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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“EXPLORING SONGS AND RHYMES IN ELEMENTARY SCHOOL
TO ENHANCE ENGLISH VOCABULARY”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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ADVISOR'S APPROVAL

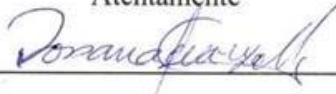
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “**EXPLORING SONGS AND RHYMES IN ELEMENTARY SCHOOL TO ENHANCE ENGLISH VOCABULARY**” prepared by **DIANA ALEXANDRA MEREJILDO YAGUAL** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

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Atentamente



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Diana Alexandra Merejildo Yagual

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Declaration

The content of the following graduation work is my responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

A handwritten signature in blue ink, appearing to read "Diana Alexandra Merejildo Yagual", written over a horizontal line.


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- Diana Alexandra Merejildo Yagual

Dedication

I dedicate this achievement to God, for being my guide and strength in every step of my life. To my husband Ernesto, for his love, support, and constant sacrifice. To my four beautiful daughters, Emely, Evelyn, Angie, and Diany, for being my source of inspiration and motivation. To my parents, for their unconditional love and constant support, who have been my support and greatest motivation to achieve my goals.

- Diana Alexandra Merejildo Yagual

Abstract

This research explored the perceptions of English teachers regarding the use of songs and rhymes to reinforce vocabulary learning at the elementary level. It highlighted how these musical resources enhanced students' motivation, engagement, and language retention by connecting rhythm, repetition, and emotional learning. The study applied a qualitative approach through semi-structured interviews with English teachers, analyzing their experiences, attitudes, and observed outcomes. Results indicated that teachers perceived songs and rhymes as effective tools to promote vocabulary acquisition and oral expression, while also fostering a positive and inclusive classroom environment. However, they reported challenges such as limited time, resources, and training opportunities. The research concluded that integrating songs and rhymes into English lessons contributed significantly to the improvement of vocabulary learning, especially in early education, and recommended teacher training and the systematic use of these strategies.

KEY WORDS: Songs, Rhymes, Vocabulary Learning, Motivation, English Teaching, Elementary Education.

Resumen

Esta investigación exploró las percepciones de los docentes de inglés sobre el uso de canciones y rimas para reforzar el aprendizaje de vocabulario en el nivel de educación básica. Destacó cómo estos recursos musicales mejoraron la motivación, el compromiso y la retención del lenguaje en los estudiantes, al conectar el ritmo, la repetición y el aprendizaje emocional. El estudio empleó un enfoque cualitativo mediante entrevistas semiestructuradas a docentes de inglés, analizando sus experiencias, actitudes y resultados observados. Los hallazgos indicaron que los docentes percibieron las canciones y rimas como herramientas efectivas para promover la adquisición de vocabulario y la expresión oral, además de fomentar un ambiente de aula positivo e inclusivo. Sin embargo, también reportaron desafíos como el tiempo limitado, la falta de recursos y las pocas oportunidades de capacitación. La investigación concluyó que integrar canciones y rimas en las clases de inglés contribuyó significativamente a mejorar el aprendizaje de vocabulario, especialmente en la educación inicial, y recomendó la capacitación docente y el uso sistemático de estas estrategias.

PALABRAS CLAVE: Canciones, Rimas, Aprendizaje de vocabulario, Motivación, Enseñanza del inglés, Educación básica.

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Introduction

Acquiring knowledge of English is now a prerequisite for learning in today's world-wide educational landscape; this is because English is considered a universal language with an influence on academic, cultural and professional aspects of society. Learning English at an early age (primary) is also advantageous as there is a higher ability by young students to learn and absorb a new language than when they are older. Vocabulary, one of the many language skills, is a very important part of learning.

English as it is a major component of verbal and written communication. If students do not possess enough vocabulary to express themselves verbally or in writing, then they will be unable to understand messages, communicate their own thoughts and ideas, and therefore cannot advance their skills in communicating verbally. (Rorintulus, 2023)

Research worldwide has demonstrated how songs and rhymes can be used as an effective method for the development of vocabulary for students of English. Although nursery rhymes provide a variety of ways for students to develop vocabulary, they are also a great way to promote a positive attitude toward the process of learning English in elementary school students (Suhartawan Budianto, 2022). For his part, Alharthi (2024) he repeated exposure to new vocabulary presented by songs provides many opportunities for students to remember these words and apply them in actual communication.

Many studies at the national level suggest that using musical tools are creative ways to capture students' interest and create a more enthusiastic way to learn at the national level For example. Rorintulus & Wuntu (2023) demonstrated that the use of Children's songs have helped students move from a "satisfactory" level to an "excellent" level of vocabulary mastery.

Similarly, Paskalisa & Sadikin (2022) Music helps elementary school students acquire new vocabulary as well as their desire or willingness to learn English.

In the local context, Budianto et al. (2022) highlight that the use of playful educational tools (i.e., songs, games) can promote more active, participative and collaborative learning environments for students, this does not translate into classroom practices, particularly in schools with inadequate teacher training and/or insufficient materials/resources to support implementation. Many elementary school classrooms continue to provide English language instruction primarily through mechanical repetition and literal translations; this limits the opportunities for motivated learners and creates barriers to creating meaningful learning experiences (Thamer Alharthi, 2024).

Consequently, it is also important to find out what teachers think about using songs and rhymes to teach English vocabulary in elementary school in general, and specifically in a local context like Jose Luis Tamayo Parish, Salinas Canton, in order to determine both the advantages and disadvantages and obstacles in implementing this type of methodology and to provide valuable data for developing innovative methodologies that can improve English teaching since first grade.

For this reason, we want to show, through this study, that songs and rhymes are effective ways of teaching vocabulary, as well as give a voice to the English teachers working in schools to understand their own opinions and experience using these strategies for adapting them to the local educational reality, and the challenges they have when applying them. Therefore, this research will help to bridge the gap between theoretical approaches and practical ones, by creating contextualized and pedagogical proposals to improve the learning of the English language.

Chapter I

The Problem

Research Topic

Didactic resources and vocabulary acquisition

Title of project.

Exploring songs and rhymes in elementary school to enhance English vocabulary.

Problem Statement

Learning English in elementary education has become a fundamental educational necessity, and vocabulary mastery is the basis for developing communication skills in a second language. In many school settings, vocabulary teaching continues to rely on traditional methods based on rote memorization of words, which does not always guarantee meaningful learning or long-term retention. As a result, students have limitations when it comes to understanding and practicing English in communicative situations, which affects their motivation and academic performance (Rorintulus, 2023).

Recent studies have confirmed that the use of songs and rhymes in English teaching can be an effective strategy for facilitating vocabulary acquisition. Astuti et al. (2023) showed that songs allow students to internalize unfamiliar words thanks to rhythm, repetition, and musicality, which promotes learning. They also found that the use of nursery rhymes significantly increases vocabulary retention and motivates students to actively participate in class.

Each of these studies has raised new questions that help demonstrate how musical resources help improve pronunciation and listening comprehension, as well as foster a more dynamic learning environment. They point out that the inclusion of children's songs allows

students to obtain more meaningful learning, thus generating an improvement in pronunciation, acquisition of new vocabulary, and listening comprehension, thereby generating a significant statistical impact on learning. Similarly, Paskalisa and Sadikin (2022) highlighted that song-mediated learning enhances vocabulary as well as increases students' motivation and willingness to learn English.

Budianto et al. (2022) emphasize that playful resources such as games and songs generate more active and collaborative learning, helping to overcome the limitations of traditional methodologies. Alharthi (2024) confirms that the use of songs increases repeated exposure to unfamiliar words, which promotes retention and practical use of vocabulary in communicative situations.

Despite this evidence, the implementation of songs and rhymes in primary school classrooms still faces challenges. Many teachers do not have the adequate training to apply these strategies or lack the necessary teaching resources to incorporate them systematically. Hence, there is a need to analyse how teachers perceive the use of songs and rhymes in English vocabulary teaching, as their experience and vision are key to determining the effectiveness and viability of these pedagogical tools in real school contexts (Suryanto & Brawijaya, 2024).

Therefore, it is essential to evaluate these strategies and to explore teachers' perception, experiences, and attitudes regarding their implementation. Understanding how teachers value and apply songs and rhymes in their teaching will help us identify opportunities for improvement and pinpoint what is already working. In this way, the study will provide solid advice for boosting English language teaching in primary schools and making learning more engaging and lasting for children.

Despite the recognized potential of songs and rhymes, their integration into English vocabulary teaching is not consistent or universally implemented. Many teachers express that, while they value these resources for their ability to capture attention and create a fun learning environment, they face specific challenges such as a lack of specialized training, concerns about their own pronunciation, and a scarcity of suitable teaching materials for their students' level and context (Suryanto and Brawijaya, 2024). These barriers highlight that the effectiveness of musical teaching strategies depends on the real-world conditions in which teachers must implement them, including institutional support and available resources.

On the other hand, teachers emphasize that songs and rhymes facilitate vocabulary learning while making the learning process more engaging and enjoyable. By incorporating gestures, movements, images, and emotions, these tools help primary school children become familiar with the language, reducing anxiety and fostering a cheerful outlook toward English from an early age (Ammelia, 2024). This affective dimension is key in primary education, where motivation and active participation contribute to vocabulary acquisition. Therefore, understanding teachers' perspectives enriches academic discourse while also enabling the development of more sensitive, realistic, and student centered pedagogical approaches that respond to the specific needs of Ecuadorian classrooms.

Justification

This research is justified for several reasons, which will highlight teacher's perceptions of the use of songs and rhymes as teaching resources to support English vocabulary. Although previous studies have demonstrated how these strategies aid in learning, but it has been necessary to analyze how teachers interpret and apply these practices in their daily teaching practice.

From a pedagogical perspective, the findings of this study will help identify both the benefits and challenges that teachers recognize when implementing songs and rhymes in the classroom. As Rorintulus and Wuntu (2023) point out, the success of these strategies depends on the willingness and preparation of teachers to use them effectively.

On a social level, this research aims to contribute to the improvement of English teaching in primary education, by offering more attractive and meaningful teaching alternatives for students. In this sense, the study aligns with the proposal of Budianto et al. (2022), who highlights that musical resources enhance learning, motivation, and performance, thereby contributing to better academic results and a more cheerful outlook toward the English language among elementary school students.

This research represents a valuable opportunity to strengthen the teaching of the Ecuadorian education system, where primary school English teachers become key agents in creating experiences using innovative pedagogical methodologies to capture the attention of elementary school students, transforming the classroom into a dynamic, unique, and emotionally safe environment for each child. Teachers use didactics strategies and resources, to capture and maintain student attention; however, their effectiveness depends on the school environment and the professional development support they had received.

By focusing on teachers' perspectives, this study contributes to educational research by recognizing how teachers manage the curriculum, thus becoming reflective and creative agents of change. Their experiences offer valuable insights into how to adapt culturally, linguistically, and emotionally materials for primary school children.

Finally, this study seeks to raise academic awareness by providing practical insights and solutions that strengthen English language teaching from the earliest years of school, thus promoting a more inclusive, motivating, and effective education.

Problem question

How do teachers perceive the use of songs and rhymes to enhance elementary school student's English vocabulary acquisition?

Specific questions

- How do teachers observe their student's students' vocabulary learning in elementary English classrooms.
- According to teacher's experience, how do songs and rhymes influence vocabulary retention and student motivations?
- What are the main challenges teachers identify when implementing songs and rhymes as a resource to promote vocabulary learning in the classroom?

General Objective

To examine teacher's perceptions regarding the use of songs and rhymes as didactic resources in enhancing English vocabulary acquisition among elementary school students.

Specific objectives

- To describe how teachers observe their students' vocabulary learning in elementary English classrooms.
- To explore teacher's observations about the use of songs and rhymes to promote vocabulary retention and student motivation.

- To examine teacher's perceptions of the challenges in implementing songs and rhymes in the classroom.

Chapter II

Theoretical Framework

Background

In recent years, several international studies have indicated that the use of songs and rhymes in English classrooms is an effective strategy for vocabulary acquisition in primary education. Since English is considered a global language, scholars argue that innovative methodologies that facilitate its acquisition from an early age. In this context, music and rhythmic resources are recognized as valuable tools that, that motivate students while reinforcing memorization and promote more meaningful learning.

Songs increase repeated exposure to vocabulary in communicative contexts, which enhances both retention and practical application of the words learned. He further highlights that the musical environment fosters relaxed learning and reduces anxiety about using a foreign language (Alharthi, 2024). The constructivist approach, supported by songs, facilitates the understanding of unfamiliar words and encourages more autonomous and participatory learning in students, highlighting that the musical environment reduces anxiety and creates a more relaxed atmosphere (Hanif, 2024).

Nursery rhymes, due to their repetitive and playful nature, help students with both vocabulary acquisition and intrinsic motivation (Astuti et al., 2023). Their research demonstrates that the repetitive and musical structure of rhymes makes it easier for students to remember words even weeks after they have been taught. This effect is especially valuable in childhood

when children learn more naturally through repetition and play. This finding is consistent in emphasizing that music strengthens pronunciation, intonation, and listening comprehension, which are key aspects in mastering a second language (Paskalisa, 2022).

Learning through songs and games is reported to generate a more collaborative and engaging classroom dynamic, breaking with the passivity of traditional repetition methods, in which the impact of songs should not be measured solely in terms of vocabulary acquisition, but also in terms of students' willingness to continue learning English, since a positive attitude toward the language is associated with better results over time (Suhartawan, 2022). Similarly, songs demonstrate how students who learn show higher levels of retention and improvements in their learning compared to those who only use conventional methods (Astuti et al., 2023). In addition to being more engaging, songs consolidate long-term memory. The repetitive and musical nature of rhymes makes it easier for students to remember words even weeks after they have been taught. This effect is especially valuable in childhood when children learn more naturally through repetition and play.

Songs are also considered integral resources because they contribute both to vocabulary learning and to development of pronunciation, intonation, and listening comprehension. In this way, music is shown to address several components of linguistic competence simultaneously (Paskalisa, 2022).

The combination of songs with playful dynamics has been found to increase student participation, promote more collaborative learning, and strengthen motivation to learn English (Suhartawan, 2022). Students who learn vocabulary through songs show greater enjoyment of the educational process, which promotes positive attitudes toward English in the long-term (Alharthi, 2024).

Songs strengthen vocabulary while also promoting students' oral expression. The authors show that by learning to sing in English, children reproduce sounds and structures with greater confidence, which encourages the development of communicative fluency from an early age (Yanti et al., 2023). Playful strategies, such as songs and games, in teaching English to young children. Education is more effective when using materials that stimulate children's interest and, at the same time, promote continuous language practice (Hijriati, 2023).

Songs have been shown to significantly increase student participation in speaking classes. Music, being a familiar resource, is reported to create a more relaxed atmosphere, reducing anxiety and allowing children to take more risks in producing the language (Ummi, 2023). However, the study also identifies obstacles to its implementation, such as a lack of adequate resources, resistance from some teachers, and time constraints within the curriculum. In this context, it emphasizes that mere motivation is not enough; robust educational planning and a deliberate methodological approach are essential (Muhamad & Rahmat, 2020).

Children's songs are considered especially useful because they contain basic, high-frequency vocabulary, which is essential at the elementary level. Studies also indicated that songs reinforce children's working memory and improve long-term retention (Fitria & Zuhriyah, 2025). Songs transform the dynamics of classes, changing them from repetitive and mechanical to interactive and participatory. In addition, it points out that students improved in both vocabulary and pronunciation, showing noteworthy progress in subsequent tests (Dallel, 2023).

Learners who engage with songs are found to achieve higher vocabulary scores than those who rely on traditional methods. Scholars conclude that music promotes more meaningful and emotionally positive learning (Palangkaraya, 2024). Songs also help integrate the four

language skills. They emphasize that students tend to write and read better when they have previously practiced vocabulary through songs (Rejeki, 2025).

Students report feeling more motivated and confident when songs are included in English lesson. Evidence suggests that musical resources support both cognitive and affective learning (Nia, 2021).

International studies agree that the use of songs and rhymes in English teaching improves vocabulary acquisition as well as students' motivation, participation, and confidence of students in English language learning contexts.

In the national context, several studies support the effectiveness of songs as pedagogical tools for teaching English at the primary education level. Research indicates that musical strategies promote students' attention, motivation, and meaningful learning.

The combined use of songs and games increases children's participation and significantly improves vocabulary retention. It also boosts student motivation and creates a more dynamic learning environment (Rorintulus, 2023). By integrating musical resources, students were more willing to participate in the activities and retain a greater number of words. Nursery rhymes enhance word comprehension and consolidation, while generating a more engaging learning environment, highlighting that improve learning while strengthening auditory memory, a crucial aspect during the early years of education (Aria, 2022).

The use of playful resources breaks the predictability of classical techniques and allows students to construct their learning more effective and less mechanically. Studies show that students' motivation increased when classes included musical resources, fostering a more cheerful outlook toward learning (Suhartawan, 2022). Teachers perceive songs as a tool that captures students' attention and facilitate vocabulary in real classroom contexts. Musical

activities also support classroom management, as children respond better, resulting in fewer interruptions and greater concentration (Suryanto & Brawijaya, 2024).

Combining games and songs constitutes a powerful strategy for learning English in elementary education. The study shows that this approach enhances vocabulary while also stimulating students' curiosity to further explore the English language (Octoberlina, 2023). It has been proven that using music improves scores on vocabulary tests and promotes greater student engagement in oral activities (Zaharani, 2023).

These studies had demonstrated notable progress among elementary school students. Other research highlights that musical learning has a positive impact starting from the first grade of secondary school, demonstrating its effectiveness during educational transition stages (Ari, 2023).

National reports indicate that using music supports the language learning process and simultaneously addresses the need to implement innovative teaching approaches that are tailored to the characteristics and specific needs of students in Ecuador.

At the local level, although there is evidence internationally about the benefits of using songs in language learning, their implementation in schools faces obstacles. Numerous studies conducted in educational settings in Ecuador indicate that many teachers still use traditional, memorization-based teaching methods, which hinders the development of communicative skills in English from the initial stages.

Local students improve motivation and disposition toward learning English when songs are used as resources for improving vocabulary. The researchers emphasize that music acts as an emotional bridge that connects students' interests with the objectives of the subject, fostering a more positive environment (Paskalisa, 2022). The elementary school students in

private institutions achieved a significant increase in vocabulary mastery thanks to the systematic implementation of songs, thus confirming how musical resources have a direct impact on improving academic performance (Zaharani, 2023).

However, obstacles still exist related to teacher training and the lack of appropriate teaching materials (Astuti et al., 2023). Although this data comes from a different context, it is relevant to the situation in Ecuador, where innovations in teaching methodologies are still scarce. Many educators do not receive the necessary training to implement playful teaching methods, and they often lack resources that are adapted to the specific needs of their students. For this reason, while songs and rhymes can be a valuable tool in primary school classrooms, their effectiveness depends on institutional support, ongoing professional development, and the creation of pedagogical materials tailored to the local context.

The cognitive and linguistic benefits, along with the transformative role of songs in the classroom's emotional climate, are highlighted by numerous studies. Rhymes and songs facilitate vocabulary retention while reducing anxiety and boost students' confidence when speaking in front of others. This is particularly relevant in teaching contexts where the fear of making mistakes hinders oral participation. By integrating music, the classroom becomes a safe space where making mistakes is seen as part of the learning process, not a failure (G. H. Mudawi, 2023).

From a teacher's perspective, it is emphasized that teachers use songs both as a teaching tool and as a strategy to capture and maintain attention in young learners. In a context where concentration is fleeting, elements such as gestures, body movements, images, and rhythms allow for the creation of a multidimensional experience that aligns with the principles of

early childhood learning (Suryanto & Brawijaya, 2024). This active adoption demonstrates that when given autonomy, teachers transform songs into dynamic and contextually relevant tools.

Quantitative evidence regarding the effectiveness of songs is limited in methodological rigor. Many studies lack control groups, use unvalidated instruments, or fail to consider confounding factors (Catherine Hamilton, 2024). Therefore, qualitative research is crucial for understanding how, why, and under what conditions these strategies work in real-world practice.

The success of songs depends on their intentional selection. It is not enough to simply play any melody; it is essential that the vocabulary be relevant, repetitive, and appropriate for the children's cognitive and emotional level (Fitria & Zuhriyah, 2025). Songs with simple stories, familiar characters, and predictable structures allow students to anticipate the language, which reinforces comprehension and active language production, even without explicit translation.

The playful aspect is also intertwined with educational equity (Suhartawan Budiarto, 2022). They propose that strategies such as using songs can bridge the gap between urban and rural schools, as they require few material resources and can be implemented creatively. Technological or economic limitations, as in many schools in Ecuador, can be costly, and even a textbook may be unaffordable for some students.

Teachers report that songs foster group cohesion and physical expression, essential elements in primary education. By singing together, students synchronize their movements, develop a sense of rhythm, and build a collective identity around learning English (Ammelia, 2024). This social dimension reinforces language skills while also fostering socio-emotional abilities such as empathy, cooperation, and active listening.

Songs are not merely playful additions, but rather cognitive scaffolding. By integrating familiar melodies with new vocabulary, students build connections between what they know and what they are learning, facilitating encoding into long-term memory (Ammelia, 2024). This process aligns with the principles of meaningful learning, where added information is anchored to pre-existing mental structures, thus avoiding rote memorization. Rhythm and rhyme function as temporal organizers of language, allowing children to anticipate phonemes, syllables, and grammatical structures, which reduces cognitive load and frees up mental resources for comprehension and production (G. H. Mudawi, 2023).

In early childhood, where attention spans are short, this rhythmic support is essential for maintaining focus and engagement. From a teacher's perspective, it is noteworthy that teachers use songs as classroom management strategies. Beyond the lexical content, musical activities establish routines that regulate the group's energy level and facilitate transitions between activities (Suryanto & Brawijaya, 2024). This is particularly relevant in classrooms with high student density or limited resources, where managing the classroom environment is a constant challenge.

Primarily, most studies on songs in language learning suffer from methodological flaws. Many lack control groups, use invalid assessment tools, or fail to consider variables such as prior motivation, socioeconomic status, or extracurricular exposure to English (Catherine Hamilton, 2024). This weakness limits the generalizability of the findings and underscores the need for qualitative research that explores the learning processes, not just the outcomes.

The effectiveness of songs depends on their intentional integration into the lesson plan. Simply singing a song at the end of class as a "reward" is insufficient. The vocabulary must be aligned with the unit objectives, and subsequent activities, such as games, role-playing, and

drawing, should reinforce and apply the learned material (Fitria & Zuhriyah, 2025). When used in isolation, their impact fades quickly.

Songs represent a low-cost, universally accessible tool. Unlike expensive digital platforms or printed materials, a well-chosen song can be used effectively with only the teacher's voice and some simple gestures (Suryanto & Brawijaya, 2024). This makes them a potentially democratizing resource, provided they are used in a pedagogically sound manner.

The affective component is just as important as the cognitive one. When singing, students experience joy, a sense of belonging, and emotional security, which reduces "communicative anxiety," a common obstacle in English language learning (G. H. Mudawi, 2023). In an environment where making mistakes is perceived as failure, songs normalize errors as part of the learning process.

Teachers also report that songs promote the inclusion of students with diverse needs. Children with reading difficulties, ADHD, or mild hearing impairments can participate actively thanks to the multisensory component (Ammelia, 2024). This reinforces the inclusive education approach promoted by the Ecuadorian national curriculum.

However, many teachers say they feel insecure about using songs because of concerns about their own pronunciation or lack of musical skills. This psychological barrier highlights the need for teacher training that teaches how to use songs while also enhancing teachers' confidence in applying playful and creative resources.

Pedagogical Basis

In the field of teaching English as a foreign language, child-centred pedagogy emphasizes that teaching resources respond to students' cognitive, emotional, and social needs. In this sense, the use of songs and rhymes is situated in playful learning, which fosters

motivation, reduces anxiety, and facilitates vocabulary retention, songs allow for the integration of the four language skills and stimulate students' auditory memory (Yanti Hidayani Hasibuan, 2023)

Songs and rhythms enable children to construct meanings more naturally, strengthening communication in real-life situations (Hijriati, 2023). From a pedagogical perspective, songs go beyond entertainment but constitute a means of cognitive and social mediation, which fosters collaborative and active learning in the classroom.

Theoretical Basis

The theoretical foundation of this research draws on several education approaches:

Constructivism: This theory asserts that learning is built on prior experiences and social interaction. The use of songs reinforces these perspectives, as students relate unfamiliar words to familiar melodies, generating meaningful learning (Deandra Rizka Ammelia, 2024).

Meaningful Learning Theory: According to this theory, students learn best when the content they are learning is relevant to their interests. Songs meet this principle, which involve emotions, rhythm, and familiar contexts, which facilitates vocabulary comprehension and retention.

Multiple Intelligence Theory (Gardner): Songs stimulate musical intelligence is enhanced through songs, helping students with auditory and kinaesthetic learning styles develop their language skills more effectively (Umami Latifaturrizqia, 2023).

Affective Filter Hypothesis: This hypothesis argues that anxiety hinders learning is hindered by anxiety. Songs help reduce the affective filter, creating a relaxed environment that motivates children to participate without fear of making mistakes (Palangkaraya, 2024)

Collectively, these theories support the relevance of using songs and rhymes as tools to enhance English learning in primary education.

Legal Basis

The legal framework of this research is grounded in national and international educational policies:

At the international level, organizations such as UNESCO (2019) and the OECD (2020) promote the teaching of foreign languages in elementary education, emphasizing that early language learning strengthens intercultural communication and prepares students for a globalized world.

The National Curriculum for General Basic Education (Ministry of Education) establishes that English should be taught from the earliest years with a communicative approach, prioritizing playful and creative activities. Within this framework, the use of songs and rhymes is explicitly recognized as a strategy aligned with the development of basic language skills and the principle of meaningful learning.

In this way, the legal basis ensures that this research refers to current educational mandates that seek to improve the quality of English teaching from the early years of schooling.

Chapter III

Methodological Framework

The study employs a qualitative paradigm that focuses on analyzing the perceptions of English teachers concerning the utilization of songs and rhymes as learning materials for vocabulary teaching in primary education. The qualitative method allows for an in-depth analysis of educational phenomena through the lens of elementary school students in order to gain further insight into their classroom environment. More recent research has also shown the necessity of employing qualitative methodology to identify how teachers view the application of musical resources in second language instruction. (Suryanto & Brawijaya, 2024).

Additionally, this is a practical study that doesn't focus solely on illustrating the phenomenon; rather, it also offers some practical recommendations for improving the way English is taught in schools. Research has indicated that using song in the classroom can improve vocabulary acquisition and motivate the desire to learn among students (Alharthi, 2024).

This approach was selected based on the necessity of providing an opportunity for teachers, major players in the educational process, to express themselves as they have experience that will be useful in describing the advantages, disadvantages, and difficulties of using songs and rhymes in class. As research indicates, the use of leisure time products, like games and songs, create environments that promote more participative and collaborative learning than those traditionally used Budianto et al. (2022).

It also gives us the ability to study the nature of educational activities in a "real-world" setting; unlike experimental designs (controlled), qualitative studies focus on how things develop in educational environments as they are happening, and as they are developing, along with the constraints and special features of those environments. The usefulness of using songs to teach

vocabulary will be influenced by many variables such as materials available, environment in which the student is learning, and attitudes of teachers and students toward the use of these strategies. Thus, assessing the usefulness of these types of strategies will depend largely upon an assessment of how teachers view the application of these strategies in daily practice (Alharthi, 2024).

In addition, this method is useful for identifying all of the aspects of language learning that are beyond just acquiring new vocabulary. Song-based instruction can be used not only to learn new words, but also to improve students' ability to use them correctly through improved pronunciation, intonation, and listening comprehension. This further supports the value of qualitative methods, because with this type of research, teachers have the opportunity to report in detail about the impact of song-based instruction on their students' skills, and the specific challenges that their students experience while developing those skills (Paskalisa & Sadikin, 2022).

This qualitative study will help address the need for research on the affective and motivational aspects of teaching as well. When music is utilized in the classroom students are motivated to learn and want to learn, but teachers acknowledge constraints including a lack of musical resources developed for the rigid structure of curriculum-based education. These subtle details could not possibly have been revealed through the use of standardized quantitative measurement tools, thereby further supporting the relevance of qualitative research to capture experience and testimony (Rorintulus & Wuntu, 2023).

This approach fills the gap between theoretical knowledge and practical application; while there are numerous advantages of using songs and rhyming for acquiring vocabulary from an international perspective, local realities can be barriers that make it difficult to implement

them. The evidence shows that songs increase test results on vocabulary considerably, but teachers identify the lack of curriculum time and the lack of specific teaching tools to facilitate this approach as challenges. A qualitative research strategy will best allow us to get to the heart of the tension and provide teachers with solutions tailored to their own unique institutional context (Zaharani, 2023).

Finally, it should be stressed that qualitative research aims at interpreting meanings, not at statistically representing populations. Therefore, in this study, the purpose of investigation is not to calculate the percentage or average of the effects of songs on students' learning; instead, we aim to discover how teachers give sense to, evaluate and implement these didactic instruments within their classroom. Therefore, the way in which innovative methodologies are perceived and consequently accepted, represents a fundamental aspect of our analysis. So, through a qualitative methodology, this research will allow us to have an insight into the practical uses of songs and rhymes in the teaching of English, in order to suggest possibilities of improving the education system (Astuti et al., 2023).

Type of Research

Qualitative methods will be employed in order to better understand the ways in which English teachers perceive and experience the use of songs and rhymes to teach vocabulary in primary education. As such, it does not attempt to establish quantitative measures. Instead, it seeks to provide an opportunity to explore and understand the meanings, perceptions and experiences of English teachers in regard to using songs and rhymes in their vocabulary instruction. The qualitative method provides a means to examine educational practices in all of their complexity and in relationship to the social and pedagogical contexts in which they occur. Thus, the qualitative method can best demonstrate how teachers are ultimately engaged in both teaching and learning,

providing a broader and more complete understanding of the advantages and disadvantages of this instructional methodology (Anggi Yuli Astuti, 2023; Diana Paskalisa, 2022).

This study will use a phenomenological research design, because it is based on how teachers perceive, experience, etc., the use of songs and rhymes as educational resources for the teaching of English, within their daily routine. Phenomenology allows us to describe the day-to-day experiences of teachers with regard to their daily practice; therefore, we can identify the benefits and challenges related to using songs and rhymes as a way to teach vocabulary (and difficulties that may occur), due to insufficient materials and/or methodology training. Thus, the study develops a more contextualized and practical knowledge that relates directly to what occurs at the school level (Muhammad Syafa Hanif, 2024).

Data Collection Techniques

A single, semi-structured, one-on-one interview will be used as the primary method to collect data for this study. Semi-structured interviews provide rich data about an individual's perception, experience, and opinion regarding the use of songs and rhymes in primary school education for the purpose of teaching vocabulary to students. An individual interview was chosen because it creates a setting that promotes trust and provides a participant with an opportunity to freely share their everyday experiences without the pressure of having others present which supports the validity of their responses.

This selected instrument is an open-ended questionnaire designed specifically for the interview guide. The questionnaire will consist of ten open-ended questions, which will allow for an in-depth exploration of various aspects related to the study phenomenon. These questions will be aimed at:

1. Identifying how teachers assess elementary school students' vocabulary levels.

2. Gaining insight into their experience using songs and rhymes.
3. Investigating the benefits for students to engage vocabulary through activities.
4. Recognizing the challenges in implementing these strategies.

The data collection process will be carried out in different educational institutions in the José Luis Tamayo, Salinas canton, during the 2025-2026 school year. The data will be gathered within a two week time frame and on days prearranged with the teacher to avoid interference with their instructional responsibilities. Audio recordings of interview sessions will be used to provide transparency when collecting the data. Once the interviews have been completed, the data will be transcribed and compiled for qualitative analysis. Qualitative analysis has the goal of providing a description of the phenomenon being studied, and also provides insight into the perceptions of teachers regarding the challenges and the effectiveness of using songs and rhymes in the teaching of English vocabulary.

Chapter IV

Analysis of Findings

Brief Analysis of Findings

The purpose of this chapter is to present an analysis and interpretation of the results of interviews conducted with elementary level English teachers. The objective of the study is to understand the perception of elementary level English teachers toward the use of songs and rhymes as a method to enhance their students' English vocabulary skills. The data was categorized thematically and the results were compared to those of other studies conducted in this area to provide an applicable and meaningful interpretation.

The purpose of this chapter is to report on an analysis of data collected through elementary English teachers in order to understand their perceptions about using songs and rhymes as a tool to enhance elementary English learners' vocabulary development. Their responses were categorized thematically and then related to existing research to enable both contextually based and theoretically based interpretations.

Table 1

Interpretation of interviews

Categories	Answers	Authors
What teaching techniques do you apply to reinforce students English learning process?	Teachers use interactive strategies such as games, role-plays, pair work, and action-based songs to encourage active participation and confidence in language use.	(Suhartawan Budianto, 2022) (Yanti Hidayani Hasibuan, 2023)

What kind of didactic resources do you use to strengthen vocabulary in your English class? Flashcards, images, nursery rhymes, videos, and digital platforms such as Kahoot, Wordwall, and YouTube are used to make learning more visual, repetitive, and meaningful. (Dallel Sarnou, 2023) (Hijriati, 2023)

What methodologies do you consider appropriate for teaching English language through songs activities? Communicative teaching and total physical response are considered effective, which integrate movement, rhythm and communicative context, facilitating language comprehension and production. (Yanti Hidayani Hasibuan, 2023) (Suryanto & Brawijaya, 2024)

What styles of English songs do you recommend using with children to develop listening skills? Traditional nursery rhymes, action songs, and straightforward pop are preferred for their clarity, repetition, and predictable structure. (Paskalisa, 2022) (Fitria & Zuhriyah, 2025)

How do you manage your class activities to develop English language vocabulary inside the teaching learning process? Classes are structured in stages: presentation (with images or songs), practice (games, bingo, matching) and production (dialogues), adapted to the students' level. (Aria Septi Anggaira, 2022) (Rorintulus, 2023)

What technological tools do you use with children for building up activities with English songs vocabulary?	Platforms such as YouTube and Quizizz are integrated to create interactive activities that reinforce song vocabulary through visual and auditory exercises.	(Feti Yuhariah, 2023) (Thamer Alharthi, 2024)
What kind of pedagogical activities do you suggest developing the English language communication skills?	Role-playing, conversation games, and "Show and Tell" are encouraged, allowing students to use vocabulary in real-life situations and gain confidence.	(Yanti Hidayani Hasibuan, 2023) (Umami Latifaturrizqia, 2023)
What didactic strategies do you promote inside the teaching learning process to develop English vocabulary?	Word Walls, picture vocabulary books, memory games, and Total Physical Response (TPR) are used, combining visual, kinaesthetic, and playful elements to facilitate long-term retention.	(Ammelia, 2024) (Suryanto & Brawijaya, 2024)

Analysis and discussion of the interview vs the bibliographic review

Question 1

The first question asked was how teachers agreed that the best methods to get children involved and participating were through interactive methods, such as "Simon Says" and singing songs (such as "Hello, Hello! How Are You?") The use of these types of playful materials aids in creating a collaborative learning environment and provides motivation to learn, as well as aids in

developing good pronunciation and confidence and vocabulary reinforcement. As a result of using music while teaching in English, children feel more confident when reproducing sounds and thus aid in improving their communication skills at an early age.

Question 2

The second question focused on what teachers valued most within the realm of resource usage; namely, visual and auditory materials. Teachers created their own flashcards with pictures of various animals or everyday objects and then combined them with songs (such as "Do You Like Broccoli Ice Cream?"). Through this combination of the senses, students can develop better word-image-meaning connections and ultimately aid in providing a sense of familiarity to the words and phrases being learned. According to the research, one of the biggest factors in creating meaningful learning opportunities is to provide students with visual/auditory stimuli that will keep them interested and encourage consistent practice. In addition, the research confirmed that the use of songs systematically improved students' vocabulary and pronunciation.

Question 3

Thirdly, most of the teachers identified total physical response and a communicative approach as the two most suitable methodologies due to the fact that they combine body language/gestures/movements with real-world situations and contexts, which enables students to absorb the language naturally. Suryanto and Brawijaya(2024) In addition to enabling the students to learn in a natural way, these approaches enable educators to manage large class sizes and reduce classroom anxiety. Furthermore, these approaches contribute to creating a positive and enjoyable attitude towards learning English.

Question 4

In the fourth question, the teachers stated that when selecting songs, they take into consideration the students' ages; specifically, simple rhymes for 5- and 6-year-old students, more complex song structures for 7- and 9-year-old students and adapted versions of popular songs for 10- and 12-year-old students. Although the songs selected vary depending on the age of the students, the songs selected by the teachers share some common characteristics, including repetitive rhythms and the ability to connect the content of the songs to everyday life. According to Paskalisa (2022) The researchers noted that the repeated rhythms aid students in anticipating the language used and aid students in improving their listening comprehension Fitria & Zuhriyah (2025) Additionally, the researchers reinforced previous findings that indicate that the use of songs to teach vocabulary to elementary school students strengthens working memory and increases long-term retention of new vocabulary.

Question 5

The fifth question regarding the teaching plan (introduction/practice/application) allows the students to follow a sequential process. Students participate at their own levels, and the rhymes reinforce vocabulary through auditory memory, which is an important area for young students (Rorintulus, 2023) shows that the sequence of this type of teaching significantly enhances lexical retention. (Aria Septi Anggaira, 2022) adds that rhymes strengthen auditory memory which is a significant area of memory for young students.

Question 6

The sixth question, digital platforms help to make songs more engaging such as Lyrics Training to finish lyrics or Kahoot to test vocabulary after each song. (Alharthi, 2024) notes that students exhibit greater engagement and memory when they learn through technology. (Feti

Yuhariah, 2023) States that 83% of students had a positive view of the use of song lyrics on YouTube and it was consistent with the views of the teachers that were interviewed.

Question 7

The seventh question, teachers develop real life communication opportunities for students, including greeting, shopping in a store, and introducing their hobbies/skills. This provides students with a functional way to utilize vocabulary. (Yanti Hidayani Hasibuan, 2023) emphasizes that this method also develops oral production while reducing the anxiety associated with making mistakes. (Umami Latifaturrizqia, 2023) adds that the use of music in the classroom creates a more comfortable environment for students and promotes their desire to take linguistic risk-taking behaviors.

Question 8

The final question, the development of "Word Walls," illustrated vocabulary books, and memory games are common methods utilized by teachers. Through the utilization of visual, auditory, and kinesthetic elements, teachers provide a means of multi-sensory codification of vocabulary. (Ammelia, 2024) states that this constructivist approach allows students to build upon real-life experiences to construct knowledge. (Suryanto & Brawijaya, 2024) It concludes that the use of these methods support social bonding and body language, both of which are very important components of elementary education.

This analysis demonstrates that teachers recognize the cognitive and affective benefits of songs, also integrate them intentionally, creatively, and contextually into their teaching practices. Their perceptions validate and enrich international literature, while highlighting the need for institutional support to overcome challenges such as teacher training and access to appropriate materials

Chapter V

Conclusion and Recommendations

This chapter presents the conclusions derived from the analysis of teachers' perceptions about the use of songs and rhymes in teaching vocabulary in English in elementary education, as well as practical recommendations aimed at strengthening these strategies for real-life situations. Each conclusion aligns with the specific objectives previously stated, and each recommendation directly addresses the challenges and best practices.

Conclusion

Teachers recognize that songs and rhymes are highly effective tools for developing English vocabulary. This is due to its cognitive impact, and the emotional motivation that arises from the integration of rhythms, movements, images, and repetition. These strategies transform the classroom into a playful, safe, and participatory space. This demonstrates that teachers' perceptions broadly validate international literature but enrich it with contextual nuances specific to the Ecuadorian environment.

Teachers' assessment of vocabulary level is based on ongoing observations and practical activities, rather than standardized tests. They use games, songs, and oral dynamics to diagnose their students' strengths and weaknesses in real time. This form of formative assessment allows them to flexibly adjust their strategies, prioritizing comprehension, and functional use of language over rote memorization.

The success of the songs depends on their intentional and contextualized implementation. Teachers use sequenced teaching resources, which include presentation, practice, and production. Furthermore, they select songs based on the age, level, and interests of their students, prioritizing

those with high-frequency vocabulary, repetitive structure, and phonetic clarity. This pedagogical approach demonstrates that the effectiveness of songs is not automatic, but rather the result of careful planning.

Despite the evident benefits, significant challenges remain in their sustainable implementation. Teachers identify three main barriers: a lack of specific training with music technique, a scarcity of didactic resources adapted to the real context, and time constraints within the school curriculum. These findings reveal that pedagogical innovation requires innovators teachers and at the same time the institutional support, accessible didactic resources, and educational policies that value creativity inside the classroom.

Recommendations

Song and rhyme development and integration should be purposeful and intentionally planned in conjunction with curriculum goals. The most effective way to engage students through the use of song will include combining the use of song and rhyme with multisensory approaches and student participation in creating and producing music. Teachers should also take care in selecting songs that have vocabulary that is relevant to the subject matter being taught and that have repetitive structures and melody lines that are slow enough for young children to follow and understand.

Educational institutions should continue to develop and provide ongoing professional development opportunities that focus on the creative and playful approaches to teaching. One approach would be to establish and conduct practical workshops that allow teachers to create, review and share musical instructional materials based on the specific needs and contexts of their classrooms. Additionally, school districts should ensure that educators have access to a variety of

current and free digital platforms and pedagogical resource materials that can be shared among educators to encourage collaboration and creativity in developing instructional materials.

It is suggested that Educational Authorities & Teacher Trainers incorporate songs & rhymes in their initial training curriculum for the specific modules (on using Artistic Resources) on the use of artistic resources for foreign language teaching; While it is recommended that Educational Authorities create open and contextualized resource banks for teachers from rural and urban environments, including songs with local themes, basic vocabulary, and a basic teaching guide to accompany the songs.

The results of future research will come from conducting intervention studies that study the long term effects of the use of songs in the systematic development of vocabulary and communicative competence. In addition, future research could investigate how to adapt this strategy for students with special educational needs or in multi-grade classrooms; and to analyze the role of technology in developing new personalized musical experiences.

In conclusion, this research demonstrates that songs and rhymes are educative entertaining resources, powerful and transformative pedagogical strategy. Their value lies in their capacity for integrating cognitive, emotional, and social aspects into the English learning process. However, for their potential to be fully realized, it is essential to support teachers with training, resources, and policies that recognize their role as creative agents of educational change. In this way, English teaching in primary education can become more inclusive, meaningful, and, above all, humane.

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Annexes

Annex A: Certified Anti-plagiarism System.

CERTIFICADO SISTEMA ANTI-PLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado “**EXPLORING SONGS AND RHYMES IN ELEMENTARY SCHOOL TO ENHANCE ENGLISH VOCABULARY**” elaborado por la estudiante DIANA ALEXANDRA MEREJILDO YAGUAL 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 5 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente



A handwritten signature in blue ink, reading "Rossana Vera Cruzatti", is written over a horizontal line. The signature is cursive and stylized.

Lcda. Rossana Vera Cruzatti, MSc

TUTOR

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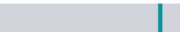
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Annex B: Questionnaire

“Exploring Songs And Rhymes In Elementary School To Enhance English Vocabulary”

Questions aimed at teachers

1. What teaching techniques do you apply to reinforce students English learning process?
2. What kind of didactic resources do you use to strengthen vocabulary in your English class?
3. What methodologies do you consider appropriate for teaching English language through songs activities?
4. What styles of English songs do you recommend using with children to develop listening skills?
5. How do you manage your class activities to develop English language vocabulary inside the teaching learning process?
6. What technological tools do you use with children for building up activities with English songs vocabulary?
7. What kind of pedagogical activities do you suggest to develop the English language communication skills?
8. What didactic strategies do you promote inside the teaching learning process to develop English vocabulary?

Annex C: Answer of teachers

Teacher 1:

1. What teaching techniques do you apply to reinforce students English learning process?

I apply interactive and communicative techniques such as role-plays, pair work, games, and project-based learning, I think these strategies encourage students to use English in real-life situations and help them develop their speaking, listening, and writing skills.

2. What kind of didactic resources do you use to strengthen vocabulary in your English class?

I use visual aids like flashcards, posters, and pictures, as well as digital tools such as videos, interactive slides, and online games. I also include worksheets, reading texts, and vocabulary to help students practice and internalize new words.

3. What methodologies do you consider appropriate for teaching English language through songs activities?

I consider the Total Physical Response (TPR) and Communicative Language Teaching (CLT) methodologies appropriate. The methods promote participation, movement, and interaction, allowing students to connect vocabulary and grammar with rhythm and real communication.

4. What styles of English songs do you recommend using with children to develop listening skills?

I recommend using pop songs, children's rhymes, action songs.

5. How do you manage your class activities to develop English language vocabulary inside the teaching learning process?

I organize activities following a sequence: presentation, practice, and production. First, I introduce new vocabulary using images or context. Then, students practice through matching, categorizing, or completing exercises. Finally, they apply the words in conversations, role-plays, or short writing tasks.

6. What technological tools do you use with children for building up activities with English songs vocabulary?

I use tools such as YouTube, Wordwall, Kahoot, Baamboozle, Liveworksheets, etc. These platforms allow me to create interactive and fun activities where students can listen, sing along, and complete exercises to reinforce song vocabulary.

7. What kind of pedagogical activities do you suggest to develop the English language communication skills?

I suggest dialogues, interviews, debates, storytelling, and role-plays, dynamic dictation.

8. What didactic strategies do you promote inside the teaching learning process to develop English vocabulary?

I promote strategies such as contextual learning, word games, mind maps, and the use of songs or short stories.

Teacher 2:

1. What teaching techniques do you apply to reinforce students English learning process?

I apply communicative and interactive techniques such as role plays, repetition drills, pair work, and short dialogues. These strategies encourage active participation and improve pronunciation, comprehension, and confidence, for example when teaching greetings, I use a song like *“Hello, Hello! How Are You?”* and then students practice greeting each other with actions.

2. What kind of didactic resources do you use to strengthen vocabulary in your English class?

I use a variety of didactic resources including flashcards, posters, visual slides, digital presentations, and interactive games for example when teaching numbers, I use counting cards and the song *“Ten Little Numbers* and for emotions, I use happy and sad faces and sing *“If You’re Happy and You Know It*

3. What methodologies do you consider appropriate for teaching English language through songs activities?

The **Communicative Approach** and **Task-Based Learning** methodologies are the most appropriate for teaching English through songs. These approaches allow students to develop listening comprehension, pronunciation, and vocabulary in a dynamic way. For example, to teach emotions, can use a short rhyme: *“I am happy, I am sad, I am good, and I am bad.*

4. What styles of English songs do you recommend using with children to develop listening skills?

I recommend children's songs, nursery rhymes, and simple pop songs learners because they are repetitive and easy to follow traditional rhymes for example with children aged 5-6, such as 'The Itsy-Bitsy Spider' . For children aged 7-9, I can use more complex songs. For children aged 10-12, I can use more current and relevant songs, such as pop or rock music, to practice listening and comprehension.", helping them to become familiar with **natural speech patterns and to expand their vocabulary.**

5. How do you manage your class activities to develop English language vocabulary inside the teaching learning process?

I structure my classes in stages: introduction, practice, and application of new vocabulary. For students aged 5-6 I use games, repetition, and matching activities; for children 7-9, I encourage sentence construction; and for students aged,10-12 I promote descriptive and short dialogues. This progression ensures that all learners can participate actively according to their level and develop their vocabulary meaningfully.

6. What technological tools do you use with children for building up activities with English songs vocabulary?

I use digital platforms such as **YouTube, LyricsTraining, Wordwall, Kahoot,** and **Quizizz.** These tools make learning interactive and adaptable to each proficiency level. For students, aged 5-7 I focus on matching exercises and visual recognition; for students 8-12 , I use gap-filling activities, lyric comprehension, and identification of idiomatic expressions to enhance both understanding and vocabulary use.

7. What kind of pedagogical activities do you suggest developing the English language communication skills?

I suggest communicative and student-centered activities, pair or group activities such as singing together, performing short dialogues, and role plays, for example After singing “*Hello, How Are You?*”, students practice greeting each other in pairs using expressions from the song. *Another example can be* Students act out short situations like “*At the Market*” using the vocabulary learned.. These activities build students’ confidence.

8. What didactic strategies do you promote inside the teaching learning process to develop English vocabulary?

I promote visual learning, songs, games, repetition, and teamwork. These strategies make vocabulary learning fun, meaningful, and easier to remember. For example, To teach food vocabulary, I show fruits or pictures and sing “*Do You Like Broccoli Ice Cream?*” to practice likes and,dislikes.*Another example* To review animals, we play “*Guess the Animal*”, where students imitate the sound and others guess the name in English.

Teacher 3:

1. What teaching techniques do you apply to reinforce students English learning process?

I love using interactive techniques like games and songs to make learning English fun for kids. For example, I play "Simon Says" in English to practice action vocabulary.

2. What kind of didactic resources do you use to strengthen vocabulary in your English class?

I use flashcards with fun images and children's songs to teach new vocabulary. I like to create my own flashcards with pictures of animals and objects that kids know.

3. What methodologies do you consider appropriate for teaching English language through songs activities?

I use fun children's songs with actions so kids can learn and move at the same time. For example, I sing "The Chicken Dance" to teach animal vocabulary.

4. What styles of English songs do you recommend using with children to develop listening skills?

I love traditional children's songs like "The Wheels on the Bus" because they have fun actions and rhythms that help kids develop listening skills.

5. How do you manage your class activities to develop English language vocabulary inside the teaching learning process?

To develop English language vocabulary inside the teaching-learning process, I use fun and interactive activities like 'Vocabulary Bingo' to teach new vocabulary. Because students love

this game and enjoy marking words on their bingo cards, which helps them learn and retain new words.

6. What technological tools do you use with children for building up activities with English songs vocabulary?

I utilize online resources such as educational websites, YouTube videos, and interactive learning platforms to create engaging activities that teach English vocabulary and songs. I also use digital tools like Kahoot, Quizlet, and educational apps to make learning fun and interactive.

7. What kind of pedagogical activities do you suggest developing the English language communication skills?

To develop communication skills in English, I foster creativity in children through fun activities that develop their English communication skills, and I use role-playing games as an effective tool for them to build confidence and practice everyday conversations like greeting others, ordering food, introducing themselves, or talking about their favorite hobbies

8. What didactic strategies do you promote inside the teaching learning process to develop English vocabulary?

I use strategies like "Word Walls" to teach new vocabulary with colorful and meaningful images and incorporate Total Physical Response to help them learn more effectively. For example, when we learn about food, I create a word wall with tasty images and then we do a miming activity where kids act out what they're eating, which helps them learn and review vocabulary in a fun and interactive way.

Teacher 4:

1. What teaching techniques do you apply to reinforce students English learning process?

To reinforce the learning process, I like to combine interactive and communicative techniques. For example, I use games, group work, and role-plays to encourage participation and practical use of the language. I also include visual resources and real-life examples to make lessons more meaningful and help students connect what they learn with their surroundings.

2. What kind of didactic resources do you use to strengthen vocabulary in your English class?

To strengthen vocabulary in my English classes, I usually use flashcards, images, songs, short videos, and online tools like Quizlet or Wordwall. These resources make learning new words more engaging and help students remember vocabulary through repetition and context. For example, I use flashcards with words and images to teach new vocabulary, and students have to say the word in English when they see the image.

3. What methodologies do you consider appropriate for teaching English language through songs activities?

I believe that the Communicative Approach and Total Physical Response (TPR) work well because they allow students to learn vocabulary and pronunciation naturally while enjoying rhythm and movement. Songs also support listening comprehension and pronunciation practice in a fun way. For example, students sing and dance while performing actions related to the lyrics.

4. What styles of English songs do you recommend using with children to develop listening skills?

I recommend using simple pop songs, nursery rhymes, and educational songs designed for children. These typically have clear pronunciation, repetitive lyrics, and catchy melodies that facilitate understanding and remembering new words. For example, the alphabet song.

5. How do you manage your class activities to develop English language vocabulary inside the teaching learning process?

I plan activities that combine listening, speaking, reading, and writing about the same topic. For example, students can listen to a song, identify key words, use them in short sentences, and then create a brief dialogue. This helps reinforce vocabulary in different contexts.

6. What technological tools do you use with children for building up activities with English songs vocabulary?

The tools I use the most are YouTube, LyricsTraining, Kahoot, and interactive games from websites like ESL Games Plus. These tools facilitate the inclusion of songs, quizzes, and activities that motivate students to learn vocabulary while having fun.

7. What kind of pedagogical activities do you suggest developing the English language communication skills?

I suggest interactive and fun activities like role-plays, conversation games, and "Show and Tell" so that students can practice English effectively and have fun while learning. For example, we can play "The Store" where kids ask for things they want to buy in English. These activities help students use English in real situations and improve their confidence in speaking.

8. What didactic strategies do you promote inside the teaching learning process to develop English vocabulary?

I promote learning through images, games, and interactive activities. I use images and fun games to teach new vocabulary. For example, we create a "Vocabulary Book" with drawings and words, and play "Memory Match" with flashcards so that kids associate words with images.

Teacher 5:

1. What teaching techniques do you apply to reinforce students English learning process?

I usually combine interactive and communicative techniques. For example, I use games, group work, and role plays to encourage participation. I also include visual aids and real-life examples to make lessons more meaningful and help students connect what they learn with their daily lives.

2. What kind of didactic resources do you use to strengthen vocabulary in your English class?

I often use flashcards, images, songs, short videos, and online tools like Quizlet or Wordwall. These resources make learning new words more engaging and help students remember vocabulary through repetition and context.

3. What methodologies do you consider appropriate for teaching English language through songs activities?

The Communicative Approach and Total Physical Response (TPR) work really well. They allow students to learn vocabulary and pronunciation naturally while enjoying the rhythm and movement. Songs also support listening comprehension and pronunciation practice in a fun way.

4. What styles of English songs do you recommend using with children to develop listening skills?

I recommend using simple pop songs, nursery rhymes, and educational songs designed for kids. They usually have clear pronunciation, repetitive lyrics, and catchy melodies that make it easier for children to understand and remember new words.

5. How do you manage your class activities to develop English language vocabulary inside the teaching learning process?

I plan activities that combine listening, speaking, reading, and writing around the same topic. For example, students might listen to a song, identify key words, use them in short sentences, and later create a mini dialogue. This helps reinforce vocabulary in different contexts.

6. What technological tools do you use with children for building up activities with English songs vocabulary?

I use YouTube, Lyrics Training, Kahoot, and interactive games from websites like ESL Games Plus. These tools make it easy to include songs, quizzes, and activities that motivate students to learn vocabulary while having fun.

7. What kind of pedagogical activities do you suggest developing the English language communication skills?

I suggest conversation circles, pair interviews, role plays, storytelling, and problem-solving tasks. These activities help students use English in real situations and improve their confidence when speaking.

8. What didactic strategies do you promote inside the teaching learning process to develop English vocabulary?

I promote contextual learning, where words are taught within meaningful situations. I also use repetition, visual aids, and collaborative learning. Encouraging students to use new vocabulary in short dialogues helps them retain and apply what they learn.