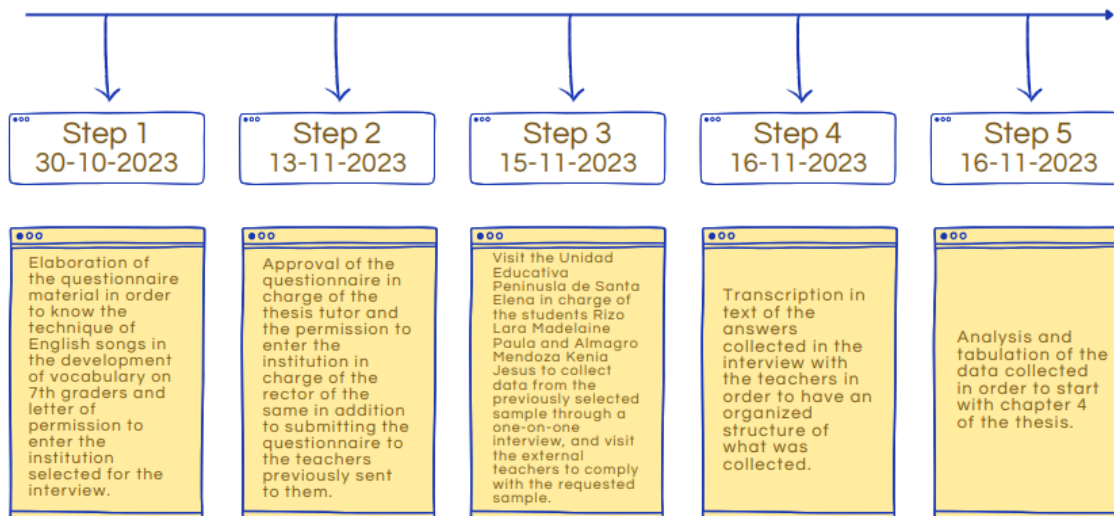
- 1- What teaching techniques do you use to teach English vocabulary in your classroom?
- 2- What is your opinion about using songs in teaching English?
- 3- Would you be willing to use English songs to teach vocabulary in your classroom?
Yes/no. Why?
- 4- In your opinion, is there a specific age group or grade level for using songs when teaching vocabulary? Why do you think so?
- 5- Can you describe any outcomes or experiences you have observed when using English songs for vocabulary teaching?
- 6- What do you think would be the challenge of using English songs to teach vocabulary?
- 7- How often do you incorporate English songs into your language-learning routine?
- 8- What can you recommend if a teacher incorporates English songs as a technique to help students learn vocabulary? Can you describe it?

- 9- Do you adapt the English songs to your classes? yes/no, if yes, how do you adapt the English songs?

Annex C: *Roadmap.*

HOJA DE RUTA DEL PROYECTO

ENGLISH SONGS TO DEVELOP VOCABULARY IN 7TH GRADERS AT
"UNIDAD EDUCATIVA PENÍNSULA DE SANTA ELENA."



Annex D: *Letter of permission to the institution.*

Lunes, 13 de noviembre del 2023

MSc. Valeria Montenegro Bejeguen
RECTORA
UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA

En su despacho. -

Nosotras, MENDOZA ALMAGRO KENIA JESUS y RIZO LARA MADELAINE PAULA estudiantes de la UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA de la carrera PEDADOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS nos dirigimos a usted en su calidad como rectora del plantel para mencionarle lo siguiente; estamos en nuestra etapa final de titulación y como lo dicta el CONSEJO DE EDUCACION SUPERIOR (CES) debemos hacerlo mediante un examen complejo o un proyecto de investigación por el que hemos elegido la segunda opción.

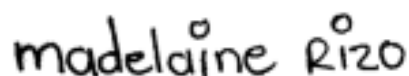
Nuestro tema titula English Songs to Develop Vocabulary in 7th Graders y como población hemos escogido a la UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA para hacer nuestros análisis cualitativos por medio de encuestas hacia sus docentes de inglés.

Nos gustaría contar con su permiso para hacer dichas encuestas (no más de 3 profesores) el día miércoles 15 a las 10am tratando de no interrumpir las clases de cada docente ya que la encuesta tiene una duración máxima de 10 minutos.

Esperando que tenga un excelente día en el alma máter Peninsulina nos despedidos estando pendientes a su respuesta. Muchas gracias por la atención.



Kenia Mendoza Almagro



Madelaine Rizo Lara

Annex E: Interviews transcribed using the tagging method.

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	1. What teaching techniques do you use to teach English vocabulary in your classroom?	2. What is your opinion about using songs in teaching English?	3- Would you be willing to use English songs to teach vocabulary in your classroom? Yes/no. Why?
INTERVIEWEE 1	<p>Yo trabajo con niños y con adolescentes, con uno de ellos trabajo con bingos, lyrics en ciertas canciones populares, sino que yo prefiero utilizar canciones donde se esté tratando el tema en clases. Por ejemplo, si el tema es de present simple, puedo utilizar una de Bruno Mars. Utilizo técnicas de colores, son como colores al azar. Es un dado, es un dado en el cual él lo lanza y que en color verde le sale acá, trabaja en parejas, trabaja solo, gana dos</p>	<p>Bueno, desde mi punto de vista veo que el aprendizaje con canciones es súper bueno al momento de aprender vocabulario. Yo les decía a ellos, al momento que ustedes escuchan una canción o ven una película en inglés, las frases que más les llamen la atención o que ustedes desconozcan, las pueden utilizar en una conversación.</p>	<p>Por supuesto, por el motivo que le acabo de mencionar. Ayuda, enriquece el vocabulario de uno para poderlo utilizar en el diario vivir.</p>

puntos, pierde un punto. Ese tipo de cosas, como es challenge, a ellos les agrada también.

INTERVIEWEE
2

To teach vocabulary, I like to use pictures.

I think using songs is a great idea.

Yes, I would be willing because I think it grabs the attention and the focus of the students.

INTERVIEWEE
3

La técnica de enseñanza que se aplica son el uso de flashcards, de tarjetas, ya que las tarjetas, por medio de ellos, pueden los estudiantes visualizar la imagen y la palabra. Entonces, acorde a eso, ellos van socializando. También podemos hacer unscramble words, ordenar las letras, ya para que ellos puedan seguir formando el vocabulario, mostrando las figuras, siempre mostrando imágenes.

Las canciones son muy buenas, pero siempre deben de ser acorde al tema que estamos realizando con los estudiantes. Por ejemplo, ahora estoy realizando oraciones con PASS y ACTIVE. Entonces, hay diferentes canciones que puedo utilizar para que ellos vayan subrayando y vayan viendo cómo cambian la manera activa a pasiva.

Sí, sí, utilizo canciones acordes al módulo. Nosotros trabajamos con el módulo del Ministerio de Educación, entonces en cada módulo salen diferentes canciones acordes al tema que se está realizando en clases.

INTERVIEWEE

4

Bueno, para enseñar el vocabulario, pues **utilizo flashcards**, y dependiendo del tema, utilizo canciones. Por ejemplo, **yo hago drillings también**, muchos drillings, para que ellos asocien imágenes con palabras. Esa es la manera de enseñar vocabulario.

Ya, en cuanto a las canciones, también tienen que tener mucha relación con el tema, es decir, el contenido que se va a enseñar en cada clase, para realizar el warm-up. Entonces, en este caso, **pienso que son muy importantes**, porque **hay estudiantes que son muy auditivos**, ellos aprenden a través de lo que escuchan. Entonces, de esa manera, ellos pueden captar el contenido que quizás no lo hacen de manera visual.

Ya, **claro que sí, sí las utilizo**. Es decir, en cada clase más bien las utilizo. Sí, utilizo las canciones, son muy importantes, como ya mencioné, pues a **través de ellas puedo llegar a, más que todo, a los niños más pequeños de elemental**.

INTERVIEWEE

5

Well, I prefer to explain vocabulary **using flashcards** in the classroom, because I consider it better than explaining without any resources.

Personally, **I love working with songs**, which are very interesting, make the funniest classes, and catch the attention of everyone, the student enjoys listening to music.

Absolutely, **I think is a good option to teach** a lot of things.

INTERVIEWEE

6

In my classroom, I employ a variety of techniques to teach English vocabulary. These include **contextual learning** through reading passages, interactive activities such as **word games and puzzles, and regular vocabulary quizzes**. I also encourage students to use new words in their writing and speaking exercises to reinforce retention.

I believe using songs in teaching English **is a fantastic and engaging technique**. Songs offer a multisensory experience, combining auditory and linguistic elements, making the learning process enjoyable and memorable. Moreover, songs often include colloquial language and cultural references, providing students with a more authentic language experience.

Yes, I would be willing to use English songs in my classroom to teach vocabulary. The dynamic and rhythmic **nature of songs can enhance students' language acquisition** and retention, making the learning process more enjoyable and effective.

**RESULTS OF
THE ANSWERS
TO THE
QUESTIONNAI
RES**

**4. In your opinion,
is there a specific
age group or grade
level for using
songs when
teaching
vocabulary? Why
do you think so?**

**5. Can you
describe any
outcomes or
experiences you
have observed
when using
English songs for
vocabulary
teaching?**

**6. What do you think
would be the
challenge of using
English songs to
teach vocabulary?**

**INTERVIEWEE
1**

No edad específica, pero repente si nivel o grado. Porque si son niños no podemos ponerle una canción con palabras un poco complicadas de entender. Es dependiendo del nivel en el que estoy enseñando. Pero si tendría que decir un grado sería elementary.

Bueno, yo tengo 14 años de docente. Entre ellos yo podría mencionar el último trabajo que estuve, fue el año pasado en la base naval. Con ellos trabajaba mucho con canciones. Veía que como los chicos están prácticamente, se podría decir, están encerrados en un lugar. Ellos extrañan mucho a su familia. Y de repente cierta canción tocaba el corazoncito de uno de ellos. Ya sea familia o relaciones dejadas en el pasado. Al momento de que ellos hacen la traducción, entienden la canción, completan con las palabras, ahí ellos van conectando con

Algún reto esta vez. Ya, negativo. Puede ser los slangs. Palabras que al momento de explicarles en inglés mismo no se pueda entender. Sabemos que en una canción muchas veces no utilizan la estructura gramatical correcta, sino que la cortan. Hay ciertas palabras que son propiamente de otro lado, el inglés es un poquito adaptado. Esa explicación extra puede llevar a la confusión de quererlo escribirlo mal en una carta, en un oficio formal. Eso puede ser la confusión.

el significado. La experiencia que yo tuve con ellos fue triste. Porque ellos contaban qué motivaba o qué experiencias tenían al recordar esa canción junto con su familia, con sus recuerdos.

INTERVIEWEE

2

No, **I think it could be used for all levels.**

I've seen that the **students tend to remember the subject** of that day and often in other courses they'll remember the song.

I think sometimes it could be a challenge **because of the speed at which the song is played. It might be too fast.**

INTERVIEWEE

3

No hay una canción específica ni una edad específica. Por ejemplo, mi hija Mía tiene dos años y un mes, a veces ella pronuncia ciertas palabritas. Entonces, ya depende de uno cómo vaya utilizando el vocabulario para enriquecer el conocimiento del estudiante o de alguna persona que

Sí, algo positivo es que **los estudiantes, como se les va quedando la canción**, entonces uno va repitiendo, repitiendo, va haciendo por columnas, entonces **ellos se van incentivando, no solo por copiar, por copiar y hacer tareas gramaticales, sino también de una manera dinámica** ya que ellos pueden ir viendo la

Bueno, un reto negativo es **que hay canciones que tienen cierto vocabulario inadecuado**, pero de ahí yo creo que el docente tiene que buscar antes de poder impartir la clase, tiene que ver qué es lo que dice la clase, cuál es el mensaje positivo para poder impartir con los estudiantes

quiera aprender inglés.

pronunciación, viendo también el vídeo, entonces se van incentivando por aprender esta lengua.

INTERVIEWEE

4

No se puede usar en todos los grados, por ejemplo, en bachillerato, no se puede utilizar ese tipo de canciones, quizás por vergüenza no lo realicen. Puedo solo enseñar canciones en inglés que sea de su época, traigo como que los lyrics, y ellos a través de esos, ellos pues van leyendo y al mismo tiempo pueden señalar. Entonces, respondiendo a la pregunta pienso que sería más factible utilizar canciones en niños pequeños, lo utilizo más en segundo y tercer grado de básica.

Bueno, en mi experiencia, pues, como digo, bueno, ellos asocian, ya, asocian la letra con, por ejemplo, si voy a enseñar a Adjetives, si la canción la dice big, small, entonces ellos realizan, hacen las mímicas o los gestos a través del contenido.

Bueno, un reto quizás puede ser los recursos o el espacio que uno utiliza en el salón de clases, quizás porque en esta institución es fiscal, no se suelen tener los recursos necesarios, pues, todo sale de los recursos de cada, cada maestro. En este caso, por ejemplo, tengo mi parlante que está como que ya en las últimas, ya, entonces, en ese caso, pues, ya depende de los recursos que tenga cada maestro, y también la institución, porque si uno va a trabajar en una escuela particular, pues, uno tiene más facilidad quizás.

INTERVIEWEE

5

Well, all depends, what do you want to teach, my recommendation is try to find songs according to each level at school.

Yes, first, catch the attention of many students, and when I use English songs, I open their intentions to know more about the topic we are explaining, and they feel comfortable with this technique.

I think the speed in each song, if the music is faster than others it could be difficult to understand the correct pronunciation.

INTERVIEWEE

6

Well, songs can be adapted for various age groups, but they may be effective for younger learners or lower grade levels. The repetitive and melodic nature of songs can help reinforce vocabulary in a way that aligns well with the learning styles of younger students.

Uff, when using English songs for vocabulary teaching, I have observed a lot of enthusiasm among students, they are like “YEH MUSIC” and this motivates them to participate in class discussions and activities.

Well, I think a challenge would be to find the right song for each grade, because not all of them work for you at the moment, and you know that as teachers we don't have much time available and this selection of songs can take valuable time.

**RESULTS OF
THE ANSWERS
TO THE
QUESTIONNAI
RES**

7- *How often do you incorporate English songs into your language-learning routine?*

8- *What can you recommend if a teacher incorporates English songs as a technique to help students learn vocabulary? Can you describe it?*

9- *Do you adapt the English songs to your classes? yes/no, if yes, how do you adapt the English songs?*

**INTERVIEWEE
1**

Para mí, **yo todos los días**. Yo a diario como docente veo películas, escucho canciones. Porque aparte de que, si yo quiero ser el ejemplo de mis estudiantes, tengo que empezar por mí mismo. No es que busco las canciones más difíciles, sino las que yo puedo sacar un provecho y poder transmitirles a mis estudiantes.

Bueno, **en sí, la técnica, la planificación** para poder enseñar una canción, no es que hoy día les voy a enseñar esta canción y completen con las palabras. El asunto es un proceso. **El proceso de ver qué palabras encuentras en esa canción**, si son palabras difíciles, si son palabras que tienen doble significado, si son palabras que ellos pueden adaptar en una conversación, si son palabras del mismo origen, puede ser que francés, puede ser de otra nacionalidad.

Yo no le quito el ser de la canción. Si la canción es rápida, pues tiene que ir igual. Si la canción es corta, pues debe estar así. Lo único que yo variaría es la actividad. Unir con línea, escuchar la palabra que no se encuentra, ubicar la palabra del box, las líneas en el orden correcto. O sea, **yo variaría la actividad, más no el ritmo de la canción**.

INTERVIEWEE

2

this question was omitted for the interviewee because he is a native speaker.

Say to make sure **it's age-appropriate**. You can use songs at all levels but **make sure you're not using a song that's too complicated** or that's sung too fast.

I don't think it would work for every subject but **when it's appropriate, yes**.

INTERVIEWEE

3

En mi rutina de aprendizaje **no utilizo diariamente**, pero sí, le repito, acorde al módulo que nosotros estamos viendo, por ejemplo, ahora estamos en el módulo 4, en el módulo 4 hay tres canciones que se tienen que ver, entonces es acorde al tema.

Bueno, la recomendación que se daría es que el docente primero **verifique la parte gramatical, el contexto, el vocabulario y el medio ambiente donde se va a desarrollar** para poder incentivar a los, en este caso a los estudiantes o a ciertos docentes para que sigan esta técnica, porque a veces no es la mejor técnica, no es solo estar dando clases de la parte gramatical, sino también buscar otro método.

En este caso, bueno, me sucedió un caso anterior, sí tuve que sacar un pedacito de la canción porque no estaba totalmente completa, entonces al momento de ya, los estudiantes se confundían ya que en el audio salía la canción hasta cierto tope y seguía ahí las letras en lo que es el módulo, **entonces ya me tocaba como que cortar esa parte**.

INTERVIEWEE

4

Las utilizo, claro que sí, por ejemplo, para acondicionar o habituar mi oído, entonces suelo escuchar, mientras estoy realizando alguna actividad, pues, con mis audífonos escucho alguna canción en inglés, que me gustan, obviamente, entonces, y antes de utilizar alguna canción con los niños, pues, obviamente las escucho primero, entonces, de esa manera ya, suelo, a veces no suelo ubicar con el parlante, sino simplemente con mi voz, entonces, se las canto y ellos aprecian mejor eso.

Pues, bueno, utilizar la canción adecuada y a un volumen y ritmo adecuado para cada nivel, cada grado sería en este caso. Hay que tomar en cuenta también mucho que en los grados también existen niños con necesidades especiales, entonces, si tenemos un niño con autismo, pues, no podríamos aumentar un volumen o poner una canción que tenga mucho ritmo, mucha velocidad, entonces, eso, tiene que siempre uno tener en cuenta de qué grado se trata, qué estudiantes y el nivel, entonces, por eso menciono nuevamente, quizás es mejor ubicar con nuestra propia voz, aunque quizás no cantemos perfectamente, pero los niños aprecian mejor eso, a ellos les gusta.

Claro, yo sí las adapto, las adapto, busco la canción que sea mejor y si no encuentro, pues, simplemente no la realizo con el tema, sino que utilizo algún juego, ya, por ejemplo, o las canto, o las canto yo misma, entonces, siempre las corto, a ver, ya, que sea muy repetitivo, repetitivo, repetitivo, entonces, no les gusta mucho, solo que sea un momento como realizo el warm up o el wrap up, nada más. Hasta ahí, y de ahí el contenido, ya me voy con el tema que voy a ver ese día, nada más.

INTERVIEWEE

5

On Fridays, to finish our week, we practice pronunciation and listening, hearing music from famous people like Michael Jackson, Freddy Mercury, etc.

Be patient, all is a process, the student needs time to incorporate this way to learn.

Yes, for example, if you want to teach about days of the week, look for songs about the topic appropriate to the age of the student.

INTERVIEWEE

6

I incorporate English songs into my language-learning routine regularly, aiming to strike a balance between diverse teaching methods. This ensures that students are exposed to a range of language experiences.

I recommend selecting songs with clear lyrics, relevant vocabulary, and cultural context. Follow up with activities that reinforce the learned words, such as discussions, writing assignments, or games. Encourage students to explore the lyrics independently to deepen their understanding.

Yes, I do adapt English songs to suit my classes. This may involve creating worksheets with vocabulary exercises based on the song lyrics, discussing cultural nuances, or even modifying certain lyrics to better align with the language proficiency level of my students. Adaptations ensure that the material is both challenging and accessible.

Annex F: *Photos.*

