



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

**“SONGS TO BOOST VOCABULARY IN ENGLISH
LANGUAGE LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtaining a:

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

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Advisor's Approval

In my role as Advisor of the research paper and title "SONGS TO BOOST VOCABULARY IN ENGLISH LANGUAGE LEARNERS" prepared by Jean Carlos Orrala González, an undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, 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.

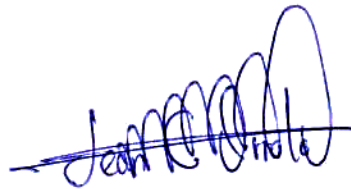
Sincerely,

A handwritten signature in black ink, appearing to read 'Ketty Vergara', is written over a horizontal dotted line. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

**Lcda. Ketty Vergara Mendoza, MSc.
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JEAN CARLOS ORRALA GONZÁLEZ

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Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY
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THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL
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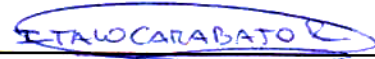
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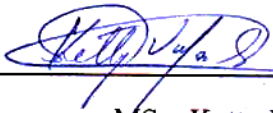
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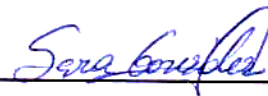
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Dedication

Firstly, I want to dedicate this to God because he has guided me to reach this goal despite having had difficulties in some aspects of my life; he filled me with the courage and will to carry on and not give up on what I propose to myself.

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Jean Carlos Orrala González

Abstract

Now that the English language is essential in our society, it is vital to seek and apply the appropriate strategies to teach vocabulary to students so that they can have a good range of words to hone other skills to communicate effectively. This research project is called Songs to Boost Vocabulary in English Language Learners. It was aimed to identify the influence of songs in boosting vocabulary in the students' English learning. For this study, it was applied the qualitative method and phenomenological research type. This research paper had as samples five English professors from a private school in the north of Santa Elena province. For that, an interview was applied to each one in order to ascertain how songs can influence and improve the students' vocabulary since they had experience working with songs in their classroom. As a result, it was determined that songs are such an efficacious strategy to boost vocabulary as well as arouse students' interest in learning.

Keywords: Songs, vocabulary, songs influence, strategy, improvement.

Resumen

Este proyecto de investigación se llama Songs to Boost Vocabulary in English Language Learners. Tuvo como objetivo identificar la influencia de las canciones en la potenciación del vocabulario en el aprendizaje de inglés de los estudiantes. Ahora que el idioma inglés es esencial en nuestra sociedad, es vital buscar y aplicar las estrategias adecuadas para enseñar vocabulario a los estudiantes para que puedan tener una buena gama de palabras para perfeccionar otras habilidades para comunicarse de manera efectiva. Para este estudio se aplicó el método cualitativo y de tipo investigación fenomenológico. Este trabajo de investigación tuvo como muestra a cinco profesores de inglés de un colegio privado del norte de la provincia de Santa Elena. Se aplicó una entrevista a cada uno con el fin de averiguar cómo las canciones pueden influir y mejorar el vocabulario de los estudiantes ya que tenían experiencia trabajando con canciones en su salón de clases. Como resultado, se determinó que las canciones son una estrategia tan eficaz para potenciar el vocabulario como para despertar el interés de los estudiantes por aprender.

Palabras Clave: Canciones, vocabulario, influencia de las canciones, estrategia, mejora.

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Introduction

English has become a global language nowadays due to the fact that it is the most spoken language and is used for many purposes such as education, medicine, science, business, and workplaces, among other fields. Nowadays, it is a requirement to speak English in any area that someone wishes to work in to have better opportunities and advantages. Therefore, this foreign language has been added to many educational institutions' curriculums in most countries.

Despite that, there is a big concern about the poor English level many countries have with English learning. Some countries that have this problem are in Latin America since the English level is rated very low according to surveys that have been done.

Ecuador is not exempt from this issue since it is one of the lowest countries in one of the last positions. Low English level is a problem that happens because many professors do not apply the correct strategies or tools to teach a foreign language or sometimes due to the fact that some professors are not trained to do so because they are not certified to impart classes of this subject, which is reflected in the poor students' language learning.

One of the main problems seem to be the vocabulary since students have difficulty with the increment of words. They find it very challenging to elaborate sentences with basic words that they should already know. As a result, this factor affects students in their attempt to communicate adequately in their target language since they do not have a considerable number of words to do it. This situation happens in several high schools in Ecuador, where Unidad Educativa Francisco de Miranda is one of them that struggles with this problem.

The main objective of this research project is to identify how songs can influence the classroom to boost students' vocabulary.

This research project was distributed into five chapters that will be mentioned and broken down below.

Chapter I: The problem: this chapter contains the state problem, problem questions (general and specific), objectives (general and specific), and justification.

Chapter II: Theoretical Framework: this chapter contains previous research that is stated in the background, pedagogical basis, theoretical basis, legal basis, and variables of the study.

Chapter III: Methodological framework: this chapter contains the methods, type of research, data collection techniques, instruments, and samples of the study.

Chapter IV: Analysis of findings: this chapter contains the interpretation of data from the interview, interpretation of bibliographic review, and analysis and discussion of the interview or focus group vs. bibliographic review.

Chapter V: Reflections on the study: this chapter contains the relation between the findings and the study's objectives. In addition, it includes the experiences and knowledge gotten from this research.

Chapter I

The Problem

The purpose of this chapter is to describe some aspects such as the research topic, the title of the project, the problem statement, the problem questions, the objectives, and the justification that must be included in this research work.

1.1. Research Topic

Didactic Resources and English Vocabulary

1.2. Title of the project

Songs to Boost Vocabulary in English Language Learners

1.3. Problem Statement

Nowadays, English has become an essential language around the world, not only for the countries that the British conquered but for most countries worldwide. It is such a significant language to learn since many people have decided to study it as a second language. Moreover, it is a fact that most countries have added it as a subject to their educational curriculums so that children can learn it at an early age. In addition, English is beneficial for many purposes, such as science, aviation, and tourism. That is why it is thought that the English language can open many doors and give people the opportunity to apply for international jobs (Aziza, 2020).

Moving on, low and very low are Latin America's range or average at the English level. Latin America is highly considered as the lowest among all the regions in the world that have poor English according to English Proficiency Index (EPI). It is a fact that Education First measured in 2021, where Ecuador has been ranked and appears in the 90th position with very low

proficiency in English skills among 112 countries in total. South America has the 18th position out of 20th, which is very low (First, 2021).

In Ecuador exists a tremendous increment in the learning of the English language. That is why English has become a fundamental subject in the educational system in the country, mostly in public schools. However, there is a concern about teachers since some teachers who impart English language classes are not specialized to do it, which is reflected in the poor students learning. In addition, there is a lack of materials, methodologies, and resources to motivate students in their learning and help them to develop their English skills.

It is a fact that with the passing of the years, teachers have applied many traditional strategies and resources for teaching a foreign language, which sometimes seem to be boring for some learners. Strategies could mainly result in boring for some students due to the fact that some teachers do not use the proper pedagogical resources when teaching, and that is something that should be taken into consideration regarding the age of the learners intended to teach. As in any other subject, didactic materials are significant in teaching a foreign language because they keep students active and make learning more noteworthy (Flores, 2014). This means that using the correct strategies for effective teaching is fundamental.

On the other hand, it is crucial to consider that another negative point about it is the large number of students that there can be in a public high school classroom. This distracts the students from paying attention to the teacher because they sometimes prefer to do other activities or are disturbed by others instead of paying attention to what their teacher is explaining during the class. Nevertheless, if a scientific observation is carried out, it is possible to deduce that the student does not pay attention due to family troubles, and economic problems, among others. For this reason, the professor must be comprehensive, inclusive, and an innovator in the instruction

process of the scientific content. That is to say, when creating didactic strategies should convey interest or motivation for the subject.

Santa Elena is one of the most important provinces of Ecuador since some of the towns are touristic places, such as San Pablo, Salinas, Ballenita, Ayangue, Montañita, and Olón, among others. These places mentioned previously are sources of financial income to the province due to the fact that several foreign people from all around the world come to them due to their touristic attractions. Therefore, there is a demand for people to speak English in order to provide a better service for those whose mother tongue is the English language. For this, it is necessary to have a large vocabulary to be able to communicate effectively.

Vocabulary is a group of words necessary to produce language communication; Dunsmore (2020) says that vocabulary is the most essential when teaching a foreign language since having a good range of words can help with the development of other skills. Therefore, it should be paid much more attention in the teaching process so that learners do not lack words and do not have difficulties when communicating with others.

In Unidad Educativa 'Francisco de Miranda' located in the north of Santa Elena province. There is a big concern regarding teaching the English language as a subject since the vast majority of students do not handle a good range of words. This issue does not allow them to form sentences or express their ideas when they are asked to do it with simple words that they should already know. Moreover, the lack of resources, pedagogical strategies, and supplies impedes students from enhancing their skills and boosting their vocabulary, which seem to be the main problem that Francisco de Miranda students are currently struggling with.

1.4. Problem question

1.4.1. General question

How will songs benefit and boost students' vocabulary of the English language at Unidad Educativa "Francisco de Miranda," Valdivia, Manglaralto, Province of Santa Elena?

1.4.2. Specific questions

- What problems are students of Francisco de Miranda facing to increase their English vocabulary?
- What is the impact of using songs as a pedagogical strategy for Students?
- How will songs boost the vocabulary of Francisco de Miranda's students who demonstrate disinterest in learning the language?

1.5. Objectives

1.5.1. General Objective

To identify how songs' role influences the boosting of English vocabulary in 7th-grade students at Unidad Educativa "Francisco de Miranda," Valdivia, Manglaralto, Province of Santa Elena. The school year 2022-2023.

1.5.2. Specific objectives

- Define the current situation of the implementation of the songs as a didactical tool to improve students' vocabulary.
- To connect the information obtained in this research project with other research and studies based on using songs.
- To promote the use of songs as a strategy to enhance and increase the students' English vocabulary.

1.6. Justification

The following research project came up due to an English class observation of seventh-grade students of Unidad Educativa Francisco de Miranda. Where at the beginning of classes, students had to do an activity. For that, they were asked correctly to formulate some sentences with some worksheets that the professor provided to students. At that point, it was noted that they found it very difficult to make phrases that only required basic English vocabulary that students of their grade were supposed to know. Furthermore, it was noticed that the resources or strategies for teaching were not the most appropriate to work with primary middle students.

For that reason, this research project is focused on identifying the role of songs as a strategic resource for improving vocabulary in students at Unidad Educativa Francisco de Miranda of Santa Elena Province. Considering that English skills are essential for the development of the language, vocabulary is the core of a language since with not enough vocabulary is almost impossible to keep a conversation as well as to be able to master all the skills of a tongue.

According to Wikiestudiantes (2014), the vocabulary for teaching the English language is crucial because all the skills are fastened to it. Indeed, it is believed to be the most critical part of any language. That is to say, with no vocabulary, a person will not be able to understand a text they are intended to read. They will not be able to catch the point if someone is talking to them. They will not be able to express ideas, words, or hold a conversation; and will not be able to write texts and phrases correctly. Consequently, applying the correct techniques to teach and boost vocabulary should be the first thing to consider when teaching a language.

Therefore, the principal purpose of this research project is to identify the role of songs in teaching vocabulary and encourage teachers to implement this strategy in the classroom. Thus,

not only Francisco de Miranda students but also all students of any other school will feel motivated and improve their English vocabulary. It is such an effective didactic strategy that will benefit the whole educational community.

Chapter II

Theoretical Framework

The purpose of this chapter is to gather important data that have been used in others research. It includes the background, pedagogical, theoretical, and legal basis.

2.1. Background

Vocabulary is essential in the learning of a new language due to the fact that with it, learners can communicate adequately in the target language. Also, because with an extensive range of vocabulary, people can hone all the skills of any tongue. It is necessary to mention that if vocabulary is not boosted in learners, they will not be able to master any English language skills.

A factor that plays a vital role in teaching vocabulary might be the techniques or strategies applied to teach English vocabulary. According to Euroinnova Business School (2022), "the strategies are fundamental in the teaching process since the use of them can help to make students to feel active in the classroom". In this way, it is possible to manifest that with these strategies, students feel motivated to learn and make classrooms entertaining environments for the teaching-learning process.

On the other hand, it is essential to mention that many English teachers, when teaching a foreign language, only focus on teaching grammar to students instead of focusing on the most crucial aspect, which is the vocabulary part. Since with a considerable number of words, people can communicate adequately in their L2. "Some students go blank when trying to talk in the L2, due to the fact that they think much about how to say a word or phrase; this is because they are taught more grammar and pronunciation than vocabulary" (Zimmermann, 2018). That is to say;

many professors do not pay much attention to teaching vocabulary. For this reason, students find it hard to master English skills and cannot communicate satisfactorily in their target language.

2.1.1. Improving students' vocabulary mastery through listening to songs

This study was aimed to analyze and discuss the importance of songs in improving vocabulary through the strategy of listening to songs with learners in seventh grade. The principal worry about this, it is the application of the song. That is set to be in the classroom, and knowing which kinds of songs can be helpful for the improvement of vocabulary in students. Consequently, this research was aimed to explore the advancement in students with their vocabulary before the strategy of applying songs in class was launched (Setiawan, 2019). In the result of this study, it is emphasized that the type of songs intended to apply in the classroom also plays an essential role since the songs have to be adequate regarding the age of students or the grade in which they are.

2.1.2 Learning vocabulary through songs: a study on the role of music in teaching verbs

This research showed that using songs to improve vocabulary affect students significantly and positively. It has been shown that applying songs in the classroom to introduce a particular topic can active, motivate, and improve student vocabulary learning. In this study, students had a pre-test where they failed or got a poor grade related to the vocabulary; they were intended to do their tests, but after introducing the strategy of applying songs, they demonstrated a significant change.

These findings have many advantages to adapt in the classroom due to the fact that it was proven that students' improvement vocabulary was outstanding. In addition, it was noticed that students raised their motivation drastically in learning through it. That is why it would be very beneficial for teachers and students to apply this magnificent strategy of using songs to improve

their vocabulary in order to obtain satisfactory outcomes for students' learning of the English language.

This study states that using songs in the classroom offers a pedagogical implication for English teachers. It could provide insights to the professors to use songs to facilitate the students acquiring English as a second language. It is also a good measure for teachers to familiarise the students with the songs by sharing information about the singers and perhaps the background of the songs (Zamin et al., 2020).

Moving on, the following studies, which are taken from articles, academic research, and academic websites, support the idea of applying songs in the classroom in order to improve students' vocabulary.

2.2. Pedagogical basis

2.2.1. Audio-Lingual Method

Emin Altun (2018) defines the audio-lingual method as a way of teaching a language through reading and listening. It consists of repeating, imitating, and carrying out the activities to develop students' speaking so that they get accustomed to speech and become naturally. This means that this method helps learners to enhance their skills and improve their vocabulary by repeating words or phrases until they learn them by heart.

2.3. Theoretical basis

2.3.1. Lack of vocabulary

The insufficient vocabulary is one of the main issues for students in learning the English language. Since vocabulary is an aspect that limits learners' ability to communicate accurately in the target language, it stops them from expressing their ideas due to the poor or low range of words they manage.

According to Hasan (2016), the lack of vocabulary in students is an issue due to the fact that is not much paying attention when teaching a second language. Lack of vocabulary is a fact because most professors, when teaching a second language, only focus mostly on teaching grammar rather than vocabulary and do not use the proper techniques or strategies to do it. Also, the techniques are not the most suitable and are not based on certain assumptions. Therefore, students fail their English skills and find it challenging to master the language.

It is proven that the problems students face at the moment of acquiring English vocabulary are several. For instance, some students find it difficult to pronounce words, write them, spell them, and inflections (a grammatical kind of a word) are the leading causes for students in learning and acquiring vocabulary. Besides, learners have drawbacks when deciding what word could be appropriate to use in a specific context (Susanto, 2021).

2.3.2. Importance of vocabulary

Lucija Dacic (2014) states that having a wide vocabulary is essential in order to be able to intervene in a conversation as well as understand it. It is also mentioned a said from David Wilkins, which is "While without grammar little can be conveyed, without vocabulary nothing can be conveyed." It means that without a significant range of words, no one can convey their ideas, thoughts, feeling, understand, and keep a conversation in another language.

“Vocabulary is crucial to be able to listen to and comprehend as well as speak in other languages” (Azizah, 2014). It means that listening and speaking skills are fastened to the vocabulary factor so that there is good communication and understanding among people who speak their target language.

2.3.3. Vocabulary development

Since vocabulary is an important aspect of any language targeted to learn, in order to build and have a good range of words is essential to practice a lot, and thought this way increase the vocabulary in order to master the English language skills. For this, it is possible to apply different techniques or strategies, which sometimes require listening and reading.

Lee Johnson (2022) defines vocabulary development as the process in which a person increases the words to be used in order to have the capability to produce the language written or spoken. A person with a considerable number of words will be able to use a variety of optional words to express something in a different way.

Building English vocabulary or from any other language is something that requires some factors. Helen Sharp (2018) states that some crucial components help students develop their vocabulary, including indirect exposures, reading, listening, and repeating. It means that all the components mentioned above are fundamental in the development of vocabulary because most learners become fluent or master a language by practicing or being exposed to the language context.

2.3.4. The influence of songs in teaching vocabulary

Songs are not something new in the teaching-learning process since they have been used in the past and are still used these years. Songs are used for different purposes by people. However, one of the main and most important uses is in the educational field because songs cause and create relaxing and active environments. For that reason, they are used in classrooms to maintain students active as well as to teach various topics.

According to Çevikbaş et al. (2018) songs are an essential and effective strategy for developing vocabulary in students. The results of this study proved that some learners had a

background with songs related to topics such as "Daily Routine" and "Food." However, for students who did not have any background or knowledge about the topics. After listening to songs related to them, students significantly improved their vocabulary on specific topics. That is to say, that by playing songs in the classroom, in addition to creating a good atmosphere, improves the students' vocabulary learning.

Some studies have proved that songs are an essential strategy to apply in the classroom since enhancing language learners' vocabulary. Songs not only create a lovely setting in the classroom but also catch students' attention, which is even better. In addition to this, they are a tool that helps professors plan different kinds of activities (T. Nguyen; H. Nguyen, 2020).

Teachers' point of view regarding the findings was that applying songs in class not only helps students to gather vocabulary but also helps them to improve other aspects or skills such as reading, writing, and pronunciation.

There is a significant fact about these studies, and it is that songs can be used for different purposes. However, one relevant and significant is that they can get students' minds active when learning a second language. Moreover, by using songs, teachers can develop other English skills in students rather than only vocabulary so as not to focus on one by one, because songs can develop listening as well as pronunciation.

2.3.5. Types of songs to teach vocabulary

According to Emily Monaco (2021), one of the entertaining manners to improve some elements in a second language are songs. There are numerous songs, but it is vital to take into consideration that the use of songs to teach vocabulary has to do depending on the topic that the professor wants to teach to students. Several usages of songs can be applied in the classroom no

matter the level students are in. However, the most recommended to apply are the following: Friday I'm in love, my favorite things, all my loving, and counting stars, among others.

Teachers should keep in mind that several songs can be used in the classroom to teach English. For instance, folk songs, jingles, holiday songs, nursery songs, pop songs, and tongue twisters, among others. However, the professor needs to ascertain what are the most proper, updated, and rhythmic ones for teaching the language to avoid getting students to be bored during a class (Andrade, 2017). It means that even though there are different types of songs to teach English, it is better to adopt the ones that are energetic, stimulating, and entertaining so as to draw students' attention and keep them active.

2.3.6. Didactic Resources

Didactic resources are those kinds of elaborated means with one purpose, which is teaching students scientific content in an educational setting. These materials are beneficial for students since, with them, they can understand and learn a topic in a better way (Lynch, 2021). This means that with different resources designed, students can demonstrate radical changes on any subject, topic, or skill, but it also has to do with the proper application of them so that it works.

2.3.7. Songs

Jon Guerra (2015) defines songs as mixed compositions of music and lyrics whose purpose is to be played and sung by someone who perhaps wants to portray their feelings through it. This means that songs are created for people with the intention of expressing their emotions, feelings, etc.

2.4. Legal basis

2.4.1. The Ministry of Education

The Ministry of Education paper, which is called Ecuadorian in Service – English teachers standards (2009) states the following:

The third domain, Curriculum development, Section C Using Resources and Technology Effectively in English and Content Instruction.

Literal 3.c.2.- it must be selected the proper materials and resources so as to develop students' language ability and the correct use of English.

Literal 3.c.3.- for language learning should be emphasized the application of different resources such as books, visual aids, and realia.

Literal 3.c.4.- for the improvement of language and content instruction for students, it is important to apply these technological resources: the internet, computers, software, and other devices.

This part is of great significance to take into consideration that is mentioned the different types of didactic resources that can be used in the classroom in order to make the teaching-learning process better for students.

2.5. Variables of the study

2.5.1. Dependent Variable

Vocabulary

The dependent variable is influenced by the independent variable in research. In this research work, the factor that will be increased students' vocabulary, which is the basis of a language in order to be able to communicate and talk about any topic.

2.5.2. Independent Variable

Songs

The independent variable is which the person who is carrying out the research project intends to prove that it works. In this research project, the independent variable is songs, a composed melody in which are expressed feelings, emotions, ideas, and thoughts through lyrics. Therefore, this research project wanted to show people that vocabulary can be improved through songs.

Chapter III

Methodological Framework

The purpose of this chapter is to illustrate the methodology that will be used to carry out this research project. Here are included the method, type of research, data collection techniques, instruments, questions, and samples of the study.

3.1. Methods

The qualitative method involves gathering data or information about something that is planned to be investigated, which mainly applies different strategies or techniques to collect the necessary data to analyze and come to a conclusion regarding the matter to know.

Yilmaz (2013) defines the qualitative method as "a fundamental approach that is naturalistic which is in charge of the study of situations that involves people or things in their contexts in order to disclose and tell the experiences of different cases." That is to say that this method tries to focus on the findings of people's behaviors or experiences in several kinds of settings. Revealing the way in which they perceive their world.

By applied studies with the qualitative method is made emphasis in the kind of studies in which it is made the use of knowledge, practice, and theory in order to obtain a particular practical purpose, such as making a decision or looking for a solution to a problem, instead of just applying advanced methods to do so (Nanjappan & Zodpey, 2012). This means that by doing an applied study based on the qualitative approach, it is of great importance to make the use of perception and experience to have the capability to obtain what is required to find out.

3.2. Type of Research

3.2.1. Phenomenological Studies

J.W. Creswell (2013) describes the phenomenological study as “the description of the people who have gone through some experiences in their lives, and what relation they have while experiencing a circumstance. The aim objective of this approach is to discover the nature of things in a certain event”. Also, Neubauer (2019) states that “phenomenology is a branch of qualitative research which the most important purpose is to analyze people's experiences in a determined context.”

Therefore, this project study will be connected with bibliographical research, which will allow us to collect all the necessary information. The information can be found in websites, articles, research projects, thesis, books, or other types of sources that provide relevant details regarding the matter to investigate. Moreover, like gathering factual information, this study aims to pick data related to the importance of applying songs in the classrooms to boost and hone the mastery of vocabulary in students.

3.3. Data Collection Techniques

The technique meant to apply in this fundamental research to obtain data will be a one-on-one interview. One main point to take into account regarding this technique is that this interview is done face to face, that is to say, the person who will collect the information and the interviewee who will respond to the questions asked. In this way, it will be possible to gather all the necessary information for the project research. In addition, the one-on-one interview was selected in order to make the interviewees feel confident while answering each question. On the contrary, it would be kind of different to do it within a group due to the fact that some people do not feel free and feel intimidated to express their thoughts in that way. Therefore, the most

convenient way of doing the interviews would be one-on-one in order to obtain quality responses.

3.4. Instruments

3.4.1. What is a questionnaire?

Pritha Bhandari (2021) defines a questionnaire as a set of questions with the intention of collecting information from people's responses regarding perspectives, points of view, or thoughts about a certain topic. The use of a questionnaire can be applied in both quantitative and qualitative research. According to this definition, it is possible to know that the purpose of it is to discover what is people's opinions about something intended to investigate.

3.4.2. What is a one-on-one interview?

A one-on-one interview is a method to gather information for research in order to know what is the opinion or understanding of people in accordance with a phenomenon. Given that this has to do more with interaction, the interviewer must have the knowledge to be able to conduct the interview in a good way (Ryan et al., 2009). Considering that this type of interview is between two people, the one who is in charge of asking the questions needs to have the ability to manage the process appropriately. In addition, this kind of interview allows the interviewee to express freely without having the pressure of thinking about what others can say about their opinion in the case that is a bigger group.

In this study is going to be used the questionnaire to apply the one-on-one interview. The types of questions that will be presented for this will be open-ended since these types of questions allow the interviewees to expand further their answers, ideas, and points of view, and not only to reply with a short statement or with a yes or no answer. The total of questions for this questionnaire is going to be eight questions only. The application method will be done in person

because in this way, it will be noticed what are like the interviewee's reactions, gestures, and expressions are at the moment of presenting the questions. This questionnaire is related to the research study because it contains questions concerning it, and the purpose of its application is to collect relevant information that has to do with the influence of songs in the classroom to enhance vocabulary in students.

3.5. Data Collection Processing and Resources

The information gathered will be based on the next questions.

1. What?

Interviews

2. Where?

At Unidad Educativa Francisco de Miranda, province of Santa Elena, Ecuador.

3. When?

Academic Period 2022-2023

4. How?

Questionnaire, opened-ended questions

5. What for?

To determine the influence of songs on students' vocabulary improvement.

3.6. Sample

Owing to the fact that interviews were done with five professors, it is not possible to add the population of this research, but they are added as samples of these interviews. These professors belong to a particular school which is located in the north of Santa Elena province. These are English teachers; that is why they have knowledge and experience giving English

classes to seventh-grade students. In addition, they have had experience using songs as a strategy to work in the classroom to boost students' vocabulary.



Note. The figure shows the obtained results from the interview applied to English professors. Elaborated by the author (2022).

Source: nubedepalabras.es

The most repeated words for this question are listening and speaking. The answers for the third question are because the professors mentioned that the most important in a language is to be able to understand as well as speak in order to have good communication with others. This means that, according to them, it should be emphasized more these two skills.

Question 4.- Putting aside the four skills, what and why do you consider that is better, work on grammar, or boost students' vocabulary?

Figure 4

The importance of vocabulary in a language



Note. The figure shows the obtained results from the interview applied to English professors. Elaborated by the author (2022).

Source: nubedepalabras.es



Note. The figure shows the obtained results from the interview applied to English professors. Elaborated by the author (2022).

Source: nubedepalabras.es

The most repeated word for this question is depends. However, some other words such as popular, updated, entertaining, and educational are mentioned very much. The answers for the seventh question are because the professors mentioned that one could choose songs like the ones mentioned previously, but they also assure that it has to do and depends on what topic will be worked on to choose a song related to it. That is to say; there is no specific type of song to teach. However, it is up to what topic will be introduced to apply the proper ones.

Question 8.- In which way do songs boost vocabulary in students? Have you noticed an improvement in students' vocabulary learning after using songs?

Figure 8

The vocabulary improvement through songs



Note. The figure shows the obtained results from the interview applied to English professors. Elaborated by the author (2022).

Source: nubedepalabras.es

The most repeated word for this question is significantly. Notwithstanding, other words such as learn, outcomes, and words were mentioned a lot. The answers for the eighth question are since professors said that they noticed a real improvement in learners' vocabulary after using songs in their classes. They have paid attention to how students can use words they did not do before and how songs engaged them in class.

4.2. Interpretation of bibliographic review

English has become the most important language since it is used for many purposes in several areas in most countries around the world. It can be used for education, job, science, communication, medicine, and business, among other purposes. Although many countries have failed in their teaching way, many people have done much research and developed theories and methods to teach English as a foreign language.

Regarding methods to apply in teaching a second language process, it is crucial to consider that the audio-lingua method is helpful since it can be played songs in the classroom, and through repetitions of words, students can improve and acquire more vocabulary words related to the topic or song played.

Vocabulary is defined as the words a person handles on a specific topic. It is the most important aspect of a language since people cannot communicate, express emotions, and share ideas with no vocabulary. This aspect is the basis in order to teach or learning a second language. Therefore, this has to do with applying adequate resources in the classroom, where songs can be an excellent alternative to solve this problem.

Songs are thought to have a positive effect on students learning since with them; they can become interested and active, can feel motivated, and can increase their vocabulary. Besides, students can work on other skills such as listening and pronunciation through songs.

4.3. Analysis and discussion of the interview or focus group vs bibliographic review.

In question one, the interviewed English professors agreed that the English language is essential nowadays due to the fact that it is used for some purposes such as education, business, and communication. This information coincides with Aziza (2020) since, according to this author English language has advantages and can open many opportunities to people because it is used commonly for purposes like these ones that were mentioned by the interviewed professors.

In question two, the interviewed English professors stated that the didactic resources are essential in the classroom for the development of English skills in students since they play an important role so that students can learn in a better way. All that the interviewees said is supported by Lynch (2021) due to the fact that this author mentions that the didactic resources are beneficial for students to understand and learn a topic much better.

In question three, the interviewed English professors agreed that the most important skills to master in a second language to have satisfactory communication are listening and speaking. Azizah (2014) states that vocabulary is essential to domain speaking and listening skills because these allow people to understand and communicate well. Consequently, these skills go hand-in-hand with vocabulary because it requires having a good range of words to hone these skills that are the most important in a language.

In question four, the interviewed English professors agreed that between grammar and vocabulary, it is better to work on vocabulary since they mention that with no vocabulary, learners cannot communicate properly or talk about any topic. This information coincides with

Lucija Dacic (2014), who agrees that it should be given more importance to vocabulary since, without it, it is almost impossible to speak a language. Also, with vocabulary, other skills can be developed.

In question five, the interviewed English professors expressed that they have used songs in order to work activities such as listening or pronunciation. In addition to that, they mentioned that another purpose of using songs within the classroom is to make students feel active or make entertaining the teaching process. T. Nguyen and H. Nguyen (2020) agree that songs are used to create a good setting in the classroom and make students feel good. However, apart from using songs to work on listening activities, they state that songs can also be used to increase students' vocabulary.

In question six, the interviewed English professors manifest that, songs have played a crucial role for students in the classroom since before using them, they have felt how their students feel bored with English classes, but at the moment when they have used songs, they have noticed a drastic change in their interest for the subject because students started feeling awake and engaged with songs. This information also coincides with T. Nguyen and H. Nguyen (2020) since they mention that classes become more interesting for students when using songs. Also, students feel more motivated and energetic after that.

In question seven, the interviewed English professors say that the most proper songs to use and teach vocabulary to students have to be popular or entertaining but also say that it depends on what kind of vocabulary one wants to teach. However, Andrade (2017) believes and mentions that there are a great variety of songs to choose such as folk songs, jingles, holiday songs, nursery songs, pop songs, and tongue twisters. In addition, this author mentions that the professor must use updated and rhythmic in order to get feel bored students during the class.

In question eight, the interviewed English professors state that songs are very useful for their classes due to the fact that they inspire students to learn and get more vocabulary, and that is sometimes they have realized in their students' performances. This information has to do with and coincides with Çevikbaş et al. (2018) because these authors mention that songs are such an efficacious strategy to construct vocabulary in students, which was reflected in the students' improvement after listening to songs related to some topics. They did notice how their students did well with some activities when using the vocabulary of the topics taught.

Chapter V

Reflexions of the Study

The purpose of this chapter is to reflect on the research work done. Here is included the researcher's experience, lessons, difficulties, and ideas, among others.

Through the research project that is called "Songs to boost vocabulary in language learners." It was disclosed that songs play an essential role in the improvement of vocabulary in students as well as in their interest in learning through songs. This is due to the fact that the English professors who participated as samples in the interviews for this project stated and agreed that they have used songs in their classrooms to teach English. They have realized what it has been like before and after using songs, and they have noticed a significant improvement in students' vocabulary. What is more, all professors shared the same point that songs apart from using them for the purpose of teaching vocabulary, also cause students to become active and arouse their interest in the English language, which is suitable for students since, in this way, students will get more involved in the class and will be active and willing to do their activities for their learning process.

Words limitation is something that language learners face and deal with at the moment of learning a second language. This is an issue that stops them from communicating appropriately or talking about several topics because of the limited and poor vocabulary they handle with their target language. Furthermore, the problem mentioned previously can be caused by the inappropriate application of the didactic resources to teach a language and because of the lack of pedagogical materials in the classroom as well. However, that can be changed if the proper resources are applied to teach a language correctly. One resource that can work to enhance learners' vocabulary is songs since through them can be taught a bunch of vocabulary topics.

Besides, songs as a didactic resource can influence students to submerge into the language by drawing their attention and making them feel motivated and awake within the classroom.

Unluckily, here in Ecuador, there is not given much importance to the English language, which is reflected in students learning that find it challenging to form basic sentences, which was noted in a school in the north of Santa Elena province where students could not formulate simple sentences that require of basic vocabulary. This problem seems to happen more in the public schools where there are not enough resources and are not well-equipped with the necessary didactic and technological tools to teach a foreign language. Nevertheless, this seems to be the main problem, but teachers should also look for other alternatives in order to get carried out the teaching-learning process successfully.

A possible solution for the lack of vocabulary in language learners can be songs since with them, a learner can learn several words just by listening and repeating. More than that, with songs, a learner not only will acquire words but also will improve their listening and pronunciation skills, and they will learn in a more entertaining and engaging way. For that, the professor has to take into consideration what song to use because it has to be related to the topic intended to teach.

However, I do believe that if songs that are already created do not work for teaching because you might think that they do not contain the necessary information or vocabulary you want to teach to students, you can create your own songs. This could be an alternative that I will use, perhaps when I have to work. For this, you can make up with your own songs just by taking the rhythm of any song that you think might attract your students' attention; it would be better if you apply an energetic and rhythmic song. Then, create the lyrics by yourself related to the

vocabulary that you need your students to know. In addition, this could be done in both languages in order to have a better understanding and learning.

My experience carrying out this research project was that I was able to submerge myself in the topic research, and I got to be able to nourish with significant knowledge and understanding about the use of songs to work in a foreign language. I found that songs can be used for many purposes, which had me into the topic and made me rethink using songs when I have to teach. Besides, I look forward to immersing myself more in the influence of songs to teach a foreign language.

Regarding what I found the most challenging about doing this research was that I spent long hours trying to find reliable and updated information. One more difficult thing was that sometimes I found valuable and precise information for my topic in some abstract research, but the problem was that I had to pay if I wanted to obtain all the information contained. Last but not least, at the moment of looking for the professors with whom I did the interviews were really hard due to the fact that the vast majority of them did not have much time due to their schedules.

A lesson that I honestly learned through this research project is that it is not that easy; that takes much time, perseverance, predisposition, and above all, patience. I also learned that I do not have to write down any information I find at first because I have to read carefully and see if that information has been proven and is reliable and related to my topic.

At the moment I started doing this research project, I already had a bit of notion about how songs influenced learning a second language since I am aware that I started learning English by listening to and repeating songs. I can also say that I had a misconception about using songs in the classroom because I thought it was only used to work on listening skills. However, it is used to

generate a cozy entertaining environment within the class. Therefore, now I learned that songs can be used for different purposes.

Finally, what I would like to do for further research on the same topic is to work in a classroom with students to make a proposal related to songs in order to improve the learners' vocabulary and find out if it works, and see how students improve with it. In addition, if my proposal paid off, I would like to foster the use of songs in the classroom.

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Annexes

Certificado Sistema Antiplagio

En calidad de tutora del Trabajo de Integración Curricular denominado “SONGS TO BOOST VOCABULARY IN ENGLISH LANGUAGE LEARNERS” elaborado por el estudiante Jean Carlos Orrala González, 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 OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con ____ de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



**Lcda. Ketty Vergara Mendoza, MSc.
ADVISOR**




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**INTERVIEW ABOUT SONGS TO BOOST VOCABULARY IN LANGUAGE
LEARNERS APPLIED TO ENGLISH PROFESSORS THAT HAVE HAD EXPERIENCE
USING SONGS AS A DIDACTIC RESOURCE WITHIN THEIR CLASSROOMS.**

INTERVIEW QUESTIONS

- 1.- Why is the English language considered essential nowadays?
- 2.- Why do you consider that the strategies applied in the classroom have to do with the development of student English skills?
- 3.- What skills do you consider the most important to work on in English? Why?
- 4.- Putting aside the four skills, what and why do you consider that is better, work on grammar, or boost vocabulary in students?
- 5.- In your experience as an English teacher, using different didactic resources, have you ever used songs in your classes? What for?
- 6.- In which way have songs influenced your students? What has it been like before and after applying songs?
- 7.- What kind of songs do you think should be the most proper to work with seventh-grade students?
- 8.- In which way do songs boost vocabulary in students? Have you noticed an improvement in students' vocabulary learning after using songs?

INTERVIEW TRANSCRIPT

Sample 1

1.- Why is the English language considered essential nowadays?

Nowadays, English is essential because it helps us to communicate through business or education in different parts of the world. It is a universal language that we can speak in any country. Therefore, it is fundamental that our children since childhood can learn this language so they can start stimulating their knowledge because since a child is important and then when they go to school, they can have clear what English is so that they can decide if they want to choose a career based on English language or any other which requires English in order to be able to communicate with foreign people.

2.- Why do you consider that the strategies applied in the classroom have to do with the development of student English skills?

The strategies can be applied several of them to teach listening, speaking, reading, and writing. These four skills are significant, though there are different strategies for each one. We have to know what strategies are the most proper to work on each skill due to the fact that thanks to it, children will learn in a certain way and pace. Some strategies are role plays, singing, play, and dynamics. Strategies that allow students to develop their skills, which I consider the most important would be speaking, since if we learn or master the other skills we can speak correctly.

3.- What skills do you consider the most important to work on in English? Why?

The listening skill is an essential part because it allows understanding the language when we are listening about any topic, we are trying to process the information and identify the vocabulary words or grammar structure that we have learned before.

4.- Putting aside the four skills, what and why do you consider that is better, work on grammar, or boost vocabulary in students?

I consider the basis is vocabulary because there are different topics to teach and the basis, we should have is vocabulary because with no vocabulary we can produce words, and we do not know what we are talking about in English. The same way for different fields such as science, education, technology, and others. All of these fields have their own vocabulary so that we can speak properly and technically.

5.- In your experience as an English teacher, using different didactic resources, have you ever used songs in your classes? What for?

Yes, I have used songs in my class. Specifically, before starting the class because is important to change the context. Usually, before my English classes, students are in math or language class. Due to this is crucial to change the ambient and music always is a good option.

6.- In which way have songs influenced your students? What has it been like before and after applying songs?

At the beginning of the class, I usually put an English song about greetings. They feel the motivation to learn at that moment. I'm new to using songs for my classes in this school so I can say that at the beginning of English class I have used a song before to start a lesson. I made this decision since when I started the classes I felt that my students were always a little bored, but then I thought about using songs, and after that, I noticed how my students' moods changed

significantly. Now, I can say that not only do songs serve to work on English skills but also make students feel active before starting a class.

7.- What kind of songs do you think should be the most proper to work with seventh-grade students?

At this moment I am working with fifth and seventh-grade students. But I consider that at this level students prefer English pop songs because they are in a new stage of their lives. They are growing very fast and their preferences have changed. That is why, we have to look for what songs are the best for them, what songs attract more their attention and apply them to the topic we want to teach.

8.- In which way do songs boost vocabulary in students? Have you noticed an improvement in students' vocabulary learning after using songs?

Yes, of course. They have learned greeting words through songs even when I arrived at their classrooms they say to me "hello teacher", How are you?. This is good because they are only in third grade and their interest to learn English words is stimulated by a song that they have listened to several times before. They always want that teacher put a song and they are waiting for it like a rule in an English lesson. Honestly, using songs in my classes has paid off because every time I realize how my students' vocabulary improves every day.

Sample 2

1.- Why is the English language considered essential nowadays?

I consider the English language is very important nowadays because is such an important way for people to communicate with others whose mother tongue is English or other foreign

people who speak it as a second language. Also, knowing how to speak the English language can give us many opportunities, one of which is getting a job.

2.- Why do you consider that the strategies applied in the classroom have to do with the development of student English skills?

I consider that the strategies applied in the classroom play an important role because with them, it is possible to work on and improve students' skills because they need to understand while people are speaking in English or when they are studying in another language, they need to understand readings, and to communicate they need to speak and write. Therefore, the strategies should be selected properly in order to master each skill.

3.- What skills do you consider the most important to work on in English? Why?

From my point of view, all the English skills are important because some of them, people need to understand and others to produce in order to have efficient communication in English through any means.

4.- Putting aside the four skills, what and why do you consider that is better, work on grammar, or boost vocabulary in students?

In my opinion, both are important, but I consider it should be given more emphasis to vocabulary since without it people or students could not talk about different topics with others. Grammar is also fundamental, but what would it serve to manage excellent grammar if you do not have enough vocabulary? That is why I always say that vocabulary is the core of any language.

5.- In your experience as an English teacher, using different didactic resources, have you ever used songs in your classes? What for?

Of course, songs are very essential in English teaching because they influence a lot to students in certain ways. I think using the correct songs is beneficial for students' development within their learning. In my experience, songs have caused students interest in the language, and besides, help them feel active in class.

6.- In which way have songs influenced your students? What has it been like before and after applying songs?

We can use songs in so many different ways. It is true that songs catch the students' attention but also for other people. For example, students can be distracted and not feel like learning. However, with songs, we can involve them in the class and arouse their interest to learn.

7.- What kind of songs do you think should be the most proper to work with seventh-grade students?

It depends on what we want to teach in a class. It is something that we can modify regarding the topics to work on. We have to mold the songs in accordance with the grade, age, and purpose of the class. We have to consider what is the song about and if it has to do with what we want to teach during a class.

8.- In which way do songs boost vocabulary in students? Have you noticed an improvement in students' vocabulary learning after using songs?

I think through songs we encourage students to learn in a different way. Apart from working on vocabulary which I have done through repetitions, I have been able to work on my students' pronunciation which I believe is a plus that the songs offer us. So, in my case, I can say that songs have worked out since now I can notice the outcomes.

Sample 3

1.- Why is the English language considered essential nowadays?

English is significant in our society since it has become a global language worldwide, and that is why most countries have added it to their curriculum in education. English is a language that can give you entrance to top universities or jobs where is spoken.

2.- Why do you consider that the strategies applied in the classroom have to do with the development of student English skills?

Of course, strategies go hand-in-hand with the student's language development. Strategies are used not only for teaching a language but also for teaching other things. Also, we must be aware of what strategies are the most adequate to work with each language skill.

3.- What skills do you consider the most important to work on in English? Why?

I do consider that the most important skills to work on in a language are speaking and listening since with these skills we can communicate with others properly. It is better to communicate through speech or words and understand what someone is telling you rather than only be able to write or read.

4.- Putting aside the four skills, what and why do you consider that is better, work on grammar, or boost vocabulary in students?

I do think that what it should be taught first is vocabulary so that students be capable of producing the language through words and so that they can talk about any topic. Therefore, when students have acquired a wide range of words. Then the grammar can be worked on so that they master their skills.

5.- In your experience as an English teacher, using different didactic resources, have you ever used songs in your classes? What for?

Yes, I have used songs many times depending on what I want to work on. For instance, if I want my students to work on grammar, I have to look for a song that has to do with that grammar tense. Also, I have used songs in order to work on the listening skills so that students get used to the English spoken.

6.- In which way have songs influenced your students? What has it been like before and after applying songs?

As I said, I have used songs with different purposes such as teaching the colours, the alphabet, the days of the week, etc. That is something motivating for students because they feel attracted to it. I feel that is different when I tell them or pronounce to them words instead of allowing them to listen to words through a song that I want them to improve. It has been much better teaching them and giving them feedback with songs.

7.- What kind of songs do you think should be the most proper to work with seventh-grade students?

Usually, I try to look for a song that gets adapted to what I want. For example, if I am going to teach eighth-grade students as they are getting into high school from elementary school, I have to look for songs that are more dynamic and entertaining, and not those ones that are for children, but if I talk about bachelor students, I need to use songs they like, which perhaps are the most popular or updated to their age.

8.- In which way do songs boost vocabulary in students? Have you noticed an improvement in students' vocabulary learning after using songs?

Yes, of course, I have noticed the improvement in students since they go translating and repeating the words of a song. I do think is a fact that vocabulary students improve significantly after using songs.

Sample 4

1.- Why is the English language considered essential nowadays?

English is an essential language because we all live in a globalized world, in which is demanded to learn a second language to have better opportunities. Also, just because is the most spoken and practiced language around the world in the vast majority of countries. It is applied in different areas such as tourism, education, business, and medicine, among others. That is the reason why English is important for people.

2.- Why do you consider that the strategies applied in the classroom have to do with the development of student English skills?

I do consider that the four skills are important to work on students. We have to apply different strategies for each skill so that students be able to learn in an easy and practical way. We have to do activities like games, and dynamics where according to the vocabulary is possible to practice pronunciation, reading, writing, and speaking. So, depending on the topic we apply the necessary strategies for each skill.

3.- What skills do you consider the most important to work on in English? Why?

I think that goes hand-in-hand. For example, speaking with listening, and reading with writing. Therefore, to me all the skills are fundamental, but for communication obviously speaking is the most important that we have to develop since that allows us to communicate with

others when we are face to face, we need to have fluency and knowledge of vocabulary and grammar structures.

4.- Putting aside the four skills, what and why do you consider that is better, work on grammar, or boost vocabulary in students?

I am pretty sure that is the vocabulary because sometimes we ask our students to form sentences and they do not know how to write a basic word. So, we must start teaching vocabulary above all. First must be vocabulary so that we can work on grammar then.

5.- In your experience as an English teacher, using different didactic resources, have you ever used songs in your classes? What for?

Yes, I have used songs because I do think are such an amazing resource for the classroom because the students feel more motivated when listening to them. Students learn many words, and at the same time, they can practice correct pronunciation.

6.- In which way have songs influenced your students? What has it been like before and after applying songs?

I have noticed that songs change students' moods because when I give a regular class with activities without songs, sometimes students feel bored and sleepy sometimes, but when I play songs, they engaged in it and feel more energetic. I like to apply songs related to the topics because the class is funnier and students enjoy learning English.

7.- What kind of songs do you think should be the most proper to work with seventh-grade students?

I believe that more than a specific song we as teachers have to look for entertaining songs to teach to a particular course. Apart from that, we also need to use the correct song that has to do with what we want our students to learn.

8.- In which way do songs boost vocabulary in students? Have you noticed an improvement in students' vocabulary learning after using songs?

It is essential that the vocabulary is applied at the beginning of each lesson and along with it a song that is related to the vocabulary meant to teach because if students know more words, they will have comprehensive use of words in order to develop their writing and speaking skills. I always use songs to introduce topics and sometimes I do tend to make my students repeat the words and they learn them quickly. They improve significantly by using songs.

Sample 5

1.- Why is the English language considered essential nowadays?

The English language nowadays is important because is a way of communication in the whole world, also in jobs which require speaking that language. If a person knows how to speak English and works at a touristic place, that person can communicate properly with foreign people.

2.- Why do you consider that the strategies applied in the classroom have to do with the development of student English skills?

The general strategies applied in the classroom should focus on the students' abilities to develop them. These strategies must be meant to fulfil an objective. In case the goal is not accomplished, we can diversely develop the skills, but not continuously, to allow learning language student development is in progress for the student.

3.- What skills do you consider the most important to work on in English? Why?

I consider all four skills necessary because if I need to work on listening skills in students, they will need to comprehend to answer questions in the same way they speak. To study this language or any other career, you will need reading and writing to know more about the language.

4.- Putting aside the four skills, what and why do you consider that is better, work on grammar, or boost vocabulary in students?

I think that for teaching a language we should focus more on producing the language, and obviously, that will include revising the vocabulary and grammar. These two aspects have to be together because are essential. For instance, to speak well you should know grammar and to broad many topics, you need to have a wide vocabulary.

5.- In your experience as an English teacher, using different didactic resources, have you ever used songs in your classes? What for?

I used to use songs when I started working as an English teacher, but for me is fundamental that we as teachers handle not create a long lesson plan for the classes, but we have to keep in mind to fulfill our objectives. So, if we fulfill the objective, it would be the most important thing which is to pass from one topic to another and be conscious that we reach that goal. If in your objectives you have to use a song you can use it, but if the song is not the way to cover it, it should not be used as a complete methodology because there are many other resources that you can use to teach.

6.- In which way have songs influenced your students? What has it been like before and after applying songs?

The difference between using and not using songs is that at first students feel engaged, and motivated, and catch right away the pronunciation which I consider is very important. Moreover, they can practice their speaking pace or fluency in other words.

7.- What kind of songs do you think should be the most proper to work with seventh-grade students?

In my point of view, I consider that songs must be educational songs, songs that focus on the topic class to be taught. So, it depends a lot on what you as a teacher want to teach to use the appropriate songs.

8.- In which way do songs boost vocabulary in students? Have you noticed an improvement in students' vocabulary learning after using songs?

Songs are important, not only in school but also in high school due to the fact that there are different English levels. And of course, after using songs I have seen the students' vocabulary has improved significantly. They practice constantly in school and at home and they use the words they learn within the classroom.