

Songs as a Source of Vocabulary and Classroom Speaking Promoter

SONGS AS A SOURCE OF VOCABULARY AND CLASSROOM SPEAKING PROMOTER

Thesis to obtain a Bachelor's Degree in Basic Education with Emphasis on Spanish and Foreign Languages.

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NOTE OF ACCEPTANCE

Signature

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Bogotá, May 26th 2017.

DEDICATORY

I must express my very profound gratitude to my mother Maria Isabel Garzón for providing me with unfailing support and continuous encouragement throughout my years of study, to Kathryn Hoffman for her closest support during the last years in spite of the distance, to my siblings David and Daniela and to my dear and magical niece AMY.

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2. Descripción
<p>Este proyecto está basado en la aplicación de actividades y juegos para la adquisición de vocabulario en lengua inglesa y el fomento de habilidades orales dentro del aula. El proyecto se realizó en el Centro de Lenguas de la Universidad Pedagógica Nacional con estudiantes de siete a nueve años los días sábados durante dos semestres académicos a quienes se les observó la carencia de suficiente vocabulario para llevar a cabo actividades orales en lengua extranjera. El uso de canciones, de juegos y de actividades para fomentar tanto la adquisición de vocabulario y la producción oral en el aula son los pilares de dicha investigación.</p>

3. Fuentes
<p>Para la realización de ese trabajo de grado se consultaron 40 fuentes.</p> <p>August, D., Carlo, M., Dressler, C., and Snow, C. (2005). <i>The Critical Role of Vocabulary Development for English Language Learners: Learning Disabilities Research & Practice</i>. Doi: 10.1111/j.1540-5826.2005.00120.</p> <p>Baker, J., & Westrup, H. (2003). <i>Essential Speaking Skills: A Handbook for English Language Teachers</i>. London: Continuum</p> <p>Burns, A. and Joyce, H. (1997) <i>Focus on Speaking</i>. Sydney: National Centre for English Language Teaching and Research.</p> <p>Chomsky, N. (1965). <i>Aspects of the Theory of Syntax</i>. Cambridge, Mass.: MIT Press.</p> <p>Dornyei, Z. (2009). (<i>Motivation in Second and Foreign Language Learning. Language Teaching IV 45 Part 4</i>), 117-135. Retrieved from http://journals.cambridge.org/abstract_S026144480001315X</p>

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4. Contenidos

El trabajo de grado está compuesto por seis capítulos que contienen la siguiente información.

Capítulo 1. Contexto de la Investigación: Información sobre la institución y de la población de estudio. Contiene datos sobre el diagnóstico efectuado y el problema de investigación que es enunciado y justificado. Termina con el planteamiento de los objetivos de investigación.

Capítulo 2. Marco Teórico: Encierra los contenidos teóricos en los que se apoya la intervención investigativa. Comprende trabajos de grados que posteriormente abordaron los temas pilares de éste documento (canciones, adquisición de vocabulario en lengua extranjera y juegos) y que son definidos teóricamente.

Capítulo 3. Diseño de la investigación: Define el tipo y el método de investigación acogido para el proyecto. Luego se presenta las categorías de análisis con sus respectivos indicadores y los instrumentos que permitirán analizar la matriz categorial. Presenta información de la muestra.

Capítulo 4 Implementación e Intervención Pedagógica: Describe la propuesta pedagógica que a su vez comprende las fases de implementación, el programa académico y la planeación de actividades.

Capítulo 5 Análisis de datos: Encierra un análisis detallado inicialmente en relación a la intervención pedagógica, luego en relación a los indicadores y finalmente en cuanto a las categorías de la matriz. El capítulo da cuenta del proceso de triangulación llevado a cabo para el análisis.

Capítulo 6 Conclusiones: El último capítulo expone las conclusiones de los objetivos y de la implementación en general. Finalmente expone las recomendaciones tanto pedagógicas para las comunidades académicas.

5. Metodología

El proyecto de aula se realizó bajo los parámetros de investigación y acción los cuales sugieren un proceso de observación, de acción y reflexión.

Observación. En primer lugar, la población fue observada para entender su naturaleza y detectar el problema de cuanto a la adquisición y aprendizaje del inglés como lengua extranjera.

Implementación. La aplicación de la propuesta pedagógica se lleva en dos fases en las cuales las canciones y los juegos buscan mejorar el vocabulario de los estudiantes y fomentar la producción oral en segunda lengua.

Análisis. Se analiza la efectividad y el alcance del proyecto en relación a los objetivos y en cuanto a la problemática detectada inicialmente. El practicante reflexiona sobre su intervención y participación en el proyecto.

6. Conclusiones

El uso de canciones permite a los estudiantes tener un acercamiento a la lengua en todas sus expresiones. Estas fomentaron la presentación de nuevo vocabulario y de otros aspectos de la lengua como son el componente gramatical y comunicativo. Además de ser un medio de acercamiento, las canciones previeron a la clase un ambiente significativo y agradable para los estudiantes debido a la exploración de las mismas con ayudas visuales.

La implementación de los juegos permitió crear un espacio para el uso del vocabulario que resultó adecuado para el fomento de habilidades orales en lengua extranjera. Sin embargo, uno de los resultados de la implementación es que el refuerzo y el trabajo autónomo del estudiante son esenciales para que cualquier conocimiento sea adquirido efectivamente, en este caso, nuevo vocabulario.

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Abstract

The following Participatory Action Research project is developed at the Centro de Lenguas de la Universidad Pedagógica Nacional with students from 7 to 9 years old. The problem identified is the lack of vocabulary which affects students' classroom speaking performance. The project attempts to improve the students' vocabulary while promoting speaking classroom performance through games and ludic activities. The improvement of vocabulary is the main purpose. At the end, the researcher expects to have increased students' vocabulary and fostered speaking participation inside the classroom.

Key words: Vocabulary, classroom speaking performance, songs.

Chapter 1: Research Context

This research aims to highlight some issues observed in a classroom with students from 7 to 9 years old in the Centro de Lenguas de la Universidad Pedagógica Nacional with regards to foreign language learning. This Action Research project has on its first part the characterization and the contextualization of the studied population. Additionally the diagnosis applied to identify the main problem is described and justified by the researcher.

1.1 Context

The Centro de Lenguas is an expanse of Universidad Pedagógica Nacional, it is located in Chapinero neighborhood in Bogotá. Its main building is located on 79th street N° 16-32 where the administrative department operates. On Saturdays, the CDLE works at Universidad Pedagógica Nacional main branch located on 72nd street 11-86. The population of this research project attends to this branch on Saturday morning.

The purpose of the CDLE is to build cultural knowledge and ease interaction among aspects of the globalized world in terms of languages domain (Lineamientos Pedagógicos y Metodológicos CDLE-UPN, 2014). Its objectives are based on the current world requirements in which the development of communicative competences in foreign language is expected from students. The CDLE's mission is to permit the access to users who want to learn a foreign language or Spanish through affordable and high quality programs, and accomplish its social commitment in order to change and increase the low bilingual rate in Colombia.

As CDLE guideline proposes, there are four main branches in which CDLE focuses on. Those are grammar, speech, sociolinguistic and strategy which are essential parts in the teaching and learning process of an effective speaker. The CDLE seats its educative program on the deductive method and it is supported by English books that guide the teaching practice. Backpack

3, Backpack 4 and Big English 5 are the books that the population uses. This material is taken as a tool but not as the main class material since teachers must undertake communicative and meaningful extra activities to accomplish CDLE principles.

The teacher in CDLE is characterized as the learning process leader and promoter. He or she is the advisor who manages, creates, and organizes the resources and the activities for the group. He or she is the one who guides, and motivates students to participate actively. With regards to the courses, the CLDE offers seven levels: Basic 1 and 2, Intermediate 1 and 2, Advanced 1 and 2 and Speakers. This research undertakes at Intermediate One level and ends with the same students at Advanced One level.

The students are about 8 years old, some of them are third graders and others fourth graders. Most of them study in private schools in Chapinero neighborhood. Few students take intensive English lessons at their schools, the rest of the group takes English classes three or two hours a week. At CDLE, the students take the English course on Saturdays from 8 in the morning to 12, having a break from 9:30am to 10:00am.

In terms of behavior and cognitive characterization, students are independent when they are asked to work by themselves. At this age, children are capable of achieving tasks in which logic starts to take a relevant place in their thinking process. For instance, students can explain where the rainbow comes from by using no intuitive explanation but their reasoning. For instance, they are able to explain how the rainbow comes from the sun, the wind and the rain which implies a deeper understanding of what they see around themselves. (See Appendix C).

In terms of socio-affective characteristics, students establish interactions with the ones of the same gender, boys get together with boys to play and so do girls. As a result of this, they prefer to work in groups rather than competing or working individually. Learners are sensible of

others feelings and show a cooperative sense among themselves. They are conscious of the rules established in the classroom, and they are aware of their abilities and weaknesses (See Appendix C).

Culturally, students share activities with their parents. They spend time together by playing and doing housework. Most students participate in extracurricular activities such as swimming, dancing or acting lessons, others are taking communion courses. The parents are committed to their children English learning process and actively participate in the conferences the center does along the semester in order to receive information about the students learning process.

Students feel confident with English, and they see it as a funny subject. They know the importance of learning English as a foreign language for study, traveling, and knowing the world. They are able to greet and provide personal information in the target language. Basic vocabulary like numbers, animals, and places is already learned.

1.1.1 Diagnosis

For the diagnosis, the researcher implements field notes to track foreign language learning process. Initially a consent letter (See Appendix A) is sent to the parents in order to have the legal permission to observe their kids during the classes, apply data collection techniques along the three semesters, and foster their learning at the CDLE as the practicum mean it. The students are observed in different activities along the observation sessions. Field notes provide not only information about how English is learned but also students' feelings, preferences, dislikes, and the rapport among them. (See Appendix B).

Additionally, to acquire information about the language level required to 7 to 9 years-old students, and for creating and directing data collection instruments, the researcher studies the

CDLE curriculum and Los Estándares Básicos de Competencias en Inglés (Ministerio de Educación Nacional, 2006). This information results relevant for detecting and delimiting the main problem, and set the possible scopes of the research.

With regards to the diagnosis, the researcher finds that the students are not speaking in the target language. Students struggle with talking in English to the teacher and classmates along the lessons being Spanish the language they use for communicating. Having this communicative and general issue as a base due to the importance to develop communicative competence in the class, the researcher focuses on speaking classroom performance at first glance.

The first issue detected is when the mentor teacher leads an activity in which students need to complete a chart with others responses. At the beginning, it is difficult for the students to understand the instruction but once they did, they do not talk in the target language to accomplish the task. Students exchange questions and answers in their native language (See Appendix B).

The observations permitted to establish students' behavior in two different situations. When students worked on their book, most of them did the activity without being conscious of them or when they did not understand the tasks they started to get distracted. On the other hand, when teacher started or ended a unit from the book with songs activity, students' attention increases and their attention and participation was notable.

To verify these differences, the researcher led an activity game where students had to participate in order to accomplish the game goal. The game was about giving ideas using "can" or "can't" with animals and their basic abilities. Students recycled vocabulary of animals and some verbs to create sentences. Most of the students were able to elaborate short but well-built sentences.

The first step in the activity was to involve students in to the activity by asking questions about a picture shown about animals and their physical features. This oral activity had as purpose to see how participation and oral competence is raised. Unexpectedly, the students started to use complex structures like comparatives and superlatives, the teacher gave a short explanation about the construction of these forms. As a second task, the students used the verb can to respond some questions. The responses elicited from students created discussion among the students who approved or disapproved other answers.

This activity permitted the practitioner to understand what kind of activities promoted and eased oral participation in students. The topic used in the activity was appealing for the students. They felt motivated to speak and produce short statements. The vocabulary used for the activity and by the students when giving answers was already acquired, this fact facilitated oral participation which is one of the issues observed in the classes.

In order to contrast the result of the first activity, and to detect the problem, a second activity was carried out to observe the four skills. The activity used a type of interview in which students must ask, respond, and write information about daily routine and personal information. It is observed that students were able to understand the questions, but when responding them the students' vocabulary made them incapable to provide the information required. Some students started to look for words in dictionaries, in the book, and when they felt unable to respond they resort on Spanish.

To sum up, the lack of vocabulary is the main problem that this project aims to tackle. The researcher firstly detects a general problem which is the lack of participation. According to the surveys and the observations along the diagnosis, this problem is linked to the lack of vocabulary which limits students to talk in the target language.

1.2 Statement of the Problem

Based on the diagnosis, the problem that the students had was the lack of vocabulary to express their ideas. Their native language was used most of the time during oral activities, while English was only used when students work on books. There was not speaking classroom performance in the target language, there was not enough vocabulary that students used to carry short talks and participate orally in the class.

To start narrowing the population issue, the observations were focused on speaking since it is considered one of the most important macro skills that required to be developed in foreign language teaching. As English plays a relevant interactive role in the current world at several domains, speaking is the skill that takes place most of time in communicative acts without overlooking the essential use of others skills like writing or reading when interacting through mass media and internet. For this reason, speaking was taken as the skill in which the research laid on.

Communication exists in several ways that involves reading or listening skills, but it takes place most of the times in oral situations that make of speaking one of the most used skills when interacting with English in real and current moments. As Harmer (1991) explains, there are some reasons that make students avoid the target language such as affective issues, the students' willingness to speak in the target language, the comfort when using the mother language or the lack of vocabulary. The issue detected in the students at CDLE was related to communication and speaking competence is directly related to these causes.

Being the lack of vocabulary the main issue in the population, according to Snow (2015), having little vocabulary is a common concern among many English language learners. It has to do with the required elements for some students to participate and perform lively in class, and at

the same time to improve the four essential language skills. The implementation of activities and strategies to enhance the vocabulary ensure the students' ability to acquire and memorize new words, interact with the target language, and improve communicative skills.

The way how vocabulary is integrated to the lesson defines skills development that merely lays on it. As Hanson and Padua (2011) suggest, the language exposure and the types of activities play an essential role in any kind of classrooms. They are the vehicle to comfortably carry students into new and meaningful knowledge, from those activities teachers make sure students understand and acquire topics correctly. When the teacher and the researcher applied activities like games the participation rate increased, and the students who often sit in the back or the ones who do not concentrate actively undertake the activities.

The researcher finds that the students are not speaking in the target language; therefore oral communication is not taking place. As Baker and Westrup (2003) claim, this issue happens when the students have little or no ideas about certain topics, and the students prefer to speak in Spanish when they want to respond to any question, express their needs or when they want to ask the teacher for help. The students do not use English to communicate during the class which is an issue to be considered since the CDLE Guideline suggests the training of *effective speakers*.

In concordance to the mentioned above, in terms of motivation, this lack is another issue identified according to the students' actions, behavior, and attitudes. Oxford (1990) states that language learning process depends on students' emotions. The feelings of shyness to make mistakes entails the main and specific problem, the lack of vocabulary. In spite of being able to understand what the teacher says and asks, the students did not feel able to construct sentences properly due to this vocabulary lacking.

Finally, motivation as well as students' feelings are topics related to the main issue. As Krashen puts it (1982), motivational, self-confidence, and anxiety aspects infer any second language learning. The students' feelings affect the way they learn and speak English. At CDLE, the students did not feel motivated by the book activities consequently the students did not feel attracted to the class. This situation affected the interaction among students and the teacher. The students did not use the target language in basic communicative acts such as asking for permission or giving simple information.

1.3 Justification

As Halliday (2007) states, the language is a set of functions that supplies communicative necessities. The interactional and personal function allows people to express their feelings and interact with others respectively. English must provide tools to students not only to express their ideas, feelings, and emotions but also to interact with others in the classroom as the CDLE curriculum also establishes it. This way the research works hand in hand to the institution in the accomplishments of its principles and guidelines.

According to Los Estándares Básicos de Competencias en Lenguas Extranjeras (MEN, 2006), fourth and fifth graders students are able to hold a conversation in classroom activities and to describe daily routines. Taking into account the standards that the Ministerio de Educación proposes and the issue observed, the lack of vocabulary hampered students to express their ideas in the classroom. This is important to mention in order to delineate the research problem.

This study research looks forward to improving mainly students' vocabulary storage and as a consequence their classroom speaking skills. It is expected from the students to be able to carry short conversations among them and their teacher. Communication and interaction allow

students to establish relations with other in the foreign language. English starts to accomplish its language appellative-conative and expressive functions (Bühler, 1933).

According to Dornyei (2009), motivation plays an important role in English teaching, without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals. Although motivation is not a relevant aspect in the research, the implementation of funny activities such as songs and games fosters the creation of a comfortable milieu to the classes. It is expected that the students feel motivated and secure of themselves when giving answers and participating

In addition, the research is supported by Los Estándares Básicos de Competencias en Lenguas Extranjeras, Inglés that defines Communicative Competence as a set of sub-competences that all together permit the speaker communicate effectively. Communicative Competence cannot be isolated from students' reality since it implies the understanding of the language and meaningful concepts that enable them to perform in daily life situations.

The researcher finds that the lack of vocabulary is the main issue in the classroom. Those who experience slow vocabulary development are less able to comprehend texts and also their performance at class is poorer than the ones who count with a wider vocabulary in general (Snow, 2015). This factor affects language usage and efficient speaker performance since vocabulary is the raw material in any learnt language.

In terms of motivation and participation which are aspects related to the general problem previously identified in the classroom. Interest and desire ease knowledge acquisition in any field (Liebertin, 1996). Therefore, songs can become favorable when they are taken into consideration for teaching activities. One of the results from the diagnosis was that songs made

students felt comfortable and happy in the class. This comfort sensation entailed students to get interested and to change their attitudes towards English language.

With respect to learning, it is seen as a cooperative and interactional process in which all students take advantage from what others can provide to this process. Since students feel identified emotionally with songs due to their message and musicality, the interaction among them is another favorable result. This sensation of comfort turns the class milieu into a cooperative and interactional environment where students feel relaxed and feel free to express ideas, these aspects are highly considered since motivational and affective factors such as self-confidence are part of the concerns in the population.

On the other hand, using songs for teaching the goal language brings to the class several elements. Murphey (1992) defines songs as a valuable pedagogical tool. Songs and music itself are not only a way to show cultural expressions but also elements of identification in terms of feelings. Songs promote motivation and interest since students find them fun and enjoyable. They amusingly permit students to get closer to the language and its vocabulary.

English songs have a set of profitable elements that teachers and students can make the most of it in their teaching and learning process. Songs in classrooms promote the development of multiple intelligences such as musical, kinetic and linguistic (Gardner, 1993). When students dance and follow the rhythm of a song they are getting involved in the language contained in it. Combining songs and games result useful to promote foreign language (FL) acquisition in students

The research study attempts to implement fun activities such as songs to raise this important factor when learning a FL. The construction of a comfortable milieu by using songs may enhance students to participate freely and carelessly while they are participating and

working on their communicative competence. Vocabulary is seen as the most relevant material to build language and its different competences.

1.4 Research question(s) and objective(s)

1.4.1 Research question

What is the impact of songs when they are used in vocabulary activities to promote vocabulary acquisition and Classroom Speaking Performance in 7 to 9 years old students at CDLE?

1.4.2 General Objective

The project sets as general objective: to analyze the impact of songs to promote classroom speaking performance through vocabulary games in 7 to 9 years old students from CDLE.

1.4.3 General Objective(s)

As specific scopes, the research lays the following specific objectives out:

- To identify the didactic value of songs when teaching new vocabulary for increasing students' vocabulary storage and classroom speaking performance.
- To determine the enhancement of vocabulary storage in students.
- To analyze the usage of new learned vocabulary in classroom speaking performance.

The topics related to the lack of vocabulary are relevant to understand the phenomenon. The students are struggling with speaking performance, their vocabulary limits their participation and their classroom speaking performance. In the next chapter the theory and concepts to support this research are presented.

Chapter 2: Theoretical Framework

The theory and the concepts of this proposal are related to vocabulary improvement to foster speaking skills. Seven studies from different universities contributed in the definition of the constructs and permit the researcher understand the findings related to Vocabulary, Speaking classroom Performance, and Games.

2.1 State of the Art

For the State of the Art, the project lays on seven studies that are related to the research issue. The following chart provides the title, the publishing year, and the scope.

Title	Year	Scope
Encouraging Vocabulary Learning Process Through Songs as Authentic Material [Recurso Electrónico] Rodríguez, A.	2015	Universidad Pedagógica Nacional
A Methodological Strategy Related to Music with The Purpose of Promoting English Vocabulary Acquisition and Improving Speaking and Listening Skills in Second Grade Students at IED Liceo Femenino Mercedes Nariño Franco, V.	2012	Universidad Pedagógica Nacional
Jazz Chants Una Propuesta Metodológica Que Contribuye Al Aprendizaje De Vocabulario En Inglés Como Lengua Extranjera Florido, D. Gómez, E. Rozo, M.	2014	Universidad Libre, Bogotá
La Música Como Herramienta Didáctica Para La Enseñanza Aprendizaje Del Vocabulario En Inglés Como Lengua Extranjera Bonilla J. Herrera M. Leal G. Parra D.	2007	Universidad de la Salle, Bogotá
The Role of Music and Songs in Teaching English Vocabulary to Students Kuśnierek, A.	2016	Poznan, Poland
The Use of Songs as A Didactic Resource in Teaching English As a Foreign Language in Primary Education Hernández, L.	2016	Universidad de Cantabria, Santander, Spain.
Influence of Song in Primary School Students' Motivation for Learning English in Lima, Peru. Aguirre, D. Bustinza, D. Garvich, M.	2016	Universidad Peruana de Ciencias

The first project called *Encouraging Vocabulary Learning Process through Songs as Authentic Material* works with 32 fourth graders at Prado Veraniego School. This study aims to identify the impact of songs as an authentic material for vocabulary learning. The study manages ICT with songs activities to foster and improve not only listening skills and vocabulary but also communicative skills. Since this study is based on the communicative approach, it permits students to interact with the language and boost writing and reading skills meaningfully. This study contributes to this research in terms of theories that support the use of song in EFL classrooms.

The second research *A Methodological Strategy Related to Music with The Purpose of Promoting English Vocabulary Acquisition and Improving Speaking and Listening Skills in Second Grade Students at IED Liceo Femenino Mercedes Nariño* proposes five steps taken from the Project Work Approach. Its main objective is to design and implement a methodological strategy related to music for promoting vocabulary acquisition, listening and speaking skills. As a result of this application, students activate previous knowledge and contextualized vocabulary while listening significant songs. The comprehension of these songs fostered pronunciation and reading skills. This research provides a guidance when selecting and applying a methodology in order to work with songs.

A third paper named *Jazz Chants, Una Propuesta Metodológica que Contribuye al Aprendizaje De Vocabulario En Inglés Como Lengua Extranjera* is applied to third grade students in Bogotá. In the project, the implementation of Jazz Chants as a methodological strategy looks for the improvement of vocabulary learning. It claims that Jazz Chants songs features facilitate the retention and application of vocabulary. Students find jazz chants amusing

when they sing and follow the rhythm. On the other hand, the teacher used songs to relate class topics simultaneously providing a comfortable milieu. Using songs as a teaching tool results a strategy to relate grammar and class topics. At the end Foreign Language learning become meaningful to students.

Another study related to this research is *La Música Como Herramienta Didáctica Para La Enseñanza Aprendizaje Del Vocabulario En Inglés Como Lengua Extranjera*. It was carried out with 8 to 10 years old students at Francisco de Paula Santander School. It targets to the optimization of learning-teaching vocabulary process through songs. The research concludes that after a long process of song selection, the pronunciation, the fluency, and the students' feeling towards English improved. The songs chosen in this research are classified considering the semantic field and its relation to the topics taught in the class. This strategy result effective when creating a meaningful milieu to foster word memorization and vocabulary in use.

The fifth research project called *The Role of Music and Songs in Teaching English Vocabulary to Students* is applied in a primary school. It points towards the exploration of songs in English when teaching English. The research gives accounts of the willingness and motivation increment when students learn this foreign language. The students' participation raises when classroom activities are amusing and appealing. This sort of activities engage students with their learning process. Motivation represents an essential factor when learning and teaching a foreign language. For this reason, motivation becomes a relevant aspect to pay attention to since students at CDLE do not feel encouraged to learn English.

On the other hand, a master project called *The Use of Songs as A Didactic Resource in Teaching English as a Foreign Language in Primary Education* works on vocabulary improvement with fifth grade scholars. The prime objective of this sixth research is to examine

the impact of teaching English vocabulary with songs for vocabulary memorization. This thesis mentions that students keep words in mind due to songs features such as musicality, rhythm, meaning and repetition. The research suggests a detailed selection of songs which grammar, content and vocabulary contribute to students learning process. Although the population covered is different from the one at CDLE, this study is relevant when observing how songs can be used in a ludic and motivational way in tasks inside the classroom.

The seventh research titled *Influence of Song in Primary School Students' Motivation for Learning English* proposes a didactic unit based in Collaborative Learning. Its main goal is to explore songs as a didactic resource and analyze the advantages and disadvantages when learning and teaching English in primary school. This work draws two relevant conclusions; in first place, it claims that the use of music allows the four skills development. Secondly, music provides pronunciation improvement, new vocabulary, and grammar structures fixation. Finally, it mentions the advantages of the relaxing features of songs. Although the population and the context differs in terms of curriculum, this study results a guide to this research at CDLE.

2.2 Theoretical framework

In this research three constructs were developed according to the issue identified and the students' learning need. Vocabulary permits speakers to develop other skills that complement each other in pursuit of communication and interaction. It is so, words are bricks when learning languages because speakers build and foster skills from them. Speaking classroom performance is the skill expected to improve by providing students with vocabulary through games activities.

2.2.1 Vocabulary

Vocabulary is the set of words that make up a language. As it is mentioned before it is the raw material that a learner needs when a foreign language process is taken up. Vocabulary can be

taken as a set of words that a person implements to build a countless number of meaningful sentences that carry along a communicative purpose. It enable speakers to understand and convey from basic to intricate information and it is essential in social and academic domains (Silverman & Hartranft, 2015)

According to Scrivener (2005), vocabulary is single words or in some cases two or three-words combination. Those words make a user capable of elaborating sentences with meaning. In this research, vocabulary is the most important aspect when learning and using a foreign language. Thanks to vocabulary, students can create sentences that allow them to interact with the language itself, with peers, and teacher.

In addition, McWhorter defines that vocabulary is the set of words which is built by the combinations of letters which provide meanings to the word (1989). The development of this linguistic component is important in terms of language acquisition and language learning. When vocabulary is enriched, the speaker is able to understand more messages from the world. In other words, the speaker advances in his skill development as his array of words increases.

On the other hand, Kamil and Hiebert (2005) delineate the construct of vocabulary as types of *vocabularies* that a person can use according to his purpose and the situation in which those specific words are used. In this research, vocabulary is the set of words that help students to represent and communicate ideas inside the classroom. It is taken as the main component in all the skills since their development is directly related to vocabulary.

The development of *vocabularies*, as Kamil and Hiebert (2005) named, is a process extended across lifetime, it means that vocabulary cannot be completely developed since there is a countless amount of words that are not in the context in which the person is. There is a set of

words that the speaker do not frequently use. For this reason, vocabulary cannot be completely mastered since it implies time to be learned and practiced.

The authors mentioned above, classify words in two groups: Oral Vocabulary and Print Vocabulary. In the first group, the meaning of words are already acquired and the person frequently uses them specially when he speaks and writes. Print Vocabulary means non-frequent words. When a person listens and reads, the speaker faces known words, but he does not use them since they are not meaningful in his speech and context.

Additionally, vocabulary can be taken in two perspectives: Receptive Vocabulary and Productive Vocabulary. Receptive Vocabulary is understood and recognized when listening or reading. This type of vocabulary is less frequent in use; students may not feel familiar with it and it is not spontaneously used. Contrarily, Productive Vocabulary is the vocabulary which speakers feel familiar with. This set of words are well-known and frequently used in writing and speaking performance.

To expand, it is relevant to bring some explanations that complement the vision of this construct in this research. Firstly, learning vocabulary in a second language is an ongoing process that takes time and practice. Therefore, vocabulary acquisition requires continual repetition to learn words effectively (Nakata, 2006). Vocabulary acquisition is not something a student can spend time learning or memorizing like grammar. Acquisition requires the learner to work on words in order to remember the high frequency ones and put them into his/her long-term memory.

According to Nation (2005) he defines high frequency words as words that occur quite frequently in the language, such as *the*, *a*, *man*, and *woman*. High frequency words take place so regularly in daily conversation that if students understand these words, they are able to write and

speak in comprehensible English. Low frequency words, as described by Nation (2005), are words that deal more with academic studies, words that appear throughout all academic texts and courses, but not very often in a regular daily speech.

To sum up, vocabulary permit students to perform in any language. A speaker is exposed to printed or oral vocabulary, and the understanding of words depends on the knowledge he/she has of them. At the same time, vocabularies enable students to actively live the language and master language skills. The language proficiency that a student can reach depends at first base on his/her vocabulary storage.

2.2.2 Classroom Speaking Performance

In this research, Classroom Speaking Performance is a concept built from the definition of speaking advocated by Burns and Joyce (1997) and from the six oral production categories proposes by Douglas Brown. Some definitions of speaking are also considered in order to narrow the concept and perception of this wide term in the learning and teaching English in the Foreign Language field.

Firstly, Speaking is considered as a productive skill that requires vocabulary, pronunciation, and grammar features that jointly combined allow students to express ideas. This definition assumes the importance of vocabulary in the development of the speaking performance skill, and as Wilkins (1972) states, a person without grammar structures accomplishes little, and a person with not vocabulary accomplishes nothing. Hence, the importance of vocabulary when learning and speaking a foreign language.

As it was mentioned above, Classroom Speaking Performance takes into consideration a definition that supplements what Speaking means in this project. It is stated by Burns and Joyce (1997) who define speaking as a building process that implies delivering and information

exchange. This interactive process permits the speaker to carry on an effective and competent conversation with specific purposes inside the classroom.

In addition to this definition, speaking is a language skill developed in childhood which is firstly produced by the listening skill (Tarigan, 1990). Based on Los Estándares Básicos de Competencia (2006), speaking is one of the four basic competences that students should acquire well and it should be promoted since it has an important role in communication. This concept is highly considered because of the age population in this research and the CDLE curriculum objectives.

To narrow, the six tasks that are relevant for defining Classroom Speaking Performance are the ones identified by Douglas Brown (2001). These oral production tasks are expected to be carried out by students inside the classroom. They are a guidance for teachers when applying activities to enhance and foster speaking abilities in the pupils. These tasks are explained as follows in order to provide further information.

The first task is called *Imitative* in which the student repeats or imitates words or phrases to focus on elements of the language as pronunciation and intonation. *Intensive* tasks belong to the second group of drills where little speaking performance is carried out to practice grammatical and phonological aspects of the language. These first two tasks are the first steps when a foreign language starts to be taught and learnt.

To continue, the *Responsive* task implies the replying of questions and comments which requires a complex elaboration of ideas and statements. It takes place in short and simple dialogues or conversations but when specific information is conveyed more than responded, *Transactional* tasks are involved and consequently more completed dialogues are established. The complexity of these tasks leans on how much information is shared and exchanged.

While the last two tasks are meant to share information, the following tasks are more than complex and have a specific purpose: maintain social relationships by interacting with others. *Interpersonal* tasks imply more than transmitting fact or pieces of information. Slang, sarcasm, and casual register are involved which make it difficult to EFL students to understand. Reports, speeches and monologues belong to *Extensive* tasks since advanced levels of skills are required from the speaker.

These tasks are related to the level, age, context, and students' abilities. In this research, the students at CDLE carry Intensive and Responsive tasks. The improvement of vocabulary aims to enhance and master these tasks when participating in classroom activities. The encouragement of these tasks are related to the use of songs for enrich their vocabulary and promote Classroom Speaking Performance.

Assuming the importance of vocabulary in the development not only of speaking skills but also listening, writing, and reading, Classroom Speaking Performance leans on vocabulary, pronunciation and orthography as the first tasks to work on. The use of language and its four macro skills start to be enhanced by accomplishing micro skills and tasks as the ones mentioned before and proposed by Douglas Brown.

To close the wide definition of speaking in this research, it is essential to mention that some students do not have the possibility to experience and practice English language in real spoken contexts, and they also have limited exposure to English native speakers. This is one of the reasons in this project to provide more situations and activities for students to strengthen their speaking competence training while supplying them initially with vocabulary.

2.2.3 Games

First of all, it is relevant to mention that along the research project, games are considered as a way to improve vocabulary acquisition and learning, providing a comfortable and enjoyable milieu in the class. According to the interviews and the diagnosis done, vocabulary and speaking classroom performance are product of variables such as emotions and the class milieu. For this reason, games result useful to improve attitudes in students, and foster vocabulary usage as well as classroom speaking skills.

Since games belong to Ludic, it is necessary to define Ludic in this construct. It implies not only games but also it involves a conception of comfortably where activities take up to promote the learning process inside the classroom. Ludic is strongly connected to games and its conception embraces two main axes. Firstly, ludic is assumed as a dimension for the development of the human being, and secondly as a methodological support in the teaching practice.

Ludic can be represented in so many activities and human expression like dancing, singing and telling poems as Moreno (2003) cites. Ludic takes place in kids' development at early age but it continues having a relevant role in someone's lifetime and can be used by teacher for teaching students of any age. As motivation is one of the secondary issues detected in the population, and the proposal is based on songs, this construct is essential for the research.

Furthermore, emotions cannot be segregated from ludic not even from teaching and learning processes. Students' feelings undoubtedly play an essential role in education. Good or bad feelings can positively or negatively have an influence in it. Having this in mind, and according to the diagnosis, the students at CDLE did not feel encouraged, and found English sessions somehow boring. This one of the problems that affects English language acquisition, and one of the aims to tackle by using songs.

It is necessary to distinguish and differentiate games from ludic, games are ludic but not all related to ludic mean games. As Jiménez (2004) defines, ludic environments make human strengthening possible and at the same time, it enables experiences and learning to be meaningful and encouraging. With this definition, when games experiences are put in practice, they allow students to express themselves freely and easily. As a result of this, games make way to the promotion of Classroom Speaking Performance.

Considering another important contribution in regards to games, Bruner (1988) outlines some advantages when using gamed in teaching activities. In this project, the activities are addressed to the vocabulary enhancement through games as practice. Some of the advantages sketched by this psychologist and pedagogue are:

- ☞ The game makes possible the development of a centered student pedagogy.
- ☞ The game facilitates and encourage activities of knowledge construction.
- ☞ The game respects the diversity in learning since each pupil makes progress at his/her own pace, and it claims the apprehension of autonomy (p84).

To continue differentiating Games from Ludic, Maria Toth (1995) states games as activities with rules and objectives. She categorizes games activities in two types, the ones where the teams compete in order to achieve a goal named Competitive Games, and the ones in which the team cooperatively work to aim a common target. In this research both types are considered in order to have students practicing new vocabulary.

Games were taken into account because games increased motivation and participation in the students at CDLE while observing them. The students' attitudes and behavior when games are implemented is something to pay attention to when teaching and learning a foreign language.

There are some benefits are taken from Martha Lengeling y Casey Malarcher (1997), that are highly considered for the application phase:

- ☞ Affective Benefits: They diminish affective filter, they promote the spontaneous use of language. They foster communicative competence, encourage, and are fun.
- ☞ Cognitive Benefits: They are used to reinforce, review and broaden. They focus on grammar in a communicative way.
- ☞ Dynamic Benefits: Games are centered on students, teacher is a facilitator. They build cohesion in class, foster class participation and healthy competition.
- ☞ Adaptability benefits: Games are easy to adjust according to age, level and interests (p.42)

Those benefits are solid support for this research since the vocabulary activities based on songs and designed in a playful way are expected to raise vocabulary storage, oral participation, and motivation.

In brief, “Games provide one way of helping the learners to experience language rather than merely study it” (Wright, Betteridge and Buckby mention, 2006, p. 2). Learning a language can be a difficult work since it requires efforts to memorize, understand and repeat accurately language features. For this reason, games facilitates this process especially to students who struggle with English for different reasons such as motivational, emotional or learning difficulties. Games help students from all ages to keep encouraged and interested.

Games involves benefits for students, and permit teacher to transform his/her practice into meaningful activities that provide great experiences for both parts. Creativeness, encouragement, and transformation must be a constant in teachers’ role along his/her work.

Chapter 3: Research Design

Along this chapter, the type of research applied is presented in order for the reader to understand the type of study and the instruments used for acquiring data from the population, and the categories taken as guidance to aim the main objective. The techniques presented below are implemented to organize and analyze the gathered data along the implementation phase.

3.1 Type of Study

Qualitative Research is the type of research used along this project. It attempts to understand the nature of population experiences in certain situations (Draper 2004). Qualitative Research provides the object, the reasons and then matter of a reality to analyze and describe a population beliefs and specially its behaviors when new methodologies are applied to solve or improve a problem.

Additionally, the results in qualitative research projects are subjectively analyzed. It is descriptive since numbers are not implemented to examine data. The conclusion does not respond to the research question by measuring or counting, it accounts for results by giving reasons, interpretation, and insight of an issue while broadening and promoting further than qualitative research.

3.2 Research Method

Participatory Action Research as Koshi (2010) claims, is an approach that contributes to the enhancement of a population reality and practitioner teaching performance. In this regard, Action Research follows a cyclical model created by Stephen Kemmis (1998), where planning, observing, acting, and reflecting stages spin around to solve, formulate and explain a reality. They enable researchers to reflect on the procedures and results attained from the initial plan. If it is required the researcher goes through re-planning, re-doing and reflection again.

On the other hand, Participatory Action Research embraces two main aspects, the first one sets out the Collaborative Research since practitioner teacher and students provide evidences about an ongoing process of change. Secondly, Participatory Action Research promotes learning and knowledge among the participants. As Lewis (1951) states, the best way to get information from a phenomenon is by getting immersed in, by observing, and by changing it in its own natural place.

The data collected is analyzed through different techniques such as triangulation, chart comparing and categorization. The first technique is Triangulation, as Phillips and Carr, (2010) describe, embraces three elements that point out to the issue, observation, data collection, and analysis. The second technique applied is chart comparing. A set of descriptions prior observed make contrast to what this research attempt to improve, vocabulary and classroom speaking performance.

3.3 Categories of Analysis

Unit	Category	Indicators
Speaking Classroom Performance	1. Vocabulary acquisition and use	<ul style="list-style-type: none"> ▲ Students relate words to meanings acquiring new vocabulary. ▲ Students use the vocabulary given in the session in activities ▲ Students retrieve vocabulary from songs and topics
	2. Impact of song to learn new vocabulary	<ul style="list-style-type: none"> ▲ Students use songs to understand the topics. ▲ Students infer the meaning of words. ▲ Students follow and chant the song
	3. Classroom Speaking performance	<ul style="list-style-type: none"> ▲ Students build sentences and incorporate the vocabulary given. ▲ The students produce statements when applying games and song activities. ▲ Students use the target language while interacting with others along song and games activities.

3.4 Population and Sampling

The population is made up by 7 to 9 years-old girls and boys who attend classes of English at the Centro de Lenguas de la Universidad Pedagógica Nacional on Saturday mornings. At the beginning of the research, they were observed at Intermediate One level, passing to Intermediate Two and ending at Advance One level. For the sampling population, nine students are picked up randomly, level of English or class performance are not considered.

3.5 Data Collection Instruments

In consonance with the research and the type of method, instruments such as observations, field notes and artifacts are used to collect data from the activities designed for the implementations phase. They are used to extract from each indicator and each category the most relevant information to analyze the unit of study, and the scopes of the pedagogical design.

3.5.1 Observations

Grady reflects that “The major advantage of observations is that they allow teachers to capture *slices of life*” (1998, p. 22). Observations permit researchers to stare at actions that can be overlooked but they carry too much meaning. They are applied in order to understand the students’ behavior when participating in the games and song activities inside the classroom.

3.5.2 Field Notes

Action Research is a naturalistic inquiry in which phenomena are investigated in their natural context (McKernan, 2013), field notes are an effective data collection tool to catch natural events when observing how people behavior, attitudes and dynamics take place in the educational milieu. Based on observations, some notes were taken in field notes in rapport to the speaking and vocabulary categories.

3.5.3 Artifacts

Artifacts permit to collect information in how the students use the acquired vocabulary in different activities. Questionnaires and different kinds of worksheets promote classroom speaking performance, it means that in this research, artifacts combined with others tools enable the researcher to observe and analyze the used of vocabulary.

This research project is defined according to Qualitative Research. Participatory Action Research provides the bases in terms of how to get and analyze the data. The objectives of the research and the project proposal are achieved through trustworthy and reliable tools.

Chapter 4: Pedagogical Intervention and Implementation

Along this chapter, the pedagogical approach and methodology apply in this research project are presented. The stages and activities carry along the implementation phase are addressed by the Communicative Approach. The student and teacher role in the Communicative Language Teaching are presented as the timetable that gives account of the activities established.

4.1 Pedagogical Approach

According to the CDLE guidelines, communication is seen as the skill that allows people to interact with others while they get immersed in the society by using the language as a tool. Relating this language conception to the issue identified in the classroom, the Communicative Approach is taken as the bedrock theory of the pedagogical proposal. Likewise, CDLE backs up its methodology in this approach with the purpose of developing an efficient language speaker.

As Hymes (1972) states, language is perceived as communication. For this reason, the Communicative Language Teaching is the approach that guides the implementation of the activities in order to accomplish the main goal of this research, and also with the purpose of fostering and improving speaking classroom skills. As Richards and Rogers (2001) mention, the CLT fosters the expansion of communicative competences inside the classroom.

For Chomsky (1965), a speaker is able to communicate with others by producing accurate statements, but Hymes (1972) expands this task towards the cultural field. In this perspective, the speaker is seen as a social and interactive being. For this authority, a speaker must be grammatically and communicatively competent to interact in his community. Considering this statement, vocabulary has an important role in this competence since due to words a speaker is able to communicate. It permits the speaker to perform in communicative context without overlooking paralanguage productions.

The perspective confers to language goes beyond grammar structures and filling-out book activities. Language exists among students and teachers interaction, inside or outside the classroom, and among people in socio-cultural situations. Intentions, ideas, and information sharing lead communicative and interactional performances that result helpful when training in a foreign language.

Language does not only take place in the English class. Spoken language exists in daily events out of the classroom and students must be aware of this fact since people are constantly interchanging ideas, intentions, and feelings in social, academic and labor contexts. Hence, the importance of sharing with students the conception of English as a multipurpose language in the current and globalized world.

As Canale (2013) affirms, human being is not alone, he or she lives together with others and his or her necessity of establishing social relations and experience cultures are given by interacting with others through language, generally spoken language. As a tool for creating communicative and speech acts, Speaking Skill requires not only a solid-grammar structure and listening skills to be effective but also it demands an array of words and expressions that provide the message with the suitable and exact meaning.

Furthermore, a person must be in contact with the language in social situations and English classes must foster these simulations. Language is seen as the vehicle to communicate ideas. The culture lays on language due to its social feature, and for that communication takes place in real, natural, spontaneous, and social events.

Gathering and adopting theorist's statements about language and its functions, Richards and Roger (2001) list some language communicative characteristics:

- ☞ Language is a system for the expression of meaning.

- ☞ The primary function of language is to allow interaction and communication.
- ☞ The structure of language reflects its functional and communicative uses.
- ☞ The primary units of language are not merely its grammatical and structure features, but categories of functional and communicative meaning as exemplified in discourse.

The language learning process in CLT has been a discussion topic for theorists who establish a differentiation between language acquisition and language learning. As Richard and Roger (2001) mention, “acquisition refers to the unconscious development of the target language” it means that the use of language for communicative aims enhance and foster its own acquisition. On the other hand, they state learning as “the conscious representation of grammatical knowledge” (2001, p. 162).

In order to establish a clear vision of language learning for this project according to the communicative approach and Richard and Roger’s perspective, language learning process takes place and it is developed through the use of language in communicative situations, in this case in the classroom. That is why the activities must target a communicative aim providing students with the vocabulary to participate in games which involves interaction and communication.

For CLT, Teacher’s role is described in three words, facilitator, promoter and guidance for pupils. The authority model fades in order to give importance to the students without overlooking his participation and intervention in the learning process when it is required. Besides being a guidance, the teacher is a resource himself. Teacher learns and does research in order to provide the pupils with the appropriate resources for the development of communicative skills (Nigora, 2016).

For CLT, students are the center of the class since they are the focus of attention. The training and development of tasks lay on the students since resources must be designed in order for students to take advantages of the activities. The pupils must feel motivated to speak hence their participation and willingness are responsible of their own practice and performance.

Students at CDLE find English a funny subject however their speaking classroom performance is limited by activities in the book. Due to their cognitive style and their relation among them, games and competitions provide a space in which students become active performers. They are the ones who must keep up with the resources and tasks under teacher advice and guidance.

As teachers as pupils, they concur with collaborative work. Among them, cooperation takes place being task-based activities responsible of this milieu. As Richer and Roger (2001) define, activities in CTL must have *the primary role of promoting communicative language use*. The material must not constrain students to individual and non-interactive performance. All the classroom members even the class material work cooperatively and hand in hand to nurture communicative and interactional moments.

The assessment as pedagogical practice requires the definition of constructs, objectives and indicators that guide the proposal implementation. The purpose of this tool let the teacher reflect upon the learning process in the students. As vocabulary as speaking classroom performance are assessed through the activities aiming the proposal main objectives.

4.2 Implementation Phases

Phase	Category	Objective	Indicator	Activity
<i>Observations</i>	Vocabulary acquisition and use.	To determine the enhancement of vocabulary to increase vocabulary storage and classroom speaking performance.	Students use the vocabulary given in the session in game activities Students retrieve the vocabulary in game activities Students relate words to meanings acquiring new vocabulary.	The students remember and use accurately the previously vocabulary presented in songs. They also use these vocabularies to participate and make activities.
<i>Songs Exposure</i>	Impact of song to learn new vocabulary	To identify the ludic value of songs when teaching new vocabulary for increase students vocabulary storage and classroom speaking performance.	Students use songs to understand the topics Students follow and chant the song Students infer the meaning of words when reading the song.	The students sing and read the song and then they guess or infer the topic The teacher give songs to students and through following up questions the students can infer grammar patterns.
<i>Practice</i>	Classroom Speaking performance	To analyze the usage of new learned vocabulary in classroom speaking activities in order to foster classroom speaking performances.	Students build sentences and incorporate the vocabulary given. Games and activities with songs elicit participation from students. Students use the target language while interacting with others along song and games activities.	Along the game activities the students build sentences by using the vocabulary given from the songs. Several competition and cooperative games (words-soup, Tingo Tango, completing sentences) are used in the implementation phase in order to foster and increase speaking classroom performance. During the application of games, students are required to use the target language.

4.3 Academic Program

Centro de Lenguas Universidad Pedagógica Nacional Implementation Phase at Intermediate II Level			
<i>Date</i>	<i>Learning Objective</i>	<i>Activity</i>	<i>Indicator</i>
August 13 th , 2016 Describing. Is that you?	To learn adjectives for physical description To describe oneself using new vocabulary.	Display a poster in order to introduce the topic. Play a song to relate new words, analyze the lyrics.	The students learn vocabulary to describe themselves The students can relate comparative sentences from the song and apply them to compare people.
August 20 th , 2016 Comparatives and superlatives song By Rockin' English	Infer the structure of comparative and superlative forms To create a poster so that students can compare and contrast with other	Play song <i>Comparatives and Superlatives</i> by Rockin' English in order to introduce grammar structures and new vocabulary.	The students infer the formation patten in comparative and superlatives forms. The students are able to use comparative and superlative structures while providing information. The students can provide information about their physical description and compare with others.
August 27 th , 2016 Daily Routines. It's About Time.	To talk about chores and schedules. To learn vocabulary and verbs.	Analyze the pictures on the song Tomos' Week and introduce Simple Present Tense. Play the song and read the lyrics in order to create Tomos' schedule. Classify some verbs according to their endings (ss, sh, ch, x, o) through a competition game.	The students can identify verbs by singing the song. The students can infer the Simple Present Tense Rule in third person. Students can talk about their and others daily Routine.
September 3 rd , 2016 Offering and ordering Meals.	To talk about meals from different countries. To learn new vocabulary related to food To infer how to ask and answer in the restaurant.	Play and sing the song <i>What's That?</i> Analyze and learn new words. Make a role-play by using the model of the song. Filling a "Food preferences Chart"	The student learn new vocabulary about food and meals. The students carry and simulate a conversation in a restaurant. The student provide information about their preferences about food and meals.

SONGS AS A SOURCE OF VOCABULARY AND CLASSROOM SPEAKING PROMOTER

<i>Date</i>	<i>Learning Objective</i>	<i>Activity</i>	<i>Indicator</i>
September 17 th , 2016 Giving suggestions.	To learn vocabulary about illnesses and remedies To talk about health and safety To learn how to give recommendations.	Introduce the topic by analyzing the pictures on a poster and page. Play and sing the song <i>Good Advice</i> and related the suggestion giving in the song to the pictures. The students play Tingo Tango game to mock a sickness and give recommendation about health problems. The students elaborate a poster explaining and suggesting illnesses of a person.	The students learn illnesses in foreign language. The students are able to express their symptoms and give recommendations. They infer the use of modal verbs would for hypothesis and should for suggestions.
September 24 th , 2016 Talking about animals in the past and present.	To learn dinosaurs and animal names in English. To use Simple past and learn verb in past tense. To review adjectives and comparisons with <i>-er</i> .	Show the video song <i>The Diary of T-Rex, the Hunter - Dinosaur Musical</i> by Pinkfong Songs to introduce the topic and talk about the dinosaur. Play the song <i>Dinosaur Days</i> to learn some verbs in past and review comparatives. Play a verb game.	The students use simple past tense and comparative form to talk about dinosaurs and endangered animals. The students distinguish between regular and irregular verbs and know their conjugation
October 8 th , 2016 Roar by Katy Perry	To narrate and describe stories using new vocabulary. To related simple past tense, animal vocabulary.	Play and sing the video song <i>Roar</i> by Katy Perry. The students answer questions from the video. Play a question-filling out game with the new words related to the video.	Students can describe stories of a video song. Students can relate learned vocabulary to describe stories using simple past. The student infer and remember the meaning of words
October 22 nd , 2016 Expressing changes. Past and Present. In the Old Days.	To learn vocabulary about past and modern inventions. To use Simple past and learn verb in past tense to talk about life in past.	Play, sing and analyze de song <i>Inventors and Inventions</i> from www.SueDickson.com to introduce the topic. Display a poster so that students describe the life in past. Then play the song <i>Way Back Then</i> to discuss and learn <i>used to</i> and vocabulary. Play a competition game in which students create a sentence from a picture with inventions.	The students elaborate sentences by using <i>used to</i> and inventions vocabulary. The students related vocabulary through games and pictures. The students describe how was life in past.

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<i>Date</i>	<i>Learning Objective</i>	<i>Activity</i>	<i>Indicator</i>
October 29 th , 2016 Expressing Plans and Intentions. It's a day.	To express intentions and plans by using <i>going to</i> . To ask other about their plan activities by using <i>wh</i> words.	Play a song in order to learn about celebrations in some countries. The students make word maps in order to relate information and vocabulary from some celebrations then students complete a Planned Activities chart by interviewing classmates and using <i>going to</i> .	The students can make world maps with the vocabulary and information from the song and some reading from the book. The students talk about their intentions and plans for the coming weeks by interviewing others.
November 5 th , 2016 Sugar by Maroon 5	To foster listening skills and relate vocabulary through activities.	The students listen to the song, in groups, they try to catch some words to write them in a piece of paper. With the teacher, the students learn the meaning of new words. Then the students choose the correct word in some sentences together in order to reinforce the new learned vocabulary	The student is able to identify some words from the song lyrics. The students are able to work cooperatively to learn and memorize new vocabulary. The students are capable to choose correct words depending on the sentence.
November 12 th , 2016 Talking about hobbies. Hobbies are fun.	To learn vocabulary about collectibles and hobbies. To express opinions about hobbies and leisure activities.	Show some pictures to introduce the topic and some vocabulary. By playing the song <i>Hobbies</i> , students can reinforce and related the vocabulary to the one presented in the song. The students play Hung Man and Chinese whisper with the vocabulary and expression given.	The students memorize and use the vocabulary given to express their opinions about hobbies and activities, and to participate in games. The students establish short and interactional conversation by expressing their hobbies.
November 19 th , 2016 Making suggestions and offerings.	To make suggestion about activities. To make offering by using <i>would</i> .	Introduce the topic and the vocabulary with the song <i>Dance Lessons</i> . The students participate in "Cultural Fair" where different dance works shops from different countries are offered. With a game, students listen types of music and students unscramble the word given.	The students are able to make suggestions and make offering by interacting with others and by using the vocabulary learned. The students are able to work cooperatively with their peers.
December 3 rd , 2016 PROYECT Song Lemon Tree	To sing the song for a performance in front their parents.	After some rehearsals, the students sing the song <i>Lemon Tree</i> . The students memorize the lyric and sing the song by using body language.	The students learn and understand the meaning of the song so that they can use movements and gestures to express the meaning of the song.

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<i>Date</i>	<i>Learning Objective</i>	<i>Activity</i>	<i>Indicator</i>
February 11 th , 2017 Interests	To learn vocabulary about hobbies. To express likes and interests by using gerunds.	The students listen and follow the lyrics of the song <i>The Hobby Song</i> . The students must analyze the lyrics. The game is about giving and answer questions from the song. By groups, the students write the answers on the board.	The student are able to learn vocabulary about hobbies, likes and interests. The students can select relevant information from texts. The students use infinitives + gerund to express their likes.
February 18 th , 2017 Review Interests	To reinforce and review the unit 1 topics. To learn vocabulary about sports.	The students play a word-search puzzle in groups to find vocabulary of sports. Show the video song <i>The Favorite Sport Song for Kids</i> in order to ask students about the singers' interests, the students use the vocabulary.	The students learn new vocabulary about sports. The students express their preferences in regards to sports.
February 25 th , 2017 Song: Fly Away by Lenny Kravitz	To learn new vocabulary. To use the vocabulary to create sentences.	As first activity, the students read the song and underline the unknown words. Then, the listen to the song and sing. After, students complete the worksheet inferring the meaning of some words and phrases from the song. They give examples.	The students are able to infer the meaning of new vocabulary. The student use the new vocabulary in sentences.
March 4 th , 2017 Helping Others -A Better World-	To learn new vocabulary about current world problems. To understand the problems of the current world To talk about solution to current world problems.	The video song <i>Hey You</i> by Madonna is shown to the students. They write a work sheet the problems they see in the video. Then, with the teacher, the problems are listed making a vocabulary bank. Then two songs <i>One Love</i> by Bob Marley and <i>Imagine</i> by John Lennon are played in order to contrast the situation of the videos. In a worksheet, students establishes differences and answering <i>how can we make the world happy?</i>	Students can contrast and establish differences by using current world problem vocabulary.

4.4 Lesson Plan

Since the practicum at CDLE requires the application of its methodology, it is framed by a speaking emphasis, the CDLE suggests some relevant categories a lesson plan must contain. The first items are the objectives to aim in the class, the steps to follow along the lesson. Lessons must contain pre, while and post activities always involving the four skills and complementary activities being this last one the implementation of this research. Additionally, lesson plans contain the strategies to apply, the materials required, and the assessment activities for each session purpose. (See Appendix G)

LESSON PLAN 9

Classroom: A211 Topic: Be going to	
Objective.	To express and give information about coming plans and intentions. To know about celebrations around the world.
Steps	PRE: Greet students, talk about their vacation week (review simple past tense while they respond) After some energizers, students read the song. Teacher asks following questions and with the class, the new vocabulary and the content of the song is analyzed. They sing the song. After this, the whole class make a schedule with the activities mentioned in the song. In order to present the topic, a week schedule is draw in the board. The teacher writes on it some activities for his coming week locating them by days. Then ask some students to tell their plan or intention for their coming week, while doing this, formula going to is presented, so they can start using it. WHILE: Students complete the chart on page 79, Then, sitting on circle, some students ask about others coming activities. The question What are you going to do? is written on the board so Ss' can start their conversation. POST: In order to improve reading comprehension, the class read about the world celebrations on page 77. Students learn new voc. by making a list on the board and the playing a memory game. While students read, pronunciation is practice.
Strategies	Through reading activities, Ss' analyze, infer and extract main ideas from written texts, also vocabulary is increased. Presenting ideas and information in front others improve speaking and written skills.
Monitoring	While speaking, teacher can check the vocabulary acquired and learnt from readings. When the articles are read, teacher check and foster pronunciation and also Ss' reading comprehension and competence.
Assessment	Written production Mind Mapping Materials Video projector, recorder.

Chapter 5: Data Analysis

After the application phase, the gathered data were analyzed in order to understand the scopes of the research project. The achievements and limitations that took place along the implementation phase with the population are described. This chapter explains if the project accomplished the main goal by analyzing each category and each indicator. This section provides further information about the success of the pedagogical design.

5.1 Analysis Management

When diagnosing the population, the issue observed at first sight was the lack of oral participation since students felt hampered to participate due to the lack of vocabulary in oral activities. The research main objective was to find out how songs fostered vocabulary acquisition and consequently how they promoted Speaking Classroom Performance through appealing activities in this case games. Thus, the objectives and indicators analysis is done through triangulation.

In terms of time, October 2016 elections and October break reduce the time which altered a little the design application. On the contrary, along the period 2017-1, all the lesson were given since there was not limitation in regards to times off or cancelled days. Other situations that troubled in minimal way the research were the assessment, projects, and parents conferences but they were useful to track and to improve some weakness in the students, and to establish communication with the students' parents.

Although the books activities and the topics suggested by the CDLE curriculum required much time, the researcher was able to accomplish both the implementation plan and the academic program in each level since the project initially worked hand in hand to the CDLE curriculum, being this a positive aspect to mention since CDLE lesson and project implementation were

linked and meaningful for students. Some topics from the CDLE program took much time than it was expected due to their complexity and students difficulties.

To add, the implementation of a new book made the students felt a little confused and unwonted. This matter affected the way how the lessons were given and as a consequence of it, extra time was required and consumed. The complexity of the new book and its grammar, specifically the reading part took time from the lessons. As the students were used to more didactic books like the ones they worked on in the first two semesters, they were asked to scan these reading at home in order to ease comprehension tasks in the class.

To continue with the limitations, behavioral and attitudinal acts took place along the implementation. The application of songs and games result meaningful and motivating to students that in some opportunities got unfocused or over thrilled causing misbehavior. However, the use of rules, agreements on values and manners, signs, and a bell the students' behavior was controlled. Some competition games gave the opportunity to the students to learn how to compete and play individually or collectively.

Overall, the implementation was carried out in positively. The research itinerary was not affected by not day classes or non-attendance cases. Misbehaving from the students were minimal limitations, even though they were urged to be controlled by setting rules from the very beginning, and reinforcing them along the semesters. Parents' collaboration and commitment were positive aspects to solve this matter and to accomplish all the pedagogical objectives in benefit of the population, the research and the CDLE program.

5.2 Data Analysis

5.2.1 Category 1: Vocabulary Acquisition and Use

Vocabulary plays a relevant role not only when learning a language but also when it is practiced. Words are seen as the raw material for building and fostering language skills. The students at CDLE were hampering in oral activities by the lack of vocabulary. The indicators for this category were meant to provide students with meaningful words, so they were able to learn them and use them in oral activities.

5.2.1.1 Indicator 1: Students relate words to meanings acquiring new vocabulary.

This first indicator proves the students capacity to related new words to their meanings through pictures. As teaching new vocabulary cannot be isolated from topics, and students' contexts, the internalization of words takes place through meaningful resources as pictures that help students to relate and understand meanings. Showing visual resources helped students memorize the new vocabulary.

The strategies used in this indicator were pictures, posters, slides and videos which are appealing resources to pupils especially at first years of school. The researcher focused his attention on high frequency words contained in songs' lyrics in order to ease word learning in the students. This criteria was important when picking words from the lyrics, and picking the songs itself. This way, the vocabulary allocated was contextualized and meaningful for the students.

As Griffiee (1992) states, songs permit to introduce vocabulary since they provide meaningful contexts. Taking this into account, to resort in visual material for designing song activities was an enriching complement. When pictures of the selected words were displayed to students they wanted to know their meaning. This way students related meanings to words according to the context given since contextualizing helped students relate them.

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Teacher: [showing the picture]. What is the recommendation to girl in the bike?

Student 1: [reading from the book] she should to use the helmet.

Teacher: And what's a helmet?

Student 2: [inferring] Casco

Students: [in the back] ahhh helmet es casco.

In other words, pictures not only supported activities for learning new vocabulary. Video songs helped students infer meanings and foster oral skill when the teacher addressed the resources to this purpose. By asking questions students started to link what they listened and read the objects presented on the visual helps. Some students were able to realize the meaning of the word faster than others. When some students did not understand, the others gave the meaning or showed the picture.



Figure 1. Students paying attention to the song video while taking notes of new words displayed on the video.

When displaying videos, pictures, and reading songs, students had tools to infer and deduce meanings. It differs when songs are just used for listening and students try to catch words. In one activity where visual materials were not employed, the vocabulary was not contextualized; therefore, the words were not remembered since the way how the song was presented was not appealing enough.

5.2.1.2 Indicator 2: Students use the vocabulary in activities.

Along the research implementation, vocabulary supply was linked to Classroom Speaking activities. The activities and instruments looked for students to reinforced vocabulary acquisition and internalization; likewise, they performed communicative situations. These activities corresponded to worksheets, and games that eased vocabulary learning. Students worked on those activities individually or with peers.

The students were able to use those words in short sentences which prove that they understood the word meaning and they combined the vocabulary with other words to create statements. The researcher verified the correct word usage from the sentences produced by the students. They correctly wrote down sentences and used the words. Some students who were decentralized misunderstood some words, but when they listened to other students or after the teacher explanation they infer the meaning of the words.

Hunt and Beglar (2002) explain how vocabulary learning and teaching can be carried according to three approaches: incidental learning, explicit instruction, and independent strategy development. The first one is related to the vocabulary learnt as a product of other activities such as reading and listening. Through songs, students were able to learn new words but this learning was more meaningful when explicit instruction approach tasks like completing and placing words were applied in the games or activities. This second approach is useful for beginner students who do not have few vocabulary.

To compare, in one opportunity the students were paired in order to create sentences and reinforce the vocabulary through word selecting or word completion activities. This cooperative and group task allowed students to discuss the meaning of words when they were not sure. This

activity permitted students to practice the vocabulary through the worksheet and the socialization among them. (See Appendix I)

As conclusion, collaborative work, the usage of worksheet to reinforce word learning, and the assessment of words previously given helped students to remember them. Since vocabulary cannot be isolated from the language competence, and since it is the brick in which language, comprehension and production skills are based on it, including production activities like writing enabled students to understand better the word and correct its usage or reinforced it.

5.2.1.3 Indicator 3: Students retrieve vocabulary

In order to analyze vocabulary recalling in the students, some activities were designed to check if students remember words. As it has been mentioned, vocabulary must be meaningful taught in context; thus, students enable themselves to know how to use words. It is also relevant that students have the opportunity to retrieve the learnt vocabulary in order to be reinforced and well internalized. The effectiveness of teaching vocabulary resides not only by memorizing it but by using it in other situations, in different moments.

In one game activity called *Who wants to be millionaire*, students were asked to select the right word when showing them some pictures or a sentence. Most of the students selected the wrong words. Another situation in which students did not remember words was at the term assessments. Comparative and superlative formation were forgotten the same as some verbs already given. In conclusion, vocabulary tends to be forgotten when students do not use it in others activities. (See Appendix F)

As Sökmen (1997) suggests, a more effective learning of words happened by recalling or retrieving them not by simple exposing them or seeing them over and over. All the activities carried along the implementation phase had an opening and a closure activity that resort on others

skills like writing or reading in order to introduce, review, practice, and assess vocabulary.

Complementary activities as posters elaboration, interviews, and specially games and competitions had as aim to solidify the vocabulary.

Another conclusion drawn from this indicator has to do with the frequency and the exposure language. Although memorization processes and study habits are not matters of study in this project, they affect the progress that students can make when learning and interiorizing grammar structures and vocabulary. Assessing become useful in order to guide activities scopes, track students' vocabulary learning and make changes.

Taking in consideration the outcome from the indicators of this category, the way how the teacher engaged students to word introduction through pictures and vocabulary reinforcement through worksheets fostered oral participation. Vocabulary could not be completely acquired by students since they forgot some words.

5.2.2 Category 2: The Impact of Songs to Learn New Vocabulary

Teachers and pupils can take advantage of the countless benefits provided by songs in the foreign language learning and teaching. From following, imitating and repeating pronunciation until catching students' attention, songs in this pedagogical design are taken as a tool to provide students with vocabulary, and at the same time, they are used to create an enjoyable milieu. Students were expected to get closer to words and feel motivated to participate.

5.2.2.1 Indicator 1: Students use songs to understand the topics.

More than being a resource to provide students with words and elements to improve English level, songs can help students and teachers to introduce topics in terms of grammar. Students were able to infer the main idea from songs and also describe the stories contained in the songs after singing them and reading them. Reading after the song was presented resulted useful

to introduce grammar topics when the teacher guided the students to extract from the songs the sentences containing the grammar structures.

As Gao (2001) points out, grammatical competence is necessary for communication because it fosters accuracy and fluency in foreign language production. The fact to use song for reading comprehension activities was appropriate to bring the students closer to grammar forms. Many students raised their hands or they just gave answers freely to questions like *what's the songs about? What happened in the song? What did you see in the video song?* to elicit responses following some grammar structures. This behavior proves how grammar can help the students to communicate and also how songs allow this phenomenon.

In this indicator was observed how teacher can elicit answers from the students to explain and contextualize the grammar. Reading the lyrics allow students to get closer to some structures. Although this kind of oral questionnaire from the teacher fostered students' participation, some shy students or the ones with difficulties did not participate and they did not answer those following-up questions. This situation needed to be well controlled by setting rules since some students faded others participation.

The activities to work on this indicator were used in several occasions when presenting the songs, especially from the book. The routine consisted of sitting on the floor after listening the song to analyze the pictures, the story and the lyric. For example, in one of the activities, the topic to learn was verbs followed by gerund. The song used to present one of the topic from the book called *The Hobby Song*, helped students to understand that some verbs like love, enjoy and like are followed by verbs in gerund. Questions like *what do you like doing?* or *what does the grandfather like doing?* made students pay attention and repeat the model answers. Wrong responses and some mistakes permit inductively deduce the grammar and the topics.

Having students reading the lyrics and question them let the teacher give to students an approach to the grammar that was going to be studied and the opportunity to talk even when they mixed up answers with Spanish. Very easy questions made students talk and feel motivated. This practice become a routine or a nice ambiance to let students orally and freely participate taking care of the ones whose shyness limits their participation.

5.2.2.2 *Indicator 2: Students deduce the meaning of words*

Learning and understanding the vast vocabulary that a language implies result complex and time consuming task for speakers. In real situations, when a person is exposed to the language, mental tasks like inferring, deducing and guessing start to be used by the person to keep up with in communicative situations. Not all the time a foreign language speaker is able to remember or extract from his or her vocabulary storage the meaning of some words. In other cases, the speaker simply does not know the word, in this situations is when the speaker use the tasks mentioned above.

As Schmitt (2000) states, vocabulary learning strategies are useful in learning and reviewing previous or new words, without them, the pupils forget word meaning and use. Tasks like guessing from the pictures, readings and sentences are necessary to support vocabulary learning and teaching. (Nation & Meara, 2010). These tasks started to take place in all the activities. Although the research did not measure or analyze vocabulary retention, it may help them in further tasks when facing Printed Vocabulary in reading or listening texts.

Taking this into account, fostering and teaching how to guess words is relevant when learning a foreign language and its vocabulary. The activities in this indicator had as objective to enable students to guess and infer first time exposure words. Students were asked to guess or

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deduce word meaning by giving a sentence or just by analyzing the word. These techniques are convenient when facing readings like articles, and spoken language.

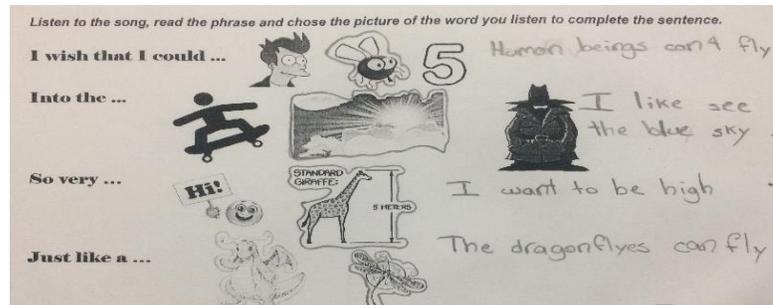


Figure 2. Worksheet used after playing the song “Fly Away” by Lenny Kravitz. Students were asked to select the correct word by deducing meanings according to the context given in the sentence.

This deducing and guessing tasks were applied in first place after the songs or videos were displayed. This first step turns into a routine in students who had the habit to read the piece of paper contain the lyrics right after the song was presented trying to understand some of the unknown words. Most students guessed wrongly since they got confused with other words as false cognates, but when the sentences were extracted or contextualized with examples, the students guessed the meaning of the word.

This activity was efficient to help students to discover new words and enable them to use them accurately. The material used were supported by images which also allow students to choose and deduce meanings. The students were able to understand the songs and their meanings right after discovering new words.

5.2.2.3 *Indicator 3: Students follow and chant the song*

The students at CDLE were observed enjoying the songs, following the rhythm, imitating sounds and attempting to sing the lyrics. Songs were considered as a positive and appealing element in the class according to the students’ reaction when song were playing. Lieberstein (1996) defends that songs tend to foster participation among students, and they needed to be well

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employed according to linguistic and language objectives to seize all the resources found in songs.

Contrasting the first song used for the project to the ones used along the application phase, some features were overlooked. The content, the rhythm speed and the viability inside the learning process were essential when selecting the songs. On the other hand, some songs from the book Backpack 4 were employed since they were rarely used in the previous level. The researcher carried out an exploration work with popular and book' songs in order to address them efficiently to vocabulary resource, grammar approach and to the curriculum.

During the implementation, the students were observed in order to verify how they follow the lyrics. Some students focused on the rhythm while others, pointing with their fingers the lines of the lyrics, tried to sing the song. After seeing this technique, the researcher started to ask the students to follow the lyrics with a pencil or with their fingers when it was possible in order to keep students centralized so they could be well exposed to the vocabulary.

Most of the times, the songs were played following specific moments. At first, the songs were played twice or three times in order to let students get used to the lyrics, the beat and the rhythm. Some songs had videos as a visual tool to facilitate the comprehension of stories and topics. After working on different activities such as competition games, or songs activities, the songs were played twice in order to let students sing the song again and to close the sessions.

This model of activity planning result useful to reinforce pronunciation since students were exposed to the words through the activities. As result of this exposure, the students were able to sing the songs and follow them with kinesics moves. This behavior is the proof of the indicator, the students tried to find a way to express some words with their bodies while singing them and following the rhythm.

This body language took place especially with the pop song *Lemmon Tree* by Fools Garden. *Roar* by Katy Perry and *Fly Away* by Lenny Kravitz. The students practically communicated the lyrics with their bodies while singing it. This behavior was taken as an unexpected result of using songs as classroom resource. The students enjoyed working with songs, and for complementing songs' educative features, games and competitions were added in order to accomplish the research goals.

This second category was created to analyze the impact of songs for vocabulary learning. This impact is positive in terms of motivation and participation promoter. The vocabulary was presented and practiced by using songs as vocabulary resource. Although the words learning and the completion activities took place in the classroom and some words were forgotten by some of the students, songs and the way how they are explored fostered vocabulary use and Speaking Classroom performance. (See Appendix L)

5.2.3 Category 3: Classroom Speaking Performance

The lack of Classroom Speaking Performance was seen at first as the main issue detected when observing the population but then, it was just a consequence of the lack of vocabulary. The students did not have enough oral practice in the class, and they had difficulties to speak due to the lack of vocabulary which made of Classroom Speaking Performance an issue to work on. The indicators in this category provides evidences of how games activities foster this skill. The activities aimed to create and provide a milieu in order to promote oral and communication skills by using the vocabulary studied from songs.

5.2.3.1 Indicator 1: Students build sentences and incorporate the vocabulary given.

According to Snow (2015), the students with little vocabulary tend to feel alienated from the activities which hamper their language learning and their skills development. The students with a decent storage of vocabulary have the wont to make progress in their learning, as a result of this, vocabulary eases the learning process and language skill development, giving to those students the opportunity to become confident and proficient in the second language. Hence, the importance to help students to develop vocabulary domain.

The strategy in one of the activities was to teach past verbs through a video song. The activities were designed to make students produce information from the song video by using the verbs and creating short statements. As a consequence, many students were able to produce statements and tell the story using the verbs shown. This oral participation was the one expected from the students since they tend to speak their mother language in the class especially in oral activities. (See Appendix K)

Having students responding questions right after displaying a song resulted shocking for them, for instance, when the song Sugar by Maroon 5 was used, isolated vocabulary was given and question were asked without letting students prepared answers. The participation was little since they did not understand the vocabulary, as a result of it, they became decentralized.

On the contrary, when vocabulary is given and worksheets reinforce its acquisition, students have better possibilities to produce information. Writing activities helped students to prepared and build ideas. Although this technique is not really a spontaneous way to foster classroom speaking performance, it resulted very useful for learning past tense verbs and building

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sentences under grammatical rules. Imitative speaking is a step and a tool to foster Classroom Speaking Performance.

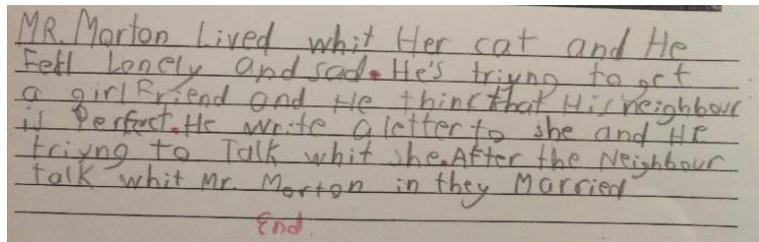


Figure 3. Writing activities helped students to organize and prepared their discourse. This sort of activities foster Classroom Speaking Performance.

The instrument above displays how the vocabulary given in an activity that worked with verbs in past is used for recreating a story. The use of short length writing exercises let the students to use accurately the verbs given following syntax and grammar structures. At the same time, this activity is a “speaking preparation” moment which gives the students the opportunity to get familiar with the text and guide them to know how to state this type of information. This activity helped meaningfully to those students who struggle with spontaneous speech in the target language and emotional issue like shyness and lack of encouragement.

Finally, when students were orally asked, they had more possibilities to provide information using not only verbs, but also new and learned vocabulary. Paving the way to students by categorizing vocabulary and writing not only eases their oral production but also make students to feel confident. In conclusion, eliciting students to talk spontaneously result shocking for those shy and timid students with poor vocabulary, and give the opportunity to the students with rich vocabulary to explore better the target language.

Resorting on other skills and techniques help teacher and students to work on others. Integrating skills for this indicator, proved that Intensive speaking requires writing and pre-speaking activities in order for students to build and internalize grammar rules and use

vocabulary. Additionally, when students were provided with vocabulary linked to grammar topics as the simple past, it facilitated the comprehension and memorization of simple past verbs and the students were able also to complement ideas.

5.2.3.2 *Indicator 2: The students produce statements in song activities to communicate*

According to a survey made when detecting and narrowing the main issue, the students affirmed that they did not have the vocabulary required to respond when teacher asked them questions. As vocabulary cannot be taught by just memorizing and assessing, the instruments were designed to give to the students a set of words to be used in statements. This way, researcher made sure that the words given were correctly used in statements.

Creating the worksheets and the tasks proposed on them were not enough to make students to accomplish the indicator. Educational printed material result helpful when teaching and learning languages in all ages since they permit students to practice and reinforced new learnt information. Little or much can be fulfill when using them as a resource, therefore, the way how those material are managed and explore determine its success.

Keeping this idea in mind, the researcher designed worksheets and games just to prepare students to talk and internalized the vocabulary. The usefulness and effectiveness of the worksheets and games employed depend on the way how the researcher applied them in the lessons. In one activity, the students had the opportunity to learn the vocabulary but once the worksheet was corrected with the whole class, students were asked to give examples containing the word placed on the worksheet.

Moreover, as vocabulary as the worksheet must be appealing for the population. In the activity, vocabulary about the solar system and the space was used. Most of the students focused

on the worksheet and reuse information previously learned at school. Cross curricular subjects make vocabulary meaningful for the pupils.

Teacher: ...Give me a sentence using sun

Student 1: the sun is a star

Student 2: the sun is the biggest star in the solar system

Student 3: the sun is yellow

Student 4: the sun is, teacher what do you say brillante

Teacher: how do you say... brilliant, brillante is brilliant.

Student 4: The sun is brilliant and planets move around the sun.

Speaking classroom performance recorded on February 25th. (See Appendix J)

The participation raised on most of the students however the researcher needed to pay attention to the shy and distracted students in order to catch their attention and make them participate. At the end of the activity, the few students that did not participate had written sentences as examples. To sum, students can build sentences and produce statements with the vocabulary given when a resource, in this case worksheets help them to produce lexical chunks when they are explored for oral production purposes. (See Appendix J)

5.2.3.3 Indicator 3: The students use the target language while interacting with others.

One of the reasons to bring games activities and song activities to the classroom was the necessity to promote a space where students feel comfortable and willing to participate. According to the diagnosis, filling put activities in the book in most of the sessions made students to feel bored and consequently they started to play and get distracted. Games and competition activities were used as instruments to catch students' attention and promote Classroom Speaking Performance while providing the students with a real situations to express and communicate themselves in the goal language.

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The games or group competition activities contained the vocabulary that was initially given through songs and practiced with worksheets. The games had the purpose to reinforce vocabulary acquisition and make students to use the vocabulary for achieving the goal activities. From basic games as Tingo Tango, or Hung Man to filling the gaps, students showed willingness and excitement to participate.

Both motivation, oral participation and vocabulary reinforcement were foster with these activities. By setting the *No Spanish* rule most of the activities were addressed by questions in order to make students talk. According to Douglas Brown (2001), imitative speaking takes place when short chunks of oral production are practice. In the classroom was relevant to give expression as *it's your turn, quickly! Don't look! you can do it!*.

Student 1: Don't look, nos quitan un punto.

Student 2: Quickly! Faster! Apurele!

Student 3: ... En English! Don't speak Spanish!

This short attempts of speaking classroom performance was the one the research wanted to achieve. When observing students, they did not used the target language to say basic statements as *Can you repeat please, What's the meaning of*. As a consequence of games activities application inside the classroom, long chunks of conversation were not expected from students, on the contrary, small attempts of spontaneous conversations or commands were the aims of this indicator. (See Appendix H)

Asking students to use the target language caused many students started to ask for the translation of words, this action is time consuming and teachers may feel unable to pay attention to the things taking place at the same time inside the classroom. Hence, the importance of providing students with vocabulary and model expression that students can spontaneously use along the activities.

As conclusion, the games and competition activities allowed the researcher to create a milieu where students felt the necessity to use the target language. The supporting tools as worksheets and games helped students to produce oral statements and to use accurately the grammar. The students were able to orally produce small and spontaneous chunks of language – imitative and intensive tasks- when games were employed. Communication took place along the games and the vocabulary activities.

5.3 Summary of the Results

As it has been mentioned, while diagnosing the students it was detected the lack of oral participation when the teacher led speaking activities. They resorted on Spanish for accomplishing certain task as interviews and games. After narrowing and detecting the real issue, it was discovered that the students did not have enough vocabulary to express themselves in order to face those activities. Although motivation is not a matter of study, this factor undoubtedly takes place in any educative context, and for this reason was highly considered to build the pedagogical design.

Songs and games were identified as engaging elements due to the students' preferences. They were implemented to foster vocabulary acquisition in students and also to create spaces where students put in practice these words though oral activities. Songs were used as vocabulary supplier and games were implemented as a meaningful practice where students worked on classroom speaking skills. Songs and games provided also comfortable milieus in order to make students feel encouraged to speak a learn words.

It is important to clarify that oral skills embraces aspects as grammar usage, fluency, and language domain. They are aspects that result difficult to demand from students according to their age, the exposure of the language in terms of session frequency, and contact with English at

school or out of it. Thus, Classroom Speaking performance guided the communicative aims in students. Imitative and Intensive tasks were expected from students along the activities. For this intention, and taking into account the lack of vocabulary, students were initially provided with vocabulary.

To work on the categories the first step was to design material and activities to take advantage from songs due to its didactic and ludic features. Students' reactions and attitudes were essential to redesign and address correctly both the activities, the songs and the material. In those activities, the students had as goals to acquire new words and improve Speaking Classroom Performance. Although few songs were not well selected, they helped the researcher to redo and rethink how the main issue could be solved and how activities needed to be addressed.

In regards to the category *Vocabulary Acquisition and Use*, the construction of vocabulary storage is not possible by only giving to students lists to memorize and then assess them. Although, this traditional way is effective only for the *quiz day*, students tend to forget new vocabulary. The researcher looked for strategies to make of the vocabulary learning process a significant way to help students memorize the words by using them in meaningful contexts. Games and the worksheets implemented supported those processes.

On the contrary, the activities proved that visual elements such as pictures, posters and videos make vocabulary learning appealing and meaningfully. The way how the vocabulary is presented eases learning in students. Through inferring, deducting, guessing and selecting tasks, students were able to reinforce words learning. However, along the data analysis, it was discovered that students forgot some words. This outcome is highly considered to conclude and reflect on the strategies carried out for the research and coming studies.

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In regards to the second category, *Impact of Song to Learn New Vocabulary*, the students felt motivated and they enjoyed working with songs. The researcher extract from songs not only vocabulary but also activities in which other skills such as reading or writing helped to the learning of new words. Besides, songs were useful to present both contextualized vocabulary as sessions topics and grammar structures while the students practice pronunciation, fluency and attempted to sing the whole song.

As part of the conclusions drawn from the implementation of songs, the effectiveness of the songs depended on how there were explored to promote vocabulary learning, topics and grammar introduction. Also, as Murphey (1992) states, the song-stuck-in-my-head phenomenon become educational for learning vocabulary. Songs resulted to be more enjoyable when they told a story and when they were displayed through videos. It was proved that songs are good-engaging and educational elements to teachers to motivate students and to provide the class with cultural and language reproductions.

In concordance with *Classroom speaking performance*, games became useful to create real milieus where students were able to put in practice and reinforced the vocabulary. Students managed to produce short-length chunks of conversations although sometimes they spoke Spanish due to the exciting reactions caused by games. The students reinforced grammar and pronunciation features. Nevertheless, the implementation faced behavioral situations when games specially the competition ones overexcited students.

Chapter 6: Conclusions

After analyzing each research indicator and category, the outcomes acquired from the implementation phase are related to the objectives that were initially set in order to guide the research project, and to attempt to solve the problem detected at first, the lack of vocabulary hampered the students' classroom speaking performance.

In concordance to the first specific objective, *to identify the didactic value of songs when teaching new vocabulary for increasing students' vocabulary storage and classroom speaking performance*, the songs implemented provide with new words to students and they were useful elements to introduce topics and grammar structures. The students related contextualized words while approaching to topics. As it was mentioned along the paper, teaching and learning vocabulary is not a memorizing task. Songs result appealing and meaningful to students to learn vocabulary.

The exploration that teacher gave to songs determines the participation and the learning of the students. The way how the practitioner implemented the songs promote classroom speaking performance because the students participated by giving answers with new vocabulary. Analyzing the words, extracting relevant information to get students involved, and applying lyrics reading comprehension are techniques that the researcher saw essential to present words in contexts from songs.

However, some of the students tended to forget words due to the lack of practice and review. This outcome is relevant to the researcher, who concludes that assessing is not enough to guarantee vocabulary acquisition, autonomous work at home is required from students since the frequency of the sessions -weekly attendance- and the curriculum at CDLE demand to go over

topics in a decent pace. Furthermore, going over previous taught vocabulary may help word memorization since word usage helps its internalization and acquisition.

To continue, in regards to the second specific aim, *to determine the enhancement of vocabulary storage in students*, the research draws as conclusion that the vocabulary given in the sessions improve oral skills since they had the raw material to build short length productions of language when they used to speak in Spanish in oral activities at first. Students practiced and reinforced the new vocabulary through the oral activities while giving them the opportunity to speak in English and feel motivated by them.

As it was established in the previous objective, part of the vocabulary learned was forgotten for some students. The enhancement of vocabulary storage in classroom oral activities took place, but they activities were not meaningful enough for students to internalize and enhance their vocabulary storage according to the assessment activities implemented. Hence, the importance of interconnecting topics and vocabulary to help students to remain words.

In relation to the third objective, *to analyze the usage of new learned vocabulary in classroom speaking performance*. The researcher settles that proving students with vocabulary and having the students practicing it through games activities, it created a milieu in which students meaningfully used words. The words given were used by students in order to accomplish as activities as game goals. As the students were not speaking the target language for oral and communicative purpose, games created the space and the necessity for the students to express imitative performance and in some activities intensive performance.

Besides, the practitioner concludes that games can motivate students, and if games are well-addressed, they foster communicative skills; however, when implementing them, teacher needed to be aware of the students behavior and participation. Emotional reactions such as over

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excitement produced acts of misbehavior however, act of cooperation and team work were noticed. The importance of rule setting was helpful in the games.

To finally conclude, in terms of its general objective *to analyze the impact of songs to promote classroom speaking performance through vocabulary games*, the research project achieved to foster speaking skills in students by giving contextualized vocabulary through songs and games. Songs were implemented as vocabulary resource and games as the way to practice it orally and meaningfully.

Based on the first implementation sessions, the vocabulary required to be presented visually in order to students felt attracted to them, and to give students more elements to be discussed and explored orally. The way how the practitioner worked songs and games helped to foster not only Classroom Speaking Performance skill but also vocabulary techniques as integration of writing, listening and reading skills, and social skills such a rules completion and cooperation.

The idea to team the research project to the CDLE curriculum was helpful to both parts in terms of pedagogical objectives. The students interconnect previous knowledge and reinforced topics by combining elements from both. However, learning words and the language itself, depend on the milieu, the frequency, and the significance that the population give to them. The students, as in any learning context, are the ones in charge of their learning process and who decide what to learn and reuse according to their needs and preferences.

Recommendations

There is not better understanding and learning than being out of the classrooms in order to face the tasks and realities that teachers deal at schools. The population at CDLE is not characterized by social and educative issues that probably are customary in some public schools such as field trips and extracurricular activities, the frequency of the program alters the students learning however the weekly attendance at CDLE become a good training for the students.

Teaching English is a vast field to explore and which teachers can learn from. Along the construction of this paper, it was evidenced that endless pieces of information enable and qualify teachers practice in terms of second and foreign language, acquisition, learning and teaching, especially in regards to vocabulary. However, students' motivation, necessities and likes alter the teaching practice. Hence that *rapport* among all the members, techniques and materials must be team for students' benefits.

The researcher had the opportunity to observe how useful or not is the implementation of books as class resorting material. The books undoubtedly are huge support and guidance to teacher to keep in track with the established curricula. The freedom that teachers have at CDLE in the classes to supplement the teaching process result enriching for students' learning process. Conversely, the tendency to focus, and reduce the teaching practice to follow book instructions and suggestions may alter language teaching and learning.

In regards to the practicum entity, it result very enriching to the researcher to work at the CDLE even when his work is not rewarded monetarily. It is well know that this reward is not mandatory for schools but it could become motivating and rewarding for college students who face teachers' tasks and responsibilities. On the other hand, it is high recommended for coming practitioners to join the curriculum in terms of pedagogical designs for students' learning benefit

specially when working with young students who find too much information overwhelming and not meaningful at all.

Having the opportunity to accompany and escort the same students along three periods resulted enriching to the research in all aspects and for the researcher in term of class management, class planning, and methodologies. Therefore the support from parents made of this educative experience a great one for students and the practitioner. The students were willing to learn since they enjoyed the pedagogical design. However assignments and autonomous work may be required for some students who find English sort of complicated. The parents' commitment played a helpful role for supporting students.

In terms of the practicum department, the importance of well-organized procedures is reflected in students' practice and their corresponding research papers. Even though the amount of time is enough to accomplish all the steps required from the Practicum Coordination, a good start might take place at *Proyectos de Investigación en el Aula*, where the bedrock information to undertake research are given but then changed at *Trabajos de Grado* due to the lack of agreement among the parts involved.

Additionally, it is relevant that the university provides and support this prominent phase with more advisors teachers in order to accomplish the educational purpose of the research experience. As investigation is one of the objectives in which the university and the language department lean on, the corresponding entities in charged must pay attention to the failures that slow down college student educative process.

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Appendix A: Consent Letter

According to laws and Practicum Coordination, Consent letter must be signed by student's parents who agreed with the research done.

Consentimiento Informado para Participantes del Proyecto de Investigación

El propósito de este formato de consentimiento informado es proveer de una clara explicación a los padres y madres de los/las participantes de este proyecto de investigación sobre el propósito y el fin del mismo.

El proyecto de investigación es conducido por el estudiante Héctor Mejorano Garzón de la Universidad Pedagógica Nacional. El propósito de este estudio es diagnosticar, analizar, potencializar y reflexionar sobre una de las competencias de la lengua inglesa (escritura, lectura, escucha y producción oral) durante el proceso de adquisición de la misma. El programa educativo propuesto por el *Centro de Lenguas* no se verá afectado en ningún aspecto.

La información que se recoja será confidencial. Las respuestas a cuestionarios, pruebas y entrevistas serán anónimas. Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento ya sea con los estudiantes practicantes o con la asesora-docente encargada. Desde ya le agradecemos la participación de su hija/hijo en este proyecto.

Acepto que mi hija/hijo participe voluntariamente en esta investigación, conducida por el estudiante *Héctor Mejorano Garzón* de la Universidad Pedagógica Nacional. Hemos sido informados de que la meta de este estudio es potencializar una competencia en el proceso de adquisición del inglés como segunda lengua.

Me han indicado también que mi hija/hijo tendrá que responder a cuestionarios, pruebas diagnósticas y a entrevistas.

Reconocemos que la información que mi hija/hijo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin nuestro consentimiento. Hemos sido informados que podemos hacer preguntas sobre el proyecto en cualquier momento y que podemos retirarnos del mismo cuando así lo decidamos, sin que esto acarree perjuicio alguno para mi hija/hijo. De tener preguntas sobre la participación de mi hija/hijo en este estudio, puedo contactar a los estudiantes encargados.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

*Nombre de la Participante-Estudiante
(en letras de imprenta)*

Firma del Padre de Familia

Fecha

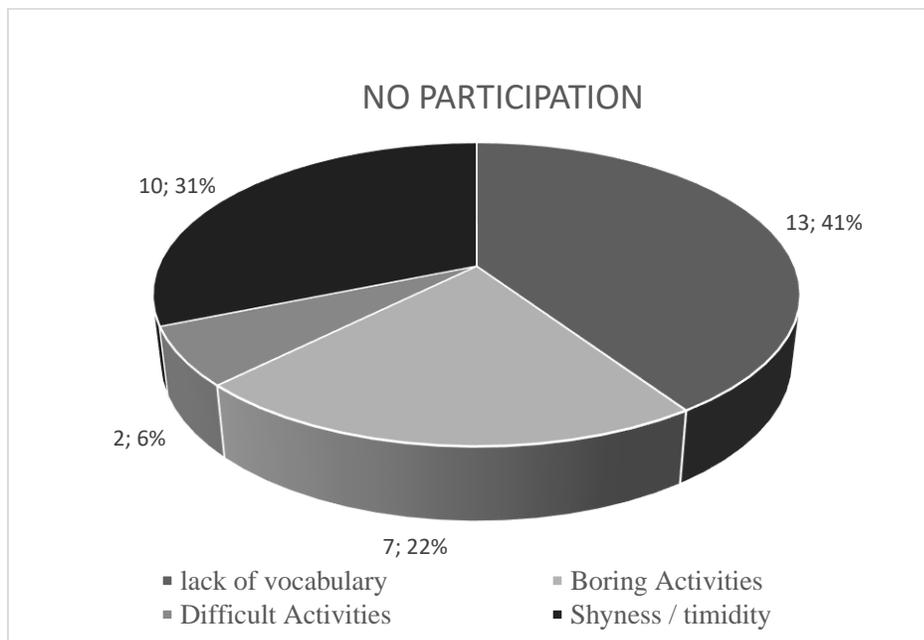
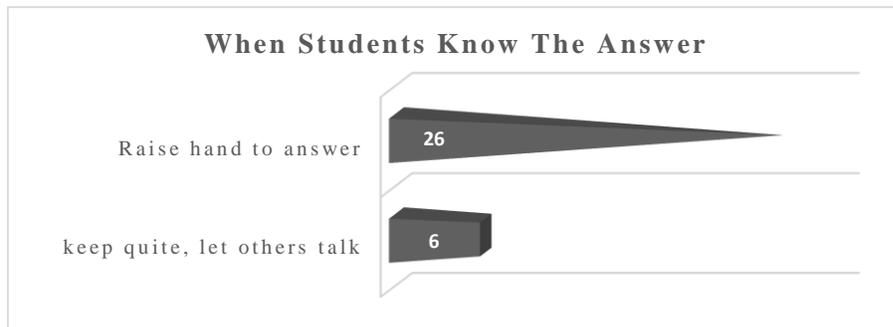
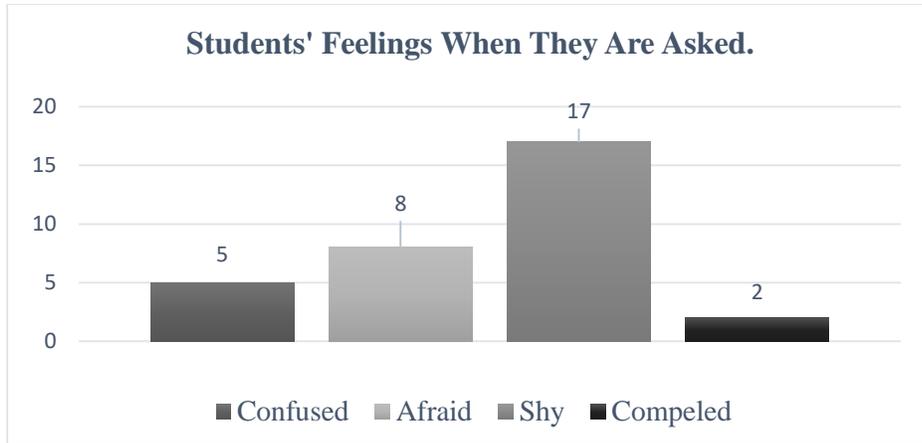
Appendix B: Field Note 1

Sample of Field Note made from the observation and diagnosing phase.

Date: February 20 th		Intermediate One 7-9 Kids	8:00 am to 10:00 am. CDLE.
ACTIVITY	TEXTUAL MARKS	ANALYSIS	INTERPRETATION
<p>Teacher starts the class by greeting students. She asks for the homework.</p> <p>Teachers explains the speaking activity. Ss' need to find a classmate to fill a chart out with routines.</p> <p>When they are done, teacher fills the same chart on the board and asks students for information from theirs.</p> <p>.When teacher asks to complete an activity in the book, some are doing others things or working in other activity</p> <p>The next activity consists on play hung-man. They must guess some verbs. They are divided in two groups.</p>	<p>Students do not use commands to ask permission to go to the bathroom.</p> <p>Students are lazy finding the classmates for the activity. Once they found them, they start to talk in Spanish</p> <p>Few students are focused and try to give answers to the teacher. The others are distracted with their supplies and the book.</p> <p>While teacher is giving orders or asking for responses, they are not listening. While playing, ss' got completely an actively focused on the competition. They try to guess even when mispronouncing verbs.</p>	<p>Teacher does not demand students to use the target language.</p> <p>When receiving instructions, ss' seem no to be focused. Their attention is not caught.</p> <p>The activity is not appealing for them. For any reason they do not find the activity interesting. They may not understand what the teacher is asking for</p> <p>There are not rules that helps teacher to implement the activities. For this reason, ss are not following instruction and working appropriately. Ss' attitudes change when the game is proposed.</p>	<p>Implementation of classrooms routines to catch students' attention and promote command in the foreign language.</p> <p>Appealing activities such as pictures or reading with large images result interesting for them when the reading activity was implemented.</p> <p>The learning process can be affected when instruction are not followed, ss attention is not focused on the activity or they are not aware of what is happening during the lesson.</p>

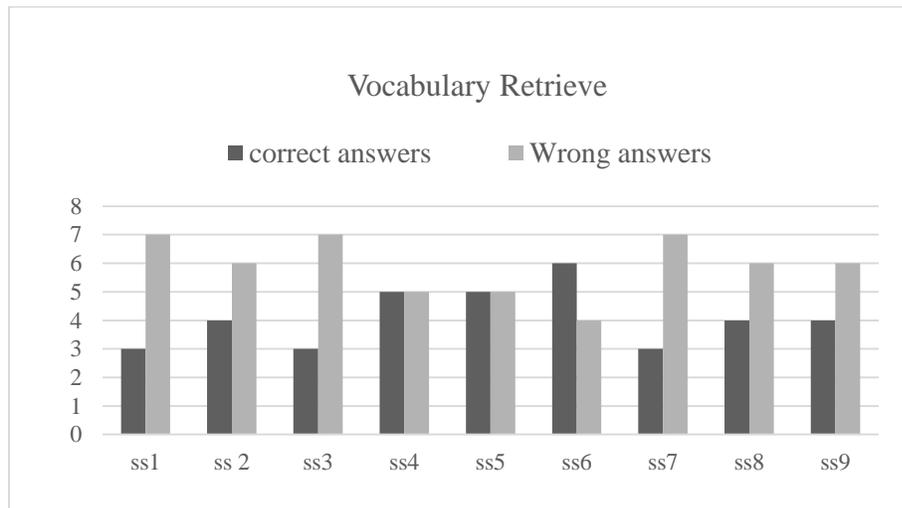
Appendix E: Surveys' Results

The data collected from the surveys were analyzed through graphics. Although the research is qualitative, the graphics helped to identify values and quantities in order to prioritize issues.



Appendix F: Assessment Game

In order to assess students' vocabulary acquisition, a game was implemented. The games contained ten questions in which the students were asked to choose the correct word of a picture or for completing a sentence. The outcome showed that students forgot some of the words given in some sessions.



Appendix G: Lesson Plans

**CENTRO DE LENGUAS DE LA UNIVERSIDAD PEDAGOGICA NACIONAL
INTERMEDIATE 2 KIDS - SATURDAY PROGRAM**

LESSON PLAN 7

Teacher: Héctor Mejorano Garzón.

Group: Intermediate 2, Kids 7 to 9. Saturday.

Classroom: A211

TOPIC: Giving Advice + illnesses + Animal description (unit 5)

Objective	Give Recommendations to peers Learn vocabulary related to illnesses and medicines Express health problems.
Steps	<p>PRE: Song Activity: First Ss' listen to the song and watch the video. After this some question related to the video and the songs are asked to ss' in order to improve oral production and contextualize the content of the song. Then the lyrics with the song are given so ss' can sing and see the vocabulary and fill the gaps for develop listening skills. Secondly, students can read the song with in pairs, ask ss' to focus on the words in bold. Ss' must guess the word looking at the picture and the lyrics. Spelling and vocabulary is reinforced. Questions are done so students can memorize the words given. The song is played again so they can sing and pronounce.</p> <p>WHILE: In order to review the topic from Unit 4, students must present the recommendations for some health problems. Grammar and pronunciation are checked while they're speaking. To finish the unit, song in page is played and discuss, reading comprehension is worked through following questions. The same activity can be done with the passages from page 48.</p> <p>POST: To introduce Unit 5, students sing the song. Ss' are asked to analyze the pictures; question are done in order to introduce the topic of the unit. After this, since the topic is about animals' description and creating questions to ask about present or past events, a passage is taken from page 52. It is read and students must create questions to the information given in the article. The questions and answers are written on the board so Ss' can observe the wh word, the tense and the structure proposed by the book.</p>
Strategies	Collaborative Learning: By interacting with peers, students can feel comfortable speaking. Collaborative work. Inferences and explorations: Topic is presented by asking students inferences. Images: Students find meaningful the activities.
Monitoring	Questions and a role play in order to check that Ss' have learnt and understood the topic. When Ss interact with others thanks to charts, the grammar usage is checked.
Assessment	Grammar is always reinforced and corrected during all the session. Class work: Accomplishing session's tasks to check ss' learning.

Appendix H: Games

Games activities like pretending to be *pollsters* sort or role play or competition games like unscramble words and words soups, helped the students to establish communication among them and practice the vocabulary given. Although the sentences in this sample shows some mistakes, to foster the ability to perform *imitative speaking* was the main aim.

	student 1	student 2
1		
2	Seleste good at running in the morning	Sara good at study maths
3	Ligen likes playing whit you brother	Hans like play videogames
4	Catalina enjoys studying english at school	Tomas enjoy study spanish
5	Sabrina love watch tv in the home	Samuel love playing



Appendix I: Worksheets

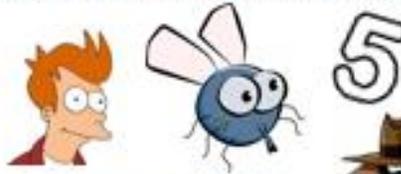
Worksheets helped students to internalized the vocabulary and prepare through writing or reading tasks oral activities. They also were implemented to assess vocabulary acquisition and use which are indicators for one of the categories.

CENTRO DE LENGUAS UNIVERSIDAD PEDAGOGICA NACIONAL	
NAME:	DATE

Activity 1

Listen to the song, read the phrase and chose the picture of the word you listen to, complete the sentence.

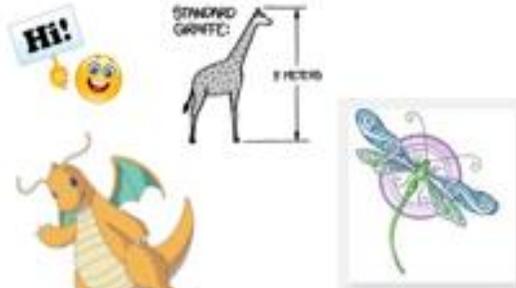
I wish that I could...



Into the ...



So very ...



Just like a ...



Let's go and see the ...



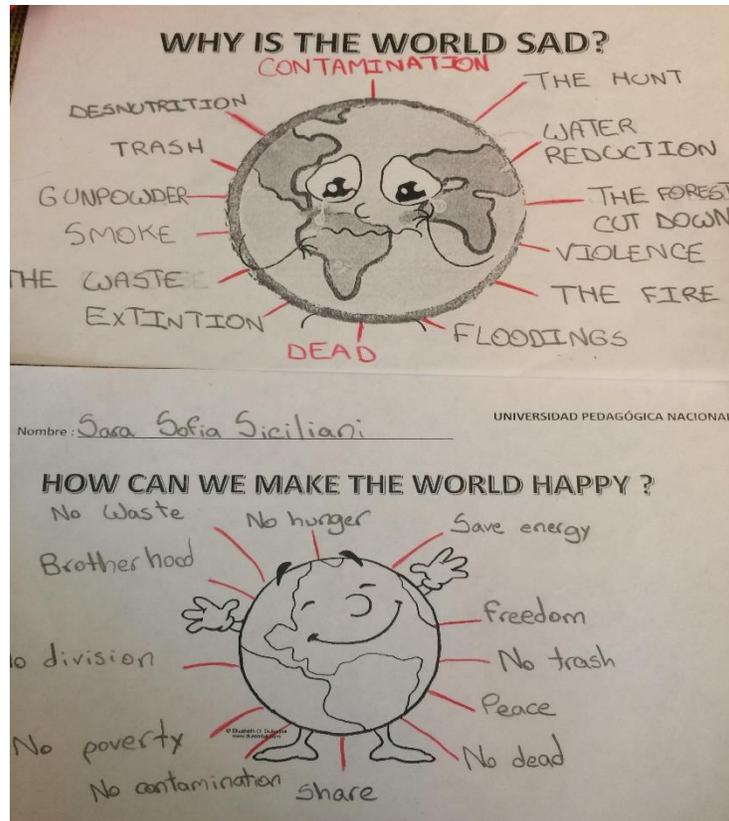
The milky way or even ...



Let's fade into the ...



SONGS AS A SOURCE OF VOCABULARY AND CLASSROOM SPEAKING PROMOTER



CENTRO DE LENGUAS
UNIVERSIDAD PEDAGÓGICA NACIONAL

REVIEW WORKSHEET # 1

❖ Look at the picture and complete the sentences using comparative forms. Please write full sentences. Remember to as **-er, -ier, more** if necessary.

- Who is taller, Lisa or Bart? Bart is taller than Lisa
- Who is heavier, Maggie or Homer? Homer is heavier than Maggie
- Whose hair is longer, Lisa's or Bart's? Lisa is longer than Bart's
- Who is the tallest of the family? Homer is the tallest in the family
- Who is younger, Maggie or Lisa? Lisa is younger than Maggie
- Which one is bigger? Snowball or Santa's Little Helper? Santa's Little Helper is bigger than Snowball

❖ Give ten regular verbs and ten irregular verbs and write their past form. Use the lists.

Regular Verbs		Irregular Verbs	
Simple Form	Past Form	Simple Form	Past Form
Dance	Danced	Fly	Flew
Love	Loved	catch	caught
graduate	graduated	buy	bought
listen	listened	write	wrote
walk	walked	be	was-were
learn	learned	become	became
talk	talked	come	came
like	liked	eat	ate
work	worked	go	went
Moved	Moved	Do	Did

Appendix J: Transcripts

Recordings were used as instruments to collect data. Those recordings were made when students carried activities in which speaking was promoted. The recording were analyzed in order to see how students performed oral tasks like asking for meanings in English, giving information or interacting among themselves.

- Teacher: OK my friends, number 3, what is the word?
- Student 1: Mars. The planet?
- Teacher: So give me a sentence with Mars.
- Student 1: The mars is red.
- Student 2: The planet Mars is red and small.
- Student 2: Teacher, Como es el nombre de los planets in English?
- Teacher: What's the name of the planets?
- Student 2: What the name of the planets?
- Teacher and some students repeat or say the names: Venus, Mars, Earth, Jupiter, Uranus, Pluton ...
- Student 3: [interrumps] How do you say enano? Pluton no es un planeta
- Student 4: Yes, Pluton is a planet
- Students: [start to discuss in Spanish if pluton is or not a planet]
- Teacher: [ringing a bell to catch the students' attention]
- Students: [wait until everyone is in silent]
- Teacher: OK, Give me more sentences with Mars
- Student 5: Mars is in the Milky Way
- Student 5: There is water in Mars
- Some students started to discuss if there is or not water in Mars.
- Teacher: OK, Now with the next word. What the next word?
- Student 6: the sun is big
- Student 7: the sun is hot and large
- Some students said that they were going to say that sentence.
- Student 8: the sun is a huge star.
- Student 9: the sun give us light
- Teacher: ...Give me a sentence using sun
- Student 10: the sun is a star
- Student 11: the sun is the biggest star in the solar system
- Student 12: the sun is yellow
- Student 13: the sun is, teacher what do you say brillante
- Teacher: how do you say... brilliant, brillante is brilliant.
- Student 13: The sun is brilliant and planets move around the sun

Appendix K: Rubric for Assessment

The following rubric was implemented when assessing students at the end of the implementation. This activity was also taken in consideration to assess speaking in one of the term exams. The student needed to respond some questions and describe some pictures taking into account the song, verbs in past and the activities carried previously in one of the sessions.

<i>Indicator</i>	<i>Very Good</i>	<i>Good</i>	<i>Not so good</i>
The student is able to provide information about his or her last weekend. (Intensive Classroom Speaking Performance.)			
The student is able to describe the video about Mr Morton by using the verbs displayed on the video. (Vocabulary retrieve and Intensive Speaking Classroom Performance)			
The student is able to describe some picture by using the words given.			
The student give accurate and well-structured statements (Grammar– Simple Past-, Sentence Structures)			
Pronunciation			
Complexity (Effort from the student to provide the answers)			

Appendix L: Lyric Material Sample

When songs were initially presented to the class, this printed material was relevant to make students sing and follow the songs. This material had as purpose foster reading and comprehension skills.

ROAR

I used to bite my tongue and hold
my **breath**
Scared to rock the boat and make a **mess**
So I sat quietly, agreed politely
I guess that I forgot I had a choice
I let you push me past the breaking point
I stood for nothing, so I fell for
everything
You held me down, but I _ _ _ _ _
_ (hey!)
Already **brushing off the dust**
You hear my voice, you hear that **sound**
Like thunder, gonna shake your **ground**
You held me down, but I got up
Get ready 'cause I've had enough
I see it all, I see it now
I got the eye of the _ _ _ _ _ , a
fighter
Dancing through the **fire**
'Cause I am the champion, and you're
gonna hear me **ROAR**
Louder, louder than a lion
'Cause I am a _ _ _ _ _ , and you're
gonna hear me roar!
Oh oh oh oh oh oh oh oh
you're gonna hear me roar!
Now I'm floating like a _ _ _ _ _
_ _ _ _

Stinging like a bee I earned my
stripes
I went from zero, to my own **hero**
You held me down, but I got up (hey!)
Already brushing off the **dust**
You hear my voice, you hear that **sound**
Like thunder, gonna shake the **ground**
You held me down, but I got up
Get ready 'cause I've had enough
I see it all, I see it now
I got the eye of the tiger, a **fighter**
_ _ _ _ _ through the **fire**
'Cause I am the champion, and you're
gonna hear me **roar**
Louder, louder than a lion
'Cause I am a champion, and you're gonna
hear me roar!
Oh oh oh oh oh oh oh oh
You're gonna hear me roar!
Roar, roar, roar, roar, roar!
I got the eye of the tiger, a **fighter**
Dancing through the **fire**
'Cause I am the champion, and you're
gonna hear me **roar**
Louder, louder than a lion
'Cause I am a champion, and you're gonna
hear me roar!
Oh oh oh oh oh oh oh oh
you're gonna hear me roar!