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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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en Pedagogía del Idioma Inglés.**

Theme: Lyrical Techniques and Vocabulary Acquisition

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I, Dra. Mg. Elsa Mayorie Chimbo Cáceres, holder of the I.D No. 1802696458, in my capacity as supervisor of the Research dissertation on the topic: **“LYRICAL TECHNIQUES AND VOCABULARY ACQUISITION”** investigated by Mr. Amores Mena Anthony Kevin with I.D No 1850095132, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "**LYRICAL TECHNIQUES AND VOCABULARY ACQUISITION**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

A handwritten signature in blue ink, appearing to read 'Kevin', with a long horizontal stroke extending to the right.

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DEDICATION

TO:

I want to dedicate all the effort and dedication during all these years especially to my parents who were my biggest reason to keep going and to never give up. Their words of encouragement were my greatest blessing.

To my siblings, and the rest of my family for their patience and motivation during this stage of my life. To my classmates who became my friends in life, for their unforgettable moments by my side and their kindness. I am eternally grateful to them.

Sincerely,

Kevin Amores.

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To my professors who have always been able to instill in me good values and their natural knowledge about everything I know today. The patience and the gift of teaching other people will serve me a lot in my professional life. To my tutor Mg. Mayorie Chimbo who had patience with me during all this process. Thank you for everything.

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AUTHOR: Anthony Kevin Amores Mena

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ABSTRACT

The present research is focused on investigating different strategies for teaching and learning of vocabulary. For this reason the topic is lyrical techniques and vocabulary acquisition. It aimed to analyze the influence of the two variables along with the learning of new words. This research had a quantitative pre-experimental approach with a population of 12 students of Unidad Educativa "Jerusalén". Four months of research were carried out with a duration of 4 weeks in the treatments with tenth-grade students. The children took a pre-test which was a standardized KET Cambridge exam to obtain reliable data. This test was focused on listening skills and consisted of five parts with a total duration of 45 minutes, but only the first three parts of this test with a duration of 30 minutes were taken into account to evaluate the vocabulary of the students. During the treatments applied, it was necessary to use lyrical techniques such as songs with their lyrics. In addition, recreational activities such as pictionary, simon says, don't say yes or no and so on were essential before introducing the topics proposed by the researcher. After the treatments, a post-test was applied in order to compare the results and determine the students' improvement in their vocabulary acquisition. IBM SPSS statistical software was used for the analysis and data collection. Finally, the results showed that the mean pre-test score was 2.9 out of 10, while the mean post-test score was 7.2 out of 10. Concluding that the acquisition of vocabulary improved notably with the use of lyrical techniques, especially with the use of songs.

Keywords: lyrical techniques, vocabulary acquisition, foreign language, songs.

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RESUMEN

La presente investigación busca indagar diferentes estrategias durante la enseñanza y aprendizaje del idioma inglés enfocada en la adquisición de vocabulario. Es por esto que el tema es técnicas líricas y la adquisición de vocabulario. Tiene como objetivo analizar la influencia de las dos variables junto con el aprendizaje de nuevas palabras. Esta investigación tiene un enfoque cuantitativo pre-experimental con una población de 12 estudiantes de la Unidad Educativa “Jerusalén”. Se llevo a cabo 4 meses de investigación con una duración de 4 semanas en los tratamientos junto a los estudiantes de décimo grado. Donde los niños realizaron un pre-test el cual fue una prueba estandarizada KET examen de Cambridge la cual fue necesaria para obtención de datos. Este examen estaba enfocado en la destreza del escucha que constaba de cinco partes con una duración de 45 minutos en total, pero solo se tomo en cuenta las tres primeras partes de este examen con una duración de 30 minutos para evaluar el vocabulario de los estudiantes. Durante los tratamientos aplicados fue necesario el uso de una las técnicas líricas como las canciones con su letra. Actividades recreativas como pictionary, simon says, don't say yes or no and so on, fueron esenciales antes de introducir los temas propuestos por el investigador. Después de las intervenciones se aplicó un post-test que fue el mismo examen que se aplicó anteriormente. Para el análisis y la obtención de datos fue necesario el software estadístico IBM SPSS. Finalmente, los resultados mostraron que la puntuación media del pre-test fue de 2,9 sobre 10, mientras que la puntuación media del post-test fue de 7,2 sobre 10. Concluyendo que la adquisición de vocabulario mejoro notablemente con el uso de las técnicas líricas especialmente con el uso de las canciones.

Palabras clave: técnicas líricas, adquisición de vocabulario, lengua extranjera, canciones.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

It should be noted that this research is not independent. There are many articles that supported this research project. Previous studies that were carried out 5 years ago were taken into account in order to analyze different investigations related to the proposed topic lyrical techniques and vocabulary acquisition and to show the influence of songs and their lyrics so that each student can learn vocabulary in a simple and relaxed way.

The first research study was carried out by Safa (2018) The research involved 60 students between 15 and 18 years old, 30 of them have been assigned to experimental group which are exposed to song for vocabulary learning and the other 30 ones have been assigned to control group, who were evaluated in different ways through observation and applying surveys which made this qualitative investigation to obtain results for the investigator. It concluded by saying that songs are an effective method to help students during vocabulary acquisition than can be naturally stored and remembered in their minds during oral communication. It is also emphasized that there is no difference between men and women when obtaining the results of the aforementioned research.

On the other hand, Davis (2017) led a study to demonstrate that songs are an important feature during language learning in grammar, pronunciation, language usage and most importantly vocabulary acquisition. This research had a quantitative approach since results were obtained through a pre-test and a post-test. The author mentioned that an empirical investigation will not notice promising results when songs are used as a teaching tool. The use of them draws the students' attention for their ease of learning vocabulary and for their motivation since it allows students to get more involved in their teaching-learning process through the songs and to improve several aspects such as improving pronunciation. and receptive skills.

Kusnierek (2016) developed a research that analyzed the importance of music to learn vocabulary. The author obtained data through the application of surveys applied to elementary school students which makes this mixed research. The main objective was to analyze if the music influences during the memorization of vocabulary. The teaching method used during the investigation was implicit learning, which in short is the unintentional acquisition of knowledge. The results were obtained through a pre-test and post-test application. However, the author emphasized that without radio or television stations people's lives would be hard when carrying out activities of daily life since songs and television provide comfort to people's lives.

Bisena (2021) conducted a research aimed at the effectiveness of the best songs in the region. In this research, it was noted that Western songs are more influential during learning, since it is said that songs influence our thoughts and emotions. During this study a descriptive analysis was made which was applied in students of STMIK STIKOM in Indonesia obtaining as a result that the use of western songs was an effective pedagogical tool for obtaining vocabulary. Since the songs utilized in this research had a greater impact on young people to gain vocabulary. In addition, the vast majority of songs applied were hits those students enjoy listening, so good results were achieved by using songs as a teaching method.

Fan (2016) led a study to demonstrate the influence of songs to acquire vocabulary specifically with children between 5 and 7 years old. In this investigative work, the objective was to demonstrate that songs, choral repetition and control are fundamental aspects for learning vocabulary. The author stated that it was rigorously evaluated during 7 weeks with a total of 15 personalized classes. The data collected of this qualitative research was obtained through the morphemes that each elementary student was able to produce with the use of images before and after the teaching period. As a result, this investigation proved that songs play a very important role in pedagogy.

Tegge (2017) carried out an investigation to demonstrate whether the lexical coverage of the songs is effective in improving vocabulary. The study aimed to investigate whether the songs that are on the hit list have an influence on the acquisition of vocabulary. To carry out this investigation, two large groups of songs were used, which were constituted of 408 songs. The first group consisted of the recent hit lists while in the second group of 635 songs were chosen by the teachers. The results of the analysis were obtained through range and 20 frequency lists showing as results that the songs that appear on the hits list had less lexical

influence unlike the songs of another genre. The songs selected by the teachers got less demand when speaking of lexicon since 2000 families of words were known that reached a coverage of 95.5%. By consequence, it was highlighted that the genre of the songs does influence when acquiring vocabulary in the English language, because all students have different musical tastes and preferences.

Lems (2018) conducted an investigation about new ideas, techniques and strategies which involve the use of songs in the classroom. The author investigated whether the use of songs influences the learning of the English language. This research described how songs act as a motivator for students during the learning process. The population that was considered during the investigation were young adults using a qualitative approach. A survey was applied on what is the greatest interest of young adults in listening to music to improve learning? The results demonstrated that the majority of students listen to music non-stop during their daily lives and that their playlists are a fundamental part of their studies. The author mentioned that there are several methods for easy access to music and songs among which are creating and sharing playlists using karaoke and reporting on a chosen musician. The aforementioned strategies were easily accessible to improve our learning in the English language.

Pavia (2019) investigated a study to find out if vocabulary learning occurs incidentally in students. This research aimed to improve incidental vocabulary learning through listening to songs. It was necessary to conduct an experimental study to measure 3 dimensions of vocabulary knowledge: recognition of spoken form, connection of form and meaning, and collocation recognition. The results proved that the use of songs contributed to the acquisition of vocabulary while the use of a song repeatedly obtained favorable results to gain vocabulary. Based on these results, the researcher concluded that vocabulary learning occurs when listening songs and apply them in the language.

Nguyen (2020) led a study about the perceptions that teachers have about the use of songs in the classroom to learn vocabulary. This research work focused on the use of songs considering the perceptions of teachers in the vocabulary instruction of young people. A descriptive study was carried out with a population of 65 teachers who teach the English language and in a period of 15 weeks, the researcher employed surveys, questionnaires, and semi-structured interviews. The results obtained showed that teachers have positive perceptions about the use of songs for the acquisition of vocabulary in young students. The views in its entirety by teachers reflected those greater results were obtained at the time of

implementation of songs for the vocabulary teaching. According to this research, the effectiveness of playing songs will be reflected in future classrooms and will be more social interaction thanks to it.

Antika (2020) carried out an investigation to demonstrate what are the effects of the use of songs in English for young students. This research aimed to demonstrate that songs can be used as an interesting tool during the vocabulary learning process specifically in children. The population that was taken into account was 7 students between 8 and 10 years of primary school in a town located in Malang. This research work used a mixed approach, where a pre-test and a survey were applied to know the previous knowledge of the students. During the treatment, the lyrics of songs with simple and easy words to remember for the students were considered to improve the results. Finally, a survey was carried out towards the students one by one to see the influence that songs had during the learning process specifically vocabulary. The researcher mentioned that out of the good results obtained during this research work, songs played an important role in students, specifically, in children since they learn words unconsciously thanks to the fun way of learning the language.

1.2 Technical- scientific foundation

The question for this research is: What are the benefits of using songs to acquire vocabulary? True information has been sought to support this investigation in order to answer this great question, there are several theories on this subject which different authors investigated about whether it is really important to use songs to acquire vocabulary. In this section, fundamental definitions and concepts were described to support this research.

1.3 Independent variable

Teaching methods

Cerghit (2006) defined teaching methods as the assembly or the system of processes or modes of execution of the operations involved in the learning process integrated into a single flow of action in order to achieve the objectives proposed. Moreover, Buenaño (2021) stated that the topic of teaching methods involves considering specific strategies for different students in the class. Thus, it is possible to define the teaching method as the way teachers teach using different strategies or operations in the classroom to ensure that students acquire significant learning.

Teaching methods are an essential part of the teaching-learning process, since they allow teachers to focus especially on the needs of each student and the selection of the correct strategies and techniques to be used for classroom instruction. Al-Rawi (2013) remarked that teaching method is the mechanism that is used by the teacher to organize and implement a number of educational means and activities to achieve certain goals. Over time, teaching methods have evolved and nowadays, teachers have a large number of them to choose from and select the best that is, those that help them mainly to identify the needs of their students and therefore, help to cover them. Launching certain activities that facilitate teaching-learning process and obviously achieve the objectives proposed at the beginning of each unit. In addition, there are barriers during learning which make each method more effective. These are mentioned below. Bibabidi et al. (2016)

- Do not use educational assistants.
- Lack of interest and motivation among students.
- Alignment with organizational strategies.
- Interested in students and trust in their ability.
- Being interested in the scientific field of study.
- Having a course plan, using appropriate educational strategies.
- Encouraging creativity during teaching the lessons.

Communicative Language Teaching (CLT)

It is an innovative approach which arises as a dissatisfaction with the traditional methods, which mostly focused on teaching grammar and not developing oral production in the students of a foreign language. Rambe (2017) mentioned that lexically the term 'communicative' is derived from the word 'communicate' that means to express ideas, feelings,

or information from one to another. For this reason, this approach is focused on promoting the learning of a foreign language through activities that involve real communication. These activities are used to carry out a meaningful interaction and that learners can practice their language in a real situation, where they can create and maintain a correct conversation. Thus, Sánchez (2020) highlights that CLT is an approach to language teaching in which interaction is given the highest importance as a means and as an end in language learning. Nunan (2000) stated that there are five characteristics described by recognized linguists in their explanation of CLT today.

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.

Through the implementation of the CLT approach within the school environment, it is possible to discover some advantages. For example: the use of interaction as a tool allows students to obtain more knowledge about the target language and to practice and gain more confidence themselves to achieve effective communication using the target language. In addition, according to Rambe (2017), it is possible to mention other advantages offered by the CLT approach within the classroom such as:

- Make real communication, the focus of language learning because this approach seeks that the learning process be through interaction, so that students can imagine real life situations to practice, identify possible errors, correct them, and learn from them.
- Provide opportunities for learners to experiment and try out what they know, for this reason, it is important that teachers implement activities that foster new knowledge and reinforce previous knowledge.
- Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence, which according Yufrizal (2017) referred to language user's grammatical knowledge of syntax, morphology, phonology, and the like, as well as social knowledge about how and when to use utterances appropriately.

- Provide opportunities for students to develop accuracy and fluency, which means that students can speak correctly with very few errors and also speak, maintaining correct interaction, avoiding hesitation and repetition.
- Link the different skills such as speaking, reading, and listening, together, since they usually occur together in the real world. The CLT approach gives students the opportunity to put into practice all the skills and sub-skills of English, since one of the objectives proposed by this approach is to help improve the communicative competence of each student.
- Let students induce or discover grammar rules. Richards (2006) mentioned that CLT is also essentially inductive, based on functions and notions syllabuses, rather than grammatical structures. It means that teachers don't introduce the grammar rules through general rules, but through examples that allow learners to find or discover the rules.

Poetry

Rejina (2021) mentioned that poetry is considered one of the major genres of English language teaching (ELT). However, many English teachers seem to neglect the role of teaching poetry in the ELT context. Nowadays, poetry is not highly appreciated, since sometimes this term is seen as an ambiguous term, where young learners do not pay much attention, but it is important to mention that through this literary genre, learners can develop the receptive skill as reading. and acquiring vocabulary, where this is important to develop productive skills such as: writing and speaking and thus produce a better elaborated English.

Lou (2019) affirmed that poetry is an art form that is full of images and expressions which develops some amazing cross-curricular connections. A small notion of how poetry acts in education should be considered. Alabi (2015) stated that poetry in an educational setting is boring for students but warns that writing poetry is better than reading poetry. Over time, within the school environment this tool has been effective since it has allowed students to develop their language skills and increase their lexical storage, but it is important to remark that currently it is too difficult to implement the poetry in the classroom to teach. However, Rejina (2021) mentions that teaching poetry is significant in the language classroom because it brings

a positive impact on the social and emotional learning of the students. Despite being a very little used tool, poetry has sometimes allowed students to feel motivated to get involved in the teaching-learning process of English as a second language.

This has been possible, due to the implementation of some activities in class such as:

Poem illustration: This activity allows students to connect with poetry by illustrating different literary works which enhance mental imagery and thinking through images or symbols.

Inspiring poem bookmarks: The student must investigate different literary works with illustrations and then creatively describe them in words. These bookmarks can be found in libraries or distributed to students independently.

Lyrical techniques

One of the lyrical techniques within the educational field are the songs and specifically focused on the lyrics of the songs as a didactic strategy which has had very good results in the students this due to the feeling that each song transmits that is why that the use of songs in the classroom motivates and relaxes students when learning. Chouba (2018) one of the problems of the students when they learn a new language is the vocabulary for the majority the vocabulary is very extensive and this problem includes the teachers who must implement effective methods so that the students feel safe to learn new vocabulary. One of these elements are the songs together with their lyrics implying that the songs turn out to be an element of relaxation for the learning process which obtains great results in the students. Putri (2015) remarked that the songs serve as an icebreaker at the beginning of the class since the students think about many other things and do not concentrate in class, that is why it is said that the songs can serve as a warm-up to relax the student and start the class in a better way.

Cahyaningsari (2016) stated that students feel bored when acquiring a new language at first students may feel motivated to learn but after 10 minutes, they feel tired and lose interest in learning. Teachers must be more creative when choosing materials and methodology when teaching the class. The author stated that can be improve students' self-esteem is by using songs children love to enjoy songs they sing and unconsciously memorize words it is much easier to memorize words through songs than by making sentences. Graham (1996) stated that there are

several lyrical strategies such as: singing, chants, poetry and songs to use in the classroom that cover all the sub-skills that develop when learning a language in this case the vocabulary is benefited for the students.

The following lyrical technique presented by this author is described as a pleasant activity.

Singing: Luo (2019) stated that this technique focuses on the use of songs together with the participation of the students to sing the song that suits the topics that the teacher is going to teach. One option for singing is the use of oral drills. Here are some tips for using singing in the classroom: listen to the song, ask some questions about the title, repeat the song but with lyrics, focus in the grammar and verb tense and focus on vocabulary, idioms and expressions.

The following technique is known to be the best for improving literacy and language development, and for English speech rhythms as well as pronunciation and intonation.

Chants:

According to Hashim (2020) chanting is an enjoyable technique in conjunction with body movements and the use of multiple repetitions makes this a positive technique rather than a boring one. A clear example of the chants is:

- Jazz chants

Even teachers can take advantage of the rhythm of chants which is more interesting to young children than the melody of songs. This may happen as chants may be easier to follow by children rather than songs, which can, in turn, ease the performance of gestures or movements in coordination with the chant, as noted earlier. Edwards (2013)

Chants-gestures-based teaching activities

- Guess the meaning of the gesture.
- Listen and look at the teacher chanting and gesturing.
- Listen to the word/phrase and practice the gesture (repeat after the teacher).
- Chant each word/phrase and make the gesture (repeat after the teacher).
- Chant all the words/phrases and make the gestures (perform simultaneously).
- Chant and gesture fast and slowly (according to teacher's commands).
- Form a circle, chant, and gesture accordingly.

- Listen to the word/phrase and show the gesture (produce without teacher's chanting).
- See the gesture and say the word/phrase.
- Complete the chant saying the word and making the gesture.

Telling tales (Storytelling)

Storytelling is described as “a technique of teaching that has stood the test of time” Chambers (1970) That is stories help to communicate literary and culture heritage while also helping learners better develop a sense of rhetorical structure which assists in the study of literature and in their own writing. A story tells about some event – some particular individuals, and something that happens to them. Stories engage our thinking, our emotions, and can even lead to the creation of mental imagery Green & Brock (2000)

1.4 Dependent variable

English as a foreign language

Catalano & Moeller (2015) mentioned that a language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. For this reason, in Ecuador English is a foreign language, since it is the nonofficial language of this country and it has to go through the teaching-learning process, to study, practice and learn it, but all this process obviously takes place with English learners in the classroom, since outside the classroom it is difficult to practice with other people, since most people in this country only speak Spanish.

Over time, English has become a universal language, as it is one of the languages with the largest number of speakers in the world. Rindal (2014) stated that English is an official second language, and it often dominates in certain domains such as education, government and among higher social classes. This idea is almost similar with Suárez (2021) who mentioned that the English is an official language in many countries and in many cases is studied as a subject in schools, colleges and universities. Due to this, the English language has been considered one of the most influential languages in the world, since in some countries, for example here in Ecuador, English is present within the Ecuadorian educational system, to allow most students to learn English as a second and foreign language.

Language learning

To learn a new language and acquire new skills the learning process is necessary. This process is characterized by being a conscious and complex process, since it involves the presence of some components, such as a large investment of time, study, effort, discovery, and research to deepen knowledge and achieve significant learning. According to Schutz (2017), the language learning refers to the analysis and study of the language as a system, primarily in its written form. Language is a communication system that involves a series of components such as phonology, morphology, syntax, semantics, and pragmatics, for this reason it is necessary to consider the language learning process since through it, it is possible to analyze, learn and try to master a second language.

Learn a new language have some advantages and thus, Catalano & Moeller (2015) mentioned that learning another language provides access into a perspective other than one's own, increases the ability to see connections across content areas and promotes an interdisciplinary perspective while gaining intercultural understandings. With the learning of another language, it is possible to have more opportunities to produce additional knowledge. For example, encouraging students to learn English gives them opportunities to improve their performance in other academic areas, since getting involved in the language learning process helps them stimulate and strengthen their memory, reinforces their linguistic skills in their mother tongue and also allows them to broaden their global perspective which makes them more ambitious in knowing and learning new things.

Language components

Hoque (2015) pointed out that language components are based on the combination of words within sentences which is based on a structure that individuals can use to communicate. These components are divided into three groups:

Form: Phonology, morphology, and syntax.

Content: Semantics.

Use: Pragmatics.

Phonology: “Is the scientific study of the structure of language. (Odden, 2012)

Morphology: “Is the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed” (Parker, 1878). It surrounds the morphemes that form words.

Syntax: “Is the study of how individual words and their most basic meaningful units are combined to create sentences is known as syntax.” (Bloomfield, 1914). It is a fundamental part of linguistics that studies the structure and formation of sentences.

The content group is divided into a component.

Semantics: “Is the study of the meaning of linguistic expressions” (Thomason, 2012). It is the study of meaning and truth.

Finally, the use group that is likewise divided into a component.

Pragmatics: “Is a major study of linguistics that defines the hidden meanings of a writer and speaker towards the conjoining effort of linguistic form” (Siddiqui, 2018). In other words, it is the study of how it affects the meaning of words in different contexts.

Vocabulary acquisition

The acquisition of vocabulary comes from the mother tongue. The human born with a lexicon which can be improving and learning over time. But must know that for the acquisition of vocabulary. First develop little by little the other learning skills such as: listening, writing, speaking, or reading. All these skills go hand in hand for proper learning. In addition to this it must take into account technology when learning a language it is true that is a very useful tool for learning and even more so if it is about acquiring vocabulary.

Kohnke (2019) argued that there are several ways to acquire vocabulary through technology such as: web pages, online games, or mainly through songs. In order for the vocabulary to be understood it is necessary to have self-interest since without interest there is

no learning. It is a fundamental part that both teachers and students are involved in the learning process so that vocabulary acquisition is effective.

Larsson (2014) mentioned that vocabulary is learned implicitly. It means that people are capable of learning new words without realizing that they are doing so. It is believed that both teachers and students are able to learn a new language without having an extensive lexicon. In other words, the vocabulary is very limited, and that learning is only focused on teaching grammar. Remember that vocabulary knowledge is one of the most important components when learning a language. Moreover, the teaching of vocabulary plays an important role in the grammar for the interpretation of texts and dialogues to generate explanations of what you are reading or learning, learners must have a broad knowledge of words and allow their lexicon to be improved with practice and communication from other people. For this reason, Castillo & Moya (2013) pointed out that to learn a foreign language such as English, one must have a basic knowledge of the vocabulary of what is going to be known for the formulation of simple sentences which allows the learner to have a notion of what is happening to deal with the subject of the class.

Autonomous learning is fundamental when the vocabulary is acquired through listening and reading comprehension exercises, the student better understands the words that will be used within a specific context. A problem that students generate is that they cannot choose the best words within a given context, that is, they are not familiar with all the words that the class topic involves. Therefore, they forget the less used words.

Kinds of vocabulary

Sherman (2012) mentioned that there are two kinds of vocabulary such as grammatical words and content words:

Grammatical words

Words whose function is to indicate grammatical relations. Which have little lexical meaning and intervene within a sentence to indicate the state of mind of the person who is speaking.

Pronouns: Are words that are used to refer to people or things when there is no noun involved. For example: It, him, her, them and so on. There are also reflexive pronouns which are those that reflect the person in the sentence. Such as: himself, herself, myself, yourself, yourselves, and themselves.

Prepositions: Are those words that are used to unite one another. They can be used in contexts such as time, place, location or to introduce an object. For example: in, on, at, of and to.

Determiners: Are words which show them if there are one or more people or objects. These words are used at the beginning of a noun. For example: a, the, some, each, this and so on.

Conjunctions: Are words used to join sentences. Such as: and, but, because, yet, since, or, while and so on.

Content words

Content words are those words that are known to have a meaning. Like for example: nouns, verbs, adjectives and adverbs. It can use these within a sentence and they have a grammatical use.

Nouns: Are words used to refer to a person, place or thing.

Verbs: Are words that show an action. For example: study, sing, play, develop.

Adjectives: Are words that describe nouns. Such as: good people or it's to be here.

Adverbs: Are words that modify the verb. For example: she spoke softly, or he sings well.

1.5 General objective

- To analyze the influence of lyrical techniques in vocabulary acquisition.

1.5 Specific objectives:

- Identify the different lyrical techniques that help to acquire vocabulary in the English language.
- To determine the English language learning improvement of the students after using lyrical techniques.
- To evaluate the students' development in vocabulary acquisition through lyrical techniques.

CHAPTER II

METHODOLOGY

2.1 Population

To carry out this research project a total of 12 students participated. The students were from the tenth grade which were taken randomly from Unidad Educativa “Jerusalen”. The treatment was applied during the English class. The research lasted about 3 months while the treatments lasted 4 weeks in which the researcher attended 6 face-to-face interventions that lasted 40 minutes each one.

2.2 Materials

- A standardized international test "A2 KET English Test". This test aimed to reveal the student's English level. In this case, the vocabulary part was taken into account through the listening part.
- A post-test was used to determine the level of vocabulary after the interventions made by the researcher through the use of songs.
- The digital platform Youtube was taken into account for the use of videos used by the researcher.
- The use of the Canva website was taken into account by the researcher to make presentations which were used during the treatments.
- Whatsapp group was created by the researcher to better communicate with the students, which helped to share information online such as exercises related to the interventions made by the researcher.

2.3 Research approach

This research was based on an experimental design and a quantitative approach because it observes the influence of the dependent variable (lyrical techniques) on the independent variable (vocabulary acquisition). According to Watson (2014), quantitative research like a wide range of phenomena related to numbers and statistics. Therefore, this type of research is based on statistics that can be measured according to the problem of study and the obtaining of numerical data.

2.4 Methods

Basic methods of investigation

This study focused on the following types of research:

Quantitative research

According to Watson (2014), quantitative research as a wide range of phenomena related to numbers and statistics. Therefore, this type of research is based on statistics that can be measured according to the problem of study and the obtaining of numerical data. On this research, the data collected through a standardized international test "A2 KET English Test". This test aimed to reveal the student's English level in this case the vocabulary part was taken into account through the listening part.

Bibliographic research

Allen (2017) mentions that bibliographic research is defined as the process of collecting information from different published sources. All the information taken during this research work was obtained from thesis and master's thesis in university repositories, books, magazine articles would be properly reviewed for their relevant use. The correct use of data collection is provided by the researcher who carries out this work.

Field research

Hernandez et al. (2017) affirm that the field investigation is based on the reality where the facts occur that is to say that the collection of data occurs in a real context where the researcher collects information in a real context that is why this investigation is carried out in a real educational context in the tenth year of basic education at Unidad Educativa "Jerusalen" in order to determine the relationship of the songs for the acquisition of vocabulary.

2.5 Level of type of research

Hernandez and Mendoza (2018) state that when the researcher chooses only one working group at random, this is called pre-experimental. Furthermore, before the treatments it was necessary to apply a standardized test and then it was re-evaluated in the same way to see if the treatments were effective. With a total of 12 students, this research was carried out.

Exploratory research level

Akhtar (2006) states that an exploratory investigation is one that takes into account the main problem of the research topic. In this case, this research work is of an exploratory nature because we want to know the influence of music together with its lyrics for the acquisition of vocabulary. The use of music during class is a strategy that is familiar to the student and the teacher which makes the class more enjoyable. Music videos with lyrics are some tools that will be carried out during the investigation. The application of a pre-test and a post-test will help to identify the vocabulary level of the students and obtain data in a real context that helped with the research process.

2.6 Procedure

The research project lasted two months with a total of 6 interventions where the researcher worked with a total of 12 students between 9 and 11 years old from Unidad Educativa "Jerusalen" During the 8 interventions the entire research process was carried out.

During the pre-test the researcher introduced himself to the class. After that, the fundamental parts of the research project were presented, such as: topic and objectives. The researcher asked the students if the songs influence the acquisition of vocabulary. Finally, the researcher applied the pre-test which consists of 3 parts focused on the listening part to acquire vocabulary with a total of 15 questions with around 30 minutes to finish the test. During the first part an audio was played in which the students chose the option they thought was correct. In the second part the researcher played an audio about the summer jobs in which the students wrote what the activity asks for. Finally, the last part was similar to the first the researcher played an audio about a friend's trip recommendation in which the students chose the option that seemed most correct to them. Then, the researcher collected the tests carried out by the students and ended with an activity called "What's missing" which consisted of the researcher writing the words used during the pre-test on the blackboard. The students had 1 minute to memorize the words and then they closed their eyes and the researcher erased one of the words written on the board and the students would have to guess which word was erased.

During the first intervention the teacher divided each lesson plan into 3 stages which are: receiving, understanding and evaluating. To start the class the teacher started with a game called "Pictionary" explained the activity and play it with the students. During the first phase of the lesson plan the teacher played a music video about the vocabulary of places in a city the

students had to repeat each word they hear while the teacher motivated the students to use the grammatical tense (present continuous). In the second phase of the lesson plan the teacher asked the students to read each of the phrases they saw in the previously presented music video while the rest of the students listened. Then the teacher dictated sentences related to the vocabulary and grammatical tense used in class the students had to listen and take notes. The last phase used in the first intervention was for students to formulate sentences about the correct use of grammatical tense together with the vocabulary of places in the city. Finally, the teacher divided the students into pairs to formulate questions using the present continuous and vocabulary. The teacher evaluated each pair and the best one was awarded.

In the second intervention the teacher started the class with an activity called "Two truths and one lie" the teacher explained what the activity is about and carried out the activity together with the students. Then, the teacher played a music video on the class topic and asked the students if they had any doubts or questions. The teacher played the video again to sing along with the students. The teacher asked the students about the vocabulary presented in class with questions such as: What time is it? What's the time? What time do you make it? During the second stage of the lesson plan the teacher asked the students to read each word presented in the video while the rest of the students listened and repeated the words. Then, the teacher presented slides on the proposed topic while the students took notes on the presentation. During the last stage, the students answered the questions that the teacher asked such as: What time is it? What's the time?. The teacher asked questions about the subject. To end the class, the teacher divided the students into pairs to carry out an activity with flashcards where one student asked questions and the other student answered.

During the third intervention the teacher started the class with an activity called "Spot the error" explained what the activity consists of and the students helped to carry out the activity. Then, the teacher played a music video about "Months and days". Then, I asked about doubts or questions about the vocabulary presented in the video. The teacher motivates the students to use the vocabulary with the corresponding grammatical tense with questions such as: When is your birthday? / What day of the week do you play soccer?. Next, the teacher asked a student to read each of the words that were shown in the video. The rest of the students listened and repeated the words with the correct pronunciation. In the same way, the teacher presented slides on the class topic while the students paid attention and took notes. The last stage of the lesson plan the teacher asked the students questions such as When it's Mother's

Day? / When's Christmas? / When is your mother's birthday? I ask about doubts about the questions. To finish the teacher asked the students to come to the front of the class so that each student answers questions such as: When is your birthday? / What day comes after Friday? What month is Christmas celebrated? The teacher checked that each student answered each question correctly.

In the fourth intervention, the teacher presented an activity called "Don't say yes or no" explained what the activity consists of and carried out the activity with all the students. During the first stage of the lesson plan the teacher played a music video about "weather" the students repeated each of the words shown in the video while the teacher encouraged the students to use the vocabulary with questions such as: How's the weather? / Look outside? The second stage consisted of the teacher motivating the students to read each of the words presented in the video and the students repeated each of the words with the help of the teacher. Then, the teacher presented slides on the class topic while the students paid attention and took notes. During the last stage of the lesson plan the teacher showed flashcards to the students about the class topic in which the students had to say which is the correct word according to the flashcards, the teacher asked about doubts or questions about the vocabulary shown. To end the class, the teacher gave sheets with exercises related to the topic. He explained the exercises for the students which they had to solve. The teacher clarified any doubts or questions.

During the fifth intervention the teacher started the class with a game called "True or false" explained the activity and started the game with the students. The first stage of the lesson plan, the teacher played a video on the subject of the class which is "Money". He clarified doubts or questions about the video and motivated the students to use the vocabulary that was seen in the video. Next, the teacher asked a student to help him by reading each word that was shown in the video. All the students repeated each word with the help of the teacher. Then the teacher showed slides related to the class topic while students paid attention and took notes. During the last stage of the lesson plan the teacher gave sheets with exercises on the subject clarified any doubts or questions and supervised the students who did the exercises well. To end the class. The teacher showed flashcards on the vocabulary presented at the beginning of the class in relation to the video explained the activity to be carried out with the flashcards and checked each student to perform the activity well.

In the last intervention the teacher started the class with an activity called "Question relay" explained what the activity is about and asked the students for their collaboration to

carry out the game. During the first stage of the lesson plan the teacher played a music video on “Describing people” then repeated each word shown in the video. The students then listened to the vocabulary and repeated it together with the teacher. After that, the teacher encouraged the students to use the vocabulary presented in the video with questions such as: Is s/he.....? / Does s/he have...?). Next, the teacher encouraged the students to repeat each of the adjectives they heard in the video the other students heard and repeated with the correct pronunciation of each of the words. Then, the teacher presented a sheet with vocabulary words related to the class topic while the students listened and took notes. In the last stage of the lesson plan the teacher asked the students to describe their classmates with questions such as: Is he tall? / Is she friendly? / Is he kind? / Is she generous? The teacher asked about doubts or questions about the class topic and checked if the students handled the vocabulary very well. To end the class the teacher gave flashcards about the topic in which the students had to write the correct adjective behind each flashcard. The teacher clarified all doubts on the subject.

The teacher applied the post-test which was the same one that was applied at the beginning of the treatments which took place in Unidad Educativa “Jerusalen” with the same number of students who were between 9 and 11 years old. The post-test was taken from (Cambridge KET Exam) in which the same parts of the listening were taken into account which consisted of a total of 15 questions with a duration of 30 minutes. The teacher clarified any doubts before starting the test. This was done to check if there was an improvement in vocabulary acquisition by using songs.

CHAPTER III

3.1 ANALYSIS AND DISCUSSION OF RESULTS

The following chapter deals with the analysis of the data collected through a pre-test and a post-test. The data were collected from 12 students of tenth grade from Unidad Educativa “Jerusalen”. For the analysis of the results, tables and graphs were used to show the average result of each part of the test applied. The applied test had a total of 5 parts which were. Pictures with multiple choice questions, fill in a form, multiple choice, listen to five short texts, longer conversation and matching. Only 3 parts of the test were taken into account, which were related to the research topic. A total of 15 questions with a duration of 30 minutes and a maximum score of five points per section. This test was adapted according to the level of the participants.

For vocabulary development in the students, lyrical techniques were used to determine if they positively influence learning. To determine if the treatment worked a post-test was applied, based on the same structure as the initial test. The results were encouraging there was a significant increase in relation to the scores obtained in the pre-test.

After performing the comparative analysis of the results, we proceeded to the verification of the research hypothesis. For this, IBM SPSS Statistical software was applied in order to analyze inferential statistics, where the first point is the development of a normality test to know if the results follow a normal distribution. After analyzing the test, it was necessary to apply a Wilcoxon test which establishes the ranges obtained, according to the difference between the pre-test and the post-test and determines whether the results were dispersed. Finally, a statistical table was used to show the level of significance, which will allow the researcher to identify whether the hypothesis of the study is rejected or accepted.

Pre-test results

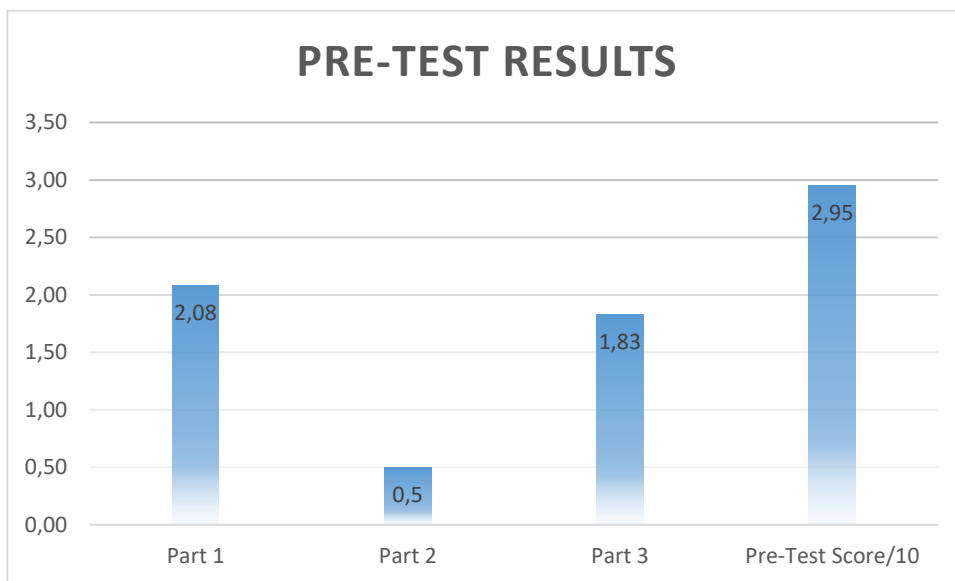
Table 1-Pre-test results

Pre-test results				
	Part 1	Part 2	Part 3	Pre-test score
Average	2,08	0,5	1,83	2,95

Produced by: Amores K. (2022)

Note: General average of the pre-test.

Figure 1-Pre-test results



Produced by: Amores K. (2022)

Analysis and interpretation

The data collection was done through two tests. In the first one, a pre-test was applied, with the objective of knowing what level of vocabulary the students have in their knowledge. The test consists of 3 parts, each part has a number of 5 items, where each question has a value of 0,66 point. A rule of three was made so that the student can obtain a maximum score of 10 points. Data were collected from a sample of 12 students in the tenth grade from Unidad Educativa “Jerusalén”

The table shows the average result of the 3 parts of the test. In the first part the average rank was 2.08 out of 5 points, while in part 2 the average rank was 0.5 out of 5 points. And lastly, the average rank in part 3 was 1.83 out of 5 points. The overall average of the participants in the pre-test was 2.95 out of 10 points. The most notable problem was evident in part 2 where the average rank has a value of 0.5 this value is below half of the maximum score. On the other hand, part 1 and 3 showed a higher result, but still does not reach half of the average rank. So it is necessary to develop and increase the vocabulary of the students.

Post-test results

Table 2-Post-test results

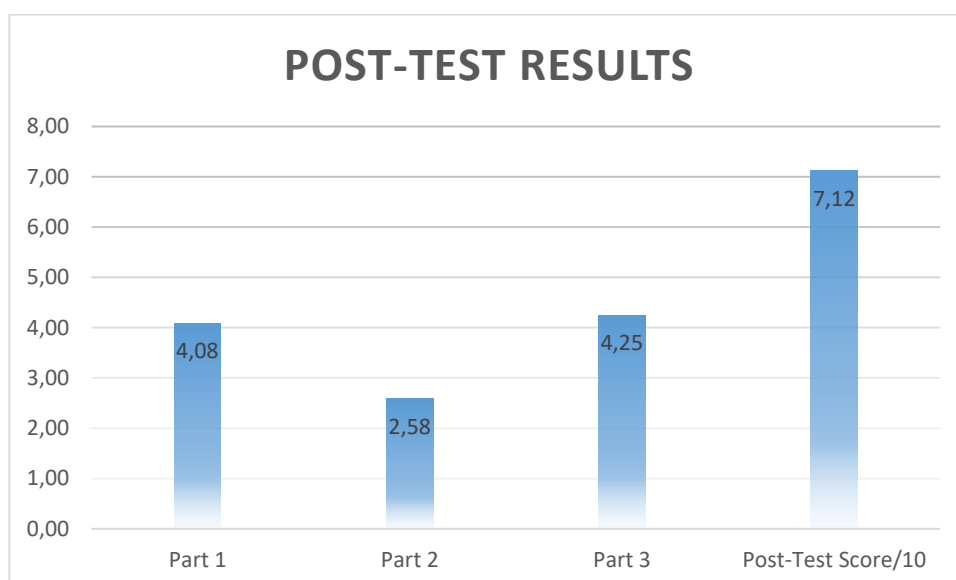
Post-test results

	Part 1	Part 2	Part 3	Post-test score
Average	4,08	2,58	4,25	10,92

Produced by: Amores K. (2022)

Note: General average of the post-test.

Figure 2- Post-test results



Produced by: Amores K. (2022)

Analysis and interpretation

After analyzing the results of the pre-test, we proceeded with the use of lyrical techniques to improve vocabulary in tenth grade students from Unidad Educativa “Jerusalén”. Information was collected from 12 participants through a post-test in order to determine if the treatment had a positive impact on learning. The applied test has the same structure as the initial test, it consists of 3 parts, each part has a number of 5 items, each question has a value of 0.66 point performing the rule of three which was applied in the pre-test the maximum score to obtain is 10 points.

The new results are shown in the following table where it can be seen that the scores increased significantly. The average rank in part 1 was 4.08 out of 5 in this part there was an increase of

2 points. On the other hand, part 2 obtained a mean rank of 2.58 out of 5 points while part 3 the mean rank was 4.25 out of 5 points. At this point, the overall post-test score was 7.12 out of 10 points. Therefore, at this point it is evident that the use of lyrical techniques had a positive influence on the vocabulary development of the tenth-grade students.

Comparative results pre-test and post-test

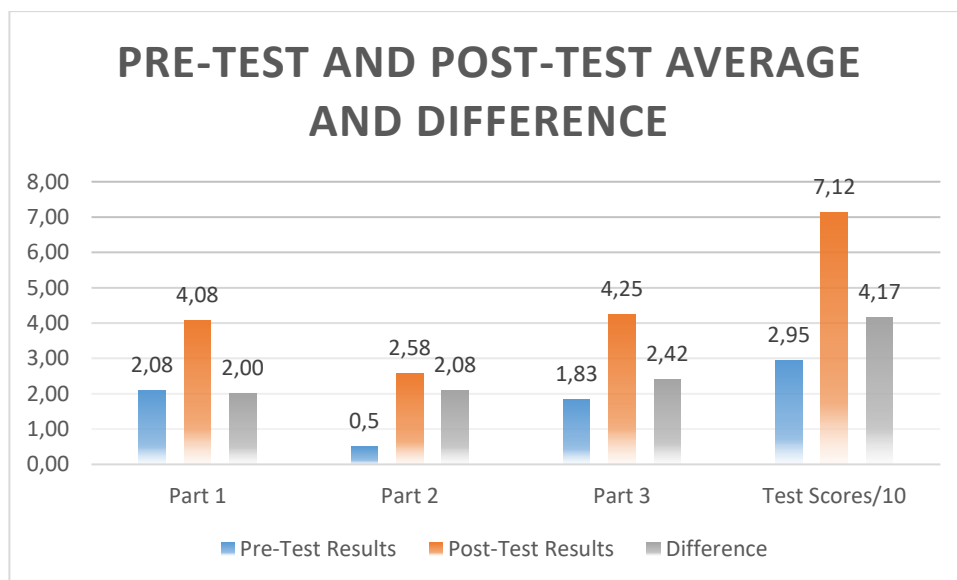
Table 3-Pre-test and post-test average and difference

Criteria	Pre-test results	Post-test results	Difference
Part 1	2,08	4,08	2,00
Part 2	0,5	2,58	2,08
Part 3	1,83	4,25	2,42
Test scores/10	2,95	7,12	4,17

Produced by: Amores K. (2022)

Note: General average and difference pre-test and post-test.

Figure 3-Pre-test and post-test average and difference



Produced by: Amores K. (2022)

Analysis and interpretation

The comparative analysis is performed by comparing the results obtained in both the pre-test and the post-test, in order to observe if there was an increase in the students' scores through the use of the lyrical techniques. The table shows the comparative result in the 3 parts of the test. In part 1 of the pre-test the mean rank was 2.08, this result increased in the post-test to 4.08 there was an increase of 2 points. In part 2 the score obtained in the pre-test was 0.5 compared to the score obtained in the post-test which was 2.58, there was a difference of 2.08 points. And lastly, in part 3 the average range in the pre-test was 1.83 this value increased to 4.25. There was an increase of 2.42 points. The general average in the pre-test was 2.95 this value increased considerably in the post-test with a value of 7.12 this over 10 points, there was an increase of 4.17 points between both tests.

In conclusion, after having analyzed the results of the two tests applied to the students it is inferred that the use of lyrical techniques to improve and increase vocabulary has a great positive impact this is evidenced in the difference between the scores of the pre-test and post-test. The use of these techniques was very entertaining and dynamic which allowed students to grasp and understand the content. Therefore, it is advisable to use lyrical techniques for learning in students.

Test of normality

Table 4-Test of normality

	Kolmogórov-Smirnov			Shapiro-Wilk		
	Stadistic	gl	Sig.	Stadistic	gl	Sig.
Pre_Test	,169	12	,200 ^a	,963	12	,821
Post_Test	,201	12	,195	,935	12	,433

*. This is a lower limit of the true significance.

a. Lilliefors Significance Correction.

Produced by: Amores K. (2022)

Note: Shapiro Wilk normality test values.

As a first step, the verification of the hypothesis is done through the development of a normality test, here it was determined that the results are dispersed. For the research a sample of 12 participants was taken into account, so for the analysis of the table we will consider the Shapiro

Wilk statistic this because the sample does not exceed the value of 30. The significance level in the pre-test is 0.821 while the value 0.433 is different in the post-test. This means that the results are scattered. Therefore, the Wilcoxon signed-rank test should be established.

Wilcoxon signed ranks test

Table 5- Wilcoxon signed ranks test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	12 ^b	6,50	78,00
	Ties	0 ^c		
	Total	12		

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

Produced by: Amores K. (2022)

Note: Wilcoxon signed ranks test values.

Test statistics

Table 6- Test statistics

Test Statistics ^a	
	Post_Test - Pre_Test
Z	-3,086 ^b
Sig. asintót. (2- tailed)	,002

a. Wilcoxon signed Ranks Test

b. Based on Negative Rank.

Produced by: Amores K. (2022)

Note: Test statistics values with asymptotic significance.

Analysis and interpretation

The Wilcoxon rank test was applied after evidencing that the results were dispersed, in this test the ranks are established, product of subtracting the values of the final test and the initial test in this part it is observed that in the box of negative ranks there is no value this means that no

student had a lower grade in relation to the pre-test while the box of positive ranks shows a total of 12 this indicates that 12 students improved and raised their grades in the post-test. Finally, no tie is evident. In the next column the average range is calculated, where there are 2 values the first one is 0.00, while the second value is 6.50. The total sum of these ranges resulted in two values, 0.00 and 78.00.

Finally, the following table shows the result of the asymptotic significance level, this value represents whether the hypothesis is accepted or not. This test shows a Z value of -3.086. And the level of significance observed is 0.002, this value is below the value of 0.05. Therefore, the conclusion reached is that we reject the null hypothesis and accept the alternative hypothesis the use of lyrical techniques has a positive impact on the acquisition of vocabulary in tenth grade students from Unidad Educativa “Jerusalén”.

3.2 Verification of hypothesis

Population:

To carry out this research a total of 12 students participated. The students were from the tenth grade, which were taken at random from Unidad Educativa “Jerusalén”, which were taken into account during the English class.

Hypothesis statement

Alternative hypothesis (H1)

The use of lyrical techniques has a positive impact on vocabulary acquisition with students of tenth grade at Unidad Educativa “Jerusalén”.

Null hypothesis (H0)

The use of lyrical techniques doesn't have a positive impact on vocabulary acquisition with students of tenth grade at Unidad Educativa “Jerusalén”.

Discussion

The following investigation evaluated the influence of lyrical techniques to acquire vocabulary. Together with the SPSS program, it was helped to determine if the use of lyrical techniques had a positive impact on students when learning vocabulary. In this way, the analyzes show that the null hypothesis was rejected and the alternative hypothesis was accepted after the treatments applied by the researcher.

First of all, the use of different lyrical techniques showed positive results. The use of songs and chants were essential for students to positively improve their vocabulary. After the treatments that were applied, there was a great performance in the listening process. According to previous research, students learn new words unconsciously within a real context in which songs and chants are one of the best learning strategies. Ballesteros & Tutistar (2016). Besides, the rhythm of the songs and chants makes the students memorize and learn unfamiliar words which are found in the lyrics of each song. Simamora & Oktaviani (2020).

The use of songs and chants in the classroom is defined as a strategy that provides a comfortable relaxed environment in which students feel comfortable to learn and participate actively during class. In the same way, the songs transmit feelings to the students to express or describe stories or experiences, making the class more interactive. Suarez and Castañeda (2019) Moreover, when songs are used as a strategy to learn vocabulary, students show empathy to participate in the classroom in the topics that the teacher is going to teach. It is essential to start with a relaxation activity so that students do not feel tired of learning. This activates the brain of the students to introduce a new topic. That is why a great strategy is songs and chants to motivate each of the students. Aguirre & Bustinza (2017)

Finally, the results show that the general average in the pre-test was 2.95 this value increased considerably in the post-test with a value of 7.12 this over 10 points, there was an increase of 4.17 points between both tests. In conclusion, the results of the two tests applied to the students it is inferred that the use of lyrical techniques to improve and increase vocabulary has a great positive impact this is evidenced in the difference between the scores of the pre-test and post-test. Songs and chants proved to be a great teaching strategy to acquire vocabulary because they have great benefits when learning new words.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

After applying and analyzing the treatments and the data previously obtained with the application of lyrical techniques for the acquisition of vocabulary, it is necessary to provide the following conclusions and recommendations.

4.1 Conclusions

- ✓ The use of lyrical techniques is directly related to the acquisition of vocabulary. Such as: singing, poetry the use of chants and songs. These strategies are undoubtedly one of the best when we want to learn new words and improve our lexicon. Singing is the best for improving literacy and language development, and for English speech rhythms as well as pronunciation and intonation. The use of chants is an enjoyable technique in conjunction with body movements and the use of multiple repetitions makes this a positive technique rather than a boring one. Poetry is a strategy of the literary genre, that is considered one of the best to improve receptive skills such as listening and reading. The last strategy is the one that stands out the most in the investigation. The use of songs is considered one of the best ways to learn vocabulary since the student learns unconsciously. That is the student does not realize that he learns the words when listening to music. During the application of songs, it was necessary to use a laptop mainly for the reproduction of the videos shown in the lesson plans for the treatments during the research process. According to the authors cited in this research work, the acquisition of vocabulary is more effective when students capture the words unconsciously and this is achieved thanks to strategies such as music which relaxes students and captures the attention of each one of them.

- ✓ A standardized international test "A2 KET English Test", proposed by Cambridge, was taken into account before and after the treatments to determine the students' improvement in their acquisition of vocabulary with the use of lyrical techniques. The results showed that the average score of the pre-test was 2,9 over 10 while the average score of the post-test was 7,2 over 10. Consequently, it can be concluded that students learned more vocabulary by using lyrical techniques with the use of songs.

- ✓ During the development of the research project, it was possible to evaluate the students' development in the acquisition of vocabulary through a pre-test and a post-test before and after the treatments applied to the students. Besides, it was necessary to use interactive activities such as 'pictionary', 'simon says' and so on at the beginning of each class in order to activate the students before starting with the main topic of the class. Then, the use of the Canva website was essential to carry out the explanation of each topic proposed by the researcher. Furthermore, several worksheets were used to encourage the students practice what they had learned and then produce new vocabulary with the help of the researcher.

4.2 Recommendations

- ✓ Lyrical techniques can be used in class to strengthen students' knowledge and activate their minds before, during and after each class. Based on the results obtained, the students acquired more vocabulary through the use of the songs, which apart from generating interaction is a fundamental part when learning new words. However, the teacher must monitor the class constantly so that there is no distraction among the students since most of the activities are interactive between students-teacher. The variety of resources must be considered to achieve the objectives of each class.
- ✓ Most students get stuck when they need to communicate with other people due to a lack of vocabulary or grammar problems. That is why the teacher must take into account the needs of all students so that they can feel confident to ask any questions about a word that is not understood during class. To conclude, it is important to have a good interaction with the students and establish a good atmosphere in the classroom, this will make the exchange of ideas easier and therefore the learning process will be effective.
- ✓ In order to apply the lyrical techniques with the aforementioned students, it is necessary to mention the benefits of this English language teaching strategy, which is the use of songs. Therefore, interactive treatments were used to improve the children's vocabulary. It is recommended to give priority to web tools such as lyrics training, or music.com. Also, it is possible to look for multimedia services such as spotify, dezzter

or apple music which are easily accessible to all audiences. This will help learners to activate their brain before starting with the objectives of the class.

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ANNEXES



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PRE-TEST & POST-TEST

Listening comprehension

Time: 30 minutes

KET: A2

INSTRUCTIONS TO CANDIDATES

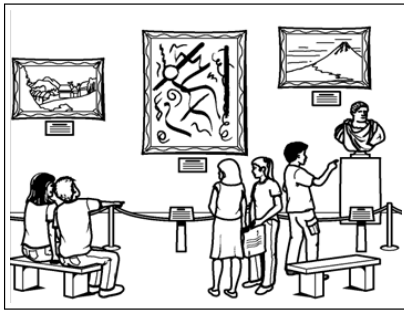
- ✓ Do not open this question paper until you are told to do so.
- ✓ Listen to the instructions for each part of the paper carefully.
- ✓ Answer all the questions.
- ✓ While you are listening, write your answers on the question paper.

Part 1

Questions 1 – 5

For each question, choose the correct answer.

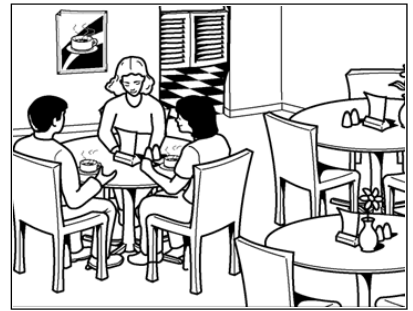
1 Where will Claire meet Alex?



A

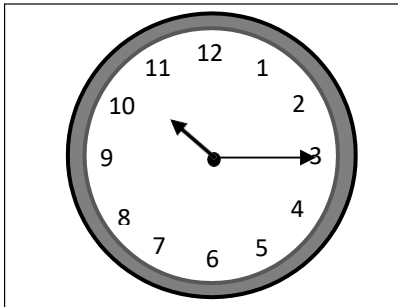


B

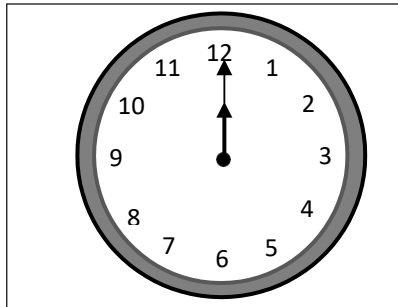


C

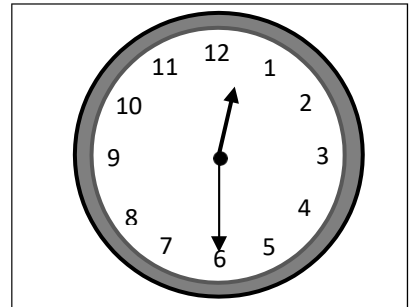
2 What time should the man telephone again?



A

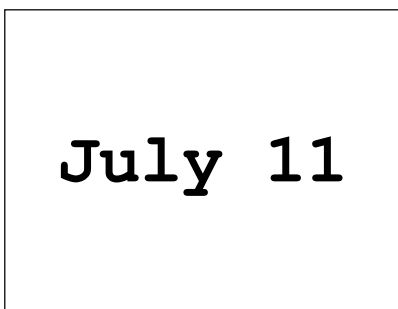


B

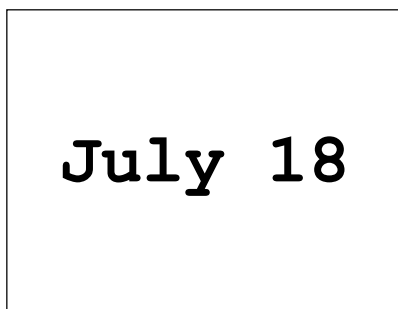


C

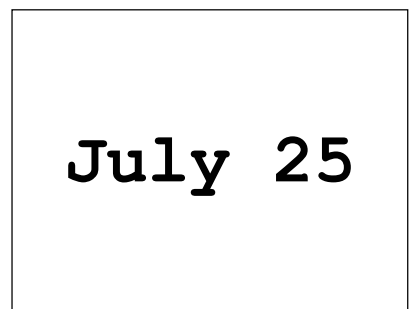
3 When are they going to have the party?



A

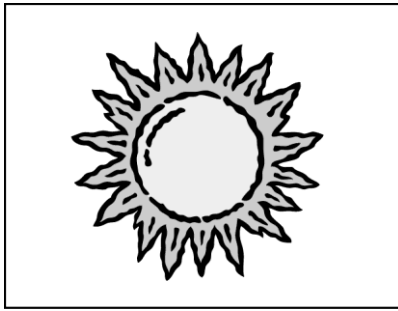


B

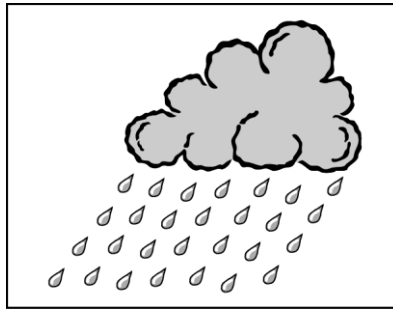


C

4 What was the weather like on the picnic?



A



B

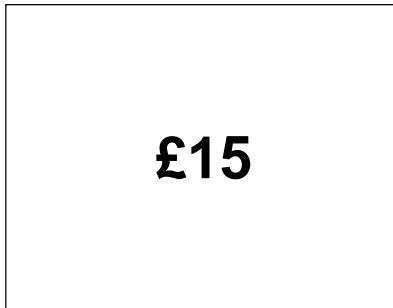


C

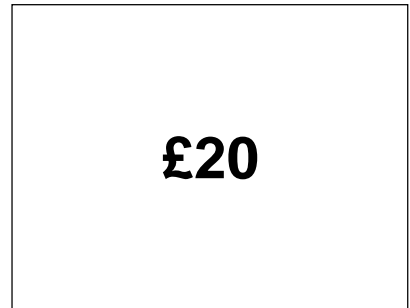
5 How much are the shorts?



A



B



C

Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write one word or a number or a date or a time.

You will hear a teacher talking to a group of students about summer jobs.

Jobs for students with *Sunshine Holidays*

Work in:	Children's summer camps
Dates of jobs:	(6) 15th June - 20th
Staff must be:	(7).....years old
Staff must be able to:	(8)
Staff will earn:	(9) £.....per week
Send a letter and:	(10)

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11** Who has already decided to go with Robert?
- A** family members
 - B** colleagues
 - C** tennis partners
- 12** They'll stay in
- A** a university.
 - B** a guest house.
 - C** a hotel.
- 13** Laura must remember to take
- A** a map.
 - B** a camera.
 - C** a coat.
- 14** Why does Laura like Dublin?
- A** The people are friendly.
 - B** The buildings are interesting.
 - C** The shops are beautiful.
- 15** Robert's excited about the trip to Dublin because
- A** he can't wait to go to the music festival.
 - B** he loves the food there.
 - C** he wants to go to a new art exhibition.

Audio Link: <https://www.cambridgeenglish.org/images/506255-a2-key-listening-sample-test.mp3>

Answer key

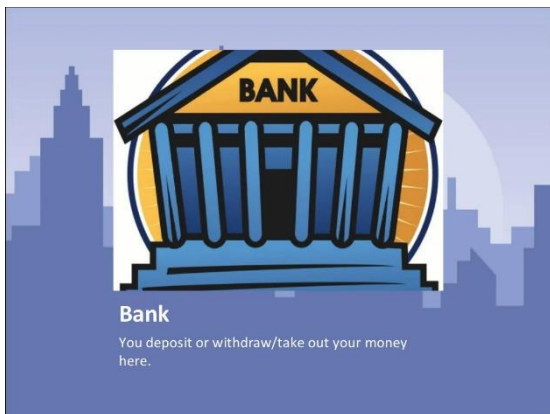
Part 1	
1	A
2	C
3	C
4	A
5	A
Part 2	
6	August
7	19
8	drive
9	65
10	photograph
Part 3	
11	B
12	A
13	C
14	B
15	B

ACTIVITY PLAN - CLASS A

Teacher: Kevin Amores		Time: 40 minutes	
Class: 10 th A (EGB)		Number of students: 12	
Date:		Session N° 1	
Topic: Places in a city			
Objective: Students will be able to talk about the places in a city using present continuous.			
Language points:		Vocabulary:	
<ul style="list-style-type: none"> • Past tense <ul style="list-style-type: none"> ➤ Present continuous (Where are you going? / I'm going to...) 		https://www.slideshare.net/maricelsuavedra/places-in-a-city-vocabulary <ul style="list-style-type: none"> ▪ Bank ▪ Court ▪ Gallery ▪ Hairdresser's 	
Materials: Computer, speakers, markers, board, pictures.			
Strategy: Listening			
Procedure		Time	Interaction patterns
Preparation	Warm up: <ul style="list-style-type: none"> - T. applies "Pictionary" activity - T. explains the activity and asks the students for help to carry out the game. 	5'	T-S
Stage 1 (receiving)	<ul style="list-style-type: none"> - T. plays a music video about vocabulary of places in a city then the teacher repeats each of the words heard in the audio https://www.youtube.com/watch?v=FxRGkjVTGA - Ss. listen to each of the words and repeat them. Then, the teacher encourages the students to use the vocabulary with the present continuous (Where are you going? / I'm going to...) 	10'	T-S
Stage 2 (understanding)	<ul style="list-style-type: none"> - T encourages a student to read every single word presented in the previous video. - The rest of ss should listen first the correct pronunciation of the vocabulary. - T. dictates sentences using the vocabulary and grammatical tense (present continuous) - Ss. listen to the sentences again and take notes. 	10'	T-S
Stage 3 (evaluating)	<ul style="list-style-type: none"> - T. asks the students to formulate sentences related to the vocabulary presented in the music video. - T. chooses a student at random and reviews the sentences with all the other students. - T checks if the students managed the new vocabulary. 	10'	T-S

Production	<ul style="list-style-type: none"> - T. divides the students into pairs to ask questions using the correct grammatical tense and vocabulary - One student asks and the other answers correctly. - The student pair that does the activity well receives a prize from the teacher. 	5'	S-S
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Vocabulary slides



Pictionary words
City center
Cafe
Museum
Bank
Gallery

Video fragment



Sentences

When I want to buy a book where do I go?
I'm going to bookstore
When I want to see art where do I go?
I'm going to....

ACTIVITY PLAN - CLASS A

Teacher: Kevin Amores		Time: 40 minutes	
Class: 10 th A (EGB)		Number of students: 12	
Date:		Session N° 2	
Topic: Telling the time			
Objective: Students will be able to tell the time using clocks.			
Language points:		Vocabulary:	
<ul style="list-style-type: none"> • Past tense <ul style="list-style-type: none"> ➤ Present Simple (What time is it? / What's the time? / What time do you make it?) 		<ul style="list-style-type: none"> ▪ Three o'clock ▪ A quarter past three ▪ Half past three ▪ A quarter to four 	
Materials: Computer, speakers, markers, board, pictures.			
Strategy: Listening			
Procedure		Time	Interaction patterns
Preparation	Warm up: <ul style="list-style-type: none"> - T. applies "Two truths and one lie" activity - T. explains the activity and asks the students for help to carry out the game. 	5'	T-S
Stage 1 (receiving)	<ul style="list-style-type: none"> - T. plays a music video about "Telling the time". Then, the teacher asks the students about doubts about the video. https://www.youtube.com/watch?v=K5q65e_E-os - Ss. repeat the song and sing it with the teacher. Then, the teacher encourages the students to use the vocabulary with the present simple (What time is it? / What's the time? / What time do you make it?) 	10'	T-S
Stage 2 (understanding)	<ul style="list-style-type: none"> - T. encourages a student to read every "time" presented in the previous video. - The rest of ss should listen first the correct pronunciation of the vocabulary. - T. presents slides about the topic https://utaedu-my.sharepoint.com/:p/g/person/aamores5132_uta_edu_ec/ESmfp3WDGjFlrs1AT3zdK2YBv2gyxRRdbJ2eFGhedDATTA?e=Rv99rS - Ss. pay attention and take notes. 	10'	T-S
Stage 3 (evaluating)	<ul style="list-style-type: none"> - T. asks the students to say the correct time according to the teacher's questions. (What time is it? / What's the time?) - T. asks the students about doubts about the topic. - T. checks if the students managed the new vocabulary. 	10'	T-S

Production	<ul style="list-style-type: none"> - T. divides the students into pairs to carry out an activity. the teacher gives flashcards to each pair about times. - Ss. have to say the correct time together with the corresponding questions. - T. checks each pair to see if they are doing well. 	5'	S-S
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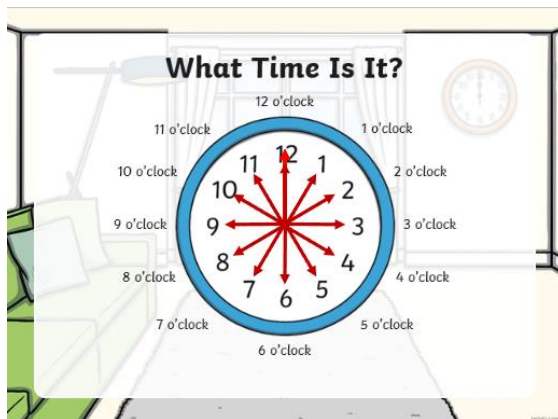
Sample activity

Two truths and one lie	
I love play soccer at 3:00 P.M.	I hate play basketball.
I really enjoy the parades.	

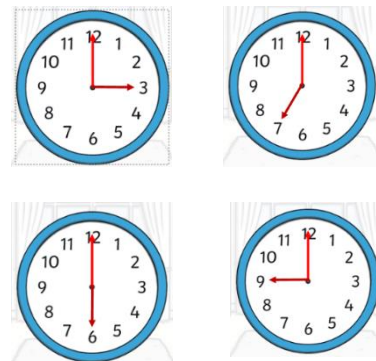
Video fragment



Slides



Flashcards



ACTIVITY PLAN - CLASS A

Teacher: Kevin Amores		Time: 40 minutes	
Class: 10 th A (EGB)		Number of students: 12	
Date:		Session N° 3	
Topic: Months and days			
Objective: Students will be able to say how many weeks and months are in a year.			
Language points:		Vocabulary:	
<ul style="list-style-type: none"> • Past tense <ul style="list-style-type: none"> ➤ Present Simple (What day is before Saturday? / What is the first day of the week? / What is the last month of the year?) 		<ul style="list-style-type: none"> ▪ January ▪ Monday ▪ Fifteen ▪ December 	
Materials: Computer, speakers, markers, board, pictures.			
Strategy: Listening			
Procedure		Time	Interaction patterns
Preparation	Warm up: <ul style="list-style-type: none"> - T. applies “Spot the error” activity - T. explains the activity and asks the students for help to carry out the game. 	5’	T-S
Stage 1 (receiving)	<ul style="list-style-type: none"> - T. plays a music video about “Months and days”. Then, the teacher asks the students about doubts about the video. https://www.youtube.com/watch?v=L_rzybkwYFw - Ss. clarify doubts and questions with the teacher. Then, the teacher encourages the students to use the vocabulary with the present simple (When is your birthday? / What day of the week do you play soccer?) 	10’	T-S
Stage 2 (understanding)	<ul style="list-style-type: none"> - T. encourages a student to read every “month and day” presented in the previous video. - The rest of ss should listen first the correct pronunciation of the vocabulary. - T. presents slides about the topic https://en.islcollective.com/english-esl-powerpoints/grammar/be-auxiliary-verb/days-and-months-quiz/102734 - Ss. pay attention and take notes. 	10’	T-S
Stage 3 (evaluating)	<ul style="list-style-type: none"> - T. asks the students to say the correct date according to the teacher’s questions. (When it's Mother's Day? / When's Christmas? / When is your mother's birthday?) - T. asks the students about doubts about the topic. - T. checks if the students managed the new vocabulary. 	10’	T-S

Production	<ul style="list-style-type: none"> - T. asks the students to come to the front of the classroom to answer some questions. - T. asks (When is your birthday? / What day comes after Friday? What month is Christmas celebrated?) - Ss. have to say the correct date. 	5'	S-S
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Spot the error (Sample)

Christmas is celebrated in November.
Mother's Day is in June.
Weekends have three days.

Video Fragment



Slides



ACTIVITY PLAN - CLASS A

Teacher: Kevin Amores		Time: 40 minutes	
Class: 10 th A (EGB)		Number of students: 12	
Date:		Session N° 4	
Topic: Weather			
Objective: Students will be able to name and identify different types of weather.			
Language points:		Vocabulary:	
<ul style="list-style-type: none"> • Past tense <ul style="list-style-type: none"> ➤ Present Simple (How's the weather? / Look outside?) 		<ul style="list-style-type: none"> ▪ Sunny ▪ Cloudy ▪ Foggy ▪ Cold 	
Materials: Computer, speakers, markers, board, pictures.			
Strategy: Listening			
Procedure		Time	Interaction patterns
Preparation	Warm up: <ul style="list-style-type: none"> - T. applies “Don’t say yes or no” activity - T. explains the activity and asks the students for help to carry out the game. 	5’	T-S
Stage 1 (receiving)	<ul style="list-style-type: none"> - T. plays a music video about “Weather”. Then, the teacher asks the students about doubts about the video. https://www.youtube.com/watch?v=Unbc3y1RefQ - Ss. listen to each of the words and repeat them. Then, the teacher encourages the students to use the vocabulary with questions like: (How’s the weather? / Look outside?) 	10’	T-S
Stage 2 (understanding)	<ul style="list-style-type: none"> - T. encourages a student to read every “month and day” presented in the previous video. - Ss. have to repeat every single word. - T. presents slides about the topic https://games4esl.com/weather-powerpoint/ - Ss. pay attention and take notes. 	10’	T-S
Stage 3 (evaluating)	<ul style="list-style-type: none"> - T. shows flashcards to students according to the topic of the class - T. asks the students about doubts about the topic. - T. checks if the students managed the new vocabulary. - Ss. have to say the correct word according to the flashcard. 	10’	T-S

Production	<ul style="list-style-type: none"> - T. gives sheets with exercises related to the topic. https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Weather/ENGLISH_CLASS_-_Tercero_-_Activity2_qs1857878vv	5'	S-S
	<ul style="list-style-type: none"> - T. explains the exercises to students. - Ss. have to complete the exercises. - T. clarify any doubt or question. 		

Don't say yes or no (Sample)

Questions	Answers
Does it snow in the United States?	Of course
The sun rises in winter?	...
In the Chimborazo volcano fog?

Video Fragment



Slides



Activity

THE WEATHER

Look at the pictures, and complete the word to reveal a type of weather. You can hear the words clicking on the pictures.

 c□□	 □□ot	 s□□y
 st□□y	 cl□□dy	 s□□ny
 w□□nd□	 r□□ny	 f□□g□y

ACTIVITY PLAN - CLASS A

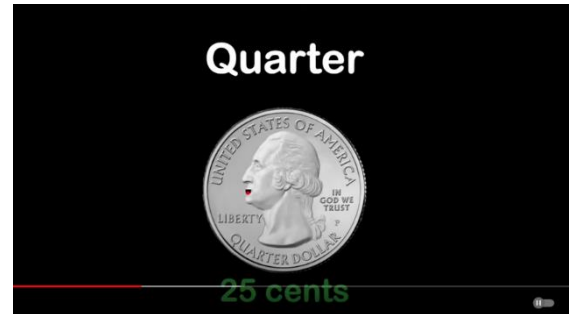
Teacher: Kevin Amores		Time: 40 minutes	
Class: 10 th A (EGB)		Number of students: 12	
Date:		Session N° 5	
Topic: Money			
Objective: Students will be able to identify money and it's value.			
Language points:		Vocabulary:	
<ul style="list-style-type: none"> • Past tense <ul style="list-style-type: none"> ➤ Present Simple (What is the price? / How much does it cost?) 		<ul style="list-style-type: none"> ▪ Penny ▪ Nickel ▪ Dime ▪ Quarter 	
Materials: Computer, speakers, markers, board, pictures.			
Strategy: Listening			
Procedure		Time	Interaction patterns
Preparation	Warm up: <ul style="list-style-type: none"> - T. applies "True or false" activity - T. explains the activity and asks the students for help to carry out the game. 	5'	T-S
Stage 1 (receiving)	<ul style="list-style-type: none"> - T. plays a music video about "Money". Then, the teacher asks the students about doubts about the video. https://www.youtube.com/watch?v=q9jexkHgixo - Ss. clarify doubts and questions with the teacher. Then, the teacher encourages the students to use the vocabulary. 	10'	T-S
Stage 2 (understanding)	<ul style="list-style-type: none"> - T. encourages a student to read every word presented in the previous video. - Ss. have to repeat every single word. - T. presents slides about the topic. https://games4esl.com/how-much-is-it-powerpoint/ - Ss. pay attention and take notes. 	10'	T-S
Stage 3 (evaluating)	<ul style="list-style-type: none"> - T. gives sheets with exercises about the topic. https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Money/American_Currency_up8063ze - T. asks the students about doubts about the topic. - T. checks if the students managed the vocabulary. - Ss. have to complete the exercises. 	10'	T-S

Production	<ul style="list-style-type: none"> - T. showed flashcards about the vocabulary presented in the video to the students - T. explains the activity with the flashcards - Ss. have to say the correct word according to the flashcards. - T. clarify any doubt or question. 	5'	S-S
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True or false (Sample)

Does this mark costs ten dollars?	False
Does this notebook costs a quarter of a dollar?	False
Does this mask cost a dollar?	True

Video Fragment



Slides

Key sentences

How much is it?
It's (10) dollars.

How much is this doll?
It's (20) dollars.

Worksheets

U.S. Money \$\$

A	a penny
B	a nickel
C	a dime
D	a quarter
E	a dollar
F	five dollars
G	ten dollars
H	twenty dollars
J	One hundred dollars

ACTIVITY PLAN - CLASS A

Teacher: Kevin Amores		Time: 40 minutes	
Class: 10 th A (EGB)		Number of students: 12	
Date:		Session N° 6	
Topic: Describing people			
Objective: Students will be able to describe a person's appearance and personality.			
Language points:		Vocabulary:	
<ul style="list-style-type: none"> • Past tense <ul style="list-style-type: none"> ➤ Present simple (What's he like? / What does he look like? / Who does he look like?) 		<ul style="list-style-type: none"> ▪ Friendly ▪ Beautiful ▪ Kind ▪ Sociable 	
Materials: Computer, speakers, markers, board, pictures.			
Strategy: Listening			
Procedure		Time	Interaction patterns
Preparation	Warm up: <ul style="list-style-type: none"> - T. applies "Question relay" activity - T. explains the activity and asks the students for help to carry out the game. 	5'	T-S
Stage 1 (receiving)	<ul style="list-style-type: none"> - T. plays a music video about "Describing people" then the teacher repeats each of the words heard in the audio. https://www.youtube.com/watch?v=D7ZjMjfasfU - Ss. listen to each of the words and repeat them. Then, the teacher encourages the students to use the vocabulary with the present simple (Is s/he.....? / Does s/he have...?) 	10'	T-S
Stage 2 (understanding)	<ul style="list-style-type: none"> - T encourages a student to read every single adjective presented in the previous video. - The rest of ss should listen first the correct pronunciation of the vocabulary. - T. presents a sheet with vocabulary words about the topic https://i.pinimg.com/564x/98/44/99/98449980bc577f704e0ebfb1186b9c54.jpg - Ss. listen to the sentences again and take notes. 	10'	T-S
Stage 3 (evaluating)	<ul style="list-style-type: none"> - T. asks students to describe their classmates according to the following questions. (Is he tall? / Is she friendly? / Is he kind? / Is she generous?) - T. asks the students about doubts about the topic. - T. checks if the students managed the new vocabulary. 	10'	T-S

Production	<ul style="list-style-type: none"> - T. gives flashcards about the topic. - Ss. have to write behind the sheet what is the correct adjective related to the flashcard. - T. clarify any doubt or question. 	5'	S-S
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Question relay (Sample)

What's he like?
What does he look like?
Who does he look like?

Video fragment




Vocabulary sheet








Urkund analysis



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Sources included in the report

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