



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Informe final del trabajo de Integración Curricular previo a la obtención del título  
de Licenciado/a en Pedagogía del Idioma Inglés.**

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**Theme:** CHILDREN'S SONGS AND VOCABULARY LEARNING

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Ambato – Ecuador

2022 – 2023

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## DEDICATION

### TO:

My parents, Silvia and Jorge, for their support and strength, for always thrusting on me, for helping me, for advising me, and for giving a lot of love every day. They were my biggest reasons to keep going and never give up.

My brother, Daniel for always staying with me, for believing in me, and give their help when it was necessary.

My boyfriend, Danilo for always believing in me, for giving me his support and help, for motivating me, and give his love every day.

My dear dog, Max for always staying with me, for being an emotional support in my life, and for never letting me alone.

Nayeli.

## ACKNOWLEDGMENTS

First of all, I thank God for giving me strength and blessing me every day. For always helping me to reach my goals and for supporting me and guiding me during my whole life.

Secondly, to my parents, without them, it could not be possible. For giving me a good education throughout my life and for always being with me. For their love and patience.

To my tutor Mg. Mayorie Chimbo for giving me her support, help, patience, and her time. Without her, it would not be possible to develop this project. I appreciated the hard work my tutor did every day.

To my friends, Melanie and Tatiana for always staying with me, for their help, their unconditional support, and their friendship. Thank you for always helping me and never letting me alone.

Nayeli.

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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**TOPIC:** “Children’s songs and vocabulary learning”

**AUTHOR:** Nayeli Karina Arcos Jiménez

**TUTOR:** Mg. Elsa Mayorie Chimbo Cáceres.

**ABSTRACT**

The use of children’s songs in the classroom is very helpful for teachers because they can motivate young learners and engage them to learn in a different way. The use of authentic materials such as songs in the classroom is beneficial because learners can listen to different accents and useful phrases, as well as, they can improve their vocabulary better. The aim of this investigation was to analyze how the use of children’s songs influence vocabulary learning in young learners from the sixth year of the Unidad Educativa “Blaise Pascal”. This research work used a quantitative approach. Moreover, the population used to conduct this investigation was 21 students from the sixth year of Unidad Educativa “Blaise Pascal”. Following that, to collect the data a test from Cambridge (Key for schools) was applied to know the level of the vocabulary of the students. The part of the test considered was the listening part which contains 5 parts, but for this investigation, 3 parts were considered; parts 1,3, and 4. With the results of the pre-test is evident that young learners have problems with the development of the vocabulary because the maximum score was 6,7 and in the post-test, the maximum score was 8,7 which shows an increase in vocabulary after the treatments. Furthermore, a T-test was applied in order to prove what hypothesis was accepted and what was rejected. After that, the null hypothesis was rejected and the alternative hypothesis was accepted. Finally, the results of the t-test demonstrate that the use of children’s songs has a positive effect in the classroom to develop vocabulary. Applying this multimedia resource in the classroom is effective because it helps young learners learn more with fun.

**Keywords:** English language, vocabulary, children’s songs, authentic material.

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**EXTRANJEROS**

**TÍTULO:** “Canciones infantiles y el aprendizaje de vocabulario”

**AUTOR:** Nayeli Karina Arcos Jiménez

**TUTOR:** Mg. Elsa Mayorie Chimbo Cáceres.

**RESUMEN**

El uso de canciones infantiles en el aula es muy útil para los profesores porque pueden motivar a los estudiantes y hacer que aprendan de una manera diferente. El uso de material auténtico como las canciones en el aula, es beneficioso porque los alumnos pueden escuchar diferentes acentos y frases útiles, así como, pueden mejorar su vocabulario. El objetivo de esta investigación fue analizar cómo influye el uso de canciones infantiles en el aprendizaje de vocabulario en los estudiantes de sexto año de la Unidad Educativa "Blaise Pascal". En este trabajo de investigación se utilizó un enfoque cuantitativo. Además, la población utilizada para realizar esta investigación fue de 21 estudiantes del sexto año de la Unidad Educativa "Blaise Pascal". Seguidamente, para recolectar los datos se aplicó una prueba de Cambridge (*Key for schools*) para conocer el nivel del vocabulario de los estudiantes. Se consideró la parte de comprensión auditiva para aplicar a los estudiantes, esta parte de la prueba contiene 5 partes, pero para esta investigación se consideraron 3 partes; partes 1,3 y 4. El pre-test muestra una falta de vocabulario ya que la puntuación máxima fue de 6,7 y en el post-test, la puntuación máxima fue de 8,7 lo que muestra un aumento de vocabulario después de los tratamientos. Además, se aplicó una prueba T para demostrar qué hipótesis se aceptaba y cuál se rechazaba. Finalmente, los resultados de la prueba t demuestran que el uso de canciones infantiles tiene un efecto positivo en el aula para desarrollar el vocabulario. La aplicación de este recurso multimedia en el aula es eficaz porque ayuda a los alumnos a aprender más divirtiéndose.

**Palabras clave:** Idioma inglés, vocabulario, canciones infantiles, material auténtico.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Research background

In order to develop this research work, some papers were considered as an example of how to teach vocabulary to children through songs. Some of the papers were found on different websites such as google scholar, refseek and scielo. There are multiple ways to learn about this topic, but various changes over time require adaptation of this technique for various circumstances. It is critical to point out that the previously mentioned documents contain fundamental information related to the main investigation that helps to carry out the different stages of this.

In the investigation conducted by Tavsanlı et al. (2021), the objective was to teach words in L1 with music and help with the development of 2nd-grade students in the learning of the meaning of the word. The study employed a quasi-experimental design with an experimental and control group. The investigation was carried out with 43 second-grade students and to analyze the data the author used the ANOVA test. The study's findings support the idea that teaching vocabulary using music might assist students to acquire vocabulary meanings and how to persevere in their learning. Additionally, it was discovered that vocabulary teaching using music enhances permanent learning when the permanence of the words whose meanings are learned was studied.

In the investigation developed by Fridayanti (2021), the aim was to increase the vocabulary and learning interest of kindergarten students through songs at Paramount School Palembang. The data were gathered through observation and an oral test, and the author employed both qualitative and quantitative techniques. The population consists of 6 girls and 3 boys. Simple statistical calculations were used to analyze the data and get the average score for cycles 1 and 2. It was discovered that the percentage was 54,15% in the first cycle and increased to 86,1% in the second cycle. Based on this finding, it can be inferred that using songs as a teaching tool could increase class kindergarten students' vocabulary and learning enthusiasm.

Jun and Mustafa (2020), in their research, they established an investigation in which the main objective was to measure the perspectives of 30 early childhood teachers on the

effectiveness of teaching vocabulary through music. Also, the author considers that the quantitative approach is very useful for this investigation because he used and designed an online survey to collect data. The results demonstrate that the teachers placed a strong emphasis on making vocabulary instruction for young English language learners enjoyable and interesting. The study implies that teachers should have professional training before using nursery rhymes and songs to teach vocabulary in early childhood classrooms.

Albaladejo (2018) investigated the effects that listening to stories, songs and the combination of both have on EFL vocabulary growth. This study employed an experimental approach, exposing a group of 17 children to 15 target words that were woven into three different stories, songs, and combinations of stories and songs. Additionally, descriptive measures and one-way repeated measures were used. The results of the ANOVA test show that the Story condition produced the greatest scores, whilst the Song condition produced the lowest values. The story condition performed the least well, according to the results, while the song condition produced the greatest marks. In preschool EFL environments, implications are considered for content design and incidental vocabulary development.

The research conducted by Suhcera et al. (2019), whose purpose was to see if a great combination of learning strategies could affect children in acquiring vocabulary. There were 6 students for the research, 3 for group A and 3 for group B. The test used to develop this research including multiple choice questions from the pre-test and post-test were used to collect the data. Both quantitative and qualitative analyses of the given data were performed. Additionally, both formal (words and natural language) and informal (tables and diagrams) methods are used to portray the facts. Through this combination, the results show that children were able to learn adjectives, verbs, collective nouns, and countable nouns with the use of children's songs and kinesthetic learning strategy.

In the research developed by Sultana (2017) the aim of the research was to find out how music accelerates vocabulary acquisition as the learners stay relaxed and thus learning becomes more enjoyable. To conduct the study, the researcher used a quasi-experimental design to form two groups, called Music and Non-Music groups with a total of 50 students. Data were gathered through tests, questionnaires, interviews, and class observations. The results demonstrate that the music group outperformed the non-music

group in terms of vocabulary learning and retention. The group that didn't use music also liked doing vocabulary exercises while listening to music.

Finally, in the research conducted by Gushendra (2017), the aim of this research was to determine the impact of employing English songs in the classroom to help students to develop vocabulary mastery. This research was quantitative research with an experimental design. In the investigation, the author used a pre-test and a post-test. Two groups were used to conduct the investigation: the experimental group and the control group. The total population was 54 students, which were finally selected 40 students as a sample of this study. The results showed that the student's ability on the vocabulary mastery test in the experiment class was a very good level, and in control class was a good level. It means that using English songs can improve the students' vocabulary mastery.

To sum up, the documents, articles, and investigations mentioned above have a relation with the main topic of this investigation since they show how vocabulary can be better developed with the use of songs in the classroom. Furthermore, the use of children's songs for young learners has a great impact because they not only develop vocabulary if not also different subskills such as pronunciation, comprehension, fluency, and others, which help a better understanding of the English language.

## **1.2 Theoretical framework**

### **Independent variable**

### **Teaching materials**

According to Ahmed (2017), teaching materials are very crucial at the time of teaching English. Pictures, videos, songs, and others are types of teaching materials, they can come from books or the internet. To support their teaching and their student's learning, teachers rely heavily on a wide range of resources. However, despite the wide variety of materials for teaching the English language that is updated daily, many teachers continue to create their own materials for using in the classroom.

Although teachers employ a variety of teaching materials including textbooks, tables, graphics, real objects, and improvised materials, to encourage learning. The effectiveness of accomplishing what has to be accomplished in an instructional setting depends on the appropriateness, and effective use of the instructional materials. The instructional materials are intended to raise the standard of instruction for students' successful

academic performance in classrooms. Also, teaching materials assert that instructional materials are essential for teaching and learning English since they supplement a teacher's performance and the effectiveness of lesson delivery (Ajoke, 2017).

### **Authentic material**

Srinivas (2019) states that the use of authentic materials for language teaching is of great help since they develop students to improve their skills. The authentic materials can be used by the teachers as additional material to help students develop their general learning skills. These authentic materials involve newspapers, magazines, television programs, videos, songs, and audio. Since the teachers carefully choose them while considering the requirements and interests of the students, these authentic resources induce the students' interest. As a result, the students are able to participate in the assigned tasks with greater enthusiasm and attempt to complete them with sufficient care and concentration.

According to Rogers and Medley (2008), the expression authentic materials refers to different materials or resources made for different people without any kind of educational purpose. But is important to take into account that this material is generated by native speakers and for native speakers, is that to say it contains real English such as in books, newspapers, magazines, films, music, and audio that can be applied in the classroom. Is important to identify that songs are an original type of authentic material for that reason, is important to include children's songs for young learners because songs contain words and phrases that come from highly proficient English speakers.

Authentic materials can be classified into three types: audio, visual, and printed materials, according to Maroko (2010).

#### **1. Audio materials**

Audio resources are ones that students may listen to. They have a subdivision; the first is TV programs consisting of commercials, cartoons, news, and different types of shows. The second is radio programming which includes interviews, commercials on the radio, and music programs. The last subdivision is taped conversations consisting on short stories, poems, and novels.



## **2. Visual materials**

On the other hand, this type of authentic material is one that students can see. Photographs, paintings and drawings, children's artwork, wordless road signs, pictures from magazines, and wordless picture books are examples of visual materials for learners. The children's songs can include these materials in order to complement the materials to give a better class to young learners.

## **3. Printed materials**

In this type of authentic material, there are some examples that can be involved such as newspapers (articles, movie reviews, advertisements, sports reports, TV guides, recipes, and others) restaurant menus, letters, diaries, travel guides, etc.

### **Audio resources**

An excellent tool to improve and extend children's learning is audio resources. They can be used to develop children's storytelling skills, stimulate their exploration of the world, and develop their creativity in role-play scenarios. It is important for young learners to have good listening skills, some audio resources are stories, songs and rhymes, sounds, and listening games. Planning structured listening activities provides opportunities for children to practice and develop these skills, and adds a multi-sensory element to an activity (Johnson, 2019).

For children to improve their listening comprehension learning activities, and audio visual teaching materials are required. A useful tool for teaching listening comprehension is a video as audio-visual content because it engages the attention of students and helps them with their listening skill. Audio resources are utilized to activate the hearing sense and facilitate listening. Students can hear the various accents of various speakers when using audio. Additionally, it can improve their ability to understand speech and communicate (Harsa et al., 2020).

### **Listening skill**

Listening is one of the four skills of the English language. Listening belongs to receptive skills with reading. Listening involves comprehension, attention, and appreciation of the language. The capacity to recognize and comprehend what others are saying is referred to as listening. It is a challenging practice, but by drawing on their prior knowledge, it can aid young learners in

understanding what they hear. Listening is a crucial aspect of the language in daily activities because with this people can interpret the meaning of the message. (Clouston, 2013)

### **Listening subskills**

According to Spratt et al. (2011), people do not listen to everything in the same way. For that reason, there are various listening skills. It is important to mention that each sub-skill is used depending on the reason for listening. The subskills are: listening for global understanding or listening for gist, listening for specific information, listening for detail, or listening to infer attitude. The reason for listening influences the amount of information the listener needs to hear.

### **Children's songs**

According to Dinçel (2017) children's songs encourage a love of music in kids, help them develop their musical abilities, teach children about national values and societal norms, help kids develop their personalities, make them happier, encourage group communication, and especially help them develop their cognitive and linguistic skills at a young age. Children's songs, which take place in almost every moment of a kid's life, play an important role in transferring values to children. Children's songs are musical compositions that are geared toward a young audience and created for mothers to sing to their unborn boys and girls. They feature puppets, and plants, and for older children, their purpose is entertaining and educative. In the classroom, musical exercises enhance physical expressiveness, attentiveness, and cerebral agility.

Seriadi (2019) determines that employing music and songs in teaching English is very useful, especially for young learners, as a result of technological advancements and changes in educational requirements. It has been suggested that using music and songs in language classes is an effective teaching strategy, especially for younger students. Children's songs are important in education because music is a fundamental component of learning language articulation, intonation, pronunciation, and communication. Its diversity improves one's capacity for creativity, critical thinking, and communication. Learning with music encourages autonomy, self-expression, involvement, and socializing; nevertheless, using music as a tool to strengthens integrative function, and cognitive, and affective potential.

The author Millington (2011) states that songs have an important role in the learning process for young learners. The majority of children appreciate singing and dancing in the classroom and for teachers this is beneficial. For teachers implementing songs in the classroom can be a different activity and material that motivate and engage young learners. The use of songs in the classroom can help young learners to develop different English skills such as listening skill and pronunciation. In addition, to reflecting mother tongue culture, songs can be helpful learning tools for vocabulary, sentence patterns, and sentence structures.

### **Benefits of using children's songs in the classroom**

It is important to know that songs as part of authentic materials that can teacher use in the classroom. According to Lynch (2022), there are some reasons that indicate that using songs in the classroom is beneficial. Also, songs for children are easily obtainable, provide vocabulary, grammar, and cultural aspects. The advantages of using songs in the classroom include:

- Young students can develop vocabulary and grammar with the use of songs.
- Songs can easily to obtain, there's always on the internet and anybody can download them.
- Teachers can select the songs depending on the needs and topics that they required.
- Songs are flexible, so teachers can control time with the use of songs.
- Songs usually use natural language that contains authentic English.

There are a lot of reasons to use songs in the classroom for young learners, for that reason, teachers need to implement this tool in the classroom because it increases motivation and engages students.

### **How to select the songs?**

The most difficult part to teach young learners is maintaining students' interest during the classes. As a result, teachers need to implement different resources and materials that catch the attention of students and help them to learn more. The songs in the classroom are a very useful tool to help young learners to learn English. The process of selecting a song is one of the most difficult aspects of using music in a lesson, there are some important aspects to teachers need to

take into account to apply this multimedia resource in the classroom. (Simpson, 2015)

- **What is the topic of the lesson:** It is important for teachers to think about what they want to teach. The lesson of the class could be about grammar or vocabulary, so teachers can use songs with the vocabulary that they presented in the classroom.
- **The language level of students:** The language level of the class will determine not only which songs the teachers can use, but also what other activities such as games or written exercises will use to develop the lesson. Lower levels will become extremely frustrated with fast-delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level learners.
- **How old are the students?:** If the teacher is teaching young learners will probably want to use songs that are repetitive and very easy to understand. For teenagers, however, use contemporary or fairly recent pop and rock songs. For that is important to think in the age of student to select the correct songs that motivate them to learn more.
- **How teachers can access the songs?:** As a result of technological advancements, this is the age of YouTube and teachers can find practically any song on this website. Nevertheless, an mp3, which doesn't require a connection, or even a good old-fashioned CD, can often be a useful backup.

#### **Audiolingual method**

According to Brown and Lee (2015), the objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations, and knowledge of sufficient vocabulary to use with grammar patterns introducing new material in the classroom. This method makes the learner understand the second language by memorizing and practicing speaking with drilling from the people communication. The use of visual aids has proven its effectiveness in vocabulary teaching. Finally, grammar and vocabulary are taught by inductive analogy and contextualized in dialogs.

## **Dependent variable**

### **English language**

Clement and Murugavel (2018) conclude that English is the most widely used language in the world for studying any subject or for any job. Students require English because it broadens their horizons, develops emotional abilities, and enhances their quality of life by providing opportunities for employment. For that it's important to develop the four principal skills that are, reading, speaking, writing and listening, these four can help students to understand the language correctly. Also, these four skills play different roles in the language, for example, reading is a receptive skill, and speaking it's a perceptual skill.

Saleem (2021) mentions that practice and analysis are essential to expanding your vocabulary and improving communication skills in English. Working through practice exercises and periodically reviewing the new language you have learned can help you improve your understanding and understanding of the English language. In addition, this part mentions that every skill is fundamental and the 4 principles can be heard. This is a receptive skill and it helps us understand what other people have mentioned. The following reading will help you improve your understanding of the language and expand your vocabulary. Writing helps students to understand how words behave in sentences and how the environment makes sense.

### **Linguistic semantics**

Linguistic semantics has been defined as the study of how languages organize and express meanings. Language use and language acquisition are both taken into consideration by linguistic semantics in addition to grammar and meaning. It is important to say that the meaning of words and phrases is crucial in any situation involving speech acts. In all languages, it is necessary that the words have a meaning to be able to communicate the message effectively. Therefore, the meaning of words is important for the development of vocabulary learning because it helps to better understand words (Alsayed, 2019).

According to Bauer (2007), semantics is the study of the meaning of words. This is divided into two types:

**Lexical semantics:** it is about the connections between the words. The author Stringer (2019) said that lexical semantics underlies the components of word meaning and the relationship between words. As well as, he mentions how word meaning is associated with syntactic structure.

**Sentence semantics:** it refers to the way in which the meaning of sentences may differ from the meaning of words. The use of notions and tools made by philosophers such as logical notions, and notions of implications are very essential for sentence semantics.

### **Lexis**

According to Caro and Rosado (2017), one important aspect of language and language development is lexis. Learners should have a lexis foundation that enables them to develop the four fundamental communication abilities to a higher level. Neglecting the systematic teaching of lexis is one of the variables affecting the continued development of communicative ability. To make matters worse, teachers' ignorance of the lexical field has played a part in the current state of affairs. A lack of lexical knowledge can frustrate and demotivate EFL learners.

According to Spratt et al. (2011), lexis or vocabulary refers to a single or ensemble of words with a specific meaning. In addition to single words, vocabulary also refers to collocations, lexical phrases, and complete sentences. It is possible for language learners to incorporate their newly learned knowledge into oral communication by engaging in spoken language conversations with others.

### **Vocabulary learning**

Nordquist (2019) Explain that vocabulary refers to all words in a language that are understood by a particular person or group of people. There are two main types of vocabulary: active and passive. An active vocabulary consists of the words we understand and use in everyday speaking and writing. Passive vocabulary is made up of words that we may recognize but don't generally use in the course of normal communication. Finally, vocabulary is critical for communication and expression. For that, children need to develop their vocabulary because it helps them to communicate fluently with others.

Jin and Webb (2020) point out that one of the principal strategies for teaching and studying a foreign language is vocabulary. All other skills, like reading comprehension,

listening comprehension, speaking, writing, spelling, and pronunciation, are built on this foundation. Students' key instrument in their endeavor to utilize English successfully is vocabulary. Students will constantly need to operate with words, whether confronted with a native English speaker when watching a movie without subtitles, listening to a favorite English song when reading a text, or writing a message to a friend.

According to Afzal (2019), expanding the vocabulary of learners is crucial to learn English. Once students understand the importance of learning vocabulary, they can understand a variety of skillful expressions. It's important to take into account that the type of language to learn and teach is determined by the vocabulary acquisition objectives because it is exceedingly challenging to know every word in a foreign language even native pupils struggle with this. For that reason, there are many ways in which teachers can introduce new vocabulary with different activities depending on students' needs.

### **Importance of vocabulary**

Vocabulary is very important for young learners because it is the basis of the language. Because having a restricted vocabulary in a second language makes it difficult to communicate effectively, vocabulary knowledge is frequently seen as an essential skill for second-language learners. According to Clouston (2013), students who learn the English language are better able to comprehend and interact with others. Learning vocabulary is essential to acquiring and achieving fluency, even though we cannot state that it causes us to communicate well.

By listening and singing songs, students can memorize new words, improve listening comprehension and even pronunciation. Therefore, learning English with music can be very effective. For children, introducing this multimedia resource is very useful because they enjoy singing and dancing in the classroom, and for developing vocabulary is beneficial. By listening and singing songs young learners can memorize new words, improve listening comprehension and even pronunciation. Therefore, learning English vocabulary with music can be very effective.

## **OBJECTIVES**

### **General objective**

To analyze how the use of children's songs influences vocabulary learning in young learners from the sixth year of the Unidad Educativa "Blaise Pascal".

### **Specific objectives**

- To describe the importance of using English songs to develop vocabulary.
- To determine the effect of children's songs in the classroom after the treatment.
- To identify the benefits of using children's songs as a resource in the classroom.

### **1.3 Fulfillment of objectives**

To start, to achieve the general objective, which is to analyze how the use of children's songs influences vocabulary learning in young sixth-year students of the "Blaise Pascal" Educational Unit, a pre-test and, a post-test was applied from Cambridge to 21 students in order to obtain information about the use of this resource in the classroom and to know if it has a positive influence on vocabulary learning.

After that, to fulfill the first specific objective, a bibliographical research was necessary to do. This served as a context for understanding the function of songs in the classroom and how they can work to develop vocabulary in young learners. The use of English songs in the classroom is a good strategy to develop vocabulary.

Then, to achieve the second specific objective a T-test was applied to the results of the 21 students, which shows a significance of 0,000 which means that the null hypothesis is rejected and the alternative hypothesis is accepted, therefore there is a positive effect of children's songs in the classroom.

Finally, to reach the last specific objective it was very helpful to carry out a bibliographical research. The information obtained from different authors was very helpful in determining the advantages of using children's songs in the classroom. This information was obtained from different sources such as books, articles, papers, and others.



## CHAPTER II

### METHODOLOGY

#### 2.1 Resources

To conduct this research several resources were used, the most important one involved was human resources: the 21 students from the sixth-year at Unidad Educativa “Blaise Pascal”. The material resources were books, worksheets, pens, cellphone, speaker, etc.

##### 2.1.1 Population

In order to carry out this research, the students of the sixth year at Unidad Educativa “Blaise Pascal” were considered. The participants were 21 students, 14 men, and 7 women. The age range of students was between 9 to 11 years old. The students were tested two times with the pre-test and post-test. The investigation lasted approximately four weeks during which students received nine interventions to help them develop vocabulary through children’s songs.

**Table 1:**

*Population*

<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Male</b>	14	66.67%
<b>Female</b>	7	33.33%
<b>Total</b>	21	100%

*Note:* Information taken from students of 6th year EGB at Unidad Educativa “Blaise Pascal”.

##### 2.1.2 Instruments

###### Pre-test and Post-test

To get and analyze the information, a pre-test and a post-test were applied to students to know their vocabulary level before and after the treatments. The test from Cambridge English called KET exam (KEY for schools) listening section focused on vocabulary was applied. The listening part of the test contains 5 parts, but for this investigation, 3 parts were considered; part one, part two, and part four. The test was administered in the traditional way using a printed version test.

The first step was to apply the pre-test which included three sections each with five options (15 marks in total), each worth 1 point with a time of 25 minutes. The first section consists of choosing the right answer (listening descriptions); the second section was about writing the correct letter (listening names and other information) and the four-part consists of writing the correct answer (listening-specific information). The results of the test were examined to know the level of vocabulary that the students had. After the treatments, the post-test was applied to students. It is important to mention that the post-test has the same structure as the pre-test, with 3 parts with 15 marks. The results of the post-test show the difference in the student's progress after the interventions with the use of children's songs to improve vocabulary.

### **2.1.3 Data collection procedure**

First, the researcher introduced the research topic and explained the way how it would be carried out by students. Following that, students resolved the test taken from Cambridge English; part one, part two, and part four of the KEY for schools listening paper. 25 minutes lasted the test and every audio played twice. The intervention days were two days a week, for 4 weeks with two interventions per class. Furthermore, nine lessons were applied to students in order to develop vocabulary with the use of children's songs. Also, the songs gave students the opportunity to learn real English.

The interventions began with nine lesson plans that were made two for each class. All of them were developed for twenty minutes of class period, these were applied before and after the teacher's normal class. The methodology used to develop these lesson plans contained three stages: First, pre-listening; this involves a series of introductory activities related to the vocabulary that learners will listen to in the audio. After that, students completed different activities related to the vocabulary learned such as questions, alphabet soup, crosswords, and handouts. The second stage refers to while listening; in this stage, students practiced listening through children's songs in order to catch vocabulary. In this section, the teacher played songs to students completed worksheets with different activities such as filling the gap, ordering sentences, ordering verses of the song, and identifying the vocabulary related to the topic of the song. In the final stage, post-listening; students put into practice the vocabulary they learned with the different activities for a communicative purpose, such as writing sentences, giving characteristics, telling opinions, etc.

All the lesson plans had a communicative aim, in order to develop communicative ability learners can incorporate reading, written, listening, and oral expressions daily. Likewise, the lesson plans helped to have an organized class with time and materials for each activity.

### **Interventions**

The lesson plans were planned for 8 interventions.

#### **Intervention 1:**

In the first intervention, the teacher introduced the vocabulary about the seasons of the year using a set of flashcards stuck together on the board. The teacher gave some information about each season. Then, students completed the activity which was to name the season of the year that are on the board. In the second section of the lesson plan which is while listening, students listened to a song and completed a worksheet with filling the gap according to the vocabulary presented. And in the last part, students worked in groups, the teacher gave each group a picture of any season of the year, so students needed to write sentences about the respective season. After that, the teacher asked the groups to tell the sentences in an oral way. For this intervention, teachers and students used worksheets and children's songs.

#### **Intervention 2:**

The second intervention was about adverbs of frequency. First of all, in the pre-listening, the teacher gave students a piece of paper with the lyrics of the song and explained to students that they are going to listen to the song and circle the adverbs frequency that they can recognize. After that, the teacher asked students what adverbs of frequency they recognize and explain each of them. In the next step, the teacher gave a handout with two short activities and explains to students that they have 10 minutes to complete them. Finally, the teacher asked students to write sentences with the adverb of frequency that they prefer with activities that they realized every day.

**Intervention 3:**

The communicative aim of the third intervention was to talk about temperature using the present simple. The teacher explained every word of the vocabulary using flashcards, then students played a game in order to reinforce their knowledge. In while listening, the teacher gave a handout to students and played a song twice. To finish, the teacher asked students to form groups, after that the teacher gave the characteristics of any type of temperature and every group needed to identify and wrote on a piece of paper.

**Intervention 4:**

In the fourth intervention, the teacher explained vocabulary related to weather. The teacher explained the words about the weather and gave examples of activities that they can do in every weather. Then, the teacher gave the lyrics of the song and played, so, the whole class including the teacher sang the song about the weather. The next activity was a handout with three questions related to the activities that people can do in any weather. In the post-listening, the teacher asked students to write about their favorite weather on a piece of paper, and after that, they read to the whole class.

**Intervention 5:**

In the fifth intervention, the pre-listening activity was to introduce vocabulary related to the time of the day, for this activity the teacher put on the board images and explained the vocabulary. After that, the students played a game on the board with the images and the names of the different times of the day. In the next step, students sang a song and completed a worksheet with one activity which was ordering the verses of the song. And finally, the students form three groups, and the teacher gave them a piece of paper with keywords to students and they needed to think about activities that they can do at different times of the day.

**Intervention 6:**

The communicative aim of the sixth intervention was to talk about different topics differentiating the sounds /OI/ and /OY/ of the words. The first activity was about singing a song, the teacher gave the lyrics of the song and explained what they need to do, and students listened to the song and circled with

the color blue the words with the /OY/ sound and with the color red the words with /OI/ sound. In while listening, the activity was a handout with two different activities; unscramble the words and classify the words according to the sound. The last stage was an oral activity in which all students needed to tell a word with /OI/ and /OI/ sounds.

#### **Intervention 7:**

The communicative aim of the seventh intervention was to talk about different activities that they can do in different periods of time (How often). In the pre-listening, the teacher puts different images and words on the board and explained each word. After that, students played a game with the didactic material on the board. In the next stage, the teacher gave to students a worksheet to everybody complete the questions with the songs. The post-listening was an oral activity, the class was divided into two groups, so one group read the question and the other group read the answer.

#### **Intervention 8:**

The intervention eighth was about /AR/ and /OR/ sounds. The first activity consisted of painting the image with the correct sound that students recognize in the song. The teacher played the song twice. In the While-listening the teacher gave a handout to students with two activities; write the missing letters and classify the words according to the sound. In the last activity, the teacher formed groups of five and reproduced the song again. After that, students needed to write sentences with words that they identified and read it.

#### **Intervention 9:**

The communicative aim of the ninth intervention was to talk about different feelings and emotions using the present simple. In the pre-listening, the teacher presented different flashcards with the vocabulary and explained all of them. The teacher asked students to repeat the words in order to reinforce pronunciation. The next stage consisted on complete a worksheet with one activity (filling the gap) with a song. The teacher played the audio twice. The post-listening was a game, the students took a piece of paper with an emotion and then they drew on the board, and the rest of the class guessed the correct emotion.

To conclude, before the interventions the pre-test was applied during the hours of English class. The interventions were developed on Tuesday from 11:20 to 12:40 and Friday from 7:20 to 8:40 for each week.

## **2.2 Methods**

### **2.2.1 Research approach**

The focus of this research work is quantitative. It is quantitative because collects the information and data are obtained in a numerical form including the correspondent percentages related to the studied problem in the institution (Babbie, 2010). It helps to know if children's songs have a great influence on the development of vocabulary learning in children. According to Bhandari (2020), the process of gathering and interpreting numerical data is known as quantitative research. It can be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger populations.

### **2.2.2 Pre-experimental design**

A study technique called pre-experimental design determines how the researcher's participation will influence the experiment before the actual experiment ever begins. According to Patten and Newhart (2017) , the pre-experimental design occurs before a true experiment is conducted. Before they seek financing and invest the time to carry out a proper experiment, researchers want to check if their treatments will have any impact on a group of people. This means that there is no control group.

This research is pre-experimental because a pre-test was applied to students in order to know the students' vocabulary level. Also, one group was used to develop this investigation, the group was 21 students from the sixth year of "Unidad Educativa Blaise Pascal". After evidencing the results from the pretest, the researcher conducted the treatments in order to know if the use of children's songs contributes to the development of vocabulary.

### **2.2.3 Research modality**

#### **Field research**

The following research is classified as field research since it collects data from the real world where the events take place without modifying or controlling the factors.

Furthermore, materials were gathered from technical sources such as the internet and scientific documents, the investigative activity is based on the bibliographic-documentary modality. Papers and books, for example. They are all from different writers, and their goal is to find, construct, and research a variety of theories, notions, and judgments regarding the problem elements to be investigated.

### **Bibliographic and documentary**

According to Pimienta and Orden (2012), bibliographic investigation gathers verified data from published sources like research journals, books, journals, and research articles that back up the reasoning behind the issue studied. This information comprises prior research of both variables to obtain scientific support and give the researcher a good understanding of the investigation.

#### **2.2.4 Level or type of research**

##### **Exploratory research**

According to George (2021) exploratory research is a methodological approach that investigates research questions that have not previously been studied. This investigation is exploratory because the data obtained help with the research's development and contribute to the determination of the relationship between both variables.

#### **2.3 Hypothesis**

##### **Null hypothesis**

Children's songs do not contribute to the development of vocabulary at Unidad Educativa "Blaise Pascal".

##### **Alternative hypothesis**

Children's songs contribute to the development of vocabulary at Unidad Educativa "Blaise Pascal".

##### **2.3.1 Variable identification**

Children's songs (Independent variable)

Vocabulary learning (Dependent variable)

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This chapter indicates the pretest and posttest results collected during the interventions. The investigation was applied to 21 students from Unidad Educativa “Blaise Pascal”, specifically students from the sixth year. The investigation lasted about 5 weeks, 2 days per week for each intervention.

Moreover, the data from the pretest and post-test were obtained with the application of the standardized test, the KET exam (Key for schools) listening section from Cambridge, which corresponds to part 1, part 2, and part 3 related to vocabulary. Each part contains 5 marks, 15 marks in total.

**Table 2:**

*Average performance over 3.3 in the two categories and 3,4 in the third category in pre-test.*

<b>Pre-test</b>				
	<b>Listening descriptions (Part 1)</b>	<b>Listening names and other information (Part 2)</b>	<b>Listening for specific information (Part 4)</b>	<b>Total Pre-Test Score X over 10</b>
<b>Average</b>	1.5	1.7	2	5.2

*Note:* Information obtained from the Unidad Educativa "Blaise Pascal" of sixth-level students of EGB.

#### Analysis and interpretation

TABLE 2 shows the results of the pretest before applying the treatments. These averages were over 3.3 in the two first parts and in the third part were over 3.4, so the total average was over 10. In the first part, listening for description 1 student obtained 0. Following that, a score of 0.6 was obtained for 2 students. Then, 6 students obtained 1.3 points. A score of 1.9 was obtained for 9 students. Finally, 3 students obtained 2.6 points. On the other hand, in the second part, 1 student got 0.6. Then, 10 students obtained 1.3. A score of 1.9 was obtained for 5 students. 3 students got 2.6 and finally 1 students got 1. In the last part, one student obtained 0. Then, 8 student's got 1.3 points. A score of 1.9 was obtained for 9 students. Finally, 2.6 was obtained for 3 students. The total average of the pretest was 5.2 over 10.



Consequently, these results showed that the young learners from the sixth year of Unidad Educativa “Blaise Pascal” had some problems in the development of vocabulary learning with listening activities. The results of the pretest in the different parts of the test before the treatments show that students need to develop their vocabulary with different activities of listening for example with songs adapted to the age of the students.

**Table 3:**

*Average performance over 3.3 in the two categories and 3,4 in the third category in post-test.*

<b>Post-test</b>					
<b>Listening descriptions (Part 1)</b>	<b>Listening names and other information (Part 2)</b>	<b>Listening for specific information (Part 4)</b>	<b>Total Pre-Test Score X over 10</b>		
<b>Average</b>	2.1	2.6	2.5	7.2	

*Note:* Information obtained from the Unidad Educativa "Blaise Pascal" of sixth-level students of EGB.

### **Analysis and interpretation**

TABLE 3 shows the results of the post-test after applying the interventions. Is evident the differences between the results of the pre-test and the post-test because 7 students obtained 1.3 points. After that, 5 students got 1.9. Then, the 4 students obtained 2.6 points. 3.3 points were obtained for 5 students. On the other hand, the results from the second part show that 4 students obtained 1.9 points. Following that, 9 students got 2.6 points. And finally, 7 students obtained 3.3 points. To conclude, in the last part, 2 students obtained 1.9. Then, a score of 2.3 was obtained for 10 students. 6 students got 2.9 points and finally, a score of 3.4 was obtained for 3 students.

After applying the post-test is evident that the use of Children’s songs helps young learners to develop vocabulary because this table shows a great increase in the results of the post-test. The young students had the opportunity to practice and review English vocabulary thanks to this resource, which was used in all interventions. As can be seen,

the different activities with children's songs provide an advance in the development of learning vocabulary. The increase in score serves as proof of this audio resource's efficacy.

**Table 4:**

*Pre-Test and Post-Test Average and Difference*

<b>Parts</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Difference</b>
<b>Listening descriptions (Part 1)</b>	1.5	2.1	0.6
<b>Listening names and other information (Part 2)</b>	1.7	2.6	0.9
<b>Listening for specific information (Part 4)</b>	2	2.5	0.5
<b>Total</b>	5.2	7.2	2

*Note:* Information obtained from the Unidad Educativa "Blaise Pascal" of sixth-level students of EGB.

### **Analysis and interpretation**

TABLE 4 shows the differences between the results of the pre-test and post-test. In part one of the test. The result of the pre-test was 1.5 while in the post-test was 2.1, showing a difference of 0.6. Following that, the average of the second part of the pre-test was 1.7 and in the post-test was 2.6 with a difference of 0.9. Then, in the last part of the pre-test, the result was 2, while in the post-test was 2.5 with a difference of 0.5. Finally, the total average of the pre-test was 5.2, while the post-test was 7.2 and the difference is evident, the total difference was 2.

The difference between the results before and after the interventions is evident because the students had a lot of problems identifying the vocabulary to answer the test. Likewise, with the different strategies to implement in the classroom, it was fun to apply children's songs to young learners because they enjoy, singing, dancing, and learning. The class is not boring for them. With the different activities such as filling the gap, unscrambling words, painting images, ordering verses, etc, a positive effect of the use of Children's songs to develop vocabulary is notable.

### 3.2 Verification of hypothesis

The data collected for this investigation were analyzed by the statistical program SPSS, through the application of a T-test.

#### Null hypothesis

Children's songs do not contribute to the development of vocabulary at Unidad Educativa "Blaise Pascal"

#### Alternative hypothesis

Children's songs contribute to the development of vocabulary at Unidad Educativa "Blaise Pascal"

**Table 5:**

*Tests of Normality – Shapiro-Wilk*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,180	22	,062	,917	22	,067
Posttest	,182	22	,056	,912	22	,052

*Note:* Information obtained from the Unidad Educativa "Blaise Pascal" of sixth-level students of EGB.

#### Analysis and interpretation

For TABLE 5, a Shapiro-Wilk test was applied because the population of this research is about 21 students. The Wilcoxon test was used to confirm the hypothesis since the Shapiro test was conducted because the population was less than 50 which indicates that the scale was less than 0.05. The significance level in the pre-test is 0,067 and in the post-test is 0,052 which shows a difference. This means that the results are scattered. Therefore, a non-parametric test had to be applied to test or reject the hypothesis of the research.

**Table 6:**

*Wilcoxon test*

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	22 <sup>b</sup>	11,50	253,00
	Ties	0 <sup>c</sup>		
	Total	22		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

*Note:* Information obtained from the Unidad Educativa "Blaise Pascal" of sixth-level students of EGB.

### **Analysis and interpretation**

The results obtained by the statistics application of Wilcoxon, regarding the ranks, there is evidence of a positive improvement in the 21 students who improved their qualifications in regards to the development of the post-test; therefore, the experimentation gave totally positive results.

### **Table 7:**

*Wilcoxon statistics test*

	Posttest - Pretest
Z	-4,126 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

*Note:* Information obtained from the Unidad Educativa "Blaise Pascal" of sixth-level students of EGB.

### **Analysis and interpretation**

The Wilcoxon statistical test findings revealed that the p-value Asymp. Sig. (2-tailed) was 0,000 which means there was a difference before and after the treatment. Therefore, the null hypothesis; Children's songs do not contribute to the development of vocabulary at Unidad Educativa "Blaise Pascal" was rejected and accepted the alternative

hypothesis; Children's songs contribute to the development of vocabulary at Unidad Educativa "Blaise Pascal".

### **3.2 Discussion**

This investigation shows the results obtained before and after the treatments applied using children's songs to develop vocabulary. The results help to analyze the influence of this resource to expand vocabulary on young learners. There is evidence of a significant difference between the results obtained in the pre-test and post-test, which indicates that the results of the students have improved after the interventions. Subsequently, the SPSS program facilitated the analysis of the results with the applied the Wilcoxon test. Which showed that the alternative hypothesis was accepted and therefore the null hypothesis was rejected.

First of all, the teacher applied a pre-test from Cambridge (Key for schools) in order to know the level of vocabulary that students from sixth year of Unidad Educativa "Blaise Pascal" had.

In the first part of the pre-test, the minimum score was 0.6 obtained for two students, the maximum score was 2.6 with a frequency of 3 students. On the other hand, in the second part of the test, the minimum score was 0.6 and the maximum score was 2.6. Finally, in the last part of the pre-test, the minimum score was 1.3 and the maximum score was 2.6. So, the total average was 1.5.

After that, the teacher made nine interventions, which included the use of children's songs with different activities that helped the young students develop vocabulary. Finally, the post-test was applied, which showed an increase in vocabulary for young learners.

In the post-test is evident the progress of the students in the development of vocabulary. This helps teachers know that this resource is efficient in the classroom. Also, this tool help teacher to change the classroom environment, this convert the class more fun and enjoyable for young learners. In the first part of the test, the minimum score was 1,3 with a frequency of seven students and the maximum score was 3,3 with a frequency of 5 students. In the second part of the test, the minimum score was 1.9 obtained for four students and the maximum score was 3.3 with a frequency of 7 students. Finally y the last part of the test, the minimum score was 1,9 with a frequency of 3 students and the maximum score was 3.4 obtained for 3 students.

In this part, it is notable the difference between the results obtained from the pre-test and the post-test. That means the use of this resource is very helpful at the time to teach vocabulary. The total score in the pre-test was 5.2. While in the post-test was 7,2 which is a noticeable improvement.

To corroborate this data, a Wilcoxon test was applied to the result of the student in order to know which hypothesis was accepted and which was rejected. The significance of this shows a 0,000 which means that the null hypostasis was rejected and therefore the alternative hypothesis was accepted.

To support the data of this investigation, a research work to carry out by Shehadeh and Farrah (2016) shows an increase in vocabulary learning after applying the children's songs. However, Shehadeh and Farrah (2016) used an experimental approach; that is a control group and an experimental group. For the experimental group, the researchers prepared a test to measure the vocabulary; then, they applied activities focused on the use of children's songs. While the control group only did the test. Then, the researchers reveal that the group under treatment achieved significantly higher than the control group. Therefore, the use of children's songs is an effective resource to help young learners to develop vocabulary in the classroom.

Finally, children's songs are essential in school since acquiring language articulation, intonation, pronunciation, and communication all begin with music. For young learners, songs mean fun and for that, they enjoy learning with songs. For teachers, it is beneficial because they can use in a good way this resource to help them improve their vocabulary.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After analyzing and interpreting the results obtained in the sixth year from the Unidad Educativa “Blaise Pascal”, it can be generally concluded that the use of children's songs has a positive effect on the vocabulary development of young students.

- The use of English songs has great importance to learners in developing vocabulary. Harsa et al. (2020) conclude that children's songs play an important role for young learners because they can activate their hearing senses and facilitate listening; as a result, learners can learn more vocabulary. As well as, English songs provide a change of pace from the usual classroom exercises. They are important tools for improving pupils' listening and other skills. According to Rogers and Medley (2008), it is possible for young learners to know and acquire some new words subconsciously through their lyrics and repetitive rhyme, expanding the vocabulary as students listen to the music. English songs use real English that helps young learners to learn with authentic materials and in the same way, they can listen and learn the different accents that people use.
- It is evident the effect that the use of children's songs has on young learners to develop their vocabulary. With the treatments provided to the 21 students of the Unidad Educativa "Blaise Pascal" and the different activities using children's songs such as filling the gap, ordering verses, unscrambling words, classifying words, etc. carried out, it is notable progress in their scores and in the same way in their vocabulary. And in the same way, games were played that catch the attention of the children to learn better. They also sang, danced, and enjoyed learning. After the interventions, in which the activities such as filling the gap, ordering verses, letter soups, and others were developed which were focused on the use of children's songs to increase the vocabulary in young students. The development of the young students was appreciated, they showed motivation and commitment to complete the activities. Therefore, in the pre-test, the maximum score was 6,7. Consequently, the increase in the score of the students was

demonstrated, the maximum score in the post-test was 8.7 with a frequency of 5 students.

- Taking into account the research carried out, the advantages of using children's songs in the classroom have a positive effect. According to Lynch (2022) with the use of songs in the classroom, young learners can learn new vocabulary and grammar. In addition, the change in technology has made it easier to find songs according to the needs of the students. Following that, teachers can control the time of the songs in the classroom period, it is very useful because teachers can have an orderly class. In addition, the classroom environment becomes more comfortable, relaxed, and fun because the young students have more motivation when learning. It has also been demonstrated that music can assist young learners in learning grammar, vocabulary, and spelling in English. Finally, the author Millington (2011) establishes that young learners enjoy singing and dancing, and this is a help for teachers that can include new material in the classroom and make the classroom more relax.

## **4.2 Recommendations**

After the investigation was carried out and the interventions were applied with the different activities using children's songs for the development of vocabulary in the sixth grade of the Unidad Educativa "Blaise Pascal", the following recommendations can be considered.

- The implementation of English songs to develop the vocabulary of young students is very practical in the classroom. Using this resource, young learners can develop vocabulary according to their needs in a funny way, with different activities such as letter soups, drawing, filling the gap, ordering verses, etc. That activate the listening in students. To fully utilize the potential of music to learn English, it's critical to select songs that both the students and the teacher enjoy. For selecting the songs, it is important that the teacher thinks about the corresponding level of language proficiency of the students, take into account the topic of the lesson and what type of vocabulary students need to develop, then, the teacher can select the song. Also, they can learn useful phrases that help them communicate effectively.



- It is advisable to use children's songs in the classroom, since it helps students to better understand the vocabulary, as well as the rhythm that helps them to retain the learned content. Those songs are notable for their abundance of functional language and phrases. For that, teachers need to implement songs with the vocabulary according to the needs of the students. Additionally, the language is current and informal in songs, which helps students in learning English as it is spoken by native speakers. For this reason, teachers apply different activities with children's songs such as letter soups, crossword puzzles, unscramble words, coloring images, etc. That attract attention and motivate young students to learn more.
- The positive work of children's songs in the classroom is evident. Therefore, it is a good tool to implement in the classroom, especially with children, since the advantages that this contains are several. These advantages help young students to be more active in the classroom. Also, it helps them develop their listening skills, not just their vocabulary. There are many reasons why children's songs can be used to develop vocabulary in the classroom, for example; songs that are emotional for that children can be motivated to learn more, following that songs teach the English culture, and children can be more related to pronunciation. This is why children's songs can be used to develop vocabulary in the classroom, currently, it is easier to introduce this resource since with the Internet, it is easy to access it.

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## ANNEXES

### Annex N° 1: Letter of commitment

ANEXO 3  
FORMATO DE LA CARTA DE COMPROMISO.

### CARTA DE COMPROMISO

Ambato, 05 de Octubre del 2022


Doctor  
Marcelo Nuñez  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Ing. Mónica Daniela Reyes Casillas en mi calidad de Directora de la Unidad Educativa "Blaise Pascal", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Children's Songs and Vocabulary Learning" propuesto por la estudiante Nayeli Karina Arcos Jiménez, portadora de la Cédula de Ciudadanía N° 0504416272, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

  
Ing. Mónica Daniela Reyes Casillas  
Directora de la Unidad Educativa "Blaise Pascal"  
C.I. 0502826415  
0962962104  
dreyes@blaisepascal.edu.ec



## Annex N° 2: Vocabulary test

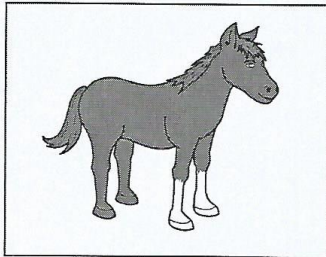
### Listening • Part 1

Cynthia Viera  
10/10/10

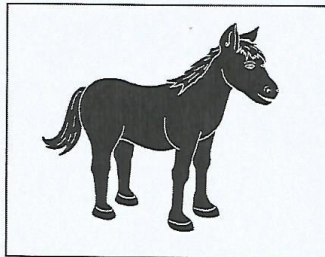
#### Questions 1 – 5

You will hear five short conversations.  
You will hear each conversation twice.  
There is one question for each conversation.  
For each question, choose the right answer (A, B or C).

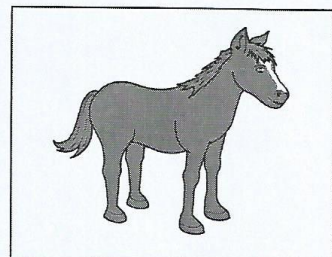
**Example:** Which is the girl's horse?



A

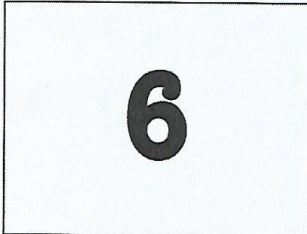


B

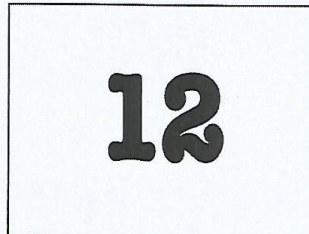


C

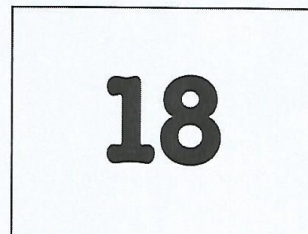
1 How many children went on the school trip?



A

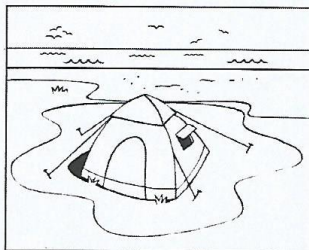


B

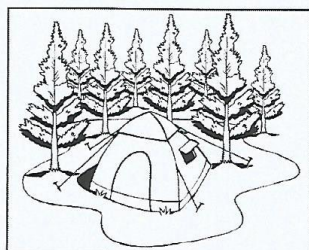


C

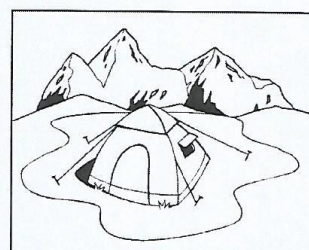
2 Which campsite did Josh stay at last year?



A

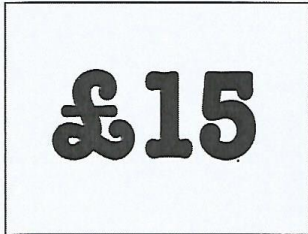


B



C

3 How much is the skirt?



A

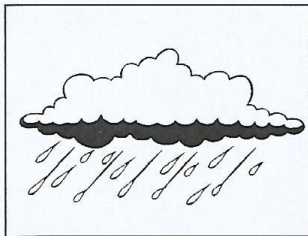


B

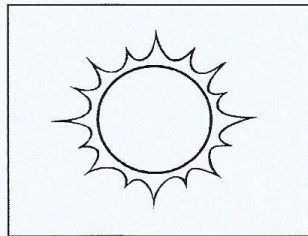


C

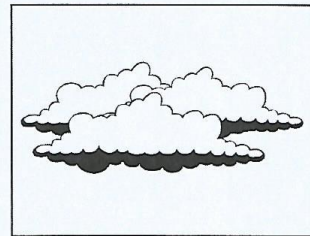
4 What's the weather like now?



A



B

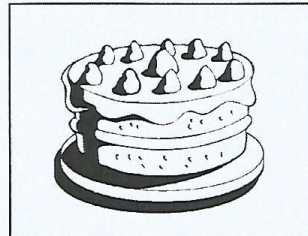


C

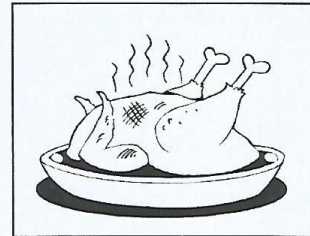
5 What will the girl cook?



A



B



C



## Listening • Part 2

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### Questions 6 – 10

Listen to Nick talking to a friend about his birthday presents.  
What present did each person give him?  
For questions **6 – 10**, write a letter **A – H** next to each person.  
You will hear the conversation twice.

**Example:**

**0** Cousin

---

#### PEOPLE

**6** Mum

**7** Brother

**8** Aunt

**9** Uncle

**10** Grandmother

#### PRESENTS

**A** bike

**B** book

**C** cinema tickets

**D** clothes

**E** computer game

**F** mobile phone

**G** money

**H** music CD

## Listening • Part 4

---

### Questions 16 – 20

You will hear a girl, Milly, asking a friend about guitar lessons.  
Listen and complete each question.  
You will hear the conversation twice.

---

### Guitar lessons

Day: *Saturday*

Teacher's name: **(16)** .....

Price per hour: **(17)** £ .....

Place of lesson: *34 Purley Lane, near the*  
**(18)** .....

Teacher's phone number: **(19)** .....

Must call before: **(20)** ..... p.m.

**Annex N° 3: Letter of consent**

**Carta de consentimiento para padre/madre de familia**

**Estimado padre/madre de familia**

Mi nombre es Nayeli Karina Arcos Jiménez, con cédula N° 0504416272. Estudiante de la Universidad Técnica de Ambato de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros; la razón por la cual me dirijo a usted es porque estoy realizando mi proceso de titulación para lo cual he tomado en cuenta a su representado con el fin de diagnosticar el uso de canciones infantiles para el aprendizaje del idioma inglés y a su vez conocer el nivel de aceptación que los estudiantes tienen al utilizar este recurso tecnológico para el aprendizaje de vocabulario. Por lo que solicito comedidamente su autorización para que su representado participe de este estudio.

Cabe recalcar que el proceso será estrictamente confidencial y el nombre del estudiante no será utilizado para divulgación ni otros aspectos, solo para el proceso de información y recolección de datos. La participación o no participación en el estudio no afectara situación alguna al estudiante.

**Nayeli Arcos**

---

**AUTORIZACIÓN**

He leído el procedimiento escrito arriba. El investigador me ha explicado el estudio y ha explicado mis preguntas. Voluntariamente doy mi consentimiento para que mi representado ..... participe en el estudio con el tema “Children’s songs and Vocabulary learning”

.....

Firma del representante

Annex N° 4: Lesson plans

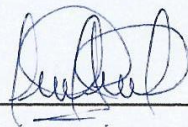


UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
SEMESTRE OCTUBRE 2021 – FEBRERO 2022



<b>Class Date:</b> 11/11/2022		<b>Topic:</b> The four seasons of the year.		
<b>Student-Teacher:</b> Nayeli Arcos		<b>Time:</b> 20 Minutes		
<b>Communicative aim:</b> To talk about different seasons of the year using the verb to be.				
<b>Methodology:</b> Pre-listening – While listening – Post listening				
Procedures				
Stages and time	Teacher's activities	Student's activities	Participants	Teaching aids/materials
<b>Pre-listening ( 5 minutes)</b>	<b>Flashcards game</b> <ul style="list-style-type: none"> <li>The teacher is going to put some flashcards about the four seasons of the year and the name of these on the board.</li> <li>The teacher explains what students need to do in order to complete the activity.</li> </ul>	<b>Flashcards game</b> <ul style="list-style-type: none"> <li>Students pay attention to the teacher and the didactic material that is on the board.</li> <li>Students participate and complete the activity.</li> </ul>	Whole class	<ul style="list-style-type: none"> <li>Flashcards</li> </ul>
<b>While Listening (10 minutes)</b>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>The teacher gives students a worksheet for everybody to complete.</li> <li>The teacher explains how students will complete the activities in the worksheet.</li> </ul>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>Students receive the worksheet and read it.</li> <li>Students pay attention to the teacher's explanation.</li> </ul>	Individual	<ul style="list-style-type: none"> <li>Speaker</li> <li>Song</li> </ul> <p><a href="https://www.youtube.com/watch?v=8ZjpI6fgYSY&amp;ab_channel=HaveFunTeaching">https://www.youtube.com/watch?v=8ZjpI6fgYSY&amp;ab_channel=HaveFunTeaching</a></p>

	<ul style="list-style-type: none"> <li>The teacher plays a song twice, so students listen carefully to complete the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Students listen to the song and complete the worksheet.</li> </ul>		<ul style="list-style-type: none"> <li>Worksheet  <a href="https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Seasons/Season%20of%20the%20year%20song_zn2281832zt">https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Seasons/Season of the year song_zn2281832zt</a> </li> </ul>
<p><b>Post – Listening (5 minutes)</b></p>	<p><b>Group work activity</b></p> <ul style="list-style-type: none"> <li>The teacher asks students to form groups of 5 people.</li> <li>The teacher gives a picture to every group.</li> <li>The teacher explains to the students that each group needs to think of activities that people can do in the respective season, after that, the teacher asks students to tell the activities.</li> </ul>	<p><b>Group work activity</b></p> <ul style="list-style-type: none"> <li>Students form the groups quickly.</li> <li>Students identify the seasons of the picture.</li> <li>Students think about the activities they can do in the season and tell the whole class.</li> </ul>	Individual	<ul style="list-style-type: none"> <li>Student sentences.</li> </ul>
<p><b>Anticipated problems:</b></p> <ul style="list-style-type: none"> <li>Students don't want to participate.</li> <li>Students don't pay attention to the song.</li> <li>Students cannot identify the activities they can do in every season.</li> </ul>				

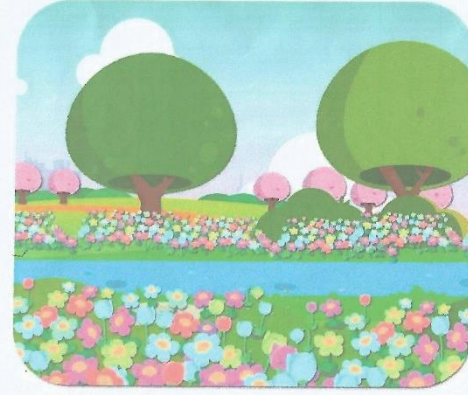


Teacher signature

Teaching resources: Flashcards



autumn (fall)



spring



summer



winter

Song: [https://www.youtube.com/watch?v=8ZjpI6fgYSY&ab\\_channel=HaveFunTeaching](https://www.youtube.com/watch?v=8ZjpI6fgYSY&ab_channel=HaveFunTeaching)

Worksheet:

Student: \_\_\_\_\_ date: \_\_\_\_\_

### Seasons of the Year

LISTEN TO THE SONG AND COMPLETE THE GAPS WITH THE MISSING WORDS.

Here we go, oh, (3x)

Here we go, oh, oh, seasons of the year (3x)

Here come the \_\_\_\_\_ with the \_\_\_\_\_ pouring down

Here comes the spring with the \_\_\_\_\_ in the ground

Here comes the spring with the \_\_\_\_\_ in the sky

Here comes spring to bring new life.

Here we go, oh, oh, seasons of the year (4x)

Here comes the \_\_\_\_\_ with the heat from the \_\_\_\_\_

Here comes the summer with the \_\_\_\_\_ having fun

Here comes the summer with the warm breeze

Here comes the summer with the \_\_\_\_\_ so \_\_\_\_\_

Here we go, oh, oh, seasons of the year (4x)

Here comes the \_\_\_\_\_ with the leaves changing \_\_\_\_\_

Here comes the fall with the climate getting cooler

Here comes the fall with the leaves falling \_\_\_\_\_

Here comes the fall with the \_\_\_\_\_ blowing loud

Here we go, oh, oh, seasons of the year (4x)




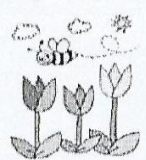
Here come the \_\_\_\_\_ with the ice and \_\_\_\_\_

Here comes the winter with the freezing \_\_\_\_\_

Here comes the winter with the \_\_\_\_\_ coming shorter

Here comes the winter with the nights getting longer

Here we go, oh, oh, seasons of the year (4x)



**Lesson plan 2:**



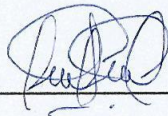
**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**  
**SEMESTRE OCTUBRE 2021 – FEBRERO 2022**



<b>Class Date:</b> 11/11/2022		<b>Topic:</b> Adverbs of frequency		
<b>Student-Teacher:</b> Nayeli Arcos		<b>Time:</b> 20 Minutes		
<b>Communicative aim:</b> To talk about daily activities using adverbs of frequency.				
<b>Methodology:</b> Pre-listening – While listening – Post listening				
<b>Procedures</b>				
Stages and Time	Teacher's activities	Student's activities	Participants	Teaching aids/materials
<b>Pre-listening (10 minutes)</b>	<b>Activity - song</b> <ul style="list-style-type: none"> <li>● The teacher gives students a handout with the lyrics of a song.</li> <li>● The teacher explains that students are going to circle the adverbs of frequency that they recognize.</li> <li>● The teacher plays a song to students, so they can complete the activity.</li> <li>● The teacher asks students the adverbs of frequency recognize in the song.</li> </ul>	<b>Activity - song</b> <ul style="list-style-type: none"> <li>● Students read the lyrics.</li> <li>● Students pay attention to the instructions.</li> <li>● Students listen to the audio and complete the activity.</li> <li>● Students participate with the teacher.</li> </ul>	Whole class	<ul style="list-style-type: none"> <li>● Speaker</li> <li>● Song</li> <li>● <a href="https://youtu.be/WPTulj6-B30">https://youtu.be/WPTulj6-B30</a></li> <li>● Lyrics of song.</li> </ul>



<p style="text-align: center;"><b>While Listening (10 minutes)</b></p>	<p><b>Worksheet activity</b></p> <ul style="list-style-type: none"> <li>● The teacher gives students a worksheet to complete the activities.</li> <li>● The teacher explains how students will complete the activities in the worksheet.</li> <li>● The teacher says to the students that they need to complete the activity in the stated amount of time.</li> </ul>	<p><b>Worksheet activity</b></p> <ul style="list-style-type: none"> <li>● Students receive the worksheet and read it.</li> <li>● Students pay attention to the teacher's explanation.</li> <li>● Students complete the activity at the corresponding time.</li> </ul>	<p>Individual</p>	<ul style="list-style-type: none"> <li>● Worksheet <a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adverbs_of_frequency/Adverbs_of_frequency_vh1338648j0">https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adverbs_of_frequency/Adverbs_of_frequency_vh1338648j0</a></li> </ul>
<p style="text-align: center;"><b>Post – Listening (5 minutes)</b></p>	<ul style="list-style-type: none"> <li>● The teacher asks students to write a sentence using adverbs of frequency.</li> <li>● The teacher asks some students to read their sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Students write a sentence quickly.</li> <li>● Students read the sentence.</li> </ul>	<p>Individual</p>	<ul style="list-style-type: none"> <li>● Student sentences.</li> </ul>
<p><b>Anticipated problems:</b></p> <ul style="list-style-type: none"> <li>● Students don't pay attention to the song.</li> <li>● Students don't recognize the adverbs of time.</li> <li>● Students cannot write a sentence quickly.</li> </ul>				



Teacher signature

**Teaching resources:**

**Song:** [https://www.youtube.com/watch?v=WPTu1j6-B30&ab\\_channel=BIGBOX](https://www.youtube.com/watch?v=WPTu1j6-B30&ab_channel=BIGBOX)

**Lyrics of song:**

How often do you... x2  
How often do you brush your teeth?  
How often do you... x2  
Always. x2  
I always brush my teeth!  
How often do you... x2  
How often do you use chopsticks?  
How often do you... x2  
Usually. x2  
I usually use chopsticks!  
How often do you... x2  
How often do you take out the trash?  
How often do you... x2  
Often. x2  
I often take out the trash!  
How often do you... x2  
How often do you do the laundry?  
How often do you... x2  
Sometimes. x2  
I sometimes do the laundry!  
How often do you... x2  
How often do you make cookies?  
How often do you... x2  
Rarely. x2  
I rarely make cookies!  
How often do you... x2  
How often do you drive a car?  
How often do you... x2  
Never. x2  
I never drive a car!

**Worksheet:**

Adverbs of frequency

Name: \_\_\_\_\_

ALWAYS 100%	I always do my homework.
USUALLY 90%	You usually listen to music.
OFTEN 75%	She often plays rugby on Friday
SOMETIMES 50%	He sometimes goes to the gym.
NEVER 0%	They never eat chocolate. 🔍

★ COMPLETE USING THE ADVERBS OF FREQUENCY.

I _____	play the guitar at home.	75%
She _____	watches TV before sleeping.	0%
We _____	go to the beach on summer.	100%
You _____	read books on holidays.	90%
He _____	rides his bike at the weekend.	50%

**Lesson plan 3:**



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<b>Class Date:</b> 15/11/2022		<b>Topic:</b> Weather Song		
<b>Student-Teacher:</b> Nayeli Arcos		<b>Time:</b> 20 Minutes		
<b>Communicative aim:</b> To talk about the favorite type of weather using the present simple.				
<b>Methodology:</b> Pre-listening – While listening – Post listening				
Procedures				
Stages and Time	Teacher's Activities	Student's Activities	Participants	Teaching aids/materials
<b>Pre-listening ( 5 minutes)</b>	<b>Song</b> <ul style="list-style-type: none"> <li>● The teacher asks the students to stand up.</li> <li>● The teacher gives to students the lyrics of a song.</li> <li>● The teacher explains to students that they will sing a song about the weather.</li> <li>● The teacher plays the song.</li> </ul>	<b>Song</b> <ul style="list-style-type: none"> <li>● Students stand up and pay attention to the teacher.</li> <li>● Students receive the lyrics and read them before singing.</li> <li>● Students participate and sing.</li> </ul>	Whole class	<ul style="list-style-type: none"> <li>● Song <a href="https://www.youtube.com/watch?v=rD6FRDd9Hew&amp;ab_channel=SuperSimpleSongs-KidsSongs">https://www.youtube.com/watch?v=rD6FRDd9Hew&amp;ab_channel=SuperSimpleSongs-KidsSongs</a></li> <li>● Speaker</li> </ul>

<p><b>While Listening (10 minutes)</b></p>	<p><b>Handout activity</b></p> <ul style="list-style-type: none"> <li>• The teacher gives students a handout.</li> <li>• The teacher explains how students will complete the activities in the handout. (Quiz of 3 questions)</li> <li>• The teacher gives 10 minutes to students to complete the activity.</li> </ul>	<p><b>Handout activity</b></p> <ul style="list-style-type: none"> <li>• Students receive the handout and read it.</li> <li>• Students pay attention to the teacher's explanation.</li> <li>• Students complete the activity in the given time.</li> </ul>	<p>Individual</p>	<ul style="list-style-type: none"> <li>• Handout</li> </ul>
<p><b>Post – Listening (5 minutes)</b></p>	<p><b>Written activity</b></p> <ul style="list-style-type: none"> <li>• The teacher asks students to take a piece of paper and write their names.</li> <li>• The teacher explains to students that they must write about their favorite weather. (3 lines max)</li> <li>• The teacher asks students to finish at home if they don't do it.</li> </ul>	<p><b>Written activity</b></p> <ul style="list-style-type: none"> <li>• Students take a piece of paper and write their names.</li> <li>• Students write about the topic given by the teacher.</li> <li>• Students finish the writing and give the teacher.</li> </ul>	<p>Individual</p>	<ul style="list-style-type: none"> <li>• Student production.</li> </ul>
<p><b>Anticipated problems:</b></p> <ul style="list-style-type: none"> <li>• Students don't want to participate.</li> <li>• Students don't answer the handout.</li> <li>• Students cannot write in a good way.</li> </ul>				

Teacher signature



**Teaching resources:**

**Song:** [https://www.youtube.com/watch?v=rD6FRDd9Hew&ab\\_channel=SuperSimpleSongs-KidsSongs](https://www.youtube.com/watch?v=rD6FRDd9Hew&ab_channel=SuperSimpleSongs-KidsSongs)

**Lyrics of the songs:**

How's the weather?  
How's the weather?  
How's the weather today?  
Is it sunny? Is it rainy?  
Is it cloudy? Is it snowy?  
How's the weather today?  
Let's look outside.  
How's the weather?  
Is it sunny today?  
Let's look outside.  
How's the weather?  
Is it rainy today?  
Let's look outside.  
How's the weather?  
Is it cloudy today?  
Let's look outside.  
Is it snowy today?  
How's the weather?  
How's the weather?  
How's the weather today?  
Is it sunny? Is it rainy?  
Is it cloudy? Is it snowy?  
How's the weather today?

**Handout:**

## Weather

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

**Lesson plan 4:**

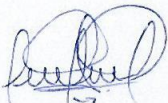


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<b>Class Date:</b> 15/11/2022		<b>Topic:</b> Temperature		
<b>Student-Teacher:</b> Nayeli Arcos		<b>Time:</b> 20 Minutes		
<b>Communicative aim:</b> To talk about the temperature using the present simple.				
<b>Methodology:</b> Pre-listening – While listening – Post listening				
<b>Procedures</b>				
Stages and Time	Teacher's activities	Student's activities	Participants	Teaching aids/materials
<b>Pre-listening (5 minutes)</b>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>The teacher is going to present vocabulary with flashcards.</li> <li>The teacher explains the different words of the vocabulary.</li> <li>Teacher asks if any student has a doubt.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Students pay attention to the teacher and the flashcards.</li> <li>Students identify the words of vocabulary.</li> <li>Students comment their doubts to the teacher</li> </ul>	Whole class	<ul style="list-style-type: none"> <li>Flashcards</li> </ul>
<b>While Listening (10 minutes)</b>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>The teacher gives to students a worksheet to everybody complete.</li> <li>The teacher explains how students will complete the activities in the worksheet.</li> </ul>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>Students receive the worksheet and read it.</li> <li>Students pay attention to the teacher's explanation.</li> </ul>	Individual	<ul style="list-style-type: none"> <li>Speaker</li> <li>Song</li> </ul> <a href="https://www.youtube.com/watch?v=tfAB4BXSHOA&amp;ab_channel=TheSi">https://www.youtube.com/watch?v=tfAB4BXSHOA&amp;ab_channel=TheSi</a>

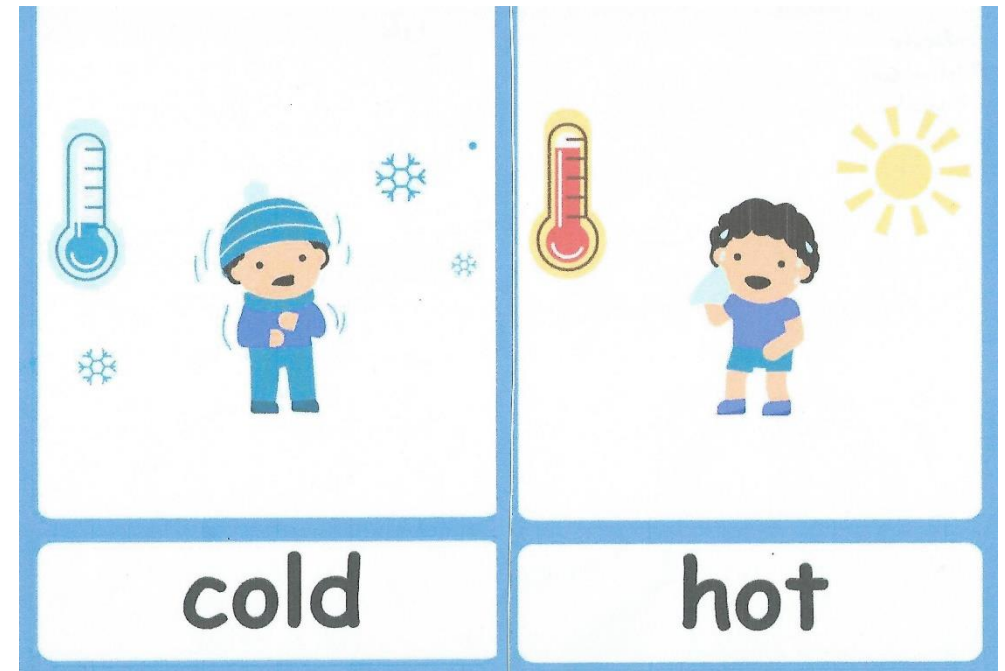
	<p>(alphabet soup and order the sentence)</p> <ul style="list-style-type: none"> <li>• The teacher plays a song twice, so students listen carefully to complete the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the song and complete the worksheet.</li> </ul>		<p>ngingWalrus-EnglishSongsForKids</p> <ul style="list-style-type: none"> <li>• Worksheet</li> </ul>
<p><b>Post – Listening (5 minutes)</b></p>	<p><b>Group work activity</b></p> <ul style="list-style-type: none"> <li>• The teacher asks students to form groups of 5 people.</li> <li>• The teacher explains to the students that each group should pay attention and guess what type of temperature the teacher is talking about.</li> <li>• The teacher gives characteristics of any type of temperature to students can identify them.</li> </ul>	<p><b>Group work activity</b></p> <ul style="list-style-type: none"> <li>• Students form the groups quickly.</li> <li>• Students pay attention to the explanation.</li> <li>• Students pay attention and identify the type of temperature that teacher talk about.</li> </ul>	<p>Group</p>	<ul style="list-style-type: none"> <li>• Piece of paper.</li> <li>• keywords.</li> </ul>
<p><b>Anticipated problems:</b></p> <ul style="list-style-type: none"> <li>• Students don't pay attention.</li> <li>• Students don't do the activities.</li> <li>• Students cannot work in groups.</li> </ul>				

  
 Teacher signature

**Teaching resources:**

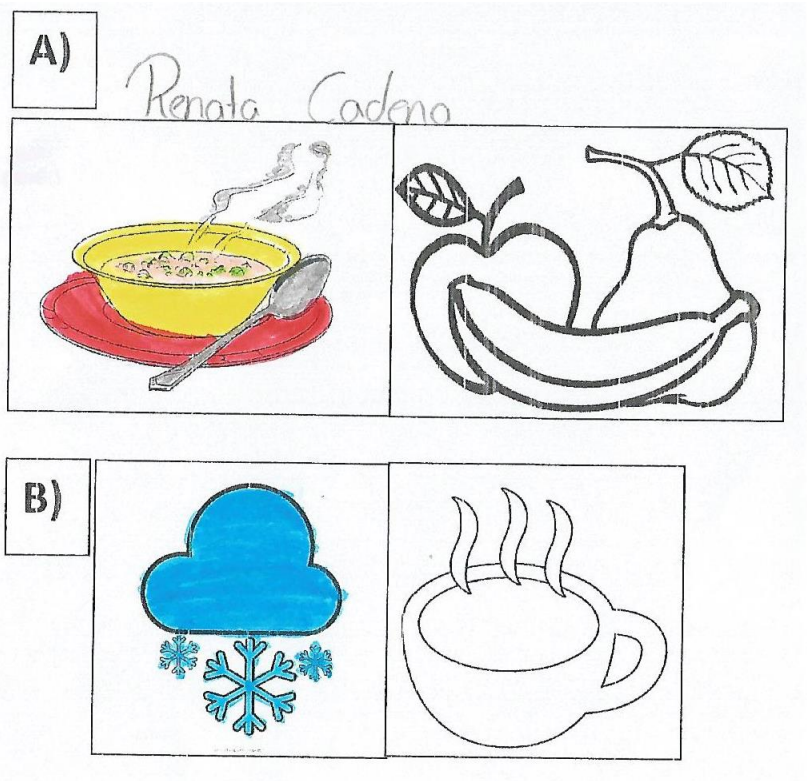
**Song :** [https://www.youtube.com/watch?v=rD6FRDd9Hew&t=34s&ab\\_channel=SuperSimpleSongs-KidsSongs](https://www.youtube.com/watch?v=rD6FRDd9Hew&t=34s&ab_channel=SuperSimpleSongs-KidsSongs)

**Flashcards:**





**Handouts:**



On a sunny day I'm happy  
On a ..... day I smile  
..... bloom in the sunlight  
We play outside and go and look for butterflies  
On a rainy day I'm .....  
On a ..... day I smile  
Hills and trees look fresh and green  
And I see rainbow colored umbrellas in the streets  
On a ..... day I'm happy  
On a windy day I smile  
All the ..... tremble and fly  
And my kite flies high in the sky  
On a ..... day I'm happy  
On a snowy day I .....  
Snowflakes fall on my window  
Frozen leaves shine like silver stars in a dream

**Lesson plan 5:**



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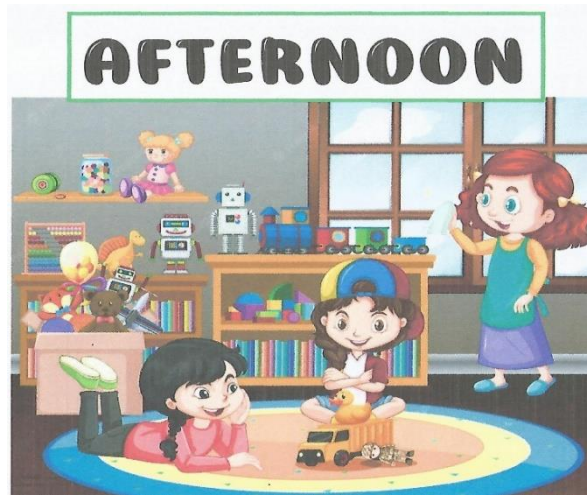
<b>Class Date:</b> 18/11/2022		<b>Topic:</b> Time of day.		
<b>Student-Teacher:</b> Nayeli Arcos		<b>Time:</b> 20 Minutes		
<b>Communicative aim:</b> To talk about the different times of the day using the present simple.				
<b>Methodology:</b> Pre-listening – While listening – Post listening				
Procedures				
Stages and Time	Teacher's Activities	Student's Activities	Participants	Teaching aids/materials
<b>Pre-listening (5 minutes)</b>	<b>Flashcards game</b> <ul style="list-style-type: none"> <li>The teacher is going to put some flashcards about the time of the day on the board.</li> <li>The teacher explains that students are going to put the correct name in the corresponding picture.</li> </ul>	<b>Flashcards game</b> <ul style="list-style-type: none"> <li>Students pay attention to the teacher and the didactic material that are on the board.</li> <li>Students participate and complete the activity.</li> </ul>	Whole class	<ul style="list-style-type: none"> <li>Flashcards</li> </ul>
<b>While Listening (10 minutes)</b>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>The teacher gives to students a worksheet to everybody complete.</li> <li>The teacher explains how students will complete the activities in the worksheet.(Arrange the</li> </ul>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>Students receive the worksheet and read it.</li> <li>Students pay attention to the teacher's explanation.</li> </ul>	Individual	<ul style="list-style-type: none"> <li>Speaker</li> <li>Song <a href="https://www.youtube.com/watch?v=GqNaVXycr_o&amp;ab_channel=HappyKids">https://www.youtube.com/watch?v=GqNaVXycr_o&amp;ab_channel=HappyKids</a></li> <li>Worksheet</li> </ul>

	<p>verses of the song in the correct order)</p> <ul style="list-style-type: none"> <li>• The teacher plays a song twice, so students listen carefully to complete the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the song and complete the worksheet.</li> </ul>		
<p><b>Post – Listening (5 minutes)</b></p>	<p><b>Group work Activity</b></p> <ul style="list-style-type: none"> <li>• The teacher asks students to form 3 groups.</li> <li>• The teacher gives a picture to every group.</li> <li>• The teacher explains to the students that each group needs to think of activities that people can do at the respective time of the day.</li> </ul>	<p><b>Group work Activity</b></p> <ul style="list-style-type: none"> <li>• Students form the groups quickly.</li> <li>• Students identify the seasons of the picture.</li> <li>• Students think about the activities that they can do at any time of the day.</li> </ul>	<p>Groups</p>	<ul style="list-style-type: none"> <li>• Student sentences.</li> </ul>
<p><b>Anticipated problems:</b></p> <ul style="list-style-type: none"> <li>• Students don't want to participate.</li> <li>• Students don't pay attention to the song.</li> <li>• Students cannot identify the activities that they can do at the time of the day.</li> </ul>				



Teacher signature

Teaching resources: Flashcards



Song: [https://www.youtube.com/watch?v=GqNaVXycr\\_o&t=9s&ab\\_channel=HappyKids](https://www.youtube.com/watch?v=GqNaVXycr_o&t=9s&ab_channel=HappyKids)

Handout:

Name:	
The moon is up and the owl begins to call, I brush my teeth and into the bed I fall. My pajamas are on the stars shine bright, The day is over, sweet dreams and good night.	1.-
It's <u>afternoon</u> and the sun is up high I'm in my school my oh my. The lunch bells ring ding ding ding, Fish sticks salad and yummy pudding.	2.-
Its evening time and I'm back from play, "Finish your homework" is what mummy will say. The sun goes down slow and steady, Let's go eat dinner is ready.	3.-
Wake up wake up it's <u>morning</u> time, The sun is up and has started to climb. I brush my teeth and make my bed And off to the kitchen breakfast to be fed.	4.-

## Lesson plan 6:



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**SEMESTRE OCTUBRE 2022 – FEBRERO 2023**



<b>Class Date:</b> 18/11/2022		<b>Topic:</b> /OI / and /OY/ sound		
<b>Student-Teacher:</b> Nayeli Arcos		<b>Time:</b> 20 Minutes		
<b>Communicative aim:</b> To talk about different topics differentiating the sound /OI/ and /OY/ of the words.				
<b>Methodology:</b> Pre-listening – While listening – Post listening				
<b>Procedures</b>				
Stages and Time	Teacher's Activities	Student's Activities	Participants	Teaching aids/materials
<b>Pre-listening ( 5 minutes)</b>	<b>Song</b> <ul style="list-style-type: none"> <li>● The teacher gives a handout with the lyrics of the song to students.</li> <li>● The teacher explains what students need to do in order to complete the activity. (Students need to circle the words with OI sound with the color red and circle the words with OY sound with the color blue)</li> <li>● The teacher plays the audio.</li> </ul>	<b>Song</b> <ul style="list-style-type: none"> <li>● Students receive the lyrics and read them.</li> <li>● Students pay attention to the teacher and the explanation.</li> <li>● Students complete the activity.</li> <li>● Students listen to the song carefully.</li> </ul>	Whole class	<ul style="list-style-type: none"> <li>● Lyrics</li> <li>● Speaker</li> <li>● Song</li> </ul> <a href="https://www.youtube.com/watch?v=HILiE1m1rP0&amp;ab_channel=NetflixJr">https://www.youtube.com/watch?v=HILiE1m1rP0&amp;ab_channel=NetflixJr</a>
	<b>Worksheet activity</b>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>● Students receive the worksheet and read it.</li> </ul>	Individual	<ul style="list-style-type: none"> <li>● Worksheet</li> <li>● Speaker</li> </ul>

<p><b>While Listening (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>• The teacher gives students a worksheet to everybody complete.</li> <li>• The teacher explains how students will complete the activities in the worksheet. (Unscramble words and Classify the words according to the sound)</li> </ul>	<ul style="list-style-type: none"> <li>• Students pay attention to the teacher's explanation.</li> <li>• Students complete the worksheet.</li> </ul>		<ul style="list-style-type: none"> <li>• Song</li> </ul>
<p><b>Post – Listening (5 minutes)</b></p>	<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• The teacher explains to students the activity.</li> <li>• The teacher asks students to tell a word with OI or OY sound.</li> <li>• The teacher explains that if the student does not pronounce correctly, another student can correct him or her.</li> </ul>	<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Students pay attention to the explanation.</li> <li>• Students identify the words with the correct sound the teacher says.</li> <li>• Students help other students that cannot identify correctly the sounds and words.</li> </ul>	<p>Whole class</p>	<ul style="list-style-type: none"> <li>• Student words.</li> </ul>
<p><b>Anticipated problems:</b></p> <ul style="list-style-type: none"> <li>• Students don't pay attention to the song.</li> <li>• Students don't want to participate.</li> <li>• Students cannot identify the sounds and words.</li> </ul>				



Teacher signature

**Teaching resources:**

**Song:** [https://www.youtube.com/watch?v=HILiE1m1rP0&ab\\_channel=NetflixJr](https://www.youtube.com/watch?v=HILiE1m1rP0&ab_channel=NetflixJr).

**Lyrics of the song:**

Name:

OI and OY make the same oi/oy sound,  
in most words were there found.

There's the oi sound that you heard in  
oil,

and shiny foil, so food spoiled,

and when you make a choice

or even raise your voice,

the O and make an OI.

Now the sound OY, there we all enjoy,

can be spell O Y like a band of boys,

so, when knew new words,

with oy sound, they must have an

OI or OY and now you know why,

OI and OY make the same OI sound,

in most words were there found.

OI and OY make the same OI sound,

in most words were there found.

**Keywords:**

boy	toy
joy	royal
enjoy	oil
boil	coin
oink	point

**Game:**



## Lesson plan 7:




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**SEMESTRE OCTUBRE 2022 – FEBRERO 2023**



<b>Class Date:</b> 22/11/2022		<b>Topic:</b> How often?		
<b>Student-Teacher:</b> Nayeli Arcos		<b>Time:</b> 20 Minutes		
<b>Communicative aim:</b> To talk about different activities that they can do in different periods of time.				
<b>Methodology:</b> Pre-listening – While listening – Post listening				
Procedures				
Stages and Time	Teacher's Activities	Student's Activities	Participants	Teaching aids/materials
<b>Pre-listening ( 5 minutes)</b>	<b>Flashcards game</b> <ul style="list-style-type: none"> <li>The teacher will put some flashcards on the board.</li> <li>The teacher explains what students need to do in order to complete the activity.</li> </ul>	<b>Flashcards game</b> <ul style="list-style-type: none"> <li>Students pay attention to the teacher and the didactic material that are on the board.</li> <li>Students participate and complete the activity.</li> </ul>	Whole class	<ul style="list-style-type: none"> <li>Flashcards</li> </ul>
<b>While Listening (10 minutes)</b>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>The teacher gives to students a worksheet to everybody complete.</li> <li>The teacher explains how students will complete the activities in the handout. (Complete the questions)</li> <li>The teacher plays a song twice, so students listen carefully to complete the worksheet.</li> </ul>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>Students receive the worksheet and read it.</li> <li>Students pay attention to the teacher's explanation.</li> <li>Students listen to the song and complete the handout</li> </ul>	Individual	<ul style="list-style-type: none"> <li>Speaker</li> <li>Song <a href="https://www.youtube.com/watch?v=WPTu1j6-B30&amp;ab_channel=BIGBOX">https://www.youtube.com/watch?v=WPTu1j6-B30&amp;ab_channel=BIGBOX</a></li> <li>Handout</li> </ul>

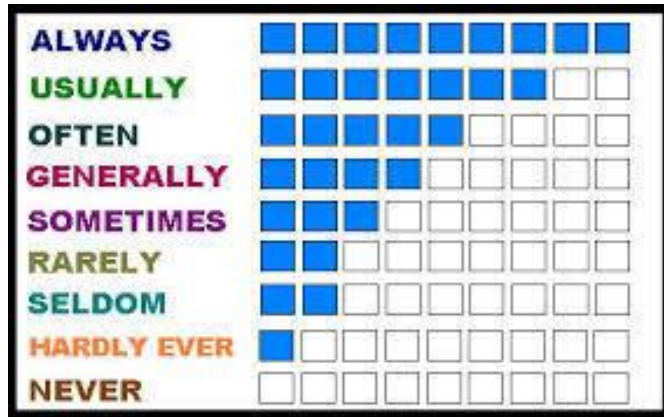


<p><b>Post – Listening (5 minutes)</b></p>	<p><b>Oral activity</b></p> <ul style="list-style-type: none"> <li>● The teacher asks students to form two groups.</li> <li>● The teacher explains to the students what they are going to do.</li> <li>● The teacher gives the questions to one group and explains that the other group needs to answer the questions orally.</li> </ul>	<p><b>Oral activity</b></p> <ul style="list-style-type: none"> <li>● Students form the groups quickly.</li> <li>● Students pay attention to the explanation.</li> <li>● Students complete the activity according to the instructions.</li> </ul>	<p>Groups</p>	<ul style="list-style-type: none"> <li>● Student questions.</li> </ul>
<p><b>Anticipated problems:</b></p> <ul style="list-style-type: none"> <li>● Students don't want to participate.</li> <li>● Students don't pay attention to the song.</li> <li>● Students cannot answer the questions.</li> </ul>				

  
**Teacher signature**

Teaching resources:

Flashcards:



Song: [https://www.youtube.com/watch?v=dJOhrqjJR1Y&ab\\_channel=TeacherLatifaAlnajjar](https://www.youtube.com/watch?v=dJOhrqjJR1Y&ab_channel=TeacherLatifaAlnajjar)

how ..... do you watch cartoons  
three times a.....  
three ..... a week i watch cartoons  
three times a week  
how ..... do you watch a film  
once a week  
once a week i watch a film  
..... a week  
how often do you go to the beach  
twice a ,, ,, ,, ,, ,, ,,  
twice a year i go to the beach  
,, ,, ,, ,, ,, ,, a year  
how often do you see your friends  
every day  
every ..... I see my friends  
every day

**Lesson plan 8:**

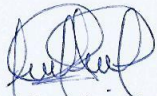


**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**  
**SEMESTRE OCTUBRE 2022 – FEBRERO 2023**



<b>Class Date:</b> 22/11/2022		<b>Topic:</b> AR/OR sound		
<b>Student-Teacher:</b> Nayeli Arcos		<b>Time:</b> 20 Minutes		
<b>Communicative aim:</b> To talk about different topics using words with ar / or sound.				
<b>Methodology:</b> Pre-listening – While listening – Post listening				
Procedures				
Stages and Time	Teacher's activities	Student's activities	Participants	Teaching aids/materials
<b>Pre-listening (5 minutes)</b>	<b>Handout with song</b> <ul style="list-style-type: none"> <li>The teacher gives a handout to each student.</li> <li>The teacher explains what students need to do in order to complete the activity. (Color the images of the words that they understand from the song)</li> <li>The teacher plays the audio.</li> </ul>	<b>Handout with song</b> <ul style="list-style-type: none"> <li>Students receive the handout and read it.</li> <li>Students participate and complete the activity.</li> <li>Students listen to the song carefully.</li> </ul>	Individual	<ul style="list-style-type: none"> <li>Handout</li> <li>Song</li> </ul> <a href="https://www.youtube.com/watch?v=dek976lZKtE&amp;ab_channel=BricksEducation">https://www.youtube.com/watch?v=dek976lZKtE&amp;ab_channel=BricksEducation</a>
<b>While Listening (10 minutes)</b>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>The teacher gives students a worksheet to everybody complete.</li> <li>The teacher explains how students will complete the activities in the worksheet. (Write the missing letters and</li> </ul>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>Students receive the worksheet and read it.</li> <li>Students pay attention to the teacher's explanation.</li> </ul>	Individual	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>

	classify the words according to the sound)	<ul style="list-style-type: none"> <li>Students listen to the song and complete the worksheet.</li> </ul>		
<b>Post – Listening (5 minutes)</b>	<b>Group work activity</b> <ul style="list-style-type: none"> <li>The teacher asks students to form groups of 5 people.</li> <li>The teacher explains the activity. (Students need to write sentences with words that they identify)</li> </ul>	<b>Group work activity</b> <ul style="list-style-type: none"> <li>Students form the groups quickly.</li> <li>Students pay attention and complete the activity.</li> </ul>	Groups	<ul style="list-style-type: none"> <li>Students' sentences.</li> <li>Piece of paper</li> </ul>
<b>Anticipated problems:</b> <ul style="list-style-type: none"> <li>Students don't pay attention to the song.</li> <li>Students don't want to participate.</li> <li>Students cannot write a sentence.</li> </ul>				

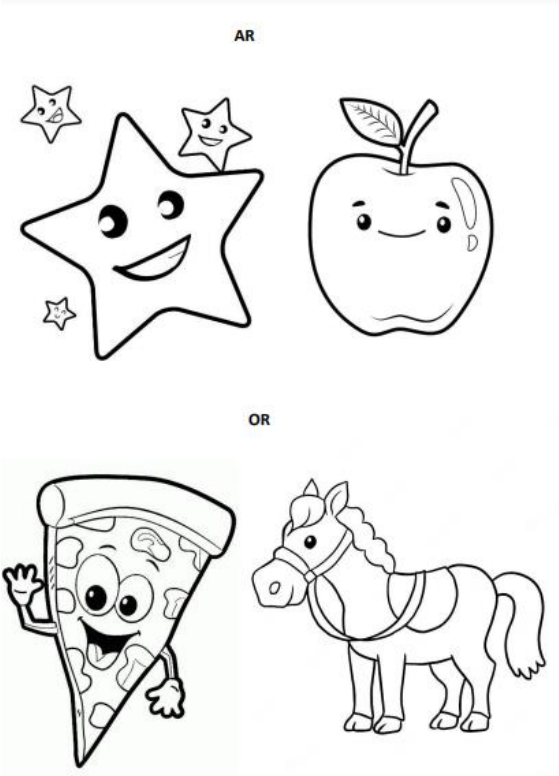
  
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Teaching resources:

Song: [https://www.youtube.com/watch?v=dek976IZKtE&t=10s&ab\\_channel=BricksEducation](https://www.youtube.com/watch?v=dek976IZKtE&t=10s&ab_channel=BricksEducation)

Handout :

Game :



Lesson plan 9:



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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**  
**SEMESTRE OCTUBRE 2022 – FEBRERO 2023**



<b>Class Date:</b> 25/11/2022		<b>Topic:</b> Emotions		
<b>Student-Teacher:</b> Nayeli Arcos		<b>Time:</b> 20 Minutes		
<b>Communicative aim:</b> To talk about different feelings using the present simple.				
<b>Methodology:</b> Pre-listening – While listening – Post listening				
Procedures				
Stages and Time	Teacher's activities	Student's activities	Participants	Teaching aids/materials
<b>Pre-listening ( 5 minutes)</b>	<b>Flashcards</b> <ul style="list-style-type: none"> <li>• The teacher is going to put some flashcards about the feelings and the names on the board.</li> <li>• The teacher explains each flashcard to students.</li> </ul>	<b>Flashcards</b> <ul style="list-style-type: none"> <li>• Students pay attention to the teacher and the didactic material that are on the board.</li> <li>• Students ask any questions if they have doubts.</li> </ul>	Whole class	<ul style="list-style-type: none"> <li>• Flashcards</li> </ul>
<b>While Listening (10 minutes)</b>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>• The teacher gives to students a worksheet to everybody complete.</li> <li>• The teacher explains how students will complete the activities in the worksheet.</li> </ul>	<b>Worksheet activity</b> <ul style="list-style-type: none"> <li>• Students receive the worksheet and read it.</li> <li>• Students pay attention to the teacher's explanation.</li> </ul>	Individual	<ul style="list-style-type: none"> <li>• Speaker</li> <li>• Song</li> </ul> <a href="https://www.youtube.com/watch?v=eMOnyPxE_w8&amp;ab_channel=FunKidsEnglish">https://www.youtube.com/watch?v=eMOnyPxE_w8&amp;ab_channel=FunKidsEnglish</a> <ul style="list-style-type: none"> <li>• Worksheet</li> </ul>

	<ul style="list-style-type: none"> <li>• The teacher plays a song twice, so students listen carefully to complete the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the song and complete the worksheet.</li> </ul>		
<p><b>Post – Listening (5 minutes)</b></p>	<p><b>Group work activity</b></p> <ul style="list-style-type: none"> <li>• The teacher asks students to form groups of 5 people.</li> <li>• The teacher gives a picture to word to every group.</li> <li>• The teacher explains to the students that each group needs to draw their respective feeling on the board and tell a sentence using the same word.</li> </ul>	<p><b>Group work activity</b></p> <ul style="list-style-type: none"> <li>• Students form the groups quickly.</li> <li>• Students read and identify the word.</li> <li>• Students draw the feeling on the board and the rest of the class guess what is the feeling and one member of the group tell a sentence using the same word..</li> </ul>	<p>Groups</p>	<ul style="list-style-type: none"> <li>• Student drawings.</li> <li>• Students' sentences.</li> </ul>
<p><b>Anticipated problems:</b></p> <ul style="list-style-type: none"> <li>• Students don't pay attention to the song.</li> <li>• Students cannot identify the word.</li> <li>• Students cannot identify the drawings.</li> </ul>				

  
 Teacher signature

Teaching resources: Flashcards

