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A la Unidad Académica de Titulación del Centro de Posgrados

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First of all, I thank God, everything has happened thanks to His will. And I am a faithful believer that it is not what I want, but what He has intended for me.

I thank my family for always supporting me in everything; you are my strength to always move forward.

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Michelle

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My husband, a constant source of warmth and companionship, you are the melody that resonates in the symphony of our shared journey.

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Michelle

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TEMA:

THE USE OF ACTIVE SONGS IN DEVELOPING YOUNG LEARNERS VOCABULARY.

MODALIDAD DE TITULACIÓN: *Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo*

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FECHA: *Trece de marzo del dos mil veinte y cuatro.*

RESUMEN EJECUTIVO

En el entorno en constante evolución de la educación infantil, la búsqueda para mejorar el desarrollo del lenguaje en los jóvenes estudiantes es un componente esencial de la enseñanza efectiva. Entre todas las estrategias utilizadas, la introducción de canciones activas ha surgido como una manera dinámica y atractiva de fomentar el desarrollo del vocabulario. Considerando esto, este estudio tuvo como objetivo analizar el uso de canciones activas en el desarrollo del vocabulario de los jóvenes estudiantes. El enfoque de este estudio fue cuantitativo, y se utilizó un diseño cuasiexperimental. La población consistió en 44 estudiantes de los paralelos A y B del tercer año de educación básica, pertenecientes a la Unidad Educativa Federico González Suárez. Los estudiantes tenían edades comprendidas entre seis y siete años. Hubo dos grupos en esta investigación: el grupo de control y el grupo experimental. Para recopilar la información de ambos grupos, el investigador aplicó pre y post pruebas como técnica, y un test de cinco ítems como instrumento. Tanto las pruebas pre como post fueron la Parte 1, Lectura y Escritura del examen A1 Mover de Cambridge. La prueba pre se implementó en los grupos experimental y de control. Sin embargo, solo el grupo experimental recibió una intervención de 8 semanas. Al final, la prueba post se utilizó para recopilar la información. El software SPSS se utilizó para tabular y analizar todos los datos recopilados. Además, se empleó la prueba t de muestras independientes para la verificación de hipótesis, obteniendo la conclusión de que el uso de canciones activas contribuyó significativamente al desarrollo del vocabulario de los jóvenes estudiantes en la Unidad Educativa Federico González Suárez. Además, los hallazgos demostraron que el primer vocabulario de ambos grupos era limitado. Sin embargo, los promedios de las pruebas pre y post del grupo experimental mostraron un aumento significativo después de la intervención, pasando de 2.50 a 3.45 sobre 5. En resumen, los resultados de este estudio proporcionaron evidencia convincente a favor de la utilización de canciones activas, que mejoraron el desarrollo del vocabulario en estudiantes más jóvenes.

DESCRIPTORES: CANCIONES ACTIVAS, DESARROLLO DE VOCABULARIO, NIÑOS EFL, CANCIONES, JÓVENES ESTUDIANTES

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ABSTRACT

In the constantly evolving environment of early childhood education, the search to improve language development in young learners is an essential component of effective teaching. Among all of the strategies used, the introduction of active songs has emerged as a dynamic and engaging way of fostering vocabulary development. Considering that, this study aimed to analyze the use of active songs in developing young learners' vocabulary. The approach of this study was quantitative, and it used a quasi-experimental design. The population consisted of 44 students from parallels A and B of the third year of basic education, belonging to Unidad Educativa Federico González Suárez. The learners ranged in age from six to seven years old. There were two groups in this investigation: the control group and the experimental group. For gathering the information from both groups, the investigator applied pre-and post-tests as technique, and a five-item test as instrument. Both pre-and post-tests were Part 1, Reading and Writing of the A1 mover's examination from Cambridge. The pre-test was implemented in the experimental and control groups. However, only the experimental group received an 8-week intervention. At the end, the post-test was used to recollect the information. The SPSS software was used to tabulate and analyze all of the collected data. Additionally, the t-student of independent samples was employed for hypothesis verification, obtaining the conclusion that the usage of active songs contributed significantly to the vocabulary development of young students at Unidad Educativa Federico González Suárez. Furthermore, the findings demonstrated that both groups' first vocabulary was limited. The experimental group's pre- and post-test averages, however, showed a significant increase following the intervention, going from 2.50 to 3.45 out of 5. In summary, the results of this study provided compelling evidence in favor of the utilization of active songs, which enhanced the development of vocabulary in younger students.

KEY WORDS: ACTIVE SONGS, DEVELOPING VOCABULARY, EFL CHILDREN, SONGS, YOUNG LEARNERS

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

Vocabulary is the foundation of language acquisition, playing a crucial role in a child's overall development. A strong vocabulary enables young learners to effectively communicate their thoughts, emotions, and ideas, fostering social interactions and academic success (Footprints Education, 2023). Active songs, with their catchy melodies and repetitive lyrics, provide an engaging and enjoyable method for enhancing vocabulary acquisition in young learners. Moreover, these songs include movement and gestures; in this way, they stimulate different senses and provide a multisensory learning experience for children (Cameron, 2001). The physical act of singing and moving reinforces the connection between words and their meanings, deepening understanding and retention. Consequently, the current investigation aimed to analyze the use of active songs to develop young learners' vocabulary at Federico González Suárez High School using a quantitative approach and a quasi-experimental design. The structure of the research was the following:

Chapter I: It describes the research problem, the justification to conduct the investigation, and the general and specific objectives established for its development.

Chapter II: It details previous investigations that support the current study in the state of the art and provides the theoretical foundation that permits understanding the relationship between active songs and vocabulary.

Chapter III: It presents the methodological framework employed in the investigation. Besides, it explains the location, tools and instruments, research approach, design, sample, hypothesis, and data collection procedure.

Chapter IV: It shows the results obtained in the pre- and post-tests, the verification of the hypothesis, and the discussion of the results.

Chapter V: It provides the conclusions and recommendations of the investigation based on the results obtained.

Chapter VI: It presents a proposal based on active songs to develop and enhance young learners' vocabulary.

1.2. Justification

This research aimed to explore the use of active songs as a tool to facilitate vocabulary acquisition among seven-year-old children who belong to a public school in Chimborazo province. Traditional methods of vocabulary learning, such as using dictionaries or writing down definitions, often prove to be ineffective and tedious for young learners. Therefore, this study proposed active songs as a more engaging and interactive approach to vocabulary developing.

The significance of this research lies in its potential to yield valuable insights into the field of education. Primarily, it could facilitate the development of tailored pedagogical strategies aimed specifically at young learners, thereby enhancing educational methodologies. This study furnished information regarding to the effectiveness of integrating music-based activities into language acquisition instruction, highlighting their capacity to enhance vocabulary development in early childhood education contexts. Moreover, through investigating the impact of active songs on vocabulary expansion, the researcher discerned best practices and provided guidance to educators on optimizing the use of active songs for vocabulary acquisition. Ultimately, this study not only expanded understanding of an efficacious teaching approach but also equipped educators with an evidence-based tool for enhancing English language proficiency among students.

The beneficiaries of the results achieved through this research were not only the children themselves but also the teachers. For children, the use of active songs can make the learning process more enjoyable and help them develop a solid foundation in English vocabulary. This, in turn, can contribute to their overall language proficiency and future academic success. For teachers, incorporating active songs into their lessons can enhance their teaching methods and improve student engagement. Lastly, teachers can benefit from this research by implementing effective strategies, such as active songs, to enhance vocabulary learning in EFL classrooms.

While previous research has shown that active songs improved pronunciation and concentration skills, there was a gap in the literature regarding their impact on vocabulary developing. Therefore, this study attempted to fill this gap by investigating how active songs allowed seven-year-old children to be exposed to the target language and develop their vocabulary unconsciously. It was

expected that the results of this research will contribute to the existing knowledge by presenting novel insights into the effectiveness of active songs in vocabulary development.

1.3. Objectives

1.3.1. General

To analyze the use of active songs in developing young learners' vocabulary at Unidad Educativa Federico González Suárez.

1.3.2. Specific

- To substantiate from theory the relationship between active songs and vocabulary development in children aged six to seven years.
- To evaluate students' vocabulary before and after the implementation of active songs at Unidad Educativa Federico González Suárez.
- To propose activities that enhance the use of active songs for the development of young learners' vocabulary.

CHAPTER II

RESEARCH BACKGROUND

2.1. State of the art

Studies have shown the value of employing active songs to help students learn vocabulary. According to earlier research, active songs help learners increase their receptive vocabulary knowledge. The following topics were related to the current topic, and they placed a strong emphasis on how active songs could help young learners develop new vocabulary.

The investigation carried out by Fauzi (2022) intended to examine the effects on vocabulary by implementing songs and games for young learners. Regarding the methodology, the researcher applied a quantitative approach, while the design was pre-experimental. The population was composed of thirty students in their third year who belonged to a school in Indonesia. The instruments for data collection were pre- and post-tests. The pretest was applied to evaluate the level of vocabulary. After that, the investigator implemented three games and three songs as treatments in six interventions. The posttest was used at the end of the intervention to measure young learners' vocabulary. All the gathered information was analyzed using a paired sample test. The findings revealed that both songs and games enhanced students' vocabulary proficiency.

Oktaviani (2021) conducted a study whose aim was to validate and confirm the efficacy of using songs to strengthen the vocabulary knowledge of young students. The approach of this investigation was quantitative, and the design was quasi-experimental. The participants of this research were forty students from a primary school in Indonesia. They were divided into two groups: control and experimental. Both groups were given the pre-test before the treatment; however, the researcher applied the treatment to the experimental group. After it, both groups took the pre- and post-tests to prove whether there was an increase in the learners' vocabulary. Findings indicated that songs have a great impact on youngsters' vocabulary.

The study carried out by Asyaari and Aziz (2020) aimed to investigate the improvement of vocabulary through the use of active songs as well as the effect of these songs. It was an action research study with three data collection instruments: pre- and post-tests, an observation sheet, and an interview. Once the data was collected, the Statistical Package of Social Sciences (SPSS) was

used. Also, this research was conducted based on the Kemmis and McTaggart cyclic models, and it lasted 12 weeks. The participants were Iban native speakers for whom English was their third language, and they were at first level. The results showed that using active songs increased children's vocabulary. Furthermore, another finding demonstrated that active songs encourage students to actively participate in class.

The following study developed by Çevikbaş et al. (2018) sought to assess the impact of using songs in EFL classrooms and to determine the extent to which songs promote the development of vocabulary in children. Three songs were used to design the pre- and post-vocabulary tests in this case study. The participants were 24 Turkish primary school students in the first grade. The researchers analyzed the data using Excel program to obtain the mean score of the overall responses. Songs had a positive impact on children's vocabulary, according to the findings. Furthermore, songs made it easier to remember the meaning of words.

Another study conducted by Sohoh and Yunus (2018) aimed to analyze children's perceptions of the use of active songs as a way to enhance vocabulary acquisition. The study was action research, and it used the Kemmis and McTaggart cycle model. The participants in this study were 20 10-year-old students from an urban school in Bintulu, Sarawak. They came from a low-income family and had limited access to the English language. The interview session served as the data collection tool. The findings revealed that active songs were thought to be useful during English lessons to help students increase their vocabulary. Furthermore, active songs made it possible to learn vocabulary in a fun and interesting way.

Furthermore, Magnussen and Sukying (2021) proposed a study to see if songs and total physical response could help preschoolers learn new words. This was a mixed-methods study that included both quantitative and qualitative data. The participants were 72 five-year-old children from a Thai preschool. Three groups of children were formed. The total physical response method was used in the first group, while songs were used in the second group. Finally, both methods (songs and TPR) were used in the third group. The data was collected using pre- and post-tests adapted from the Peabody Picture Vocabulary Test. Video recordings, on the other hand, were used to collect qualitative data. A paired-samples t-test was used to calculate the data. The findings show that neither song nor total physical responses performed better on their own. It means that when both methods were used together, students' vocabulary grew significantly.

Another important investigation led by Putri and Rustipa (2023) sought to ascertain whether songs could be used to teach young learners vocabulary in English. The investigation implemented a qualitative approach, as interviews and checklist classroom observation were the instruments used to analyze the data. The subjects were fifty-one learners and two teachers. Finally, the results showed that students' enthusiasm to learn can be raised in the classroom by using songs to teach vocabulary in English.

The investigation carried out by Ningsih (2019) intended to find the efficacy of applying songs in teaching English. It was a quasi-experimental design that included two groups: the control and the experimental. The participants in this study were 40 students selected by a purposive sampling technique; besides, they completed the second semester at Sulawesi Flight University. The technique to collect data was an achievement test of English as pre- and post-tests. After two months, the gathered data was analyzed using statistics. The results showed that there was a significant increase in the participants' achievement after being taught using songs.

In addition, Al-Smadi (2020) investigated the success of implementing songs to increase students' motivation. The population of this investigation was 24 students from the third grade in a private school in Jerash, Jordan. Moreover, the researcher applied qualitative and quantitative approaches. The instruments were an observation template and an interview to gather the students' opinions and attitudes. The implementation of t-student allowed for the analysis of the data. To conclude, findings revealed that young learners' motivation to learn the language was greatly increased when songs were used as a teaching tool for English.

Besides, Saldiraner and Cinkara (2021) conducted a study to demonstrate the impact of applying songs to teach pronunciation to young learners. The investigation employed a quasi-experimental design with 72 participants from the seventh grade in Turkey. The experimental group was 37 students, and the control group was 35 students. The instruments of this study were six tests applied to the experimental and control groups before and after the treatment. Analyzing the data was possible using the SPSS v. 23.0 software after eight weeks of intervention. The results showed that there was a positive impact on students' pronunciation after using songs.

Another research article developed by Tahani et al. (2021) analyzed the effect of music and songs on EFL students from the teacher's standpoint. The investigators applied both qualitative and quantitative methods. The population was 38 teachers who belonged to Jenin City, Palestine. The

questionnaire was the instrument to gather the quantitative data, while interviews were the instrument to collect the qualitative data. To analyze the quantitative data, SPSS was the analytical method implemented in the investigation. On the other hand, the interviews were analyzed using the analysis approach. The results demonstrated that educational songs and music were rarely used by teachers to promote students' language skills. Additionally, as a suggestion, teachers should be instructed on applying educational songs effectively.

T. Nguyen and H. Nguyen (2020) aimed to investigate how teachers perceived using songs to teach vocabulary to younger students. The participants were 75 teachers who were part of an English language center in the Mekong Delta, Vietnam. The approaches to this study were quantitative and qualitative. The quantitative instruments were questionnaires, while classroom observations and interviews were the research instruments for gathering the qualitative data. The statistical analysis was developed using SPSS software. On the contrary, the data from the interviews and classroom observations were examined using thematic analysis. The findings showed that the teachers' opinions were satisfactory regarding the use of songs to teach vocabulary to young learners. Moreover, the results demonstrated that songs are an effective tool for the enhancement of students' vocabulary.

An investigation carried out by Palupi et al. (2022) sought to investigate how songs improved young learners' pronunciation. The investigators implemented classroom action research, and it took place in Klaten, Indonesia. The population was 23 learners in the fourth grade of elementary school. As the investigation was classroom action, there were two cycles in which songs were used as interventions. The quantitative instruments applied in both cycles were a pre-test to diagnose the current level of pronunciation and a post-test at the end of each cycle. Moreover, the qualitative instruments were an observation checklist and interviews. As findings, the study showed that applying songs to young learners contributed positively to enhancing pronunciation skills. Additionally, using songs to teach English increased students' interest in the topic.

Rianti (2017) sought to determine what factors affect students' vocabulary changes in response to using children's songs, as well as whether using children's songs could help them expand their vocabulary. The research employed a classroom action research design, which consisted of two cycles. The findings indicated a notable improvement in positive vocabulary levels. Their proficiency in attributing meaning to studied vocabulary increased from 70 in the first cycle to 87

in the second. Additionally, their capacity to use vocabulary within sentences also progressed, ascending from 75 in the first cycle to 84 in the second. Consequently, due to songs, the comprehension of vocabulary increased significantly when students had to complete teaching activities.

Isnaini and Aminatun (2021) aimed to explore students' perspectives regarding their proficiency in vocabulary through the use of English songs. The researcher employed a descriptive qualitative study as the research design, focusing on 30 students enrolled in the English Education program in Universitas Teknokrat, Indonesia. The investigators collected data through questionnaires and interviews. The findings from both instruments demonstrated that English songs exert a substantial influence on their English language skills. Additionally, the students considered that English songs assisted them in acquiring new vocabulary, understanding unfamiliar words, and pronouncing words correctly. Consequently, this process contributed learners to the enhancement of their English vocabulary.

To summarize, the studies mentioned above were mostly conducted in various international countries and social backgrounds. The children in the studies ranged in age from 5 to 10 years old and had prior English knowledge. The previous studies were all based on quantitative, qualitative, and action research. Few studies provided specific information about the data collection instruments. Nonetheless, the current study's participants are 7-year-old children who have had prior exposure to or knowledge of English. Furthermore, the study was being conducted at a public school in Alausí, Ecuador.

2.2. Theoretical framework

2.2.1. Independent variable

Teaching learning strategies

It is critical to define the meaning of teaching strategies and learning strategies. All the methods and techniques used by teachers are collectively referred to as teaching strategies. These techniques aid in the process of learning for the students. The level, background, and learning style of the learners are considered while choosing a teaching technique. The various learning strategies

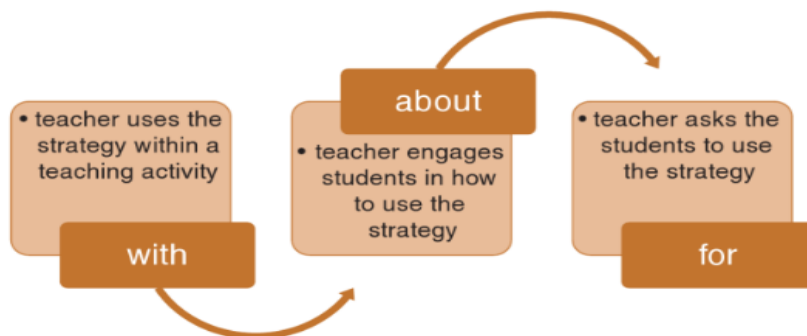
are intended to support efficient teaching, raise student interest, and deepen their comprehension of the various subjects (Whitton, 2015).

On the contrary, learning strategies are particular techniques and abilities used by learners for different purposes. For instance, organize, memorize, comprehend, and apply information to learn different subjects both successfully and efficiently. In this way, each individual selects the strategy that best fits their learning style and necessities. A successful learning strategy should enable learners to be motivated, exposed to the language, and equipped to utilize it in everyday situations.

Teaching and learning strategies are critical for fostering an engaging and successful learning environment. Students can therefore make sure that their learning objectives will be met by using the appropriate teaching and learning strategies. Whitton (2015) adds that teaching and learning strategies can be used separately or in tandem in each and every class. The goals, material, and activities of the class will determine which approach is best. In addition, it is essential that educators and learners alike are acquainted with the strategies employed within the classroom. As a result, learning and teaching are purposeful. Besides, Whitton suggests a procedure wherein both the educator and the student are aware of how to appropriately implement teaching and learning strategies to ensure a thorough comprehension of a given subject. This procedure consists of three phases presenting in the following figure:

Figure 1

Using teaching and learning strategies.



Note. Steps for correctly applying teaching and learning strategies.

Songs

Considering many authors' definitions of songs. According to Joven (2013), songs are quick musical compositions containing rhyming phrases and informal language usage. In addition, they can be constructed with or without instrumental accompaniment. Songs are regarded as a part of our daily life; they can be found almost anywhere and make us feel at ease when we listen.

In a similar vein, songs are educational tools that support language learning. They can be applied to a variety of tasks and objectives. For example, songs help students with speaking and listening comprehension in the same way that they can help with pronunciation. Additionally, songs can help with the acquisition of grammar rules, sentence structures, and vocabulary. In accordance with this, Millington (2011) details the efficiency of utilizing music to enhance and advance English language abilities and subskills:

- **Speaking and Listening:** Repeatedly listening to songs is less boring than listening to dialogues and narrations because of the rhythm and intonation. Songs are a great way to keep kids entertained and foster a safe and friendly environment in the classroom, especially when they are young. According to Murphey (1992), songs help with both short- and long- term memory because they have the ability to permanently imprint themselves on the minds. Another view is that songs contribute to developing learners' speaking abilities. Young students can practice new words and phrases with songs without getting bored. Further, songs have a natural rhythm with a repeating beat that is comparable to spoken English stress patterns. Certain songs are helpful for stress and rhythm practice because of these patterns.
- **Reading and Writing:** Songs can be used to strengthen and rehearse writing and reading. Tezi (2008) offers a few song-and-reading-based exercises. First of all, the author suggests that teachers should play songs that have lyrics in the classroom. Then, teachers should implement certain activities. For example, recognizing certain grammatical patterns, recognizing adjectives, responding to particular queries, and completing true-false exercises. However, the author suggests inventing a new title for the song, summarizing the lyrics, paraphrasing the lyrics, and creating original lyrics in order to promote writing.

- **Vocabulary:** Songs can help to facilitate vocabulary learning. Generally, songs include a topic or theme that serves as the basis for vocabulary development. Moreover, they are distinguished by often repeated monosyllabic words. To improve the target vocabulary, nevertheless, attention must be made when selecting the songs and lyrics. Teachers need to make sure the songs they select are appropriate for the lesson's theme and language. Indeed, Tezi (2008) states that before using songs in the classroom, some activities must be considered. For example, presenting the title of the song to familiarize students with the vocabulary and song. Besides, presenting a list of words to predict the meaningful words learners are expected to hear. Another activity while listening to songs is gap filling. This activity is helpful to practice the meaningful words. Moreover, for advanced students, after listening to songs, students can match new vocabulary to synonyms or antonyms.

Active songs

Songs classified as "active" involve performers wildly gesticulating or moving their bodies. These songs are frequently used in language schools and other educational settings to aid students in learning through the use of music and movement. Children learning English as a foreign language can gain a lot from active songs (Sarrazin, 2016). Similarly, active songs are also known as “action songs”, they are a style of music practice created to get young kids engaged and actively involved in improving their vocabulary development. These songs usually have gestures or body language that relate to certain words or ideas in the lyrics. Movement and music together produce a multisensory experience that supports language development (Dzanic & Pejic, 2016).

Active songs' benefits for EFL students

Asyaari and Aziz (2020) states that there are several advantages of implementing active songs in the classroom, some of them are the following:

- **Physical movements or gestures:** Adding physical movements or gestures to go along with the lyrics is what makes action songs unique. The meaning of the terms and words being introduced is reinforced by these movements.

- **Multisensory experience:** The integration of kinesthetic (doing the motions), visual (seeing the movements), and auditory (listening to the song) components creates a multisensory experience that can improve learning.
- **Retention:** Studies have indicated that the confluence of music and movement can enhance memory retention. Children who engage in energetic song-singing and dancing are more likely to retain new vocabulary.
- **Pronunciation:** Children can practice pronouncing words correctly in a playful and approachable way by listening to active songs. Young learners can gain confidence in speaking and enhance their pronunciation skills by joining in on songs.
- **Vocabulary expansion:** Repetitive phrases and engaging melodies are common elements of active songs, which facilitate children's acquisition of new vocabulary. Young learners can naturally and joyfully increase their vocabulary by listening to and singing along with songs. Additionally, a lot of active songs become incorporated in daily routines, offering a dependable and planned training to teach and practice vocabulary. Retention of vocabulary is facilitated by continued exposure to words in familiar contexts.

Active songs to develop vocabulary

Active songs act as dynamic tools for developing the vocabulary of young learners in an interactive and stimulating way. By combining music, movement, repetitive nature, and lyrics, these songs create a rich sensory experience that captures the attention of children and supports language acquisition. The inclusion of physical actions and gestures not only adds enjoyment to the learning process but also establishes a direct link between words and movements, aiding in contextual comprehension. Repeating key words in the lyrics reinforces vocabulary retention, and the rhythmic patterns and rhymes contribute to phonological awareness. Additionally, active songs encourage social interaction, as children frequently join together in singing and movement activities. By immersing young learners in a lively and participatory language environment, active songs play a crucial role in laying a solid foundation for vocabulary development. This approach to language learning is both delightful and stimulating, sparking enthusiasm and curiosity among young learners (Fauzi, 2022).

2.2.2. Dependent variable

Language skills

The skills that allow people to effectively communicate through language are referred to as language skills. These abilities give personal opinions, ideas, and emotions the coherence and relevance they need to be communicated to others. Basic language competency is categorized into four fundamental language skills: speaking, writing, listening, and reading. Language proficiency is essential for enabling non-native English speakers to communicate effectively and acquire the language while teaching English as a foreign language (EFL). The four main language skills that EFL teachers work to develop are speaking, writing, listening, and reading. For EFL learners to communicate in English and understand it in a variety of contexts (Harmer, 2001).

In the context of learning English, the skills of reading and listening are referred to as "receptive skills." These abilities are referred to as "receptive" because learners receive and comprehend language rather than having to produce it themselves. Oftentimes, receptive skills are also called passive skills, as opposed to speaking and writing, which are considered productive or active abilities. Receptive and productive skills have a complex relationship in which one set of abilities inevitably supports the other. For instance, improving individual's reading comprehension can help one's writing. Speaking fluency can also be increased by listening. It's crucial to remember that acquiring receptive skills might be difficult, especially when speaking with native or fluent speakers. However, because they lay the groundwork for deciphering and drawing meaning from oral and written discourse, these abilities are essential for language learners (Brown, 2015).

Linguistic competence

Noam Chomsky defined communicative competence as extending beyond simple grammatical and lexical knowledge to include the capacity to utilize language effectively in social circumstances. The contrast between linguistic competence and performance is the foundation of Chomsky's concept of communicative competence. While performance relates to the actual use of language in authentic communication contexts, linguistic competence is the intrinsic understanding of a language's rules and structure (Lehmann, 2007).

In other terms, linguistic competence is the implicit understanding of a person's language's structure and norms that allows them to comprehend and construct grammatically correct sentences. It also includes vocabulary, grammar proficiency, and the capacity to utilize and comprehend the language. Linguistic competence is a critical factor in determining students' language proficiency when it comes to teaching and studying English as a foreign language (EFL). Linguistic competency is crucial in EFL classes for the development of communication skills and efficient language learning (Larsari, 2011).

According to Tahir (2018), linguistic competence may include the following: Phonological competence is the understanding of a language's sounds and the capacity to discriminate between them. Subsequently, grammatical competence is the ability to construct grammatically sound sentences by comprehending the rules and structures of a language. Another competence is lexical competence. It is the capacity to use, pronounce, and understand a large vocabulary. Finally, understanding and applying language correctly in various social and cultural contexts is known as pragmatic competence.

Lexical competence, as it relates to linguistic competence, is the specialized understanding of words, including their pronunciation, meanings, and applications in context. Proficiency in language and good communication both depend on having a large vocabulary. It is important for all linguistic abilities, including speaking, writing, listening, and reading. As a result, teachers frequently incorporate word studies, vocabulary-building exercises, and context-based learning strategies to help students develop their lexical competence. Strong vocabulary builds language proficiency generally and improves linguistic competence (Harmer, 2007).

Vocabulary

The collection of words that a person knows and employs in a specific language is referred to as their vocabulary. It is an essential component of language proficiency and is vital to both language learning and communication (Lessard-Clouston, 2021). Furthermore, it is impossible to overestimate the significance of vocabulary in EFL learning. Vocabulary helps learners' English competence in a variety of ways. To begin with, vocabulary serves as the foundation for communication. Students who have a large and diverse vocabulary are better equipped to communicate both orally and in writing. Learners may find it difficult to accurately communicate

their thoughts and ideas if they lack a sufficient vocabulary. Furthermore, word choice is significant when writing as well as speaking. A strong vocabulary helps students communicate more coherently and effectively by improving their capacity to express ideas and transmit information. Vocabulary development and cognitive development are largely related. Acquiring new vocabulary, particularly with understanding the context, fosters critical thinking, facilitates the creation of abstract connections, and improves cognitive functioning. Furthermore, having a strong vocabulary gives students the ability to successfully navigate language, which empowers them. It promotes self-worth and a positive outlook on language acquisition.

Developing vocabulary in EFL children

Developing vocabulary in children involves creating a stimulating and immersive learning environment. (Millington, 2011) proposes some strategies to effectively build vocabulary in children. Arrange words according to kid-friendly thematic units that are pertinent to them. Colors, animals, families, cooking, and everyday activities are among the recurring themes, their learning acquires coherence and context as a result. Secondly, add in interactive activities like memory games, puzzles, and flashcards. Make learning enjoyable by including games into the process of learning new words. Additionally, illustrate new terms with colored flashcards and other visual aids. Children learn to link words with pictures through visual aids, which helps them retain more vocabulary. Moreover, using storytelling as a way to introduce new language is another recommendation. Children can make connections between words and real-life events through books with vivid illustrations and straightforward storytelling. Lastly, incorporate attractive rhymes and songs into your lessons. Vocabulary retention and pronunciation are improved by songs with catchy movements and repeating lyrics.

Vocabulary development through songs

Using music as a teaching tool is a fun and successful way to help language learners expand their vocabulary. Songs provide a dynamic, multimodal strategy that improves retention and memory by mixing verbal information with melody and rhythm. Songs' recurrent choruses and verses let students hear, sing, and memorize words in context, which helps to reinforce vocabulary.

Furthermore, because song lyrics frequently contain significant tales or concepts, they offer a valuable foundation for learning and using new language. A kinesthetic aspect is enhanced when movement, dance, and gestures are incorporated into song activities, strengthening the link between words and actions (Magnussen & Sukying, 2021). Songs introduce language learners to a wide variety of vocabulary, idiomatic expressions, and colloquialisms, whether through traditional or new genres. Songs are an invaluable tool in the language classroom because of this engaging and participatory strategy, which not only promotes the learning process but also helps students' language abilities develop (Sohot & Yunus, 2018).

CHAPTER III

METHODOLOGY

3.1. Location

The researcher carried out the study at Unidad Educativa Federico González Suárez in Alausí, Chimborazo province. It is a public institution that offers face-to-face education at the levels of “Educación Inicial I” until the third year of baccalaureate. There are 75 teachers and 1,175 students in the high school, and it is one of the biggest high schools in Alausí which belongs to the 06D02 Educational District. Learners mostly come from small villages near Alausí such as Nizag, Tixan, Aypud, Cevilla, Yocon, Chibatuz, Comventillo, Shushilcon.

3.2. Tools and techniques

This research applied technological and human resources. The human resources were the investigator, the control and experimental groups, and the teachers of each parallel. The technological resources and materials used in the investigation were the computer, the internet connection, speakers, and printed materials. Moreover, the SPSS software was the tool used for analyzing the statistics.

3.3. Research approach

Due to particular features, this study's primary focus was quantitative. First of all, the children's vocabulary range was diagnosed, making both research variables measurable. Furthermore, this study presented hypotheses, which have been proven through data collection and numerical measurement.

Moreover, it was quasi-experimental research design because its purpose was to prove the existence of a causal relationship between the independent variable, active songs, and the dependent variable, young learners' vocabulary. Quasi-experimental design is defined by having two groups, experimental and control group. In this case the treatment was given to the experimental group meanwhile the control group continued with normal classes. Additionally, this design used pre-existing groups instead of randomization (Creswell, 2015).

Similarly, the study was explanatory research because the nature of its goals and the specific questions it aimed to answer. First, the focus of the study was on establishing casual relationships

between the use of active songs and the development of vocabulary in young learners. The investigator sought to ascertain whether the utilization of active songs had a direct influence on the improvement of vocabulary. Moreover, explanatory research involves the formulation and testing of hypotheses. In this way, the study aimed to test the hypothesis that active songs contributed significantly to the development of young learner’s vocabulary. This suggested a cause-and effect relationship, which was investigated.

The investigation was longitudinal study because it collected information at the beginning of the research and after the implementation of a pedagogical intervention, with the aim of comparing the data obtained in the diagnosis and assessment of the control and experimental groups.

3.4. Hypothesis verification - hypothesis approach

The hypothesis raised in the current investigation were:

H0 (Null hypothesis): Active songs do not contribute significantly to the development of young learner’s vocabulary at Unidad Educativa Federico González Suárez.

H1 (Alternative hypothesis): Active songs contribute significantly to the development of young learner’s vocabulary at Unidad Educativa Federico González Suárez.

3.5. Population and sample

The investigation was conducted with a convenience sampling corresponding to Third year of Basic Education, parallels A and B at Unidad Educativa Federico González Suárez. It is explained in the following table:

Table 1

Population

Population	Frequency	Male	Female	Percentage
Experimental Group (Third A)	22	15	7	50%
Control Group (Third B)	22	13	9	50%
Total	44	28	16	100%

Note. Data gathered from Unidad Educativa Federico González Suárez.

3.6 Data collection

To gather the information for the current research investigation, the researcher collected data from different bibliographic sources to accomplish the first objective of the study. It was to substantiate from theory the relationship between active songs and the development of young learners' vocabulary.

On the other hand, to gather the statistical information from the experimental and control groups, there was use of quantitative methods and instruments. Therefore, the technique implemented was a pre and posttests, while the instrument was the items. The pre-test was used to assess the range of the learner's vocabulary from both groups, experimental and control. This pre-test was taken from Part 1, Reading and Writing Paper of the A1 movers, this is a standardized examination belonging to Cambridge examinations, a university with a distinguished academic history. It followed that the test did not require expert validation. In addition, the test is adapted to the specific of kids and covers well-known topics. In this section of the exam, students were required to write the term that corresponded with each of the five definitions. Refer to Figure 2. Regarding the post-test, it was the same examination taken after the researcher treatment.

Figure 2

A1 Movers examination, Reading & Writing paper, part 1

What's in Part 1?	On the left, there are eight pictures of things with the English word under them. On the right, there are five definitions (sentences that describe or explain five of the eight things on the left). Children need to choose which picture matches each definition and copy the correct word under it.
What should children practise?	Reading short definitions and matching to words. Writing words.
How many questions are there?	5

Note. Description of the examination taken as pre- and post- tests. Developed from Cambridge University Press & Assessment (2023).

In respect to the intervention, the pre-test was applied at the start of November to both groups. After gathering the results, the investigator selected the active songs and activities that complemented the intervention. The choosing of active songs was related to the items from the pre-test. The lesson plans for the intervention were applied at the beginning of each class as a warm-up to attract students' attention. They were also used as a warm-up to follow to the national curriculum without making any changes. The experimental group received three hours of intervention per week for a total of eighteen interventions during the six-week treatment period. The control group, meanwhile, continued to get regular instruction without any intervention.

After the intervention, the researcher proceeded to apply the post-test to the experimental and control group to evaluate young learner's vocabulary. Moreover, it is significantly mentioned that the expert obtained consent from the parents of the children before administering the pre-test to each group.

3.7 Data processing and statistical analysis

After applying the pre-test, the researcher used SPSS statistics, Version 29.2.0, to examine the data gathered using Leven's test. Its goal was to ascertain whether the experimental and control groups were homogeneous. This indicated that the investigation was parametric, which is why the t-student was employed to demonstrate which hypothesis was accepted and rejected. Lastly, the researcher used Microsoft Excel to examine the pre- and post-test data that had been gathered. To visualize the data that was acquired, tables, charts, and descriptive statistics were made.

CHAPTER IV

RESULTS AND DISCUSSION

To develop the current chapter, the researcher proceeded to tabulate the gathered information taken from Third grade young learners parallel A and B at Unidad Educativa Federico González Suárez.

Homogeneity test

By applying this test, it was possible to determine that the pre-test data of both groups had a normal distribution. It meant that the variances of the two groups were approximately equal. If the variances are not homogeneous, it can affect the reliability and validity of the statistical analyses, leading to potentially inaccurate results.

According to Levene's homogeneity test, if the significance level is ≥ 0.05 , the null hypothesis is accepted and the alternative hypothesis is rejected. Since the significance level is 0,519, (See Table 2) it concludes that both groups are homogeneous, that is, they are similar.

Table 2

Test of homogeneity

		Levene's Test for Equality of Variances	
		F	Sig.
Pretest	Equal variances assumed	0,424	0,519

Note. Results from the SPSS software, developed by Pilatuña (2023).

4.1. Analysis and interpretation

Continuedly, the statistical analysis of the gathered data is presented in the following tables and graphics:

Table 3

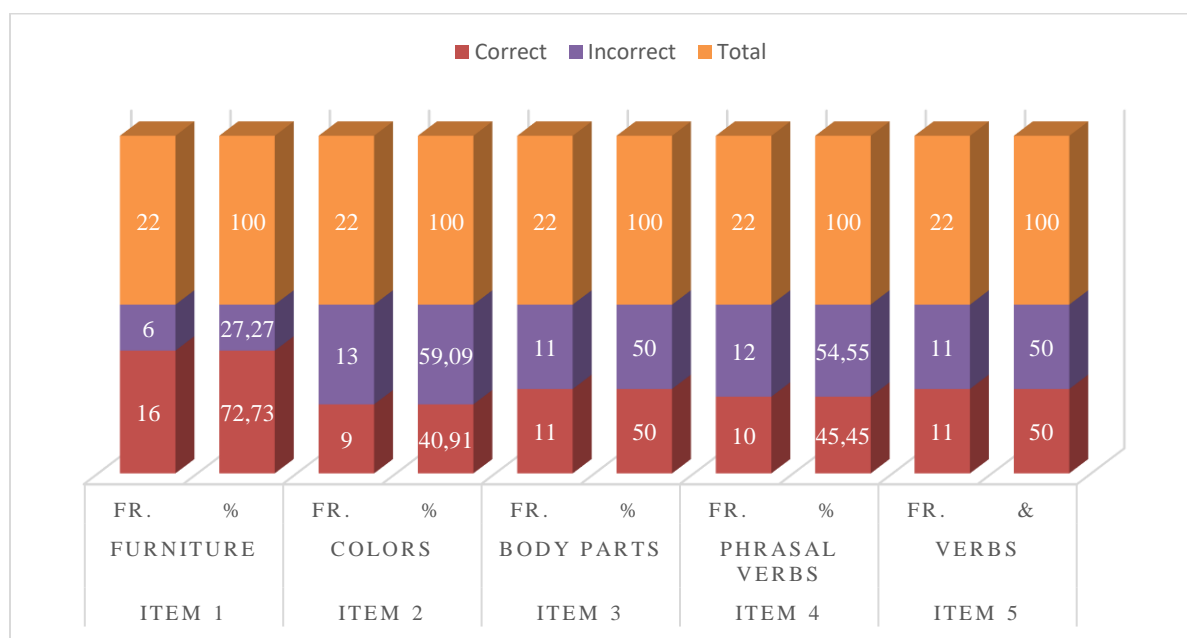
Control group pre-test

	Item 1		Item 2		Item 3		Item 4		Item 5	
	Furniture		Colors		Body parts		Phrasal Verbs		Verbs	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	&
Correct	16	72,73	9	40,91	11	50	10	45,45	11	50
Incorrect	6	27,27	13	59,09	11	50	12	54,55	11	50
Total	22	100	22	100	22	100	22	100	22	100

Note. The results showed the frequency and percentage of each item from the control group pre-test, developed by Pilatuña (2023).

Figure 3

Control group pre-test tabulation.



Note. General tabulation of the gathered information of the pre-test from the control group, developed by Pilatuña (2023).

As can be seen, the results from the pre-test of the control group demonstrated that 16 students, or 72,73 percent of the total, successfully answered the first question about furniture vocabulary. In the meantime, 6 students, or 27,27 % answered the question wrong. We may say that the majority of the kids knew vocabulary related to furnishings. In reference to Colors in Item 2, 13 students, or 59,9 %, answered incorrectly. However, 9 students, or 40,91 %, answered this question correctly. Therefore, most of the children had difficulty in identifying different colors. Proceed to item 3, which is about body parts, 11 learners, that are the 50% of the total, wrote the correct answer. In a similar manner, the other half of students answered the item incorrectly. Regarding item 4, which deals with phrasal verbs, 10 students, or 45,45% of the total population, accomplished the proper answer. On the other hand, 12 participants, or 54,55%, provided the wrong response. One could argue that over 50% of the participants knew even less about phrasal verbs. Ultimately, 11 students, representing 50% of the total, correctly answered item 5 about verbs. However, 50% of the students, or the same number of learners, answered this item incorrectly.

Table 4

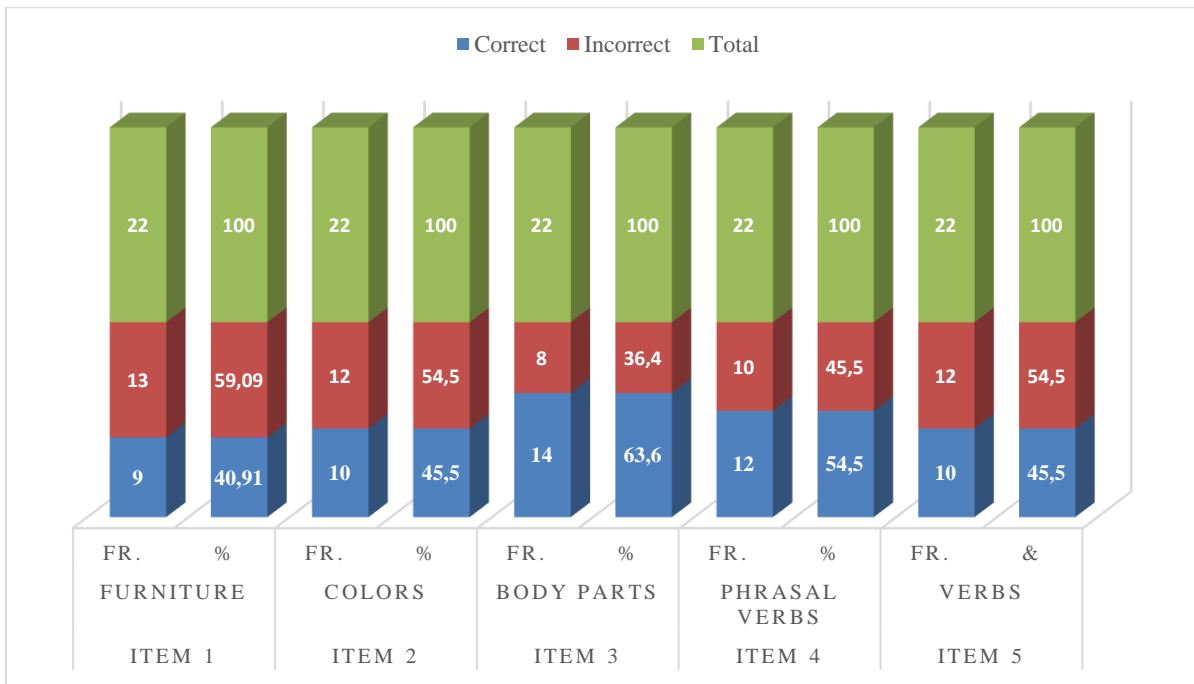
Experimental group pre-test

	Item 1		Item 2		Item 3		Item 4		Item 5	
	Furniture		Colors		Body parts		Phrasal Verbs		Verbs	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	&
Correct	9	40,91	10	45,45	14	63,64	12	54,55	10	45,45
Incorrect	13	59,09	12	54,55	8	36,36	10	45,45	12	54,55
Total	22	100	22	100	22	100	22	100	22	100

Note. The results showed the frequency and percentage of each item from the experimental group pre-test, developed by Pilatuña (2023).

Figure 4

Experimental group pre-test tabulation



Note. General tabulation of the gathered information of the pre-test from the experimental group, developed by Pilatuña (2023).

The results of the control group's pre-test show that 9 students, equivalent to 40.91% of the total, correctly answered the first question regarding furniture vocabulary. Conversely, 13 students, accounting for 59.09%, answered this question incorrectly, indicating a lack of extensive knowledge of furnishings among the majority of the students. Moving on to Item 2, which pertains to colors, 10 students, or 45.5%, answered correctly, while 12 students, representing 54.5%, provided incorrect responses. This suggests that most children struggled with identifying different colors. In relation to Item 3, focusing on body parts, 14 learners, constituting 63.6% of the total, supplied the correct answer, while 8 students, making up 36.4%, answered incorrectly, indicating a solid understanding of body parts among the students. As for Item 4, which addresses phrasal verbs, 12 students, or 54.5% of the total, answered correctly, while 10 participants, or 45.5%, provided incorrect responses, suggesting a relatively strong knowledge of phrasal verbs among the majority of the participants. Lastly, 10 students, representing 45.5% of the total, responded

correctly to Item 5 concerning verbs. However, 12 students, or 54.5%, answered this item incorrectly.

Table 5

Control and experimental group pre-test

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
Pretest	Control Group	22	2,59	0,854	0,182
	Experimental Group	22	2,50	1,012	0,216

Note. Mean of the pre-test results for the experimental and control group. Created using the SPSS software, developed by Pilatuña (2023).

Table 6 displays the mean score of the control group pre-test (2,59) prior to the intervention. The experimental group's mean was 2,50 in a similar vein. As a result, both groups' initial vocabulary was poor and their mean.

Table 6

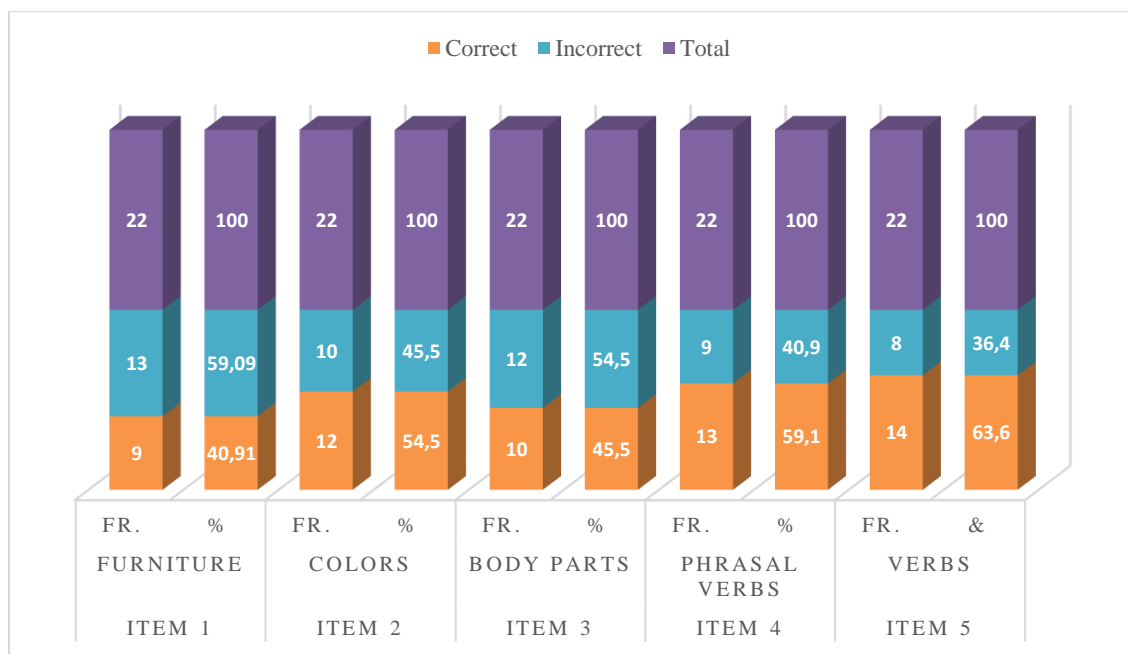
Control group post-test

	Item 1		Item 2		Item 3		Item 4		Item 5	
	Furniture		Colors		Body parts		Phrasal Verbs		Verbs	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	&
Correct	9	40,91	12	54,5	10	45,5	13	59,1	14	63,6
Incorrect	13	59,09	10	45,5	12	54,5	9	40,9	8	36,4
Total	22	100	22	100	22	100	22	100	22	100

Note. The results showed the frequency and percentage of each item from the control group post-test, developed by Pilatuña (2023).

Figure 5

Control group post-test tabulation



Note. General tabulation of the gathered information of the post-test from the control group, developed by Pilatuña (2023).

The post-test results for the control group indicate that 9 students, comprising 40.91% of the total, accurately answered the first question related to furniture vocabulary. However, 13 students, accounting for 59.09%, gave incorrect responses, revealing a lack of comprehensive knowledge of furnishings among the majority of the students. Moving on to the second question about colors, 12 students, or 54.5%, answered correctly, while 10 students, representing 45.5%, provided incorrect responses. This suggests that most children had little difficulty identifying different colors. Regarding the third question on body parts, 10 learners, constituting 45.5% of the total, provided the correct answer, while 12 students, making up 54.5%, answered incorrectly, indicating a lack of understanding of body parts among the students. Regarding the fourth question, which focuses on phrasal verbs, 13 students, or 59.1% of the total, answered correctly, while 9 participants, or 40.9%, gave incorrect responses, suggesting a relatively strong knowledge of phrasal verbs among the majority of the participants. Finally, 14 students, representing 63.6% of the total, responded correctly to the fifth question concerning verbs. However, 8 students, or 36.4%, answered this item incorrectly.

Table 7

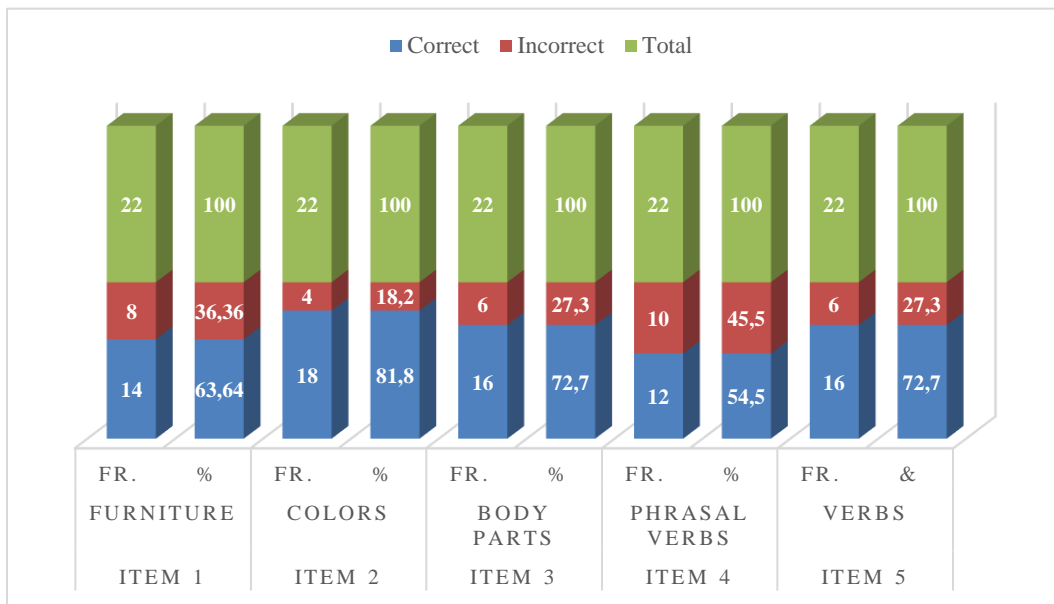
Experimental group post-test

	Item 1		Item 2		Item 3		Item 4		Item 5	
	Furniture		Colors		Body parts		Phrasal Verbs		Verbs	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	&
Correct	14	63,64	18	81,8	16	72,7	12	54,5	16	72,7
Incorrect	8	36,36	4	18,2	6	27,3	10	45,5	6	27,3
Total	22	100	22	100	22	100	22	100	22	100

Note. The results showed the frequency and percentage of each item from the experimental group post-test, developed by Pilatuña (2023).

Figure 6

Experimental group post-test tabulation



Note. General tabulation of the gathered information of the post-test from the experimental group, developed by Pilatuña (2023).

In the first item, which evaluates furniture vocabulary, 14 students (63,64%) answered correctly, while 8 students (36,36%) answered incorrectly. It indicated that the majority of students had no trouble with this section. Moving on to the second item, which focuses on colors, 18 students (81,8%) answered correctly, and 4 students (18,2%) answered incorrectly. Because of this, most kids had no trouble with colors. For the third item, assessing body parts, 16 students (72,7%) provided the correct response, while 6 students (27,3%) answered incorrectly. As a result, students demonstrated a high level of body part knowledge. Regarding the fourth item, which pertains to phrasal verbs, 12 students (54,5%) answered correctly, and 10 students (45,5%) answered incorrectly. It can be said that most students did not have problems with phrasal verbs. Lastly, the fifth item, focusing on verbs, saw 16 students (72,7%) responding correctly, while 6 students (27,3%) answered incorrectly. It implied that nearly every student understood verbs.

Table 8

Control and experimental group post-test

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
	Control Group	22	2,63	1,077	0,230
Posttest	Experimental Group	22	3,45	0,963	0,205

Note. Mean of the post-test results for the experimental and control group. Developed by the SPSS software, by Pilatuña (2023).

Table 11 shows the post-test mean score for the control group, which is 2,63. Nevertheless, the experimental group's average score is 3,45. The experimental group's mean increased mainly as a result of the intervention.

4.2 Hypothesis verification

Ho (Null hypothesis): Active songs do not contribute significantly to the development of young learner's vocabulary at Unidad Educativa Federico González Suárez.

H1 (Alternative hypothesis): Active songs contribute significantly to the development of young learner's vocabulary at Unidad Educativa Federico González Suárez.

Decision criterion

If $p \leq 0,05$ reject the Ho and accept the H1

If $p \geq 0,05$ reject the H1 and accept the Ho

Table 9

T-test for equality of means

Independent Samples Test						
		t	df	p	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest	Equal variances assumed	-2,362	42	0,011	-1,349	-0,106

Note. Information analyzed through the SPSS software, developed by Pilatuña (2023).

As p is equal to 0,011, which means less than 0,05, it rejects the Ho and accepts the H1. It implies that the means of the pre and post-tests are different. As a result, it is concluded that the use of active songs contributed significantly to the development of young learner's vocabulary at Unidad Educativa Federico González Suárez.

4.3 Discussion

The exploration of using active songs as a tool for enhancing the vocabulary of young learners has yielded noteworthy findings. This discussion delves into the observed outcomes, particularly focusing on the notable increase in vocabulary within the experimental group.

The experimental phase involved exposing young learners to a series of active songs designed to engage them both physically and mentally. These songs incorporated various linguistic elements, encouraging active participation and interaction. The aim was to create an immersive and enjoyable learning experience that could potentially contribute to vocabulary development.

The results revealed a significant positive impact on the experimental group's vocabulary. The utilization of active songs seemed to foster a more dynamic and participatory learning environment, allowing the learners to absorb and internalize new words effectively. Moreover, this aligns with the notion that multisensory and interactive approaches, such as those found in active songs, can be particularly beneficial for young learners. Similarly, this agrees with Sohot and Yunus' (2018) opinions. Building a wide vocabulary is an essential part of learning a language. Possessing a wide vocabulary helps with both written and oral communication. Furthermore, this extensive vocabulary enables students to use the language with proficiency. Young learners can improve their capacity to acquire and apply a rich vocabulary by using effective teaching and learning strategies.

One key observation is the diversity of vocabulary that emerged within the experimental group. The incorporation of active elements in the learning process appeared to stimulate a broader range of word acquisition. Learners not only demonstrated an increase in the number of words they could comprehend but also showcased a more varied and nuanced use of language. The success of active songs in vocabulary development may be attributed to their ability to tap into multiple cognitive channels simultaneously. The combination of auditory, visual, and kinesthetic elements seems to create a more holistic learning experience. This finding resonates with the idea that active engagement can enhance memory retention and overall language acquisition. In alignment with this viewpoint, Putri and Rustipa (2023) assert that incorporating songs is highly suitable for young learners. Given that most young learners derive enjoyment from activities incorporating sound, vision, and movement, the utilization of songs makes the learning experience more engaging for

them. Furthermore, the repetitive exposure to words through song listening aids learners in reinforcing both meaning and pronunciation in their long-term memory.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- It was possible to substantiate from theory the relationship between active songs and vocabulary development in children. It has been demonstrated that active songs enrich children's vocabulary. Songs can be a powerful vehicle for language acquisition, engaging multiple senses and promoting active participation (Joven, 2013). Additionally, language learning theories maintain that repetition and predictable structure in songs can facilitate the retention and comprehension of vocabulary (Murphey, 1992). These theoretical foundations support the idea that the integration of active songs into the educational environment of children can be a valuable strategy for fostering early vocabulary development.
- To comply with the second research objective, the students' vocabulary was evaluated before and after the implementation of active songs. The focus on the experimental group, which exclusively received the implementation of active songs, revealed a noteworthy improvement in vocabulary. The pre- and post-test averages for the experimental group demonstrated a substantial increase from 2.50 to 3.45 out of 5. In contrast, the control group, without the active song intervention, showed a range of 2.59 at 2.63 out of 5. These findings strongly supported the alternative hypothesis that the incorporating of active songs contributed significantly to vocabulary improvement.
- After diagnosing the deficiency in vocabulary, it is important to integrate active and participatory elements into language development in young learners as valuable pedagogical strategy. As a result, activities that enhance the usage of action songs have been effectively suggested for the vocabulary development of kids between the ages of 6 and 7 through the creation of a website with the theme "Sing and Learn: A Musical Journey towards Vocabulary." It is an efficient strategy in which teachers and parents are able to expand the development of children's vocabulary.

5.2. Recommendations

- It is recommended to actively integrate such songs into the educational environment based on conclusive findings that substantiate the positive relationship between active songs and vocabulary development in children aged six to seven. Moreover, considering the support from language learning theories that highlight the benefits of repetition and predictable structures in songs for vocabulary retention and comprehension, educators can design activities that leverage these principles. Finally, it is recommended to do further research contributing to a deeper understanding of effective methods for fostering vocabulary development in children.
- Based on the findings that strongly support the positive impact of active songs on vocabulary improvement, it is recommended to integrate active songs as a regular component in EFL classrooms. Educators are encouraged to consider the integration of active songs as an engaging and impactful strategy for vocabulary enhancement. Moreover, it is recommended that teachers should integrate active songs systematically into their lesson plans, ensuring a more dynamic and enriching language learning experience for students.
- It is recommended teachers to use the website 'Sing and Learn: A Musical Journey towards Vocabulary' to develop vocabulary through active songs in children aged 6 to 7. This website support not only children but also teachers. Additionally, it will help children experience greater motivation and enjoyment when participating in these rhythmic activities, fostering a playful and stimulating environment for their cognitive and emotional development.

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5.4. Annexes

Annex 1: Authorization

Alausí, 26 de octubre de 2023

Licenciado
Ángel Vicente Sánchez Pilco
RECTOR DE LA UNIDAD FEDERICO GONZÁLEZ SUÁREZ

De mis consideraciones

Yo, **Cynthia Michelle Pilatuña Espinoza**, con cédula de identidad Nro. **1805243548**, estudiante de la **MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA**, Cohorte 2022, Modalidad En Línea, de la Universidad Técnica de Ambato, me dirijo a usted muy comedidamente para solicitarle se digne concederme el permiso necesario para realizar la aplicación del Trabajo de Titulación denominado: **THE USE OF ACTIVE SONGS IN DEVELOPING YOUNG LEARNERS VOCABULARY**, para ser desarrollado como Proyecto de Titulación con Componente de Investigación y Desarrollo; y se articula a la línea de investigación: Innovación en metodologías de la enseñanza del idioma inglés, mismo que tendrá una duración de 6 semanas de intervención, con los estudiantes de Tercer Año de Educación General Básica, paralelos A y B durante el periodo lectivo 2023-2024.

En la seguridad de ser atendida de manera favorable, le anticipo mis sinceros agradecimientos.

Atentamente,



Lcda. Cynthia Michelle Pilatuña Espinoza

Estudiante de la Maestría en Enseñanza de Inglés como Lengua Extranjera

*Autorizado
Procedase
de acuerdo a lo
solicitado*

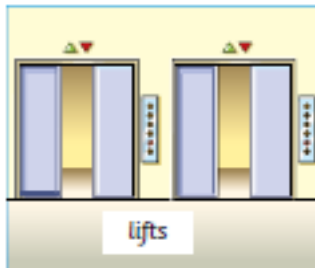


Annex 2: Pre- and post-tests

Part 1

– 5 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.



Example

This animal has very strong legs and hops from place to place.

.....
a kangaroo

Questions

1 You can put chairs and tables on this and sit outside.

2 This is black and white and lives in the mountains.

3 You put this on your head and then ride your bike.

4 You can walk up and down these inside a house.

5 This animal swims and sometimes jumps above the waves.

Annex 3: Parental consent

AUTORIZACIÓN

He leído el procedimiento descrito arriba. La investigadora me ha explicado el estudio y ha contestado mis preguntas. Voluntariamente doy mi consentimiento para que mi hijo(a) Natote Mateo, participe en el estudio de (Lic. Cynthia Michelle Pilatuña Espinoza) sobre el uso de canciones activas en el desarrollo de vocabulario en niños de 6 a 7 años.

Moriano Flames

15-11-2023

Nombre:
Padre/Madre de Familia

Fecha

AUTORIZACIÓN

He leído el procedimiento descrito arriba. La investigadora me ha explicado el estudio y ha contestado mis preguntas. Voluntariamente doy mi consentimiento para que mi hijo(a) Montesdeoca Daniel, participe en el estudio de (Lic. Cynthia Michelle Pilatuña Espinoza) sobre el uso de canciones activas en el desarrollo de vocabulario en niños de 6 a 7 años.

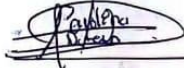
Rocio Cepeda Paredes



Nombre:
Padre/Madre de Familia

Fecha 14/11/2023

He leído el procedimiento descrito arriba. La investigadora me ha explicado el estudio y ha contestado mis preguntas. Voluntariamente doy mi consentimiento para que mi hijo(a) Sanchez Solange, participe en el estudio de (Lic. Cynthia Michelle Pilatuña Espinoza) sobre el uso de canciones activas en el desarrollo de vocabulario en niños de 6 a 7 años.



14/11/23

Nombre: Dayana Deltan
Padre/Madre de Familia

Fecha

He leído el procedimiento descrito arriba. La investigadora me ha explicado el estudio y ha contestado mis preguntas. Voluntariamente doy mi consentimiento para que mi hijo(a) Sanchez Luis, participe en el estudio de (Lic. Cynthia Michelle Pilatuña Espinoza) sobre el uso de canciones activas en el desarrollo de vocabulario en niños de 6 a 7 años.

Maria Sanchez

14-11-2023

Nombre:
Padre/Madre de Familia

Fecha

Annex 4: Intervention lesson plans

WEEK 1

TEACHER:	NUMBER OF STUDENTS 22 students	GRADE: TERCERO EGB	DATE November 7, 8, 9 2023
Lcda. Michelle Pilatuña	AREA LENGUA EXTRANJERA	SUBJECT INGLÉS	SCHOOL YEAR: 2023-2024
Lic. Michelle Pilatuña Firma del Docente	Firma del Coord. del Area	Firma de Vicerrectorado	

N° of week	WEEKS/ DATES/T OPICS	SKILL AND PERFORMANCE CRITERIA	INDICATORS OF THE PERFORMANCE CRITERIA	ACTIVE METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING	ASSESSMENT
1	From November 6th to 10th , 2023. TOPICS: Numbers and tens Analog clock Digital clock	EFL 2.3.10. Read a variety of simple text-types and graphic organizers used to present cross-curricular information (Example: instructions, graphs, diagrams, charts, plans or maps, etc.)	Learners can understand the main ideas in a short simple text on a cross curricular topic. Ref. I.EFL.2.16.1. (I.2)	<ul style="list-style-type: none"> ✓ Sing the hello and weather songs at the beginning of the class. https://www.youtube.com/watch?v=tVlcKp3bWH8 https://www.youtube.com/watch?v=KBL5aXSJTIE ✓ Work in pairs or small groups and take turns in small greetings and short conversations. ✓ Use WORD and PICTURE flashcards to teach the vocabulary. ✓ Reading words and matching them to pictures. ✓ Unscramble letters and write words. ✓ Implement the song Numbers Freeze dance: https://www.youtube.com/watch?v=B3mIG7ECzHQ 	<ul style="list-style-type: none"> ✓ Write the numbers in words ✓ Complete the missing numbers in some sequences. ✓ Students do mathematical problems.

				<ul style="list-style-type: none"> ✓ Review the numbers and tens. ✓ Implement the song Hickory Dickory Dock to introduce the analog clock: https://www.youtube.com/watch?v=-j6Dk6qLFB8 <p>Note: Make sure students follow the movements from the song.</p>	
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WEEK 2

DATA INFORMATION:

TEACHER: Lic. Michelle Pilatuña	NUMBER OF STUDENTS 22 students	GRADE:	DATE November 14, 15, 16 2023
		TERCERO EGB	
	AREA LENGUA EXTRANJERA	SUBJECT INGLÉS	SCHOOL YEAR: 2023-2024
Lic. Michelle Pilatuña Firma del Docente	Firma del Coord. del Area	Firma de Vicerrectorado	

N° of week	WEEKS/DATES/ TOPICS	SKILL AND PERFORMANCE CRITERIA	INDICATORS OF THE PERFORMANCE CRITERIA	ACTIVE METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING	ASSESSMENT
2	From November 13th to 17th , 2023. TOPIC:	EFL.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant	I.EFL.2.11.1. Learners can understand familiar words, phrases, and short simple sentences and can successfully complete the simple	<ul style="list-style-type: none"> ✓ Sing the hello and weather songs at the beginning of the class. https://www.youtube.com/watch?v=tVlcKp3bWH8 https://www.youtube.com/watch?v=KBL5aXSJTIE 	<ul style="list-style-type: none"> ✓ Match the correct verb with the picture. ✓ Fill in the blanks and set the clock at

	Verbs Daily routines	delivery. (Example: words, phrases and short sentences about people, animals, things, etc.)	accompanying task. (I.4)	<ul style="list-style-type: none"> ✓ Work in pairs or small groups and take turns in small greetings and short conversations. ✓ Use WORD and PICTURE cards to teach the vocabulary. ✓ Reading words and matching them to pictures. ✓ Introduce the song What do you do every day? https://www.youtube.com/watch?v=oEAdz3MAj0 	<p>the time you do each activity.</p> <ul style="list-style-type: none"> ✓ Unscramble letters and write the verbs.
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WEEK 3

DATA INFORMATION:

TEACHER:	NUMBER OF STUDENTS	GRADE:	DATE
Lic. Michelle Pilatuña	22 students	TERCERO EGB	November 21, 22, 23 2023
	AREA	SUBJECT	SCHOOL YEAR:
	LENGUA EXTRANJERA	INGLÉS	2023-2024
Lic. Michelle Pilatuña Firma del Docente	Firma del Coord. del Area	Firma de Vicerrectorado	

N° of week	WEEKS/DATES/ TOPICS	SKILL AND PERFORMANCE CRITERIA	INDICATORS OF THE PERFORMANCE CRITERIA	ACTIVE METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING	ASSESSMENT
3	From November 20th to 24th , 2023.	EFL.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes	I.EFL.2.11.1. Learners can understand familiar words, phrases, and short simple sentences	<ul style="list-style-type: none"> ✓ Sing the hello and weather songs at the beginning of the class. https://www.youtube.com/watch?v=tVlcKp3bWH8 	<ul style="list-style-type: none"> ✓ Listen and circle the activities mentioned by the teacher.

	TOPICS: Verbs Routines The time	individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases and short sentences about people, animals, things, etc.)	and can successfully complete the simple accompanying task. (I.4)	https://www.youtube.com/watch?v=KBL5aXSJTIE ✓ Work in pairs or small groups and take turns in small greetings and short conversations. ✓ Use WORD and PICTURE cards to teach the vocabulary. ✓ Reading words and matching them to pictures. ✓ Introduce the song: Jump, Run, and Shout: https://www.youtube.com/watch?v=hft6uJQIF4g ✓ Review the song Hickory Dickory Dock: https://www.youtube.com/watch?v=-j6Dk6qLFB8	✓ Match the routine with the correct picture. ✓ Answer the questions using the time.
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WEEK 4

DATA INFORMATION:

TEACHER: Lic. Michelle Pilatuña	NUMBER OF STUDENTS 22 students	GRADE:	DATE November 28, 29, 30, 2023
		TERCERO EGB	
Lic. Michelle Pilatuña Teacher signature	AREA LENGUA EXTRANJERA	SUBJECT INGLÉS	Coordinator signature
		Vice principal signature	

N° of week	WEEKS/DATES/ TOPICS	SKILL AND PERFORMANCE CRITERIA	INDICATORS OF THE PERFORMANCE CRITERIA	ACTIVE METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING	ASSESSMENT
4	<p>From November 27th to 30th , 2023.</p> <p>TOPICS:</p> <p>Type of pets</p> <p>Pet's home</p>	<p>EFL.2.2.4. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)</p>	<p>I.E.F.L. 2.7.1 Learners can understand short and simple spoken texts well enough to be able to pick out key items of information and record them in writing o drawings, or physical act upon them. (I.3)</p>	<ul style="list-style-type: none"> ✓ Sing the hello and weather songs at the beginning of the class. https://www.youtube.com/watch?v=tVlcKp3bWH8 https://www.youtube.com/watch?v=KBL5aXSJTIE ✓ Mimic gestures and TPR movements to learn and show comprehension. ✓ Work in pairs or small groups. ✓ the vocabulary ✓ Reading words and matching them to pictures ✓ Unscramble letters and write words and sentences. ✓ Identify missing letters in puzzles. ✓ Introduce the song I have a pet: https://www.youtube.com/watch?v=pWepfJ-8XU0 	<ul style="list-style-type: none"> ✓ Name the pets and write down the names of each. ✓ Color and name each pet. ✓ Recognize each pet and answer the questions. ✓ Match the pet with their home.

WEEK 5

DATA INFORMATION:

TEACHER:	NUMBER OF STUDENTS 22 students	GRADE: TERCERO EGB	DATE December 5, 6, 7 2023
Lic. Michelle Pilatuña	AREA LENGUA EXTRANJERA	SUBJECT INGLÉS	SCHOOL YEAR: 2023-2024
Lic. Michelle Pilatuña Firma del Docente	Firma del Coord. del Area	Firma de Vicerrectorado	

N° of week	WEEKS/DATES/ TOPICS	SKILL AND PERFORMANCE CRITERIA	INDICATORS OF THE PERFORMANCE CRITERIA	ACTIVE METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING	ASSESSMENT
5	<p>From December 4th to 8th , 2023.</p> <p>TOPICS:</p> <p>My pet description</p> <p>What my pet do</p>	EFL.2.2.4. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)	I.E.F.L. 2.7.1 Learners can understand short and simple spoken texts well enough to be able to pick out key items of information and record them in writing o drawings, or physical act upon them. (I.3)	<ul style="list-style-type: none"> ✓ Sing the hello and weather songs at the beginning of the class. https://www.youtube.com/watch?v=tVlcKp3bWH8 https://www.youtube.com/watch?v=KBL5aXSJTIE ✓ Mimic gestures and TPR movements to learn and show comprehension. ✓ Work in pairs or small groups. ✓ the vocabulary ✓ Reading words and matching them to pictures ✓ Unscramble letters and write words and sentences. ✓ Identify missing letters in puzzles. ✓ Introduce the song Yes, I can: https://www.youtube.com/watch?v=_Ir0Mc6Qilo 	<ul style="list-style-type: none"> ✓ Describe the color and the place where each pet lives. ✓ Describe your pet using a picture. ✓ Describe what your pet can do.

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WEEK 6

DATA INFORMATION:

TEACHER:	NUMBER OF STUDENTS 22 students	GRADE: TERCERO EGB	DATE December 12, 13, 14 2023
Lic. Michelle Pilatuña	AREA LENGUA EXTRANJERA	SUBJECT INGLÉS	SCHOOL YEAR: 2023-2024
Lic. Michelle Pilatuña Firma del Docente	Firma del Coord. del Area	Firma de Vicerrectorado	

N° of week	WEEKS/DATES/ TOPICS	SKILL AND PERFORMANCE CRITERIA	INDICATORS OF THE PERFORMANCE CRITERIA	ACTIVE METHODOLOGICAL STRATEGIES FOR TEACHING AND LEARNING	ASSESSMENT
6	From December 11 th to 15 th , 2023. TOPICS: Feelings	EFL 2.3.10. Read a variety of simple text-types and graphic organizers used to present cross-curricular information (Example: instructions, graphs, diagrams, charts, plans or maps, etc.)	Learners can understand the main ideas in a short simple text on a cross curricular topic. Ref. I.EFL.2.16.1. (I.2)	<ul style="list-style-type: none"> ✓ Sing the hello and weather songs at the beginning of the class. https://www.youtube.com/watch?v=tVlcKp3bWH8 https://www.youtube.com/watch?v=KBL5aXSJTIE ✓ Unscramble the sentences and write. ✓ Use WORD and PICTURE cards to teach the vocabulary. 	<ul style="list-style-type: none"> ✓ Complete the missing words using the vowels. ✓ Simple present: verb to be

	Personal pronouns			<ul style="list-style-type: none">✓ Reading words and matching them to pictures✓ Identify missing letters✓ Reading words and matching them to pictures✓ Unscramble letters and write words.✓ Introduce the song: If you're happy: https://www.youtube.com/watch?v=l4WNrvVjiTw	
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CHAPTER VI

PROPOSAL

6.1. Informative data

Topic: Sing and Learn: a musical journey towards vocabulary.

Name of the Institution: Unidad Educativa Federico González Suárez

Beneficiaries: Students from Third year of Basic Education

Location: Alausí-Chimborazo-Ecuador

Estimated time for the execution: One school year

Person in charge: Lcda. Cynthia Michelle Pilatuña Espinoza

Researcher: Lcda. Cynthia Michelle Pilatuña Espinoza

6.2. Background of the proposal

In recent educational research, there has been a growing recognition of the pivotal role that active songs can play in fostering the vocabulary development of young learners. Vocabulary acquisition is a foundational aspect of language learning, and its significance cannot be overstated, especially in the formative years of a child's education. Active songs, characterized by their dynamic and engaging nature, present a unique opportunity to enhance language skills in an enjoyable and participatory manner.

Studies (Oktaviani, 2021) have highlighted the effectiveness of integrating active songs into the curriculum for young learners aged 6 to 7. These songs, infused with catchy rhythms and interactive elements, not only capture the attention and interest of children but also create an immersive learning experience. The rhythmic and melodic components of songs have been shown to aid in the retention and recall of vocabulary items, contributing significantly to language acquisition.

Despite the acknowledged potential of active songs, there remains a need for a structured and comprehensive approach to their integration into early childhood education. This proposal aims to

address this gap by advocating for the intentional incorporation of active songs into language development programs for young learners. The objective is to provide educators with a well-defined strategy, utilizing a website titled "Sing and Learn: A Musical Journey towards Vocabulary," to optimize the benefits of active songs in expanding the vocabulary of children aged 6 to 7. This initiative aligns with the broader goal of creating a vibrant and effective learning environment that nurtures language skills in the foundational stages of education.

6.3. Justification

The significance of this proposal lies in its targeted approach to fostering vocabulary development in young learners aged 6 to 7 through the integration of action songs. Vocabulary acquisition is a foundational element of language learning, influencing overall cognitive development and academic success. Recognizing the crucial role of language skills in a child's educational journey, this proposal aims to address the specific needs of young learners by introducing engaging and effective activities centered around action songs.

The proposal distinguishes itself through its originality and innovative approach to vocabulary development. While various language learning strategies exist, the emphasis on action songs as a central component sets this proposal apart, making the process of vocabulary acquisition both enjoyable and memorable for students. Besides, the creation of the web page, with its link and QR code, introduces a technologically innovative aspect. This platform enhances accessibility and serves as a centralized hub for educators and parents to access resources, fostering a collaborative and technologically enriched learning environment.

The feasibility of the proposed web page is underscored by its user-friendly design, accessibility, and potential for scalability. Leveraging existing web development tools and platforms, the creation of the web page is both cost-effective and manageable. Furthermore, the web page offers a centralized space for carefully selected content, interactive materials, and a space for teacher's personal experiences, enhancing the overall feasibility of implementing and sustaining the proposed activities.

In conclusion, this proposal is not only important for advancing young learners' vocabulary but also stands out for its originality, innovation, and feasibility. By strategically incorporating action

songs and leveraging technology, this initiative aims to revolutionize language learning for young children, fostering a foundation for lifelong linguistic success.

6.4. Objectives

6.4.1. General

To design a website titled "Sing and Learn: A Musical Journey towards Vocabulary," to optimize the benefits of active songs in expanding the vocabulary of children aged 6 to 7.

6.4.2. Specific

- Explain the development of each phase as a process to achieve vocabulary development in children through songs.
- Select active songs based on the assessments identified in the vocabulary development of the children.
- Design a diverse set of vocabulary-enhancing activities centered around active songs tailored to the developmental needs of children aged 6 to 7.

6.5. Theoretical foundation

Active songs

The term "active songs" describes musical arrangements intended to promote singing along with movement, involvement, and engagement. These songs frequently have motions, gestures, or dancing moves that go along with the lyrics, making learning multimodal and engaging (Ningsih, 2019).

Active songs are important because they help kids become more engaged, enhance their cognitive capabilities, and promote a variety of talents. Active songs' lively and rhythmic structure helps with social engagement, language learning, motor skill development, and coordination. These songs also foster a joyful and positive learning atmosphere, which helps young students remember their lessons. (Tahani, Mosaddaq, & Jamal, 2021).

Vocabulary

The collection of words, phrases, and expressions that a person is familiar with and can employ in conversation is referred to as their vocabulary. It includes both expressive and receptive vocabulary—words that an individual can understand when they come across them (words a person can use in their own speech or writing). A keystone of linguistic ability, vocabulary is essential to academic performance as well as communication and comprehension.

Children's vocabulary growth is essential to their general intellectual, social, and cognitive development. Children that have a large vocabulary are better able to communicate with others, comprehend and analyze information, and express themselves. Strong vocabulary knowledge is related to academic success, reading comprehension, and cognitive aptitude. Furthermore, a strong vocabulary fosters critical thinking and problem-solving abilities and serves as a basis for lifetime learning. For a child to succeed in reading and language throughout their academic career, early vocabulary development is crucial (Harmer, 2001).

6.6. Operational model

Table 10

Operation model

Stages	Objectives	Activities	Resources	People in charge	Time
Sensitization	To socialize the teachers about the need to carry out the proposed activities and investigate the results.	<ul style="list-style-type: none"> - To engage in dialogue with the teachers about the proposal "Sing and Learn: A Musical Journey towards Vocabulary." - To explain each phase and its development. 	<ul style="list-style-type: none"> - Results - Computer - Website link - QR code 	Author of the proposal (researcher)	1 week
Planification	To plan the implementation of the proposal "Sing and Learn: A Musical Journey towards Vocabulary."	<ul style="list-style-type: none"> - To select the activities and songs for activating vocabulary. 	<ul style="list-style-type: none"> - Bibliographic - Technological 	Author of the proposal (researcher)	2 weeks
Execution	To apply the activities from the proposal	<ul style="list-style-type: none"> - To implement the pre-teaching activities before listening the songs. - To apply the active songs several times. - To implement the songs worksheets. 	<ul style="list-style-type: none"> - Computer - Songs - Speakers - Visual aids 	English area teachers	Three trimesters

Note. The three stages of the operational model, developed by Pilatuña (2023).

6.7. Proposal development

The proposal's design has several components, beginning with the cover page, which comprises the title, author, and graphic design. The second component is the preface; in this section, the context in which the idea was produced is presented, as well as the relevance of using active songs to help children build their vocabulary. It also shows why the idea "Sing and Learn: A Musical Journey towards Vocabulary" is unique or distinct from others. Subsequently, we may identify the objectives that allude to the goal by using the proposal as a resource to develop learners' vocabulary through the use of active songs. Then, we can identify the suggestions for teachers in order to apply the proposal correctly.

The next component is "Three stages of a song". It describes the procedures to be taken to successfully implement active songs in order to develop young learners' vocabulary, therefore three crucial phases are arranged as follows: There are three stages: preparation, core, and follow-up. Followed by is "Stage 1: Preparation", in this section is explained the first part of the process to follow and its importance, then there is the schedule of activities to be applied in this phase during the first quarter and finally there are ten proposed preparation activities, before listening the songs, that contain: Title of the activity, objective, the time the activity lasts, the suggested material that can be used, the focus, the description of the song, and the development of activity. Afterwards, we can find the "core stage" section, which, in the same way, continues with an explanation of the next phase and its importance. Then, below is a schedule of songs that will be implemented throughout the second trimester. Subsequently, a total of eleven active songs provided that include: the song's title, objective, duration, link, focus, description, lyrics, and commands. The "stage 3: follow-up" is as follows. This section provides the link to access the worksheets that will be used after the activities and songs from earlier phases have been developed. Furthermore, it displays a timeline for implementing the worksheets throughout the third trimester, which includes the worksheet title, instructions, and activities to be built, such as ordering, searching, matching, word completion, wordsearch puzzle, and selecting.

Table 11

Address of the Web page

LINK

<https://propuestacanva.my.canva.site/sing-and-learn-proposal->

CODE



Note. For ease of access for the proposal, the corresponding link and QR code of the project produced on the website are presented, developed by Pilatuña (2023).

“SING AND LEARN: A MUSICAL JOURNEY TOWARDS VOCABULARY”

**ACTIVITIES THAT ENHANCE THE USE OF ACTIVE SONGS
FOR YOUNG LEARNERS’ VOCABULARY DEVELOPMENT**

Lcda. Michelle Pilatuña




PREFACE

In the evolving landscape of education, where engagement and creativity are paramount, the integration of active songs stands as a beacon of transformative learning experiences. The proposal “Sing and Learn: A musical journey towards vocabulary” is a testament to the commitment to infuse the classrooms with the harmonies of music, creating an environment where vocabulary development becomes a captivating and memorable adventure. By incorporating carefully curated active songs, it aims not only to enhance vocabulary but also to nurture a love for language learning that resonates with the joyous notes of music.



OBJECTIVES



★ Increase young learners' vocabulary by incorporating carefully selected active songs into the proposal, aiming to expose them to a diverse range of words in a dynamic and engaging manner.

★ Utilize active songs as a tool to stimulate multi-sensory learning experiences, combining auditory, visual, and kinesthetic elements to enhance vocabulary retention and understanding among young learners.

★ Cultivate a positive learning environment that encourages young learners to actively participate in singing and associated language activities, ultimately boosting their confidence in using new vocabulary and expressing themselves creatively.

SUGGESTIONS FOR TEACHERS



Before implementing the proposal in your classes, consider the following suggestions:

- Familiarize yourself with the selected songs and their lyrics beforehand.
- Check the vocabulary words detailed in each song beforehand.
- Always promote movement in the core stage. It is essential that teachers follow the commands detailed in each song.
- Teachers should always show energy and encourage active student participation in all phases.
- Each phase must be implemented in the specific order detailed. Likewise, no phase can be omitted.



THREE STAGES OF A SONG

Singing songs, even if they are catchy or memorable, is not enough to teach students how to properly utilize a language or communicate in a second language. To maximize the use of songs as teaching and learning tools, it may be possible to turn a song activity into a structured work with preparation, core, and follow-up stages. This would facilitate the application of songs to develop vocabulary. Furthermore, care should be taken while selecting a song because some children's songs have vocabulary and sentence structures that are very different from spoken English.



STAGE 1: PREPARATION

STAGE 2: CORE

STAGE 3: FOLLOW-U

STAGE 1: PREPARATION

Activating vocabulary and constructing fundamental sentence structures prove beneficial during the preparation stage. It includes activities such as familiarizing students with the main vocabulary through visual aids, games, etc. The objective is for the students to be prepared to perform the song during the next stage that is core stage by the conclusion of the preparation phase.



SCHEDULE

MONTH	STAGE	OBJECTIVE	ACTIVITIES
SEPTEMBER	STAGE 1: PREPARATION	To carry out preparatory exercises to familiarize students with the songs and stimulate their vocabulary.	PRE-ACTIVITY 1: Hickory Dickory Dock
			PRE-ACTIVITY 2: Action Verb Song
			PRE-ACTIVITY 3: Party Freeze Dance Song
OCTOBER	STAGE 1: PREPARATION	To carry out preparatory exercises to familiarize students with the songs and stimulate their vocabulary.	PRE-ACTIVITY 4: What's your favorite color?
			PRE-ACTIVITY 5: Move! Dance Song for Kids
			PRE-ACTIVITY 6: Head, shoulders, knees & toes
NOVEMBER	STAGE 1: PREPARATION	To carry out preparatory exercises to familiarize students with the songs and stimulate their vocabulary.	PRE-ACTIVITY 7: Hokey Pokey
			PRE-ACTIVITY 8: We all fall down
DECEMBER	STAGE 1: PREPARATION	To carry out preparatory exercises to familiarize students with the songs and stimulate their vocabulary.	PRE-ACTIVITY 9: If you're happy
			PRE-ACTIVITY 10: Run, Jump, and shout!



PRE-ACTIVITY 1: Hickory Dickory Dock

Objective: To familiarize young learners with the song "Hickory Dickory Dock,"

Time: 20 minutes

Suggested material: Flashcards, small toy mouse or puppet.

Focus:

Numbers, verbs

Description:

A fun and interactive song where children dance and put different body parts into the "hokey pokey." It's a great way to reinforce body part vocabulary.



DEVELOPMENT:

Opening

- Introduce a large clock visual aid and briefly explain how it represents time.
- Introduce a small toy mouse or puppet as a main character.

Development

- Introduce flashcards that represent the actions: ran up, ran down, struck.
Elicit the phrases:
The mouse ran up.
The mouse ran down.
The clock struck one (continue until five)
- Use the puppet and the clock, you can use the mouse toy and say, "The mouse" while children complete the phrase saying, "ran up" and "run down."

Closing

- Use the flashcards as pictograms and order them to make children saying the complete phrase.



PRE-ACTIVITY 2: Action Verb Song

Objective: To familiarize young learners with the song "Action Verb Song"

Time: 30 minutes

Suggested material: Flashcards, cardboard, speaker

Focus:

Verbs

Description:

This song introduces various action verbs in a fun and engaging way.



DEVELOPMENT:

Opening:

- Provide a list of verbs featured in the song (run, hop, clap, dance, walk)
- Discuss the meaning of each verb and encourage the children to repeat the words after you. Use props or actions to illustrate the meanings further.

Development:

- Play a snippet of the song, stopping at each action verb.
- Encourage the children to repeat the words and mime the actions.

Closing:

- Make a circle with the whole class and play charades.
- Each student must write an action verb on a card, and the other students must imitate the action. It is up to the pupil to guess the verb.



PRE-ACTIVITY 3: Party Freeze Dance Song

Objective: To familiarize young learners with the song "Party Freeze Dance Song"

Time: 20 minutes

Suggested material: Speakers

Focus:

Action Verbs

Description:

This song introduces various action verbs, encouraging movement.



DEVELOPMENT:

Opening:

- Start the session with a brief energetic warm-up.
- Incorporate simple exercises like jumping jacks, toe touches, and stretches to get the students moving and excited.

Development:

- Form a circle with the students. In the circle, demonstrate a few basic dance moves, such as hop, twirl, jump, and clap.
- Encourage each student to take turns displaying their favorite dance move to the group.

Closing:

- Conduct a mini-freeze dance session with a different song.
- Remind them of the freeze dance rules and let them display their dance moves. This helps them understand how freeze dance works in a practical setting.



PRE-ACTIVITY 4: What's your favorite color?

Objective: To familiarize young learners with the song "What's your favorite color?"

Time: 20 minutes

Material: Flashcards

Focus:

Colors

Description:

A song that encourages kids to dance and learn about colors simultaneously.



DEVELOPMENT:

Opening:

- Encourage the children to brainstorm and share different objects or things that can be a specific color. For example, "What things are red?" or "Can you think of something blue?" This helps activate their prior knowledge.

Development:

- Introduce specific color-related vocabulary that will appear in the song. (blue, yellow, red, orange, purple, green)
- Use visuals, flashcards, or props to illustrate each color and its corresponding word. Encourage repetition and imitation.

Closing:

- Prepare colored cards or objects representing the colors from the song.
- Have the children match objects to the correct color cards, emphasizing vocabulary reinforcement through a hands-on activity.



PRE-ACTIVITY 5: Move! Dance Song for Kids

Objective: To familiarize young learners with the song "Move, dance song for kids"

Time: 20 minutes

Suggested material: Speakers

Focus:

Action Verbs

Body Parts

Description:

This song introduces various action verbs and body parts encouraging movement.



DEVELOPMENT:

Opening:

- Introduce dance-related vocabulary, such as jump, twist, spin, move, stop, wiggle, touch. Besides, introduce the vocabulary words related to body parts: fingers, head, chin, knees, shoulders, toes, tummy.
- Use visuals, your own body, gestures, or demonstrations to reinforce the meaning of each word. Encourage the children to repeat the words after you.

Development:

- Divide the children into small groups and ask each group to come up with their own dance moves based on the introduced vocabulary.
- Provide some time for them to practice and display their moves to the rest of the class.

Closing:

- Assign a fun task, like creating a simple dance routine at home with their family or friends.
- Encourage them to share their experiences during the next session.



PRE-ACTIVITY 6: Head, shoulders, knees & toes

Objective: To introduce the body parts and create anticipation for the song while incorporating movement and fun.

Time: 20 minutes

Suggested material: Speakers, flashcards

Focus:
Body Parts

Description:
This song introduces body parts while being interactive.



DEVELOPMENT:

Opening:

- Begin by standing in front of the children and pointing to different body parts.
- Ask them to identify each part as you name it.
- Reinforce vocabulary by having the children repeat the names after you.

Development:

- Prepare the flashcards with images of body parts.
- Distribute the flashcards among the children.
- Call out the names of the body parts and have them raise the corresponding flashcard. This reinforces vocabulary in a playful manner.

Closing:

- Play a quick "Simon Says" game where you give commands related to body parts. For example, "Simon says touch your knees," or "Simon says touch your head." This ensures active engagement and reinforces understanding.



PRE-ACTIVITY 7: Hokey Pokey

Objective: To introduce the body parts and create anticipation for the song while incorporating movement and fun.

Time: 20 minutes

Suggested material: Flashcards

Focus:
Body Parts,
commands.

Description:
This song teaches left and right,
as well as body parts in a playful
manner.



DEVELOPMENT:

Opening:

- Begin by standing in front of the children and pointing to different body parts.
- Ask them to identify each part as you name it. (left foot, right foot, left hand, right hand, arm, head, knees, shoulders, elbow)
- Reinforce vocabulary by having the children repeat the names after you.

Development:

- Prepare the flashcards with images of body parts. (left foot, right foot, left hand, right hand, arm, head, knees, shoulders, elbow)
- Distribute the flashcards among the children.
- Call out the names of the body parts and have them raise the corresponding flashcard. This reinforces vocabulary in a playful manner.

Closing:

- Play a quick "Simon Says" game where you give commands related to body parts. For example, "Simon says touch your knees," or "Simon says touch your knees." This ensures active engagement and reinforces understanding.



PRE-ACTIVITY 8: We all fall down

Objective: To introduce verbs and create anticipation for the song while incorporating movement and fun.

Time: 20 minutes

Suggested material: Flashcards, masking tape, chalk

Focus:

Verbs, verb phrases

Description:

This song introduces various action verbs in a fun and engaging way



DEVELOPMENT:

Opening:

- Introduce the concept of falling down in a lighthearted manner.
- Ask questions like "Have you ever fallen down while playing?" or "What do you do when you fall down?" Emphasize that it's okay to fall.
- Show the meaning of the words: come on, walk around, wake up, hop, twirl, galop, tip toe.
- Use your body or visual support.

Development:

- Clear a space and guide the learners in creating a large circle on the floor using masking tape or chalk.
- Have them stand around the circle and walk in it together. Introduce the idea of creating their own magical circle.

Closing:

- Play a short instrumental track and guide the children in creating their own circle walk dance.
- Encourage them to experiment with different movements, such as walking backward, skipping, or adding a little dance flair.



PRE-ACTIVITY 9: If you're happy

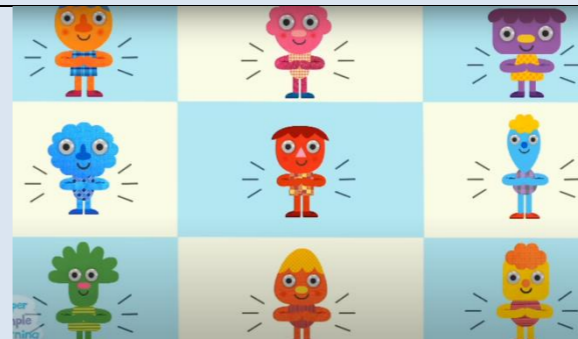
Objective: To introduce actions and feelings while incorporating movement and fun.

Time: 20 minutes

Suggested material: Flashcards

Focus:
Emotions and verbs

Description:
This song incorporates body movements and emotions, linking actions to feelings.



DEVELOPMENT:

Opening:

- Practice the accompanying actions, such as clapping hands, stomping feet, or shouting "oh no!" based on the lyrics.
- Introduce the emotions such as happy, angry, scared, sleepy.

Development:

- Play a game of emotion charades where children take turns expressing different emotions through body language.
- This helps learners connect physical movements with emotional states.

Closing:

- Ask questions like "What makes you happy?" or "How does your body feel when you're happy?"
- Encourage students to express and share their emotions.



PRE-ACTIVITY 10: Run, Jump, and shout!

Objective: To introduce the theme of movement, encourage physical activity, and build excitement for the interactive aspects of the song.

Time: 20 minutes

Suggested material: Flashcards, markers

Focus:
Modal can

Description:
This song incorporates body movements and verbs.



DEVELOPMENT:

Opening:

Introduce the words can, jump, run, sing, and shout.

Illustrate the meaning of these words using the flashcards.

Development:

Make students stand up and mention you are the leader.

It means they will have to copy everything you do and speak.

Make students the leaders and perform the actions they want.

Closing:

Play the hangman game to reinforce the words learned.

Make it more challenging by giving students time to guess the word.



STAGE 2: CORE

The core stage is the central part of the song-based activity. It involves singing the song and actively engaging students in related tasks. This stage emphasizes comprehension, pronunciation, and participation. Actions like varying the pace, following commands, volume, or encouraging students to sing along chorally contribute to the core stage's dynamic nature. The highlighted words are the specific vocabulary to be learnt.



SCHEDULE

MONTH	STAGE	OBJECTIVE	ACTIVITIES
JANUARY	STAGE 2: CORE	To implement active songs, engage kids, and increase interest.	SONG 1: Hickory Dickory Dock
			SONG 2: Action Verb Song
			SONG 3: Party Freeze Dance Song
FEBRUARY	STAGE 2: CORE	To implement active songs, engage kids, and increase interest	SONG 4: What's your favorite color?
			SONG 5: Move! Dance Song for Kids
			SONG 6: Head, shoulders, knees & toes
MARCH	STAGE 2: CORE	To implement active songs, engage kids, and increase interest	SONG 7: Hokey Pokey
			SONG 8: We all fall down
APRIL	STAGE 2: CORE	To implement active songs, engage kids, and increase interest	SONG 9: If you're happy
			SONG 10: Run, Jump, and shout!

SONG 1: Hickory Dickory Dock

Objective: To reinforce counting and numerical sequence.

Time:

2:42 minutes

Link: <https://acortar.link/woj7I3>

Focus:

Body parts

Description:

A fun and interactive song where children dance and put different body parts into the "hokey pokey." It's a great way to reinforce body part vocabulary.



Lyrics

Hickory Dickory Dock **one** mouse **ran up** the clock.

The clock struck one and he **came down**. Hickory Dickory Dock.

Tick tock tick tock tick tock tick

Hickory Dickory Dock **two** mice ran up the clock.
The clock struck two down they flew. Hickory Dickory Dock. Tick tock tick tock tick tock tick

Hickory Dickory Dock **three** mice ran up the clock.
The clock struck three and they did **flee**. Hickory Dickory Dock. Tick tock tick tock tick tock tick

Hickory Dickory Dock **four** mice ran up the clock.
The clock struck four they **went down** to the floor. Hickory Dickory Dock. Tick tock tick tock tick tock tick

Hickory Dickory Dock **five** mice ran up the clock.
The clock struck five and they did **dive**. Hickory Dickory Dock. Tick tock tick tock tick tock tick

Hickory Dickory Dock no more mice ran up the clock. Hickory Dickory Dock no mice ran up the clock. Hickory Dickory Dock

Commands

Everyone stands still, like a clock.

Pretend to scamper in place, imitating a mouse climbing.

Freeze in place and then slowly bend over.

Resume standing still.

Move arms like a ticking clock.

Pretend to scamper in place with two fingers up.

(Repeat the pattern for each verse)

SONG 2: Action Verb Song

Objective: To introduce and reinforce a variety of action verbs.

Time: 1:10 minutes **Link:** <https://acortar.link/Xl2ZwX>

Focus:
Action verbs

Description:
This song introduces various action verbs in a fun and engaging way.



Lyrics

Fo, fo, fo, fo, **follow me!**
Fo, fo, fo, fo, follow me!

Hepee Yepee! Let's go! **Walk**, walk, let's walk!
Hepee Yepee! Let's go! **Stomp**, stomp, let's stomp!
Hepee Yepee! Let's go! **Waddle**, waddle, let's waddle!
Hepee Yepee! Let's go! **Run**, run, let's run!

Fo, fo, fo, fo, follow me!
Fo, fo, fo, fo, follow me!

Hepee Yepee! Let's go! **Jump**, jump, let's jump!
Hepee Yepee, Let's go! **Hop**, hop, let's hop! Hepee Yepee, Let's go! **Dance**, dance, let's dance!
Hepee Yepee! Let's go! **Clap**, clap! let's clap!

Commands

Gesture with your hands to invite everyone to follow.

Make walking motions with your feet, inviting everyone to walk in place.

Stomp your feet.

Waddle side to side

Pretend to run in place.

Repeat the follow-me gesture.

Jump up and down.

Hop in place.

Dance around.

Clap your hands.

Encourage everyone to follow along with the actions suggested in the song.

SONG 3: Party Freeze Dance Song

Objective: To introduce verbs while being engaged in active movement.

Time: 2:06 minutes **Link:** <https://goo.su/YH5cGoE>

Focus:
Action Verbs

Description:
This song introduces various action verbs, encouraging movement.



Lyrics

Commands

Let's play the Party Freeze game!

Now remember, when I say **Freeze** - FREEZE!! And when I say dance - **DANCE!**

Dancing Dancing all around Dancing dancing dancing. Dancing any way you please
But **STOP** when I say FREEZE.

Everybody, get ready to **HOP!**

Hopping Hopping all around Hopping hopping hopping. Hopping any way you please
But STOP when I say FREEZE.

Everybody, get ready to **SKIP.**

Skipping Skipping all around Skipping Skipping skipping. Skipping any way you please
But STOP when I say FREEZE.

Everybody, get ready to **TWIRL.**

Twirling twirling all around, twirling twirling twirling. Twirling any way you please
But STOP when I say FREEZE.

Everybody, get ready to **DANCE.**

Dancing Dancing all around Dancing dancing dancing. Dancing any way you please But STOP when I say FREEZE.

Dance freely and move around.

Signal for everyone to freeze.

Hop in any way you like.

Repeat the freeze signal.

Skip freely and move around.

Repeat the freeze signal.

Twirl in any way you like.

Repeat the freeze signal.

Final round of dancing in any way you like.

Repeat the freeze signal.

SONG 4: What's your favorite color?

Objective: To introduce young learners with colors

Time: 2:01 minutes

Link: <https://goo.su/kUezql>

Focus:

Colors

Description:

A song that encourages kids to dance and learn about colors simultaneously.



LYRICS

My favorite color's **blue**, how 'bout you, how 'bout you?

My favorite color's blue, how 'bout you, how 'bout you?

"Red!"

My favorite color's red, I like red, I like red! My favorite color's red, I like red, I like red!

Colors, colors, What's your favorite color?

Colors, colors, What's your favorite color?

"Green!"

My favorite color's green, I like green, I like green!

My favorite color's green, I like green, I like green!

"Yellow!" My favorite color's yellow, I like yellow, I like yellow!

My favorite color's yellow, I like yellow, I like yellow!

Colors, colors, What's your favorite color?

Colors, colors, What's your favorite color?

"Orange!" My favorite color's orange, I like orange, I like orange!

My favorite color's orange, I like orange, I like orange!

"Purple!" My favorite color's purple, I like purple, I like purple!

My favorite color's purple, I like purple, I like purple!

Colors, colors, What's your favorite color?

Colors, colors, What's your favorite color?

COMMANDS

Point to yourself on "My favorite color's blue" and encourage children to point to themselves on "how 'bout you, how 'bout you."

Prompt children to say "Red!"

(Repeat the pattern for each verse)

SONG 5: Move! Dance Song for Kids

Objective: To reinforce body parts and verbs.

Time:

3:22 minutes

Link: <https://goo.su/OVtnGQ>

Focus:

Action Verbs

Body Parts

Description:

This song introduces various action verbs and body parts encouraging movement.



Lyrics

Command

Move, move, move, move.

Move, move, move, move.

Move, move, move, move.

Move to the left.

Move, move, move, move.

Move, move, move, move.

Move, move, move, move.

Move to the right.

Stop!

Raise your arms.

Turn around.

Wiggle your fingers.

Now touch your.....head!

Move, move, move, move.

Move, move, move, move.

Move, move, move, move.

Move to the left.

Move, move, move, move.

Move, move, move, move.

Move, move, move, move.

Move to the right.

Stop!

Raise your arms.

Turn around.

Wiggle your fingers.

Now touch your.....toes!

Move, move, move, move.

Move, move, move, move.

Move, move, move, move.

Move to the left.

Move, move, move, move.

Move, move, move, move.

Move, move, move, move.

Move to the right.

Stop!

Raise your arms.

Turn around.

Wiggle your fingers.

Now touch your.....chin!

Move, move, move, move.

Move, move, move, move.

Move in place.

Move in place.

Stop moving.

Lift the arms.

Turn in a circle.

Wiggle the fingers.

(Repeat the pattern for each verse)

Move, move, move, move.

Move to the left.

Move, move, move, move.

Move, move, move, move.

Move, move, move, move.

Move to the right.

Stop!

Raise your arms.

Turn around.

Wiggle your fingers.

Now touch your.....**knees!**

Move, move, move, move.

Move, move, move, move.

Move, move, move, move.

Move to the left.

Move, move, move, move.

Move, move, move, move.

Move, move, move, move.

Move to the right.

Stop!

Raise your arms.

Turn around.

Wiggle your fingers.

Now touch your.....**shoulders!**

Move, move, move, move.

Move, move, move, move.

Move, move, move, move.

Move to the left.

Move, move, move, move.

Move, move, move, move.

Move, move, move, move.

Move to the right.

Stop!

Raise your arms.

Turn around.

Wiggle your fingers.

Now touch your.....**tummy!**

Move move move move

Move move move move

Move move move move

Move to the left.

Move move move move

Move move move move

Move move move move

Move to the right.

Stop!

Now **sit down!**

SONG 6: Head, shoulders, knees & toes

Objective: To introduce the body parts

Time: 1:53 minutes

Link: <https://goo.su/UbGxs>

Focus:
Body Parts

Description:
This song introduces body parts while being interactive.



Lyrics

Commands

Head, shoulders, knees, and toes, knees, and toes.

Head, shoulders, knees, and toes, knees, and toes. And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees, and toes.

Let's try it a little **faster!**

Head, shoulders, knees, and toes, knees, and toes. Head, shoulders, knees, and toes, knees, and toes. And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees, and toes.

Faster?

Head, shoulders, knees, and toes, knees, and toes. Head, shoulders, knees, and toes, knees, and toes. And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees, and toes.

Faster?!

Head, shoulders, knees, and toes, knees, and toes. Head, shoulders, knees, and toes, knees, and toes. And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees, and toes.

Faster?!?!

Head, shoulders, knees, and toes, knees, and toes. Head, shoulders, knees, and toes, knees, and toes. And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees, and toes.

Touch the respective body parts.

Signal the transition to a faster pace.

Touch the respective body parts.

Further increase the speed.

Touch the respective body parts.

Continue at an even faster pace.

Increase the speed even more.

Touch the respective body parts.

Maintain the maximum speed for the actions.

Keep up the rapid pace until the end.

Touch the respective body parts.

SONG 7: Hokey Pokey

Objective: To introduce the body parts and

Time: 4:06 minutes

Link: <https://n9.cl/dfzfp>

Focus:

Body Parts,
directions,
verbs

Description:

This song teaches left and right, as well as body parts in a playful manner.



Lyrics

You **put your right foot in**, you take your **right foot out**, you put your **right foot in** and you **shake it** all about. You do the hokey pokey, and you **turn yourself around**. That's what it's all about.

You **put your left foot in**, you **take your left foot out**, you put your **left foot in** and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You put your **right arm in**, you **take your right arm out**, you put your right arm in and you **shake it** all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You **put your left arm in**, you **take your left arm out**, you put your left arm in and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You **put your head in**, you **take your head out**, you put your head in and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You **put your knees in**, you **take your knees out**, you put your knees in and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You **put your shoulders in**, you **take your shoulders out**, you put your shoulders in and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You **put your elbows in**, you **take your elbows out**, you put your elbows in and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You **put your bottom in**, you **take your bottom out**, you put your bottom in and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You **put your quiet voice in**, you **take your quiet voice out**, you put your quiet in and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You **put your loud voice in**, you **take your loud voice out**, you put your loud voice in and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You **put your tummy in**, you **take your tummy out**, you put your tummy in and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You **put your nose in**, you **take your nose out**, you put your nose in, and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

You **put your whole self in**, you **take your whole self out**, you put your whole self in and you shake it all about. You do the hokey pokey, and you turn yourself around. That's what it's all about.

SONG 8: We all fall down

Objective: To introduce verbs

Time:

20 minutes

Link: <https://lc.cx/ROyrxZ>

Focus:

Verbs, verb phrases

Description:

This song introduces various action verbs in a fun and engaging way.



Lyrics

Commands

Walk around the circle.

Walk around the circle.

Walking walking.

We all fall down.

Gallop.

Gallop around the circle.

Gallop around the circle.

Galloping galloping.

We all fall down.

Shh... Let's tiptoe.

Tiptoe around the circle.

Tiptoe around the circle.

Tiptoe tiptoe.

We all fall down.

I'm so sleepy!

Sleepy sleepy sleepy.

I'm so sleepy.

Wake up, everybody! Come on, we're going to hop!

Hop around the circle.

Hop around the circle.

Hopping hopping.

We all fall down.

Let's twirl!

Twirl around the circle.

Twirl around the circle.

Twirling twirling.

We all fall down.

Let's hop AND twirl!

Hop around the circle.

Twirl around the circle.

Hopping, twirling.

We all fall down.

Walk around in a circle.

Pretend to fall down.

Gallop around the circle.

Tiptoe around the circle quietly.

Act sleepy.

Pretend to sleep.

Stretch your arms.

Hop around.

SONG 10: Run, Jump, and shout!

Objective: To introduce the theme of movement, encourage physical activity, and build excitement for the interactive aspects of the song.

Time:

3:20 minutes

Link: <https://lc.cx/B-eXLc>

Focus:

Modal can

Verbs

Description:

This song incorporates body movements and verbs.



Lyrics

Commands

Oh ~ I **can dance**.

Dance freely.

Oh ~ I **can swing**.

Mime swinging.

Oh ~ I **can sing**.

Gesture to the mouth.

Na na na

Can you **jump**?

Jump in place.

Can you jump **really high**?

Demonstrate energetic jumping.

I can jump! I can jump really high!

Can you jump high, just like me?

Count together and jump higher on each count.

I can jump **higher**, one, two, three!

Can you **run**?

Run in place.

Can you run **really fast**?

Run as fast as you can.

I can run! I can run really fast!

Can you run fast, just like me?

Count together and run faster on each count.

I can run faster, one, two, three!

Can you **shout**?

Shout loudly.

Can you shout **really loud**?

Shout as loud as you can.

I can shout! I can shout really loud!

Say hey, hey, hey! (hey, hey, hey)

Encourage children to repeat after you.

Say ho, ho, ho! (ho, ho, ho)

Say ha, ha, ha! (ha, ha, ha)

Now **scream**! (Ahhh!!!)

STAGE 3: FOLLOW-UP

After singing the song, the follow-up stage focuses on extending the learning experience. It may involve activities such as discussions about the song's content, exploring related vocabulary in written or spoken form, or engaging in writing exercises. The follow-up stage aims to reinforce the language skills acquired during the core stage and integrate them into broader language learning objectives.



SCHEDULE

MONTH	STAGE	OBJECTIVE	ACTIVITIES
MAY	STAGE 3: FOLLOW-UP	To practice the use of vocabulary from active songs.	Song 1_ Worksheet
			Song 2_ Worksheet
			Song 3_ Worksheet
			Song 4_ Worksheet
			Song 5_ Worksheet
JUNE	STAGE 3: FOLLOW-UP	To practice the use of vocabulary from active songs.	Song 6_ Worksheet
			Song 7_ Worksheet
			Song 8_ Worksheet
			Song 9_ Worksheet
			Song 10_ Worksheet

Name: _____

Date: _____

HICKORY DICKORY DOCK

Find the following vocabulary list in the word search from the song Hickory Dickory Dock.

came down strike clock mouse three
mice five one two four ran down

F I V E R B A N V Y R F T U S
F E M O L R C S K T Y O E C N
F I A I L R L G Q P K U C S W
M A R K C Y O E D T P R M R F
C M E I V E C T Q S M O L R P
T S O M V A K W E T C M R I J
E A Y U O S K I C N H A O W R
E N D F S E R O W G S R T A A
L R E G K E W O M N K V E U N
O Y E I R I D S F K A E O E D
D F R I S E U B D T M K I U O
S T A D M C O N E E B F N A W
S O T A U P E I L V O R E C N
A T C I S L T W O O A U E I S
O W R U H E M S C F H A O N C



Name: _____

Date: _____

ACTION VERB SONG

Look at the pictures and say the name of each one. Then write the words below each picture.

SAY IT

1



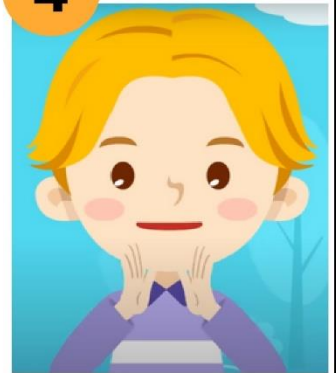
2



3



4



WRITE IT

1



W

2



J

3



H

4



C

Name: _____

Date: _____

Move! song

Look at the pictures and circle the correct words



Dancing

Skipping



Hopping

Dancing



Skipping

Twirling



Skipping

Dancing



Skipping

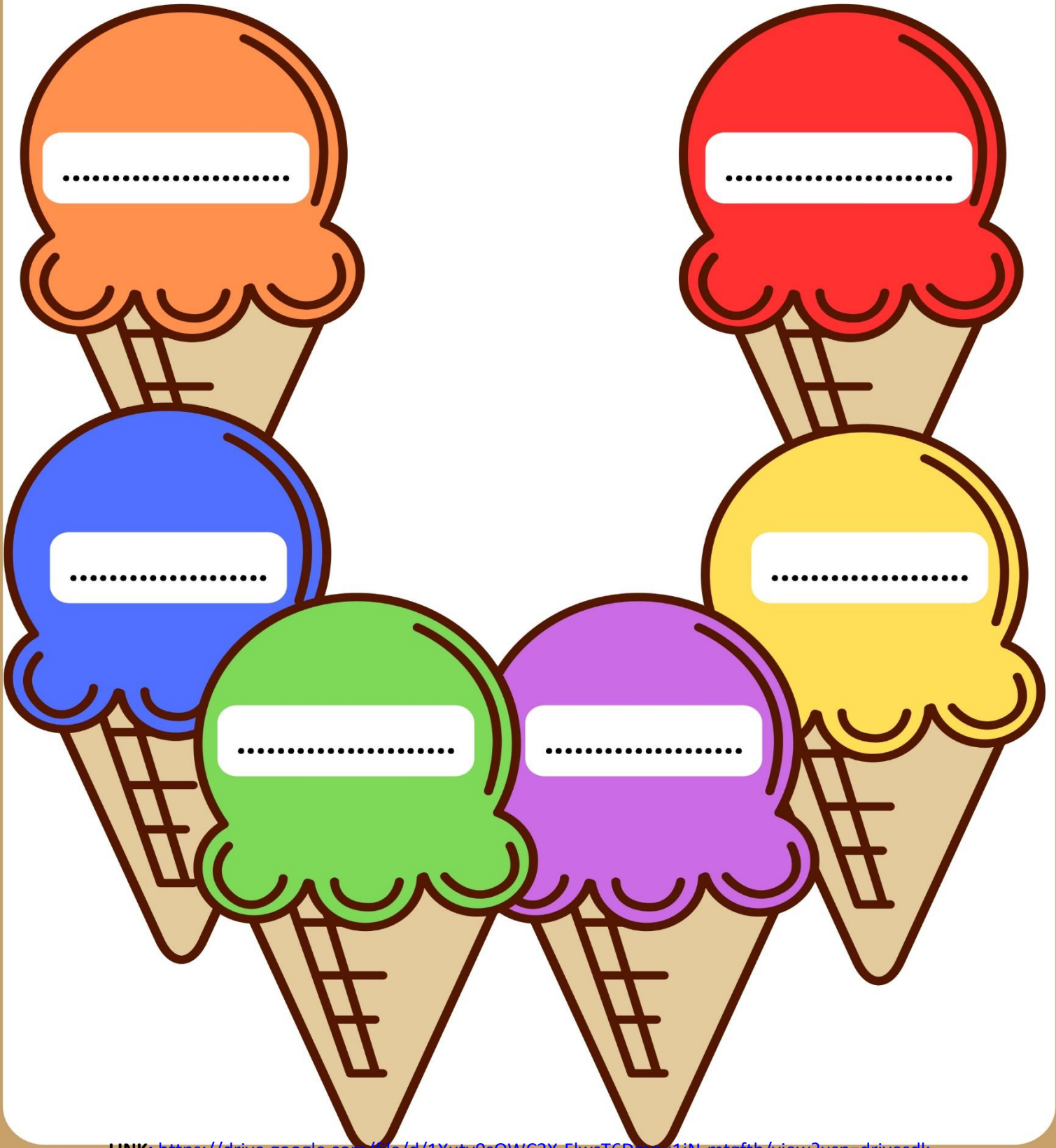
Stop

Name: _____

Date: _____

WHAT'S YOUR FAVORITE COLOR?

Fill in the ice cream scoops with the correct colors



Name _____

Date _____

Move! Song

Match the pictures with the correct commands.



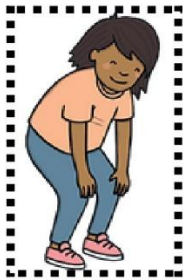
Raise your arms



Touch your knees



Touch your head



Move to the right



Touch your toes



Wiggle your fingers

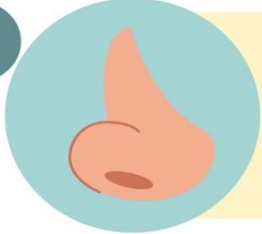
Name: _____

Date: _____

HEAD, SHOULDERS, KNEES & TOES

Look at the pictures and unscramble the words.

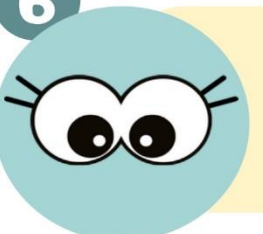
1  h d e a
.....

2  n s e o
.....

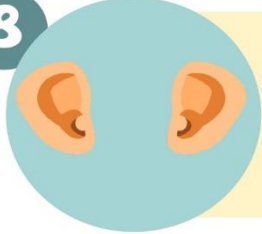
3  s u l o d r e s h
.....

4  n e k s e
.....

5  m t h u o
.....

6  y e s e
.....

7  o s e t
.....

8  a r e s
.....






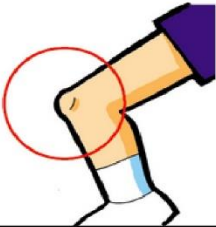
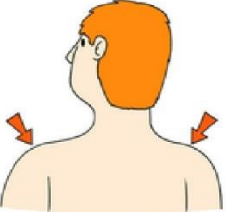





Name: _____

Date: _____

Hokey Pokey

Look at the pictures and write the names of the parts of the body.

left foot	right foot	elbow	knee
left arm	tummy	loud	shoulders
right arm	nose	head	bottom

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

Name: _____

Date: _____

WE ALL FALL DOWN

Look at the pictures and complete the sentences. Use the word bank.

sleepy

hop

fall down

Tiptoe

Walk

am

are

#1



_____ around the circle.

#2



We all _____.

#3



_____ around the circle.

#4



We _____ going to _____.

#5



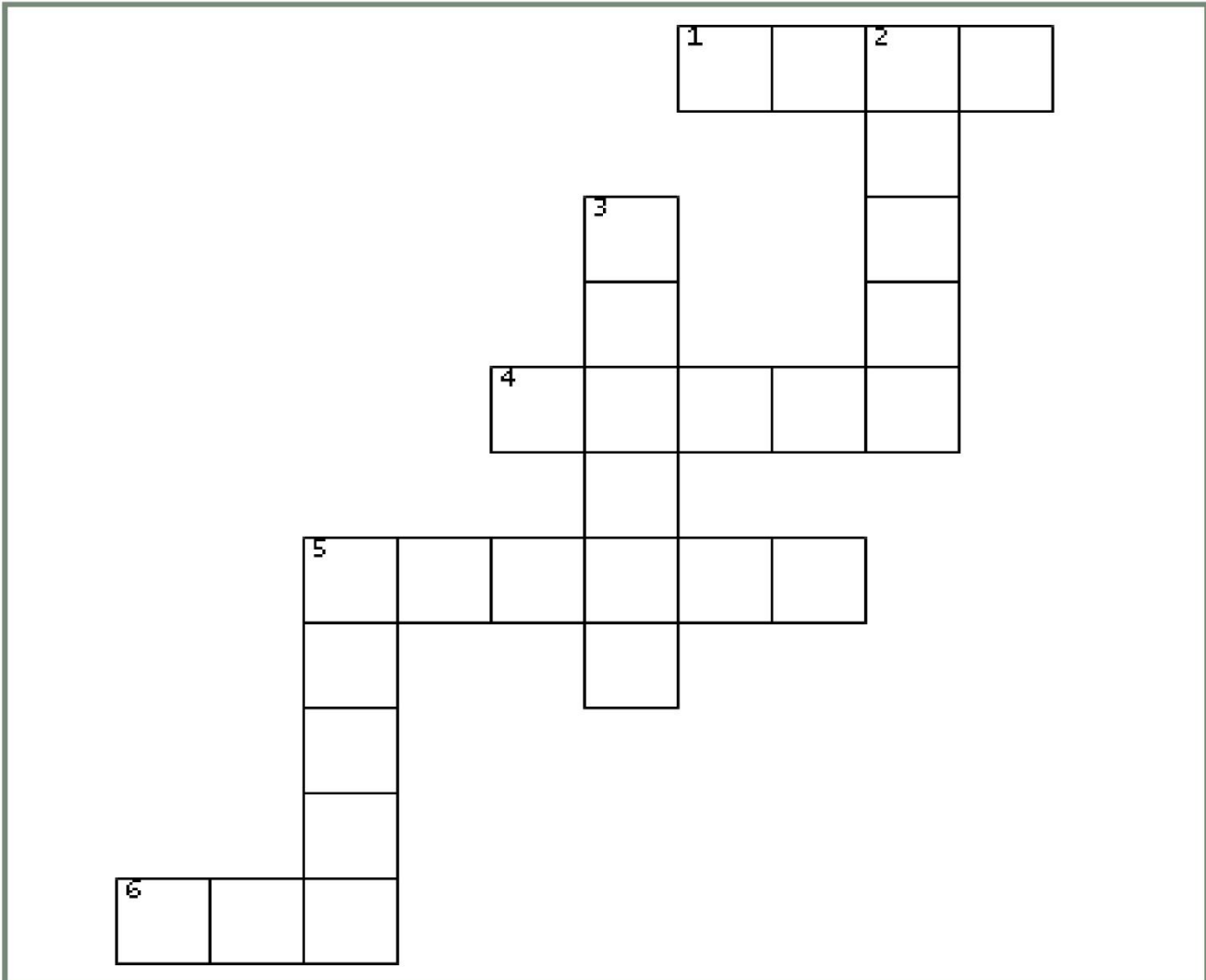
I _____ so _____.

Name: _____

Date: _____

IF YOU'RE HAPPY

Fill in the crossword puzzle with the words provided. These words feelings and action verbs from the song.



Across

1. Sound made by striking palms together.
4. Content and pleased.
5. Tired and ready to rest.
6. Short sleep, especially during the day.

Down

2. Feeling strong displeasure.
3. Feeling fear or anxiety.
5. Walk heavily and noisily.

Name _____

Date _____

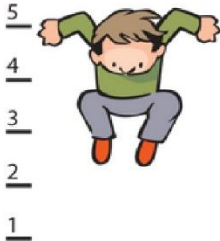
RUN, JUMP AND SHOUT!

Look at the pictures and order the sentences.



you/ jump?/Can

1



can/ really/ I / jump/ high

2



fast? / Can / really/ run/ you

3



I / faster / can / run

4



really/ I / shout / can / loud

5
