

INCREASING VOCABULARY
THROUGH SONGS IN
SIXTH GRADERS

A Research Project

Presented to the Program

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by

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DEDICATION

I dedicate this research to God, who has inspired and given me the strength to continue in this journey of achieving one of my most cherished dreams. To my parents, and especially to my mother, Inés for all her devotion, hard work, and commitment through the years, I have been good at getting this far and being what I am, thanks to her. Being her son has been an honor and a privilege; she is the best of parents. To my sister for being always there for me, accompanying me, and offering moral support in this time of my life. To all the people who helped me succeed in making the job work, particularly those who opened the doors to me and shared their knowledge.

SPECIALIZED ANALYTICAL SUMMARY

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Keywords	English Songs Increasing Vocabulary Didactic English Music Lyrics
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Contents	El aprendizaje multifacético mediante métodos didácticos de enseñanza y técnicas metodológicas se convierte en una herramienta útil para aprender vocabulario en inglés como lengua extranjera. Dado que varios estudiantes tienen dificultades para aprender vocabulario en inglés, todo el proyecto de investigación conecta la atención del aprendizaje de vocabulario en un contexto versátil con la estrategia musical. El proyecto tenía muchas medidas que eran esenciales para lograr los resultados, incluido el conocimiento previo de vocabulario en inglés, un test previo y un test

	<p>posterior; con las pruebas previas se logró obtener toda la interpretación de eficiencia y competencia con la población incurrida en el proyecto; con las pruebas posteriores se logró obtener toda la interpretación de eficiencia y competencia con la población incurrida en el proyecto; y con las pospruebas se logró obtener toda la interpretación de eficiencia y competencia con la población. Asimismo, como señala Murphey, las estrategias musicales pueden ser importantes en la medida en que sirvan como una herramienta eficaz para mejorar este aspecto (1990). Hay muchas palabras en la canción que tienen que ver con un tema o emoción en particular. La música, especialmente las canciones, son excelentes para introducir y aprender vocabulario nuevo, ya que brindan un contexto claro y natural en el que los términos, adjetivos, sustantivos, verbos y otras palabras pueden evolucionar correctamente.</p>
<p>Research Line</p>	<p>This Research Project is framed within the Bilingualism in Technology-Mediated Distance Education Research Line, where the emphasis is on maintaining a robustness of meaningful learning with a great variety of personalization in the field of language teaching, specifically in EFL vocabulary learning.</p>

<p>Conclusions</p>	<p>The Educational community was able to incorporate a new strategy in the teaching of the vocabulary of English as a foreign language, with a didactic methodology with music, becoming a model of self-sufficiency, suddenly it becomes a great research model for future studies, then empowering alternatives, that teachers could use in a given time in their professions; likewise, foreign language scholars have been practicing alternatives in the understanding of vocabulary, but without much progress, therefore this research project with music has supported the increase of the vocabulary of English as a foreign language. To conclude, students, teachers and all communities could be benefited, considering that not all students were able to achieve the objectives in the proposed strategy.</p>
<p>Advisor</p>	<p>Mag. Milly Andrea Muñoz Fandiño</p>

ABSTRACT

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Multifaceted learning using didactic teaching methods and methodological techniques becomes a useful tool for learning vocabulary in English as a foreign language. Since several students struggle with learning English vocabulary, the entire research project connects vocabulary learning attention in a versatile context with musical strategy. The project had many measures that were essential in achieving the results, including prior knowledge of English vocabulary, pre-test, and post-test; with the pre-tests, it was possible to obtain all of the interpretation of efficiency and competence with the population incurred in the project; with the post-tests, it was possible to obtain all of the interpretation of efficiency and competence with the population incurred in the project; and with the post-tests, it was possible to obtain all of the interpretation of efficiency and competence with the population. Similarly, as Murphey points out, musical strategies can be important to the degree that they serve as an effective tool for improving this aspect (1990). There are a lot of words in the song that have to do with a particular topic or emotion. Music, especially songs, are excellent for introducing and learning new vocabulary since they provide a clear and natural context in which terms, adjectives, nouns, verbs, and other words can evolve correctly.

KEY WORDS: Songs, Increasing Vocabulary, Didactic English, Music, Lyrics.

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CHAPTER I

Introduction

English has become a global lingua franca in today's diverse world, facilitating cross-cultural communication among people from various nations and cultures. Many high-school students find it difficult to learn new English words or vocabulary. It happened to me as a student a long time ago, and it is still happening wherever I go as a teacher. There are various resources and tools available in today's digital age to assist them in learning new vocabulary. One of them is listening to music. Songs are everywhere, and they are rooted in people's daily lives. English songs were for me, as a student, my motivation to learn English; and they became later, as a teacher, my way to get to my students.

The following project wants to show through five chapters how my experience with music could support the learning process in teaching. The first chapter serves as an introduction to the study; it states the problem and research question, also explains the importance of the study, and provides the main objective and the specific ones. Chapter two explains the relevant bibliography and provides a section for each area of research. Chapter three discusses the methodology; it consists of sections that give a visualization of the process, samples, treatment, timing, and evaluation. Chapter four presents my findings on the topic. Finally, chapter five shows the conclusions and suggestions of this research to the English as a foreign language (EFL) community.

Significance of the Study

The Ministry of Education in Colombia introduced the Bilingualism Plan six years ago as a policy to reduce the definition of bilingualism in Colombia to English-Spanish; this policy used Common European Framework of Reference for Languages (2001) as the guiding norm for this

reform; and standardized foreign language teaching and learning in the educational system (Usma Wilches, 2009). One of the main focuses of the ministry is consistency. Unfortunately, consistency in teaching English as a foreign language to new generations requires a lot of training for new English teachers and the use of new methodologies, approaches, theories, and strategies to go along. Such endeavor has not been easy. Many different authors have tried to find the best options to the learning-teaching process of English as a Foreign language with poor results, especially in public education. This proposed research aspires to explore one of the many options to English language teaching. To do this, the researcher carried out an ethnographical qualitative study in a public school of Colombia to investigate how the use of songs in English language classrooms could aid six-grader students to increase their vocabulary repertoire.

Statement of the Problem

As mentioned before, songs can be found all over the place, and they are deeply embedded in people's daily lives. Murphey (1990) states that songs have a high level of long- and short-term memory; memory marked by the messages of the song. Moreover, when music is part of everyday life, people find the process of language learning easier and more natural. Listening to music can also be a source of enjoyment and relaxation. The use of songs in language teaching and learning is not a new concept, it can be found in the language-learning method called 'Suggestopedia.' However, in the Colombian context, identifying the positive effects of songs on middle school students has proven difficult. There has yet to be a study on the effects of using English songs in the classroom when teaching English vocabulary to sixth graders. This project seeks to answer the research question how much of a role do English songs have in increasing English vocabulary to young learners of English as a Foreign Language and if so how do songs affect their learning process?

Objectives

General Objective

To use English songs as a didactical strategy with sixth grade EFL students for increasing English vocabulary through an ethnographical qualitative study.

Specific Objectives

To learn about students likes and dislikes about teaching methodologies for an understanding of motivational learning contexts through interviews, discussions, and observations.

To diagnose the English vocabulary level according to the CEFR through quizzes and activities determining their learning progress.

To design different activities with the use of songs for vocabulary increasing through creative lesson plans.

CHAPTER II

Literature Review

Increasing English vocabulary through songs in six-graders is the main idea behind the following literature review. To do so, readers will find a first section related to vocabulary learning in English as a foreign language; then a second section on various factors affecting language learning, and finally, the author will discuss music and its influence on learning English vocabulary.

Vocabulary Learning in English as a Foreign Language

To increase the vocabulary of English as a foreign language in students, it is necessary to perform different actions, in which, students and teachers must surface in the new strategies of knowledge acquisition; in this sense, some research has been done by many authors, who looked for new effective learning processes and achieved good results. Oster (2009) talks about the importance in the development of methodology, with, the useful musical mental intelligence, getting a deeper emphasis in academic research, for that reason, Oster presents the Mental Lexicon with its implications and connotations, dealing with a method that allows not only to learn for a moment, or a class lesson, but also to ensure a wide range of words. For this, the Mental Lexicon is necessary, as it allows students, not only to understand the grammar and structure of words, but also, to relate them to many other aspects of real life. For a better understanding of the role of the mental lexicon, it is necessary and essential to know the role of music as a support for the classes. In addition, the mental lexicon has different facets in the development of vocabulary, such as the grammatical theme mentioned, either at the individual level of each word or compound sentences, but in the same way the diversification in each word, in different contexts, that appear in everyday life has importance; it could be a great alternative

to learn vocabulary, easier and supported with cultural intervention. Culture is undoubtedly a great source of information since cultures express themselves in similar and equal ways but with partially or exactly different meanings. Aware of this, Oster mentions that when we put students in a more relaxed context, and with less stress, changes towards new perceptions can be achieved, therefore, music plays a fundamental role in the interrelation that different cultures in different regions of the world can present, and in the same way, music means to bring a fun context for the increase of vocabulary comprehension, with many ways to interpret all the contexts incurred in a new language.

Now then, authors such as Aljaafreh and Lantolf share theories related to sociolinguistics where they describe the acquisition of vocabulary, effectively and efficiently, through songs, to be considered a social act. As humans, understanding other types of cultures is useful for communication, then interacting with many people, allow new knowledge, about, how to speak in other contexts, how to interact with foreign people, and how to pronounce different unknown words, finally, what some words could mean in other cultures. Vygotsky talks about some principles; the first principle is that cognitive development is mediated by culture and social interaction and the second principle of sociocultural theory is the area of the model of proximal development. Vygotsky (1978) as cited in Aljaafreh and Lantolf (1994), says that the model of proximal development occurs between the individual and the learner's social interaction, achieving more knowledge about a particular subject. In this sense, the correlational support of teachers, becomes a guide, for new information, so that, students can learn more easily. This process identified as a scaffolding, frames students in expanding their knowledge. Vygotsky (1978) as cited in Aljaafreh and Lantolf (1994) also argued that development occurs in two

places: externally, from social interactions, and internally. The interaction between the learner, and the teacher, leads to further learning in increasing English as a foreign language vocabulary.

The different studies conducted by Aljaafrech and Lantolf (1994), among other authors, have shown that the use of integrated methodology of the model of proximal development, which unifies many forms of foreign language teaching helps and strengthens the educational system. Now, we already know that the model of proximal development is an integrated system of different activities to help student to learn so they can interact with their environment. The model of proximal development with music is a great support for the interaction between people, and incurs in the motivation fuels of the student, becoming as a great working tool.

The acquisition of a second language is the sum of many skills, in which the field plays an important role in the development of cognition and subsequent implementation of the language, for this reason psycholinguistics works as a great help in different studies of learning, for a long time. So, know that psycholinguistics is the integration of two disciplines; Psychology and Linguistics Psychology, the study of mind and behavior; Linguistics is the study of language. In general, psycholinguistics means, as, the study of the mind, and language. All these processes defined in relation to the human mind, and language, as it examines the process of the brain, while the production and perception of language. Three main points in psycholinguistics, such as language production, language perception, and language acquisition.

Language production refers to the processes involved in the creation and expression of meaning through language. Language perception refers to the processes involved in interpreting and understanding written and spoken language. Maftoon and Shakouri (2012) talk about the relationship between psychology and linguistics, working in the perspective of acquiring new vocabulary, in addition, it significantly encourages in psycholinguistic minds, as a fundamental

part of the acquisition of a foreign language and unifying the theory with previous methodologies such as the model of Zone of Proximal Development, with countless scopes, could be achieved in effectiveness and efficiency. Verifying the behavior of the Zone of Proximal Development (ZPD) as a developer of the vocabulary learning process, the students can learn with ease, advancing the development of the teacher's learning activities, in which, it approaches a certain level, likewise, when the ZPD is developed, the students feel more attentive, and willing, to learn the new knowledge, also, according to Vygotsky, when students have responsiveness, they will be more willing to participate and develop the proposed activity. It must be stated that when the lyrics and sounds work together to acquire new knowledge in vocabulary, it becomes decisive as it allows students in the first place, to observe the already founded knowledge, therefore, they can enter the development of the ZPD, with the lyrics and sounds of the song, in that case, they will be able to develop new knowledge of unknown vocabulary. The implicit psycholinguistic development of the brain, conditioned by millions of neurons, working together to determine new knowledge is related to the application of the results from six subdisciplines of psycholinguistics which includes psychology, linguistics, language learning, neurology, psychiatry, communications, and literature. Now, delving into the psycholinguistic approach, language and thought are related, but completely independent phenomena (Claros, 2009). In the psycholinguistic approach, when the internal cognitive development of the individual is activated, it allows the individual to access comprehensible information necessary to advance in the acquisition of the L2 (Long, 1996 as cited in Claros, 2009).

Krashen (2013) argues that, to understand and learn the language, everyone must be exposed to linguistic input beyond his or her current level of proficiency. Krashen indicates that the input the learner receives should contain a small amount of new information in addition to

what he already knows. For Krashen, comprehensible input is not only a necessary condition, but also a sufficient condition. In relation to language teaching, developmental psycholinguistics, and applied psycholinguistics play an important role in the formulation of effective forms of teaching. Psycholinguistic theory encompasses the development of human language in accordance with the physical and mental development of human beings. These theories, in the design of language teaching programs, and materials considered effective, for foreign language learners, to master the target language. Similarly, in psycholinguistics there are two types of language learning: natural language learning and formal language learning. Naturalistic language learning is language learning that occurs naturally, consciously, and unintentionally.

Factors Affecting Language Learning

Some students learn a new language faster and more easily than others. This is related to crucial factors that influence success, as well as being largely beyond the learner's control (Lightbown and Spada, 2006). One of the factors that influence success is intelligence; intelligence here refers to performance, "intelligence" has traditionally been used in certain types of tests; these tests are often associated with success in school and linked to intelligence in foreign language learning has sometimes been reported. Another factor is aptitude, specific skills designed to predict success in language learning, have been studied under the heading of "aptitude" for language learning. Research has gotten at aptitude in terms of the ability to learn quickly. Therefore, we can hypothesize that a learner with high aptitude may learn more easily and quickly, but others may also succeed if they persevere. Likewise, Perez (2014) asks "is there a certain minimum amount of word knowledge that is required before productive use is possible?" Answers to receptive-productive questions like this will probably require longer-term longitudinal studies.

Just how long is probably a research question in itself, but studies with too short a treatment period (I speculate less than six months) will likely show little change from receptive to productive knowledge. There is also the issue of appropriacy of use, which I do not have space to address in this piece. (Perez, 2014).

Yet another factor is the so-called term "learning style", to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills. Some people say they cannot learn something until they have seen it. Such learners would fall into the group called "visual" learners. Other people called "auditory learners" seem to learn best "by ear". For others known as "kinesthetic" learners, a physical action such as imitation, or a play role, seems to help the learning process. These are known as perception-based learning styles. One more factor is the personality; a range of personality characteristics in different researcher's proposals, is likely to affect foreign language learning. Knowing different types of people, they may be introverted, but, conversely, others may be extroverted, making them well suited to language learning. Another aspect of personality, identified, as inhibition. Inhibition discourages risk-taking, which is necessary for progress in language learning. In addition, learner anxiety, (feelings of worry, nervousness, and stress, which many learners experience when learning a second language). Recent research on learner anxiety in foreign language classrooms recognizes that anxiety can be dynamic and dependent on situations and circumstances. In other instances, personality, characteristics such as self-esteem, empathy, mastery, discourse, and responsiveness have been studied. However, it has not been easy to demonstrate empirically the effect of personality on language learning. Motivation, (intrinsic), has been defined as motivation as a function of two factors: learners' communicative needs, and their attitudes, towards the second language. If learners need to speak the second language in a wide range of social

situations or to satisfy their professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency. Similarly, if learners have a good attitude towards speakers of the language, they will want to learn it.

Motivation (extrinsic) Teachers also influence learner behavior and motivation in language learning. The teacher is one of the reasons why learners study the second language or have good attitudes towards language learning. Teachers can contribute positively to students' motivation when the content is interesting and relevant to their age and ability level; the learning objectives are challenging, but manageable, clear, and the environment is supportive, the classroom could become a pleasant place for students.

Certain social circumstances, at general levels, can affect learning in psychological traits, such as motivation, attitudes, and success in language learning. One such factor is the social dynamics or power relationship between languages. Age influences language learning. Children, who already have strong reading and writing skills in their own language, seem to be in the best position to acquire a new language effectively. Older learners can also be extraordinarily successful, but generally have difficulty achieving pronunciation and intonation equivalent to native speakers. Language acquisition requires perceptual skills, cognitive skills, and other related linguistic mechanisms. Learners consider in their daily activities the three domains of psychology: cognitive, affective, and psychomotor. The ability to use both receptive language (listening and reading) and productive language (speaking and writing) involves all three of the above domains. Language forms organized in human minds, beings with an interdependent connection of memory, perception, thought, meaning and emotion (Demirezen, 2004).

Psycholinguistic approaches to language learning conceive language learning as a cognitive and individual process, in which knowledge is constructed as the learner is exposed to

comprehensible input and given opportunities to both negotiate and receive negative feedback. Psycholinguistics emphasizes that the learner must be in constant exposure. One of the most studied input theories is Krashen's input hypothesis. This theory predicts the likelihood that a learner will acquire a language when exposed to comprehensible input. Therefore, to increase the likelihood of input comprehension, input must be one-step beyond the learner's current stage of language proficiency. The interaction hypothesis states that, in addition to the input, to which the learner is exposed, the manipulation of the input, through interaction, is the basis of language development. According to Long (1997) as cited in Maftoon & Shakouri (2012), input comprehension increases as learners interact and use different types of interaction modifications (comprehension checks, confirmation checks and requests for clarification) to overcome communication failures. The psycholinguistic approach focuses on what humans know when they speak, how they acquire that knowledge, and how that knowledge is used. When we focus on the learning process, in any field of life, the first thing we can ask ourselves is what learning is. In this sense, Gagné (1993) says that "learning is a change in the dispositions of human capabilities, which persists for some time and is not attributable only to growth processes".

Human beings have been interacting all along the line, acquiring new knowledge. Students have the facility to learn new content through new and innovative ways of learning, with methodologies that have been practiced by some theorists and researchers. In the teaching of a foreign language, multiple factors come to trigger success, but also others may incur in failure, some of these factors are undoubtedly stress, anxiety, lack of confidence, and among others; being true when using multidisciplinary tasks, it is possible to observe a remarkable improvement, both in behavior and in the way of performing each activity proposed in class. On many occasions, students learn more easily in a playful way, it will also bring about the

implementation of new learning alternatives for a second foreign language. In this term, it is essential to mention the linguistic competence, which triggers to deepen, in various aspects, that everyone has. These skills are syntax, morphology, phonology, and semantics; all these factors are the ones that help teachers to determine a good interpretation of the vocabulary learned.

Culture is an important factor in learning a foreign language, all the time people are learning in every moment with the environment, that is why this project focuses on music because music is part of our daily life; being aware that this is a real factor, in which people participate every day, sociolinguistic competence is too important to involve all the patterns that incur in the classification of each style, in the learning process, for this reason, linking music with culture in a way that all factors could improve the learning of vocabulary. Learning a foreign language accordingly depends on the individual culture and learning. It can be auditory, kinesthetic, physical and/or visual (Gardner, 1996).

Linguistic competence has many sets of knowledge in which morphology, phonology, and semantics, are used in real life at every moment for every person, moreover, music is too important as a strategy to teach a foreign language, in this sense, lyrics show morphology, semantics, and students could also practice phonology. By treating morphology as a subtopic of linguistics, it could be stated, when using songs to learn the vocabulary of a foreign language, it should be assumed that morphology is a grammatical composition of words. The song has a quite different meaning and context on many occasions, so morphology focuses on the acquisition of a series of compositions that each word brings with it, so the knowledge of each word, in its deferred contexts becomes essential.

Syntax is interrelated with morphology because it allows knowing many important aspects of the grammatical composition of a given sentence. Therefore, syntax works in parallel

with the acquisition of new vocabulary knowledge of the foreign language, in this case music, acts as a mediator with its phrases, which may seem normal, but in the context of the song is perpetuated in the mind of the student as it allows interconnecting situations of everyday or real life.

In the same way, syntax opens a world of diverse possibilities, in this sense, using a multidisciplinary project in the learning of a foreign language, determines a before, and after learning in that language; then, implementing flexible methodologies such as music for learning vocabulary, becomes an immeasurable help for learning. In particular, the song is composed of many rhymes and each one wants to tell something different. The composition of each word together with another, can give a different meaning, so music is an excellent tool for a first look at each word individually. It is useful to keep the information in the long term in the mind of each person as this allows to make a memory about what has already been learned and in particular with the information, we have about the meaning of the set of words in each phrase.

Griffiee (1988), as cited in Nihada Delibegovic Dzanichas & Alisa Pejic (2016), has identified some advantages for the use of music as an excellent tool for learning the vocabulary of the English foreign language decreasing anxiety. If language learning is introduced in the early years, songs and music tend to create a pleasant and anxiety-free environment. Songs are useful for teaching vocabulary, their serve as excellent listening material and can be used as supplementary texts on special occasions or as an additional component for vocabulary development; songs and music can be used to support grammar presentation, practice and review, and songs and music bring diverse cultures into the classroom. The central axis of the competencies grammatically and phonologically composed, sustainable in the mind of the learner; all this linguistic competence, which is nothing more than the management of the

morphological, syntactic, and phonological processes of each language. In this sense, each learner is different, therefore, different alternatives of execution should be considered comparing the way of teaching this linguistic competence, therefore, it is essential to carry out the learning alternative. The learner elucidates differently the knowledge that must be acquired to develop all the other linguistic skills immersed in the learning process of the foreign language.

Most people, in a foreign language situation, are going to be immersed in the conversation; so, it means that each participant must have a clear and precise language when he is transmitting his message, likewise, communicate in precision time, delivering the relevant message to these people, and does not distort the intended information at the time. Music as an assertive tool for learning vocabulary and didactics that works as a facilitator of learning multiple scenarios, in which the learner can observe one or more words and interpret them, in these contexts could be presented, both in the rhyme of the songs and in real life.

Music and its Influence on Learning

All children like to sing. Songs play a particularly important role in the development of cognitive and practical skills in learning a foreign language. Teachers are facilitators of all new knowledge, and this project is no exception with a multidisciplinary proposal in a varied alternative in songs in English with classical genres, pop, among others, in this way, music is made a teaching tool; perhaps it is fun and can excite students. However, the most important characteristic of the songs is repetition. Dzanichas & Pejic (2016) explain about the how of teaching songs. They said that every teacher may have his/her own way of using songs in his/her lessons. Regardless of the way it is taught, the key to successfully use a song is its application. That is to say that the presentation and activities must suit young learners' characteristics, their

mastery of the language and their interests. In order to accomplish this, a certain technique has to be applied (Dzanichas & Pejic, 2016, pp. 5). Dzanichas & Pejic (2016) state:

Some examples for teaching vocabulary through songs are: - Set the context. - Use visual aids to introduce new vocabulary. - Play or sing the song to familiarize students with it. - Do further listening activity. - Practice pronunciation (intonation, rhythm and stress). - Encourage students to join in and do actions or mime. Repeat the song several times. - Give students written text of the song. The text can further be used for multiple activities, such as: gap-fill, listen and sequence, illustrate, match pictures with line, etc. - Invite students to compare the song with a similar one in their own language. - Sing the song with the whole class. (Dzanichas & Pejic, 2016, pp. 5).

Songs contain linguistic patterns, but also, they develop listening, pronunciation and rhythm skills and provide a fun atmosphere. Even if teachers play the songs several times a day, most students are not likely to get bored; moreover, the songs are beneficial to the activities. By encompassing audio-visual and textual representation of language material, they provide a better basis for language acquisition than audio alone. Moreover, it shows that songs have a great influence on young learners and their motivation to learn English.

Being emphatic the importance of learning a foreign language, emphasizing the good learning and the correct use of it, it must be considered that to achieve it; first, maintain a flexible stance towards vocabulary, since for greater agility in the understanding of different contexts; it becomes as a vital basis, in the long-term learning. The above can be strict, with the theory of the author López Morales (1996), in which he says, that one must have a good use of knowledge. Likewise, Jiménez Catalán (2017) says that it is extremely important that these words activate the others, in relation to the context in which they are found, those will be of essential

importance for the development of later skills such as communicative, which is immersed in the correlation with the vocabulary previously acquired willingly to learning.

A Different Way of Learning Vocabulary

Once again Dzanichas & Pejic (2016) citing Greffee (1998) expound the great benefits for English foreign language teaching using music methodology in the classroom, presenting music as the central focus of a more enjoyable interaction with everyday life in learning. Music becomes a facilitator of interaction among students, also resulting in a relaxed environment, in which they first feel comfortable in learning, and proposing a new change of situation in terms of anxiety, felt in language development skills. Greffee (1998) as cited by Dzanichas & Pejic (2016) posits music in phonology, as it allows students to listen more confidently by native speakers to each pronunciation of each word, or group of words. Leading the proper use of linguistic rules with a diverse combination of knowledge applied with music theory, the unification of all concepts, have been reviewed in this research, thus obtaining a greater benefit in the production of new vocabulary, after that becoming a fundamental incentive of oral production.

In linguistics, different phenomena are observed, one of them, the speaker must deal with the interlocutor; this is the assertiveness at the time of having to speak or communicate and transport a message. This leads to the fact, that every speaker must be conscious, the speaker must be as clear as possible, and in the same way, have a series of unconscious rules already implanted in his mind, to be able to carry out with the message Hymes (1972). In this sense, we dive from a different perspective, in which music is a fundamental part of synchrony with situations and contexts, which are part of everyday life for the purpose of learning a new foreign language, it becomes imperfect to achieve a level of interaction in a foreign language, deepen the

vocabulary to learn in a certain way. Multiple benefits could be obtained from conducting with class sessions through music, in this sense, students feel more comfortable, less anxious, in addition they like music, willing to participate in class interaction in an assertive manner, providing each observation of new behaviors. Even if teachers play songs several times a day, most students will probably not get bored. There are many aspects of the language, which could be delivered and recycled through songs. They can be used at any stage of the class. Lexical competence is about matching each meaning found in the lyrics of songs, with the everyday life of each individual. This means that when you interrelate the factors that affect the meaning of the lyrics of each song, along with the real life of the people, you could approach an increase in effective learning of a foreign language, from that, people learn more easily and retain more information in the long- run, when exposed in real life.

If you are preparing to develop each skill, it is necessary to have a basic knowledge of the language, as this will allow greater fluency in the interaction with each letter. Lopez Morales (1996) shows an emphasis on good vocabulary learning practices, emphasizing that each word should take understanding at the indicated time and context, thus making a series of lists, which proceeds to interact in the daily life of everyone who wants to learn. We have already observed the behavior of different methodological approaches in the acquisition of English second foreign language vocabulary, such as phonology, lexicon, and morphology, which have been implemented over time in different language disciplines with their respective authors, such as sociolinguistics, syntax, psycholinguistics, among others. Now that we know the importance of these disciplines in the good learning of vocabulary, it is important to know, how it is acquired, with the methodologies mentioned above can be implemented, additionally, it is extremely important to have a full knowledge about, what is being learned, and, for what purposes are

being carried out such learning activities. Students are different, and their ways of memorization are not the same, for that reason, educators must develop in themselves methods, which can provide different alternatives for each occasion.

A Process that Brings Great Benefits

Sinclair (1991) has proposed the idiomatic principle, which states that any word learned in one context can be relearned in quite different contexts, which is part of the lexical principle and the great importance of grammaticality in the process of learning a foreign language. Schmitt (2019) says that one must take into account the number of significant words that each student must know to develop simple and complex sentences. In this way, students get a significant number of words in their mind and retain them as necessary in different situations. They learn how to interpret and manifest with their new knowledge. This can be achieved by actively listening and reading the songs proposed in the project, since students learn more easily and develop with more dedication to each activity since it is something they like. Considering that many words must be linked in the mind, it is suggested that at least an English foreign language student should have learned at least 6,000 to 9,000 words so that he/she can develop in a natural English-speaking environment.

The mother tongue does a fundamental work in the development of vocabulary as a learning proposal, contrasting two languages, with their meanings, should provide an improvement in the interpretation of words. Likewise, putting in perspective the music, some factors should be related, such as music, language, emphasizing the translation of these songs; but above all proposing that such lyrics with their meanings are immersed in the interpretation of different scenarios of the students. One of the major objectives, moreover, is to seek a vocabulary development in many meanings through various songs, and lyrics, which coincide

with the objectives sought through these vocabulary learning strategies. Pikulski (2004) says teachers should take care of the type of word level implemented in each student. Some types of vocabulary are expressive, receptive and oral. Expressive vocabulary is what people use orally when we listen, this is transformed, and therefore understood in our own dialect. Receptive vocabulary is used when the student listens or reads an article. Finally, the oral vocabulary is used in combination between listening and speaking. Therefore, the teacher is responsible for how and what kind of vocabulary.

CHAPTER III

Methodology

The coordination of different visual and sound sources has not been the subject of many studies. On the contrary, to our knowledge, they have not been investigated jointly. Therefore, it was decided to investigate their effect on the acquisition of lexical items. This will be followed by the research methodology, the sample of the surveyed population, the conducted analysis according to the objectives and the procedure used in the data collection to evaluate the information. The project is aligned with UNAD's line of research on bilingualism in technology-mediated distance education since it allows for permanent flexibility in the use of the methodological strategies implemented in different learning contexts, thus, this project promotes the appropriate use of technological tools for learning the vocabulary of English as a foreign language in sixth grader students.

Approach

This research project has focused on an ethnographical qualitative approach based more on a subjective evaluation of students' performance and attitudes towards vocabulary learning than on statistics. This approach allows for direct observation, surveys, texts, images, audios and videos, which were necessary to understand the perspectives that students had in the development of the project. Creswell (2016) says regarding the qualitative approach:

We scanned all of our databases to identify major organizing ideas. Looking over our fieldnotes from observations, interview data, physical trace evidence, and audio and visual images, we disregarded predetermined questions so we could "hear" what interviewees said. We reflected on the larger thoughts presented in the data and formed initial categories (pp, 151).

Creswell also (2016) defines qualitative research in terms of an interpretive process of a social problem based on different methodological traditions: biography, phenomenology, grounded theory in data, ethnography and case study. Furthermore, Oster (2009) says, “humans have different ways of learning, but more importantly, all people are different and for that reason, all people learn differently”. We can understand new vocabulary but in different scenarios.

Within the qualitative approach, there is an ethnographical component based on the population of the study. In this sense, Govea Rodríguez, Vera and Vargas (2003) as cited in Boyle (1994), describe diverse elements of the ethnographical process, whose analysis can be, on the one hand, functional, if it explains how certain parts of the culture or social systems interrelate within a certain period and ignores the historical antecedents. On the other hand, diachronic, if the aim is to explain events because of historical events. This project shows how the diversification of scenarios both in real life and in the cultural part can be music, thus leading to a focus on the different stages of the project.

Additionally, Govea Rodríguez, Vera and Vargas (2003) as cited in Boyle (1994), explain the Particularist Ethnography as the application of the holistic methodology in particular groups or a social unit. In an ethnographic study, information from fieldwork is analyzed and interpreted, whose data (verbal and non-verbal information) consist of textual experiences of the protagonists of the phenomenon or of the observation carried out in the natural environment to understand what the actors do. So, by carrying out a description of the observation in the real environment of the students, some changes in the participating students were observed and described in the results of this project.

Population

The population group of the project focuses on 15 sixth grade students, mainly from rural areas near the municipality of Fresno Tolima. The study focused on sixth grade students, developing didactic methods through songs, integrated by twenty students, who were between 15 and 26 years old. In this sixth grade, there are 5 students who are seniors, and 10 of them are minors.

Setting

The research project was developed in a small town in the north of Tolima, Fresno, centered in a private educational institution, which operates on Sundays, and focuses on education by school cycles. It is in the center of the municipality, which means it has easy access and it is very affordable for anyone who wishes to study there. The autonomous economic capacity of Fresno is major; many of the students are involved in commercial activities of the municipality either agronomic or merchandise. The location of the municipality gives place to a great multiculturalism making pertinent the realization of the research project with music, since every year the municipality carries out a festivity called "La Rumba Criolla".

Instruments

To start with the project, the Educational Institution allowed the development of the research project through the director's consent (See Appendix A), working with an inclusive methodology with the older ones (See Appendix B), and likewise with the younger students, in which a parental consent form was necessary to allow their participation in the project (See Appendix C). After this, an observation protocol was developed to observe the attitude of the students in the different stages of the project (See Appendix D), in addition, a first test was implemented to determine the level of English that the students had (See Appendix E). After

obtaining the results of the first test a lesson plan form was designed (See Appendix F). Then,, with the lesson plan, activities were developed with songs for learning English vocabulary (See Appendix G). Finally, a post-test (See Appendix H) was carried out to observe the level of knowledge of the students. To get research data was necessary photos, audios, videos and interviews were obtained from the development of the classes with music, as well as from the opinion of the students about the development of the project (See Appendix I).

Procedure

To better understand the course of the development of the project it is necessary to know the stages taken for this development.

First Stage

To begin with the project, a search for songs was carried out and then proposed to the students so that they could choose the songs of their preference (See Appendix D). To provide meaningful evidence and a diagnostic of the performance in relation to English vocabulary learning, It was necessary to interpret each student's behavior in the traditional classes versus the behavior of the didactic classes. The researcher developed interviews with the students according to their opinions and also with the observation protocol that was developed (See Appendix F). In this order a pretest was carried out (See Appendix G) without having included any type of song; and to finish with this first stage, a lesson plan was designed (See Appendix H). In general, the first test dealt with grammatical sequences and varied vocabulary, established to subsequently observe the vocabulary level of each student.

Second Stage

For this second stage was possible to carry out the first activity with a song (See Appendix L), practicing the lyric of the song and also learning new vocabulary in other context, furthermore, increasing their oral ability.

Third Stage

In this third stage, as an activity, a writing activity was carried out in which the students had to listen to the song and then develop the assigned topics (See Appendix M). Later they would observe and review with the teacher's support, both the pronunciation and the unknown terms according to the context given by the song, in order to understand more adequately each word and the phrases composed in other contexts. In this phase, the interaction with all the students was involving and they obtained different perspectives on the lyrics of the words. Taking as the purpose of the activity to transcend into new vocabulary contexts; they were then able to interact with each other in a conversational activity about the activity imparting their views on the correct use of the vocabulary they have used in this activity.

Fourth Stage

Having observed the development of stages one, two and three; at this stage, a post-test (See Appendix J) was done to determine whether or not the students had increased their English vocabulary, linking grammar structure with sentences words into the test.

Fifth Stage

To conclude the research project, a final class session was held, in which a high level of student interest was evidenced in a video singing activity with the song "You are Beautiful by James Blunt" (See Appendix K).

CHAPTER IV

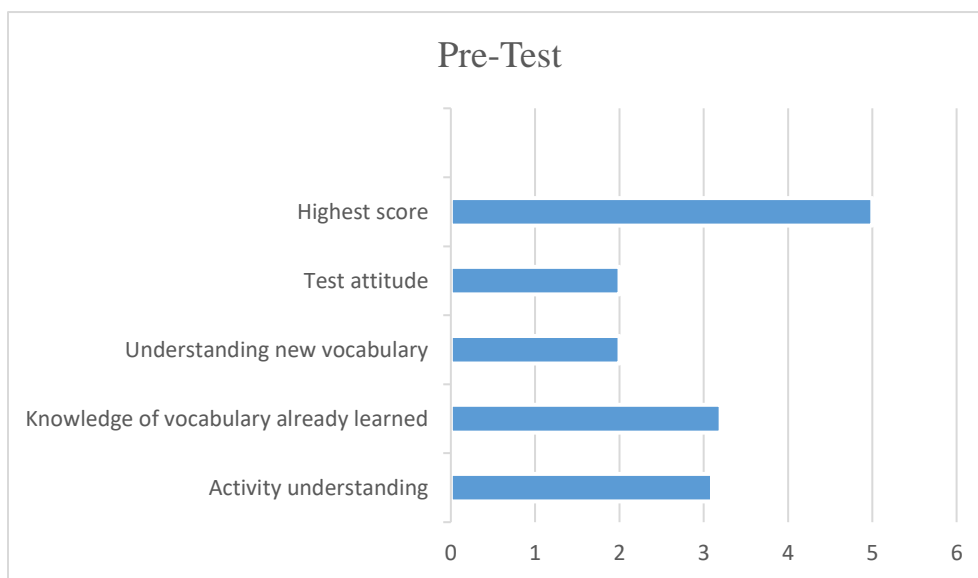
Results and Discussion

In the chapter that follows, the analysis and results obtained during the development of the research will be given, analyzing the data collected during the process as well as the theory that supports the steps taken to arrive at the results. This information corresponds to the Pre-Test and Post-Test taken by the students, to the diagnosis of their vocabulary level and to the findings of the video recordings.

Figure 1 shows the results of the pre-test, with a maximum score of 5 and a minimum of 1; in this sense, the graph shows that the students had a level of attitude towards the development of the pre-test of 2, which is very low for the scale given. In the same way, the comprehension of the new vocabulary is shown with a very low score of 2, continuing, it can be observed how the vocabulary already learned in class has a slightly higher score of 3 points and finally, with a score of 3, the comprehension of the activity is obtained.

Figure 1.

Pre-Test.



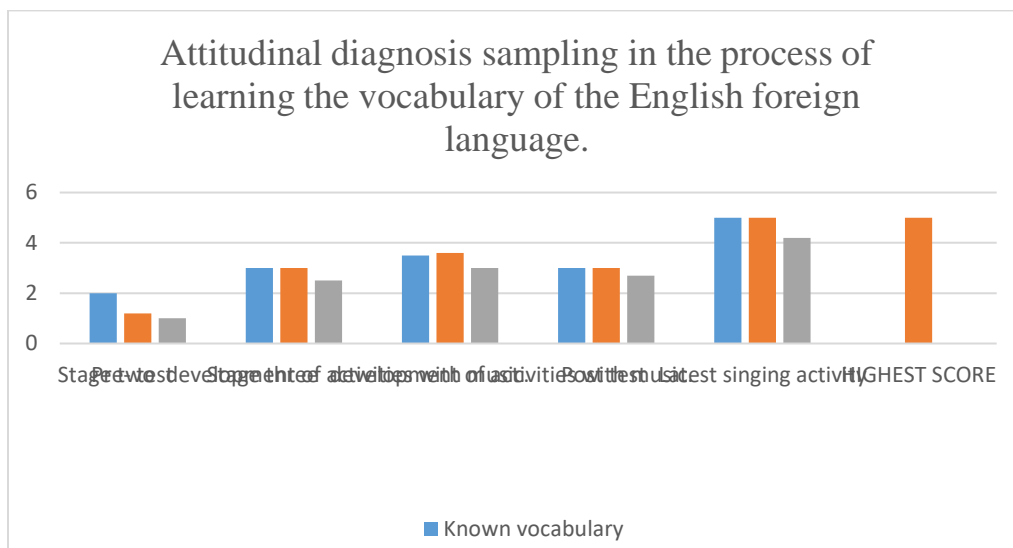
Note: Survey results from Pre-Test. Results on attitude, vocabulary understanding and comprehension of the activity

According to the results shown in Figure 1, it can be observed that the attitude towards the development of the activity in the Pre-test (See Appendix G). was not very satisfactory to achieve the desired learning. On the other hand, it should be taken into account that at this stage of the project the students had not yet had contact with the activity through music. It can also be observed how the low attitudinal level of the students directly affects the understanding of the activity and also in the comprehension of the vocabulary.

In order to sample the attitude of the students in learning English vocabulary, first the researcher observed, then he obtained photos, videos and interviews in which the students participated (see Appendix G). Thus, showing a maximum range of 5 points and a minimum of 1 point and three evaluation items among which are the known vocabulary, new vocabulary and vocabulary used in other contexts; from which the different stages of the project were evaluated. In this sense, the first stage was evaluated with the Pre-test, which showed a low level in the new vocabulary with 1.2, the known vocabulary with 2 points and the relation of vocabulary in other contexts with 1 point in the scale of the figure. In stage two of the project it is observed how in the three items there is an improvement with a score of 3 in each aspect; in the same way, passing to stage three there are favorable scores going up from 3 to 3.5 in the graphic scale. On the other hand, looking at Figure 2 in stage four, with the post test, there is a decrease going down to 3; and finally, with the singing activity, there is a maximum score of 5 and 4.5.

Figure 2.

Attitudinal diagnosis of vocabulary learning in the stages of the project.



Note: Surveys, photos, videos, and teacher's observation was evaluated all project stages.

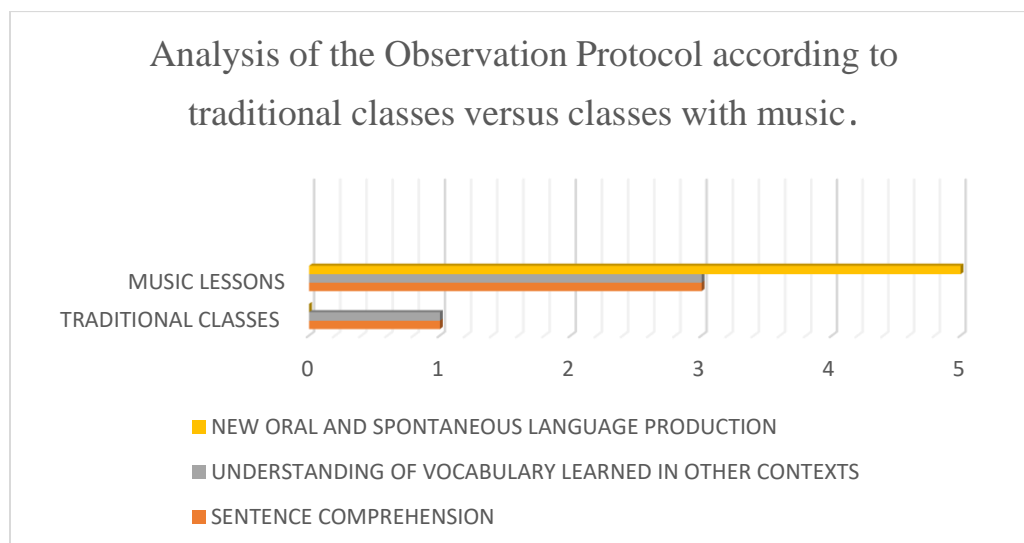
According to Figure 2, shown above, it can be taken as a basis that the items to be diagnosed are known vocabulary, new vocabulary and new correlations of vocabulary learned in other contexts. Having already observed these items, it is observed and evidenced with the help of photos, videos and interviews (see Appendix K) and also by the teacher's observation, that in the first stage of the project the students are little receptive to learning vocabulary, as shown in the item (cognitive pre-test of vocabulary), a very low level. On the other hand, in the second stage it is evident with the help of the photos (See Appendix K). That the students are more receptive since the classes with music are more pleasant for them, as shown in the graph of the item (Stage two development of activities with music). Finally, there is a great improvement in the attitude of the students as they carry out activities and learn vocabulary, which can be seen in the item (Stage three development of activities with music) that can be evidenced with an interview to the students exposing their points of view about the project (See Appendix K). in the same way it can be deduced with the results of the post test that the students do not like to be

evaluated; On the contrary, as shown in the Latest singing activity item, students find it more satisfactory to learn with didactic exercises, which can be evidenced by the video (See Appendix K).

Analyzing the Observation Protocol (See Appendix F), Figure 3 shows a maximum range of 5 and a minimum of 1, in which items such as: New and spontaneous oral production, Comprehension of vocabulary in other contexts and Comprehension of sentences are evaluated; these items have been divided into two different groups such as: Traditional classes vs. lessons with music. In this, it was observed how in oral and spontaneous production a score of 5 points was obtained in the classes with music while in a traditional class a score of 0 was obtained. 1; then we have the item "Comprehension of vocabulary in other contexts", in which a score of 3 was obtained in the class with music while in the traditional class a score of 1 was obtained. Finally, sentence comprehension was evaluated, in which a higher score of 3 is observed in classes with music vs. traditional classes in which 1 point was obtained.

Figure 3.

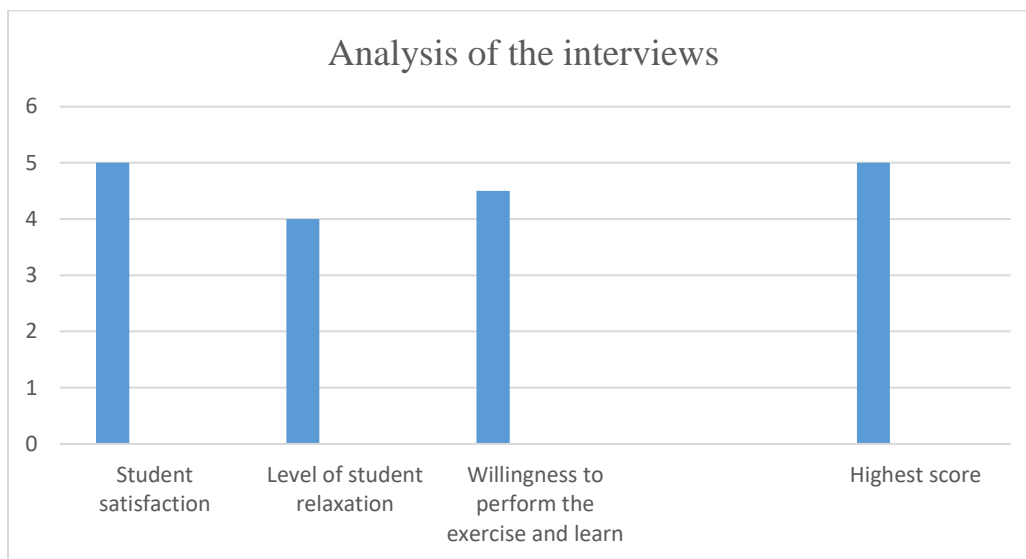
Analysis of the Observation Protocol according to traditional classes versus classes with music.



Note: Survey results from Pre-Test with traditional classes, Lesson through music, Post-test, and Observation protocol.

According to Figure 3 in which the attitudes of the students were observed in each class session, from the pre-test to the last stage of the project with the students; In this observation it can be evidenced with the help of an observation protocol (See Appendix F). That the great majority of the students feel more comfortable and calm in some stages of the realization of the activities, having as a result that in the traditional classes it was observed that the comprehension of vocabulary was much lower compared to that shown in a class with music, in the same way with the other items. Showing that in the comprehension of sentences, comprehension of vocabulary in another context and also oral production in a spontaneous way was much higher in a class with music; which can infer that students are more willing to study and learn in contexts of less pressure and with an attractive and fun alternative at the same time.

To observe the attitude of students, a Figure 4 was made in which the interviews are analyzed (See Appendix K). A maximum range of 5 points and a minimum of 1 point were proposed. The level of satisfaction that the students had in the realization of the project was evaluated with a score of 5. In the same way the relaxation that the students had in the development of the classes with music was evaluated showing a score of 4, consequently it was observed how the level of willingness to learn was satisfactory with a result of 4.5.

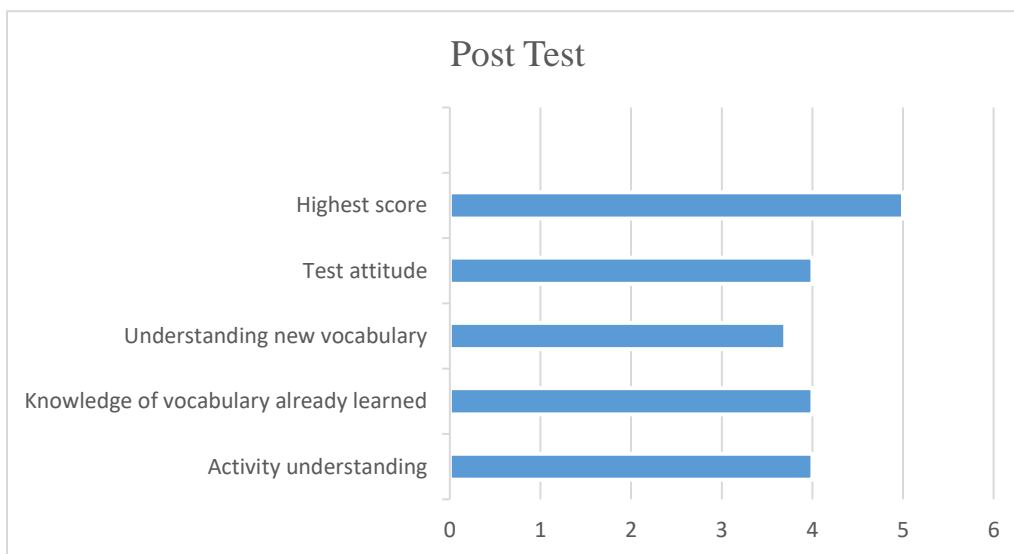
Figure 4.*Analysis of Interviews.*

Note: Results from Interviews, analyzing student satisfaction, relaxation, and willingness to perform and learn.

Observing the results shown in Figure 4, it can be deduced that when the students conducted the interview they had already completed the project and therefore were able to give their opinion on its development (See Appendix K). Thus showing a good level of relaxation, satisfaction and willingness to learn the English language, in this sense not only music plays an important role in these aspects, but the development of the lesson plan as a whole (See Appendix I) is also of great importance. Having already evaluated the performance of the students in the Pre-Test, now we will observe the performance in the Post-Test (See Appendix J), showing Figure 5. Therefore, we obtain results in terms of attitude towards the test of 4 points, a margin of understanding of the new vocabulary of 3.7, a performance in the already known vocabulary of 4 points and an understanding of the activity of 4 points.

Figure 5.

Post Test.



Note:

Result from Post-Test, according to attitude, vocabulary knowledge and activity understanding.

According to Figure 5 regarding the Post-test (See Appendix J), it can be inferred that students have been able to recognize with greater ease the comprehension of the activity; thus, music generates greater attraction for the comprehension of English vocabulary together with other activities for a greater correlation with the language.

CHAPTER V

Conclusions and Recommendations

During the five different stages of the project the use of songs was important to increase English vocabulary in sixth grade students. This helped not only in learning vocabulary skills but also in their oral skills through the implementation of some activities that stimulated creativity and spontaneity, improving the oral production of some of the students. To obtain better results with the project, it was important to provide a list of 5 songs (See Appendix D), from which they chose 3 (See Appendix E), thus imparting a motivational strategy in carrying out the project and being able to achieve one of the specific objectives of the project, which is the motivation for learning.

On the other hand, stimulating the students with different types of music and including activities that allowed the free cognitive development of vocabulary was an interesting activity because it allowed them to explore their creativity and remember information without feeling forced to do so. Moreover, this practice allowed to achieve the main objective of the project by enacting fun and at the same time enjoying the present moment they were facing. In addition, being aware of the improvement they had when recognizing vocabulary was helpful in their oral production by unifying previous vocabulary concepts with the new ones they were acquiring due to the interaction with music in English.

As for the method chosen for the research, a qualitative method approach was used, which was a very useful tool to have a follow-up of the process that the students had. The qualitative research in the observation allowed the researcher to study the progress shown in the different moments, since it was possible to see from the beginning the scarce use they had of the language in terms of vocabulary. Unlike the results in the diagnosis of the vocabulary level

analyzed with the qualitative method, the students in didactic classes with music were not only capable of what was expected of them, but they also used other vocabulary learned in previous levels or some new vocabulary that they wanted to incorporate.

It would be interesting to see in future research more information regarding music theory and its implications in English learning. However, it is important to also consider the attitude of the students and how they build new skills through music. Having students felt more comfortable and relaxed putting zero pressure in their learning is undoubtedly a recommendation for future English teachers.

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APPENDIXES

Appendix A: Educational Institution Consent Form



INSTITUCION EDUCATIVA

“EDUCAR SIGLO XXI”

“EDUCACION CON CALIDAD Y RESPONSABILIDAD SOCIAL”

Resolución No 8440 Diciembre 10/ 2014
 Resolución de Reconocimiento 5892 septiembre 2015
 Secretaria de Educación y Cultura del Tolima
 Código DANE: 37328300159901
 Sede administrativa Calle 4 N° 7-62, Tel: 2581144
 Fresno Tolima.

CONSTANCIA

LETICIA ROMERO DE SALGADO, en Calidad de Rectora de la INSTITUCION EDUCATIVA “EDUCAR SIGLO XXI”. Nit: 809006336-1, y según Resolución N° 8440 de Diciembre 10 de 2014 y resolución de Reconocimiento 3413 del 17 de junio del 2019, emanada de la secretaria de Educación y Cultura del Tolima.

AUTORIZO

Al docente YEISSON ARIEL FRANCO GONZALEZ, Identificado con la Cedula de Ciudadanía N° 1.109.295.596 de Fresno Tolima, en calidad de Estudiante de Licenciatura en Inglés como lengua extranjera de la Universidad Nacional Abierta y a Distancia realice el Proyecto de Investigación “INCREASING VOCABULARY THROUGH SONGS” en los estudiantes de grado 6° de la Institución Educar Siglo XXI.

La presente se expide a los (14) Días del mes de julio de 2019, en el Municipio de Fresno Tolima, a petición del interesado.


 LETICIA ROMERO DE SALGADO
 Rectora

Escaneado con C

Appendix B: Old Students Consent Form



PROYECTO DE INVESTIGACION INCREASING VOCABULARY IN SIXTH GRADERS THROUGH SONGS

Autorización para realizar las sesiones grabadas en clase por parte de alumnos mayores de edad de Ciclo III de la institución educativa Educar Siglo XXI.

Docente encargado: Yeison Ariel Franco González.

Para: Alumnos Ciclo III Sixth graders.

Asunto: Autorización toma de fotos y grabación de videos o audios en las sesiones de clase.

Como constancia de aprobación en la realización de las sesiones de clase llevadas a cabo a través de material didáctico como lo es la música, y de igual modo la realización de videos, audios y fotografías en las cuales aparecen los estudiantes se presenta el siguiente consentimiento por parte de los estudiantes de la institución educativa Educar Siglo XXI.

NOMBRE DEL ESTUDIANTE	CÉDULA DE CIUDADANIA	FIRMA
Dairo Betancourt	11092961143	Dairo Betancourt
Gerardo Betancourt	1109296143	Gerardo Betancourt
MAYELLY GONZALEZ	1109300322	MAYELLY GONZALEZ
Adrián Linares	1006022455	Adrián Linares
RODRIGO DAVALOS MARTINEZ	10060220606	RODRIGO DAVALOS

Appendix D: Songs Proposed for Project

["Ghost"](#) by Parekh and Singh

["Shape of You"](#) by Ed Sheeran

[You are beautiful](#)- By James Blunt

[When We Were Young](#)- By Adele

[Englishman in New York](#)- Sting.

Appendix E: Songs Used in Project

[James Blunt]. (2009, October 26). *You're Beautiful*. [YouTube Video]

<https://www.youtube.com/watch?v=oofSnsGkops>

[Adele]. (2020, December 15). *When We Were Young*. [YouTube Video]

https://www.youtube.com/watch?v=Xpc8mAJ_2nM

[Sting]. (2011, January 11). *English man in New York*. [YouTube Video]

<https://www.youtube.com/watch?v=d27gTrPPAyk>

Appendix F: Observation Protocol

Scribe

Protocolo de observación Actitudinal		primero etapa.
¿Se involucran?	<input type="checkbox"/> Todos <input type="checkbox"/> Algunos <input type="checkbox"/> MUY POCOS	¿Que influyo para avanzar u obstaculizar el trabajo con los aprendizajes esperados?
¿Se interesaron en las actividades?	<input type="checkbox"/> Si <input type="checkbox"/> NO	Alumnos inquietos:
¿Cual fue su actividad durante la jornada?	<input type="checkbox"/> Participativo <input type="checkbox"/> Buena <input type="checkbox"/> Regular <input type="checkbox"/> Sin Interes.	Alumnos más participantes:
¿Hubo interrupciones que alteraron la secuencia en el desarrollo?	<input type="checkbox"/> Si <input type="checkbox"/> NO	Alumnos con ciuones significativos:

Protocolo de observación Actitudinal		primero etapa.
¿Se involucran?	<input checked="" type="checkbox"/> Todos <input type="checkbox"/> Algunos <input type="checkbox"/> Muy pocos	<p>¿Que influyo para avanzar u obstaculizar el trabajo con los aprendizajes esperados? <i>La ansiedad y nerviosismo de los estudiantes</i></p>
¿Se interesaron en las actividades?	<input type="checkbox"/> Si <input checked="" type="checkbox"/> NO	<p>Alumnos inquietos: 4</p>
¿Cual fue su actividad durante la jornada?	<input type="checkbox"/> Participativa <input type="checkbox"/> Buena <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Sin interes.	<p>Alumnos más participantes: 10</p>
¿Hubo interrupciones que acortaron la secuencia en el desarrollo?	<input checked="" type="checkbox"/> Si <input type="checkbox"/> NO	<p>Alumnos con cuonces significativos: 6</p>

Scribe

Protocolo para la observación Actitudinal segunda etapa.

¿Se involucraron?	<input checked="" type="checkbox"/> Todos <input type="checkbox"/> Algunos <input type="checkbox"/> Muy pocas.	<p>¿Que influyo para avanzar u obstaculizar el trabajo con los aprendizajes esperados?</p> <p><i>Se avanto con mepr fluidez en el desarrollo de la actividad, ya que se veian mas interesados en la clase.</i></p>
¿Se interesaron en las actividades?	<input checked="" type="checkbox"/> Si <input type="checkbox"/> No	<p>Alumnos inquietos:</p> <p style="text-align: center;">5</p>
¿Cuál fue su actitud durante la jornada?	<input type="checkbox"/> Participativa <input checked="" type="checkbox"/> Buena <input type="checkbox"/> Regular <input type="checkbox"/> Sin Interes	<p>Alumnos más participantes:</p> <p style="text-align: center;">10</p>
¿Hubo interrupciones que acortaron la secuencia en el desarrollo?	<input checked="" type="checkbox"/> Si <input type="checkbox"/> No	<p>Alumnos con avances significativos:</p> <p style="text-align: center;">6</p>

protocolo de observación	Actitudinal	tercera etapa
¿ Se involucraron?	<input checked="" type="checkbox"/> todos <input type="checkbox"/> Algunos <input type="checkbox"/> Muy pocos	¿ Que influyo para cuantar u obstaculizar el trabajo con los aprendizajes esperados? <i>ya no estaban ansiosos, ni nerviosos</i>
¿ Se interesaron en las actividades?	<input checked="" type="checkbox"/> si <input type="checkbox"/> NO	Alumnos inquietos 3
¿ cual fue su actividad durante la jornada?	<input checked="" type="checkbox"/> participativa <input type="checkbox"/> Buena <input type="checkbox"/> regular <input type="checkbox"/> Sin interes	Alumnos más participantes; 12
¿ Hubo interrupciones que acortaron la secuencia en el desarrollo?	<input checked="" type="checkbox"/> si <input type="checkbox"/> NO	Alumnos con avances significativos 10

protocolo de observación	Actitudinal	cuarto etapa
¿Se involucraron?	<input checked="" type="checkbox"/> todos <input type="checkbox"/> Algunos <input type="checkbox"/> muy pocos	¿el influjo para avanzar u obstaculizar el trabajo con los aprendizajes esperados? <i>se avanza con gran fluidez debido al interés y gusto por aprender con música</i>
¿se interesaron en las actividades?	<input checked="" type="checkbox"/> SI <input type="checkbox"/> NO	Alumnos inquisitos: <i>3</i>
¿cual fue su actitud durante la jornada?	<input checked="" type="checkbox"/> Participativo <input type="checkbox"/> Buena <input type="checkbox"/> Regular <input type="checkbox"/> Sin interés	Alumnos mas participantes: <i>17</i>
¿Hubo interrupciones que afectaron la secuencia en el desarrollo?	<input type="checkbox"/> SI <input checked="" type="checkbox"/> NO	Alumnos con avances significativos <i>11</i>

Scribe

Appendix G: Pre-Test

LEVEL A1 TEST

A) **CHOOSE THE CORRECT ANSWER**
(75 points)

- 1) I 25 years old.
a) have b) am c) has d) is
- 2) My name Robert.
a) are b) called c) is d) says
- 3) "Are you busy?" – "Yes,"
a) I've b) I have c) I'm d) I am
- 4) We're students. That's classroom.
a) us b) our c) is d) the we
- 5) "What are those?" – "..... my pens."
a) They is b) They're c) Those d) It's
- 6) What are names?
a) they b) them c) their d) they're
- 7) There are 60 minutes in hour.
a) much b) a c) some d) an
- 8) There are apples in that bag.
a) any b) some c) a d) an
- 9) I've got free time this afternoon.
a) lots of b) any c) a lot d) a
- 10) I saw two at the bus stop.
a) mans b) man c) mens d) men
- 11) These days, a lot of live in cities.
a) people b) man c) person d) we
- 12) Linda got a nice house?
a) Do b) Has c) Have d) Does
- 13) "Hello! How are you?" – "....."
a) I'm fine b) I'm very
c) I'm very fine d) Thanks
- 14) There's a nice picture the wall.
a) in b) on c) from d) at
- 15) I'm very hard at the moment.
a) working b) work c) works d) worker
- 16) We're in the canteen. We lunch.
a) has b) have c) eating d) 're having
- 17) They like golf.
a) not b) don't c) no d) aren't
- 18) He know the answer.
a) don't b) not c) no d) doesn't
- 19) Where do you ?
a) lived b) live c) lives d) living
- 20) "Where's Sam?" – "He's"
a) in home b) in the home
c) his home d) at home
- 21) They're talking the football match.
a) on b) for c) about d) from
- 22) I'm always tired the morning Saturdays.
a) in / at b) in / on
c) on / at d) at / in
- 23) A: Were you in bed Sunday afternoon?
B: Oh, no. I only sleep night.
a) in / in b) in / on
c) on / in d) on / at
- 24) Please careful!
a) be b) you c) do d) you be
- 25) Don't !
a) late b) you late
c) be late d) late you
- 26) My name is Peter.
a) father's b) father is
c) of father d) father
- 27) The names are Fred and Tom.
a) boy is b) boys'
c) boy's d) boys
- 28) phone is this?
a) Who's b) Who
c) Whose d) Who is

Appendix H: Lesson Plan Form

TEACHERS NAME:

DATE:

NUMBER OF STUDENTS:

LESSON AIM/LEARNING OBJECTIVE:			
LEARNING ESTRATEGY:			
CONTEXT:			
WARM UP:		TIMING:	
TIMING	PROCEDURE	INTERACTION PATTERN	RESOURCES

Appendix I: Lesson Plans

Lesson One

NUMBER OF STUDENTS: 15

LESSON AIM/LEARNING OBJETIVE: to create news thinking with the vocabulary learned with the songs.			
LEARNING ESTRATEGY: Creativity			
CONTEXT: students of educative institution			
WARM UP: Identify all the vocabulary and create new think in different context			
TIMING:			
TIMING	PROCEDURE	INTERACTION PATTERN	RESOURCES
30 MIN	<ul style="list-style-type: none"> The students copy the lyrics of the song (YOU ARE BEAUTIFUL, JAMES BLUNT), in their respective notebooks. Later, they will carefully observe each word and group of words with each phrase that is in the song. 	Individual-cooperative and student-teacher	Board, pencil, student book, <u>english</u> dictionary, recorder

15 MIN	<ul style="list-style-type: none"> After having read the song I have identified the unknown words, they will observe and read the song again with the teacher, to solve the concerns of the lyrics. Students hear the song for the first time With the teacher's help, the students listen to the song again and in the same way, emphasis is placed on the correct pronunciation of the lyrics. Having understood the lyrics of the song and its different contexts of the song, the students create a new title for the song and make up a story with the lyrics of the song. Finally, the students draw a picture alluding to the song. 		
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Lesson Two

TEACHER'S NAME: Yeisson Ariel Franco---
LESSON OBJECTIVE: To learn new English Vocabulary with the lyric of the songs
LEARNING ESTRATEGY: Didactic activities through songs using worksheets and audio equipment
CONTEXT: Classroom with audiovisual aids.
TIME: 2 and a half hours

TIMING :	PROCEDURE	INTERACTION PATTERN	RESOURCCES
45 mins	The students wrote the song (Englishman In New York), and then listened to the song.	Individual	Pen, notebook, audio equipment.
15 mins	The students, after having understood the song, set out to perform the activity proposed for the song, which consisted of matching the correct vocabulary with the image presented to them.	Individual- and teacher	Pen, notebook, worksheet
30 mins	Next, they simply were asked to fill in the missing vocabulary from the lyrics of the song on a	Pairs, individual and teacher interaction	Pen, notebook, worksheet

60 mins	Then they were presented with another song (When we were your By Adele), in which they were asked to perform the same step as before, which consisted of observing what words or sentences were missing in the song, this was to observe how effective and efficient they were,	Individual	Notebook, pen, audio equipment.
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	having already performed the previous similar activity.		
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Lesson Three

TEACHER'S NAME: Yeisson Ariel Franco---
LESSON OBJECTIVE: To know the progress in vocabulary learning obtained by the students through the implementation of the Post-test and other aspects such as fluency and pronunciation while singing the song.
LEARNING ESTRATEGY: Didactic activities through songs and <u>Post test</u>
CONTEXT: Classroom and interaction between them.
TIME: 1 hour

TIMING :	PROCEDURE	INTERACTION PATTERN	RESOURCCES
30 mins	Now the students will be taking a post-test, which will serve as a conclusion on the effectiveness of the project.	Individual	Pen, notebook
30 min	Finally the students will be able to listen to the song (<u>You are beautiful</u> by- James Blunt).	Group-Teacher	Notebook

Appendix J: Post Test

22. My brother Joe is fair but [] children are dark.

- a) his
- b) her
- c) their
- d) I don't know

23. A: [] do you go to the cinema?

B: Once a week.

- a) How long
- b) How often
- c) How much
- d) I don't know

24. How [] milk do you drink?

- a) lot
- b) much
- c) many
- d) I don't know

25. Where do you want [] on Saturday?

- a) going
- b) go
- c) to go
- d) I don't know

26. I usually [] some toast for breakfast.

- a) have
- b) drink
- c) cook
- d) I don't know

27. My uncle's son is my [].

32. They ate [].

- a) at the airport
- b) at the hotel
- c) in a café
- d) I don't know

33. Katie bought [].

- a) a sweater
- b) some clothes
- c) a picture
- d) I don't know

34. Anna ate [] for breakfast.

- a) fruit and cereal
- b) fruit
- c) toast
- d) I don't know

35. When they arrived in Cork, they [].

- a) had something to eat
- b) went to sleep
- c) walked around the town
- d) I don't know

Appendix K: Photos, Videos and Interviews

- ¿Cómo se han sentido en las clases de inglés con música?
- ¿Qué opinaban sobre cantar en estas clases?
- ¿Te parecen más interesantes las clases con música? ¿Por qué?
- ¿Alguna vez habían escuchado clases de inglés con canciones?
- ¿Entendiste algo específico más de pronto durante las clases con música?
- ¿Algunos cambios en cómo se siente con respecto a cantar en estas, al ser en español o en inglés?
- ¿Puedes voluntario más rápido y fácil con las canciones, ¿por qué?

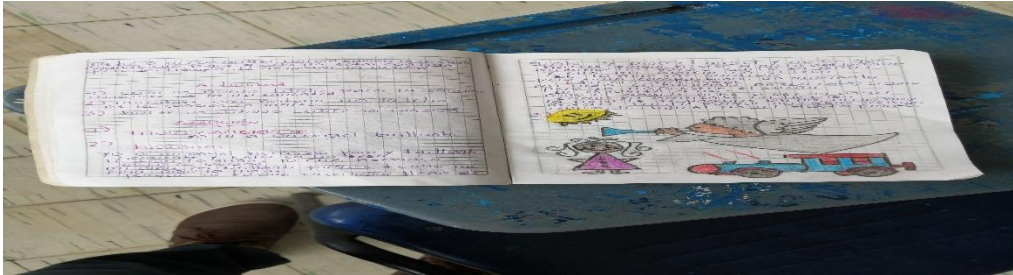
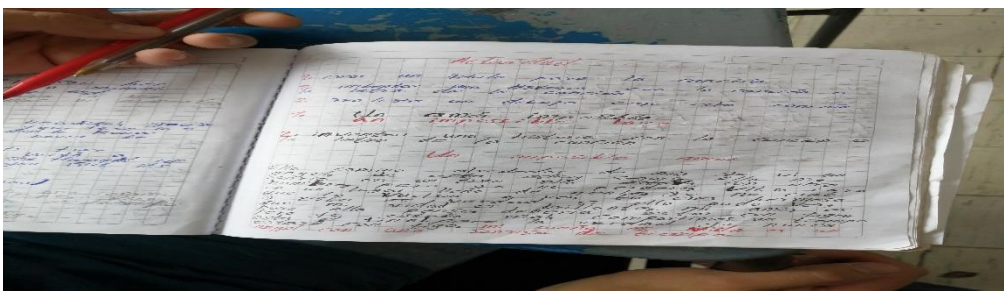
Franco, Y. (2019). *Evaluation to Project* [In person]. Institución Educativa Educar Siglo XXI.

<https://voca.ro/12DWQ81GFMrj>

<https://voca.ro/1eoMvJ64Jd6L>

[Yeison Ariel Franco Gonzalez]. (2020, February 11). *Research project*. [YouTube Video].

<https://www.youtube.com/watch?v=hmiFr91VIDI&t=3s>



Appendix L: Second Stage Activity

- Escuchar la canción cuidadosamente, luego con ayuda del profesor comprender las partes que no se han entendido completamente.
- Crear un nuevo título para la canción y realizar posteriormente una breve historia sobre esta.
- Realizar un dibujo elucidando a la canción.
- Hacer una lista de palabras desconocidas
- Con esta lista, realizar oraciones
- Hacer un listado de las palabras que se aprendió de la canción
- Crear una conversación con sus compañeros sobre la letra de la canción
Mínimo 10 líneas

SONG

YOU ARE BEAUTIFUL (JAMES BLUNT)

My life is brilliant

My life is brilliant
My love is pure
I saw an angel
Of that I'm sure
She smiled at me on the subway
She was with another man
But I won't lose no sleep on that
Because I've got a plan

You're beautiful, you're beautiful
You're beautiful, it's true
I saw your face in a crowded place
And I don't know what to do
Because I'll never be with you

Yes, she caught my eye
As she walked on by
She could see from my face that I was
Fu**ing high
And I don't think that I'll see her again
But we shared a moment that will last till the
end

You're beautiful, you're beautiful
You're beautiful, it's true

I saw your face in a crowded place
And I don't know what to do
Because I'll never be with you

You're beautiful, you're beautiful
You're beautiful, it's true
There must be an angel with a smile on her
face
When she thought up that I should be with
you
But it's time to face the truth
I will never be with you

James Blunt - You're beautiful

Appendix M: Third Stage Activity

Englishman in New York — Sting

Vocabulary

1) Match the pictures to the correct word



()

1. toast



()

2. cane



()

3. tea



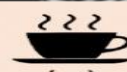
()

4. coffee



()

5. alien



()

6. candle



()

7. Englishman



Lyrics — Read the song lyrics. Then listen to the song and complete each verse with the correct words.

1) Complete the sentences with one of the words from the Vocabulary and the articles — A / AN:

I don't drink 1. _____ I take tea my dear
I like my 2. _____ done on one side
And you can hear it in my accent when I talk
I'm _____ Englishman in New York

See me walking down Fifth Avenue
I'm walking 3. _____ here at my side
I take it everywhere I walk
I'm an Englishman in New York

3) Put the correct verbs: RUN — CONFRONT — TAKES (2X) — AVOID — END UP — LEAD — ARE — WALK

Modesty, propriety c an _____ to notoriety
You could _____ as the only one
Gentleness, sobriety _____ rare in this
society
At night a candle's brighter than the sun
_____ more than combat gear to
make a man
_____ more than license for a gun
your enemies.

SONG

YOU ARE BEAUTIFUL (JAMES BLUNT)

My life is brilliant

My life is brilliant

My love is pure

I saw an angel

Of that I'm sure

She smiled at me on the subway

She was with another man

But I won't lose no sleep on that

Because I've got a plan

You're beautiful, you're beautiful

You're beautiful, it's true

I saw your face in a crowded place

And I don't know what to do

Because I'll never be with you

Yes, she caught my eye

As she walked on by

She could see from my face that I was

Fu**ing high

And I don't think that I'll see her again

But we shared a moment that will last till the end

You're beautiful, you're beautiful

You're beautiful, it's true

I saw your face in a crowded place

And I don't know what to do

Because I'll never be with you

You're beautiful, you're beautiful

You're beautiful, it's true

There must be an angel with a smile on her

face

When she thought up that I should be with

you

But it's time to face the truth

I will never be with you

James Blunt — You're beautiful