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"ANALYSIS OF THE USE OF CHILDREN'S SONGS AS AN ACTIVITY TO INCREASE ENGLISH VOCABULARY WITH THE STUDENTS OF SEXTO AÑO OF EDUCACIÓN GENERAL BÁSICA "B" AT UNIDAD EDUCATIVA "AMELIA GALLEGOS DÍAZ", IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2017-2018."

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**

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Que el presente trabajo: "ANALYSIS OF THE USE OF CHILDREN'S SONGS AS AN ACTIVITY TO INCREASE ENGLISH VOCABULARY WITH THE STUDENTS OF SEXTO AÑO OF EDUCACIÓN GENERAL BÁSICA "B" AT UNIDAD EDUCATIVA "AMELIA GALLEGOS DÍAZ", IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2017-2018", de autoría de la Srta. Carla Gabriela Pizanán Ortiz, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple con todos los requisitos metodológico y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud certifico a presentación del mismo.



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AUTORSHIP

I, Carla Gabriela Pizán Ortiz student of Language Career, declare to be the only author of this research named:

“ANALYSIS OF THE USE OF CHILDREN’S SONGS AS AN ACTIVITY TO INCREASE ENGLISH VOCABULARY WITH THE STUDENTS OF SEXTO AÑO OF EDUCACIÓN GENERAL BÁSICA “B” AT UNIDAD EDUCATIVA “AMELIA GALLEGOS DÍAZ”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2017-2018.”

The ideas, opinions or commentaries in this work are responsibility of the author.

Riobamba, January 30th, 2019.



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Thoughtfully,

Gabriela Pizán Ortiz

DEDICATORY

I dedicate my research project to my mother, who despite many adversities, has achieved to form me in the best way, supporting me, guiding me and motivating me to fulfill all my goals, both personal and academic. Also, I want to dedicate my thesis to my dear brother Edison, my soulmate who is in heaven, to Francisco, Johanna and Danielita for being part of my life.

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RESUMEN

Hoy en día es importante hablar un segundo idioma, por eso los profesores deben aplicar correctamente las técnicas y la metodología de enseñanza del vocabulario para desarrollar las habilidades lingüísticas. A través de un análisis previo, se estableció como un problema que los estudiantes de la Unidad Educativa "Amelia Gallegos Díaz" de sexto año de Educación General Básica "B" no conocían el vocabulario suficiente para crear la comunicación. Las canciones infantiles se consideran actividades comunicativas que motivan a los estudiantes a aprender vocabulario de una manera divertida y rápida, a través de técnicas de enseñanza como; Pictures, Realia, Body Movement, Word Sets or Word Families, Definition, Synonyms / Antonyms, Illustrative Sentences, Scales, Hyponyms, Special Grammatical Features y Translation. Por esta razón, la presente investigación se llevó a cabo en la Unidad Educativa "Amelia Gallegos Díaz" con los estudiantes de Sexto año de Educación General Básica "B" con una población de 37 estudiantes y 1 maestra de inglés. Para obtener información sobre cómo se estaban utilizando las canciones en esa institución para hacer que los estudiantes aprendan. Se utilizó una hoja de observación basada en los objetivos y fundamentos teóricos. Este análisis se realizó durante 12 horas divididas en tres horas diarias, durante cuatro semanas. El objetivo de esta investigación fue analizar la eficiencia de las canciones infantiles como actividades comunicativas para desarrollar el vocabulario en los estudiantes. La información se obtuvo durante el proceso de observación y se analizó e interpretó en función de los fundamentos teóricos. Se determinó que los profesores no utilizan todas las técnicas de enseñanza de vocabulario, solo se utilizaron: Pictures, Realia, Body Movements, Synonyms / Antonyms, Illustrative Sentences, Scales, Hyponyms y Translation. No se utilizaron las siguientes estrategias: Word Sets o Word Families, Special Grammatical Features y Definition. Además, el proceso metodológico no tenía un orden lógico y se omitieron algunos pasos importantes, tales como: No hubo instrucciones claras para desarrollar estas actividades y tampoco se dio un modelo, por eso los estudiantes no pudieron entender las canciones de los niños como actividades comunicativas.

Palabras Clave:

Vocabulario, actividades comunicativas, técnicas, metodología.

ABSTRACT

Nowadays it is important to Speak a second Language, that's why the teachers must correctly apply the techniques and methodologies of teaching vocabulary in order to develop the language skills. Through a previous analysis, it was established as a problem, that the students of the Unidad Educativa "Amelia Gallegos Díaz" of Sexto año of Educación General Básica "B" did know enough vocabulary to create communication. The children's songs are seen as communicative activities that motivate to the students to learn vocabulary in a fun and fast way, through teaching techniques such as: Pictures, Realia, Body Movements, Word Set or Word Families, Definition, Synonyms/Antonyms, Illustrative Sentences, Scales, Hyponyms, Special Grammatical Features and Translation. For this reason the present research was carried out at Unidad Educativa "Amelia Gallegos Díaz" with students of Sexto año of Educación General Básica class "B" with a population of 37 students and 1 English Teacher, in order to gather meaningful information about how songs were being used in this Institution to make students learn. It was used an observation sheet based on the objectives and the theoretical foundation. This analysis was carried out for 12 hours divided into 3 hours a day for 4 weeks. The objective of this investigation was to analyze the efficiency the children's songs as communicative activities to develop the vocabulary in the students. The information was obtained during the observation process and this was analyzed and interpreted based on the theoretical foundation. It was determine that the teachers' don't use all the vocabulary-teaching techniques, there were only used: Pictures, Realia, Body Movements, Synonyms/Antonyms, Illustrative Sentences, Scales, Hyponyms, and Translation. The next strategies were not used, Word Set or Word Families, Special Grammatical Features and Definition. In addition, the methodological process didn't has a logical order and some important steps were omitted such as: There were no clear instructions to develop these activities also, a model was not given, that's why the students couldn't understand the children's songs as communicative activities to improve the vocabulary to create communication.

Key words:

Vocabulary, Communicative activities, Techniques, Methodology.


Mgs. Mónica Cadena

Directora de la Escuela de Idiomas



INTRODUCTION

The English learning is so important due to it is the most spoken language in the world. Nowadays, to learn English has become a necessity for the students to get a better education. The Ministry of Education (2016) establishes that, the students of Sexto Año of Educación General Básica must get an A1.2 level, for this reason the English teachers are obligated to apply meaningful methods, strategies and activities to reach an effective learning process.

According to Farrah, (2016) the usage of children's songs is a great activity to increase vocabulary in the kids since to know the enough vocabulary is the first step to acquire the language and consequently they could achieve the communication.

The children's songs are a fun way to teach vocabulary because these songs contain a funny rhythm, easy words, good pronunciation and they are repetitive, which give it to the students the opportunity to understand and repeat the words many times.

The research problem, is the traditional way of applying the children's songs as a communicative activity then, the students could not participate actively in class because, they do not know the enough vocabulary, the songs are played but these are not explained, the lyrics are not provided by the teacher so, the students could not understand the song's lyrics. In addition, in today's society the educational system does not give relevance to the English language as an important subject that opens many opportunities to the future, that needs to be known and spoken by the students. In the government institutions the English's hours were reduced to three weekly, reason why the students do not have enough relationship with this language consequently, to the students do not like this subject and do not practice it.

This problem was made evident during the Pre-professional practices in Sexto Año of Educación General Básica class "B" at Unidad Educativa "Amelia Gallegos Díaz", during the academic year 2017-2018.

The purpose of this research was to observe how children's songs create the communication among students and the English teacher within of the teaching-learning process, highlighting the importance of the correct application of these activities, in order to gather relevant and meaningful information of the students of Sexto Año of Educación General Básica "B", where there are 35 students and 1 English teacher, of the Unidad Educativa "Amelia Gallegos Díaz".

The investigation is of qualitative type, of exploratory level and the method is ethnographic. The applied instrument was an observation sheet developed by the researcher according to the

theoretical framework, in order to get important information of how the children's songs are developed to increase vocabulary. Additionally, the gathered information was provided by the Unidad Educativa "Amelia Gallegos Díaz" and its authorities. This research has been classified in five chapters to understand the investigation:

- ✓ **Chapter I.** Referential framework contains problem statement, general and specific objectives, and the justification.
- ✓ **Chapter II.** Theoretical Framework presents all theoretical approaches about the children's songs as communicative activities to improve vocabulary.
- ✓ **Chapter III.** Methodological Framework refers to the procedure done by the researcher to obtain the type, level, design, population and sample of this investigation, through of the application of the observation instrument to get information.
- ✓ **Chapter IV.** Analysis and Interpretation of results shows the gathered information by the observation sheet.
- ✓ **Chapter V.** Conclusions and Recommendations describe the results of the gathered information.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. THE RESEARCH PROBLEM

The main problem of this research is the traditional way of applying the children's songs as a communicative activity by the teacher therefore, students cannot communicate.

1.2. PROBLEM STATEMENT

The Unidad Educativa "Amelia Gallegos Díaz" is located in Velóz parish, city of Riobamba, Chimborazo province, this institution proffers Initial, Basic and High school education, there are approximately 1505 students, and 77 teachers of which 15 are English teachers.

The main problem was notable since, the children´s songs applied by the teacher as part of the teaching learning process to increase the vocabulary were traditionally induced by the translation method, these activities were not applied with the correct methodological process therefore, the students do not know enough vocabulary to exchange ideas, thoughts, criteria among the classmates and the English teacher.

Also, the teacher sometimes uses the Spanish language with certain activities during the class, this aspect influences to the students do not feel related to produce the communication because, they do not have the enough model as an example to follow the most of the time. In addition, they cannot use the same vocabulary with a different purpose, because they do not give it enough importance to the English subject.

The problem was observed during the pre-professional practices with the students of Sexto Año of Educación General Básica "B" of the Unidad Educativa "Amelia Gallegos Díaz" during the academic term 2017-2018, with a sample of 35 students and 1 English teacher.

1.3. PROBLEM FORMULATION AND GUIDE QUESTIONS

How the children's songs increase the vocabulary in students of Sexto Año of Educación General Básica class "B" at Unidad Educativa "Amelia Gallegos Díaz", during the academic year 2017-2018?.

Done by: *Gabriela Pizanán.*

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Techniques	How does teacher apply the children's songs to increase vocabulary?	Which techniques are being used to increase vocabulary?	To analyze the efficiency of children's songs as communicative activities used by the teacher to increase vocabulary with the students of Sexto año of Educación General Básica of the Unidad Educativa "Amelia Gallegos Diaz" in Riobamba City, Chimborazo province, during the academic year 2017-2018.	To recognize the techniques used by the teacher to increase vocabulary in the students.
		What is the correct procedure to increase the vocabulary through the children's songs?		To identify the methodological process that the teacher applies and contrast with the theoretical framework in order to determine the correct procedure to teach vocabulary by children's songs

1.4. OBJECTIVES

1.4.1. GENERAL OBJECTIVE

- To analyze the efficiency of children's songs as communicative activities used by the teacher to increase vocabulary with the students of Sexto Año of Educación General Básica of the Unidad Educativa "Amelia Gallegos Diaz" in Riobamba City, Chimborazo province, during the academic year 2017-2018.

1.4.2. SPECIFIC OBJECTIVES

- To recognize the techniques used by the teacher to increase vocabulary in the students.
- To identify the methodological process that the teacher applies and contrast with the theoretical framework in order to determine the correct procedure to teach vocabulary by children's songs.

1.5. JUSTIFICATION

Nowadays, the English language is one of the most spoken languages worldwide, therefore, it is very important to learn this second language for the teaching learning process this language needs appropriate strategies, techniques, resources and methodologies that favor the learning of this language, in addition, to know the English language offers many opportunities at social, academic and economic level.

This research is important due to the children's songs are suitable tools for education because through them learners can learn a second language as motivating and fun activities, which can be used by all English teachers in any class and at any time, inside or outside of class. According to (Ballesteros, 2009) "The song, as a fusion of music and language, is the ideal vehicle to develop the expression and communication of people." Consequently, this strategy is a way of oral expression within of the teaching learning process of a language in an entertaining way.

Students are the direct beneficiaries of this research since children's songs help to improve the concentration and memory in this way the students can express their ideas easily, most students have an inclination towards the songs due to, the kind, rhythm, lyrics that they have, these advantages can support to develop the language skills to communicate.

Besides, this research supports to the teachers to analyze if the methodological process used is competent for intensifying the vocabulary in the students of Sexto Año of Educación General Básica "B". In addition, the parents and authorities of the Unidad Educativa "Amelia Gallegos Diaz" are the beneficiaries of this research.

Finally, this research helps to the researcher to realize which is the correct process to apply the children's songs as communicative activities to increase the vocabulary and also to put in practice in the future as English teachers.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND STUDIES REGARDING TO THE PROBLEM TO BE INVESTIGATED

After checking in UNACH repository there is a research linked to the problem, which is presented below:

“ANALYSIS OF SONG ACTIVITIES FOR DEVELOPING LISTENING SKILL FOR STUDENTS IN OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA “MERCEDES DE JESÚS MOLINA” CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD SEPTEMBER 2016-FEBRUARY 2017” done by Shirley Paola Vázquez López, who mentioned that the songs activities are meaningful for the youngsters because those help students to understand what they are listening but it depends on the teacher’s performance.

2.2. THEORETICAL FOUNDATION

2.2.1. CHILDREN’S SONGS

Songs are part of the human being and of the daily life, kids listen to their mothers singing from very young. Songs are used during important occasions of human lives like parties, christening, weddings, funerals, as well as the anthem of each country. Songs have been an important part of the culture, during many generations. For this reason, songs are phenomena in the daily life, because they have been in humanity’s live (Vazquez, 2018).

Nowadays, music is an almost indispensable tool for people listening to music all the time, since it is in our daily environment, in homes, shops, restaurants, on the radio, on TV, and in most public places, which can be listened through a series of technological inventions and at any time.

During the pre-professional practices, it was noted that while the students received the English classes, they made use of cell phones with the goal of listening to music then, why does not use this strategy to our advantage?. It is something so important especially for young people, because the songs can catch the attention immediately to know their preferences, influences and favorite artists. Murphey (2010) argues. "Songs can be appropriated by listeners for their own purposes, largely because most pop songs do not have precise people, place, or time references.

For those who find them relevant, songs happen whenever and wherever one hears them and they are, consciously or subconsciously, about the people in one's own life".

Through children's songs, the students enjoy learning, to sing, and to dance with fun activities, regardless the cultural, psychological or linguistic aspects. According to (Siskovar, 2008) the songs were created for kids, because the lyrics are repetitive, easy and short for their memorization and understanding. Those songs introduce the characteristics of supra segmental like stress, intonation and rhythm.

Besides, the songs are used as a tool for teachers to know and approximate to the students with interesting topics related to their environment in order to create communication when learning a new language, which can be very beneficial for the method of using songs to teach English vocabulary since it increases the possibility that students will come across the taught material, frequently revising it.

In addition, children's songs encourage brain healing, especially kids with some type of special need, while they read, sing and repeat learn about themselves and around them, develop listening and cooperative skills, the coordination of the lips and the tongue, they control the rhythm, the concentration, the fluency to speak. Kids know vocabulary through children's songs, but also, semantics, phonetics and syntax (Levinowitz, 1998).

2.2.2. CHILDREN'S SONGS AS A PRACTICE RESOURCE

The children's songs help to work out all the language skills like, reading, writing, listening and speaking, specially to introduce vocabulary due to the songs facilitate an important context for the vocabulary, depending on the kind of songs that the teacher selects, those songs teach grammatical structures, verbal tenses, prepositions, adjectives, expressions and so on. Also, the stress, rhythm, and pronunciation to develop a natural current of language and improving fluency (Cabrera, 2015).

According to Thornbury (2002) the mind of the human being can organize the words in a part of the brain called mental lexicon, that means that the vocabulary is stored "highly organized and interconnected fashion" it means that, to know a word promotes knowing its meaning and form.

2.2.3. CRITERIA FOR SELECTING CHILDREN'S SONG

Some suggestions for selecting children's songs

First, the teacher must take into account the age of the students, **Age** is an important factor before presenting a song, according to the age, teacher will choose a song to the students in order to motivate them to learn. Also, **language's level**, diagnosing the level of knowledge of students about language, it is a very important factor, since this way, the song must be chosen according to the knowledge, and at the same time, to choose the kind of activity that can be developed with the students in class. Another factor is the **time**, since at the moment of applying the songs, students can be tired then, the songs fill them with energy, or on the contrary, the songs can help with the discipline and relax them (Griffiee, 1992).

It is necessary to know the kinds of song that the children prefer, the teacher should inquire in order to select a song suitable for them (Griffiee, 1992).

Analyzing carefully, the teacher says that using songs should not only be fun, but it must have +a teaching objective, what do students need to learn? Songs can be focused on introducing grammar, to present vocabulary, pronunciation, or reinforcement any doubt about song's topic that the students need. Therefore, the goal of this activity must be meaningful. In addition, when using songs as communicative activities can cause problems with other classes, the volume should be considered appropriate according to the classroom (Griffiee, 1992).

Finally, before selecting a song is important to listen it, since some of them contain abbreviations, grammatically incorrect expressions, changed vocabulary, etc. In addition, it may have questionable and problematic content, with unpleasant words, violent words, conflicts, racism, or religious overtones that are out of context for the students. So, it must be analyzed before of the class, at the same time the cultural aspects, analyzing the cultures of the students, respecting the characteristics of each one, without using songs of preference for the teacher. The songs can be chosen by the students (Simpson, 2015).

Teachers must plan the objectives and analyze what kind of children's songs should be used according to the interest of the students in order to avoid the boredom. For this reason, there are many kinds of songs.

Those are: Folk songs, pop songs, holiday songs, rhythms, chants and tongue twisters. In addition, adapted songs, they focus on teaching grammar, vocabulary and families of words. (Graham, 2010).

2.2.4 ADVANTAGES OF USING CHILDREN'S SONGS IN THE CLASSROOM

- Extraordinary resource to encourage students to discuss feelings, preferences and attitudes. (Baoan, 2008).
- Songs promote fun and a relaxed atmosphere in the classroom while students learn.
- Songs encourage to use creativity and imagination to learn a second language.
- Songs allow automaticity this means, develop fluency and produce a language without pauses (Schoepp, 2001).
- Listening to songs allows to know the culture and history of countries specifically.
- Using song permits to the teachers to teach linguistic information like vocabulary, grammar or pronunciation.
- The usage of songs keeps the student's attention and concentration.
- Songs help to reduce stress in the students.
- Children's songs create safety (Georgiou, 2010).

2.2.5. PROFICIENCY ACTIVITIES FOR COMMUNICATION

Children's songs can be incorporated into the classroom as teaching tool since, these songs can be incorporated into listening, speaking, writing and reading activities in the English Language adapted to all ages and levels.

The kids to learn a foreign language may find the communication skills improved when linked to the songs, because, they remember melody, rhyme better than ordinary speech (Failoni, 1993).

2.2.6. TEACH ENGLISH LANGUAGE THROUGH SONGS AND TASKS

Children's songs can be a resource for learning a language that incorporates meaningful goals. There are two processes for the acquisition of English language skills such as: Conscious and intuitive. These two processes are linked to the two brain hemispheres because, the right hemisphere consolidates the imagination through images, expressions and emotions while that, the left hemisphere is aware of the analytical and logical thinking. For this reason, the students can make use of these communicative activities to learn more quickly through the children's songs with a systematic analysis. Consequently, the rhythm, the language and the melody must go together so that, the words of vocabulary are kept in the long-term memory (Arla J. Good1, Frank A. Russo and Jennifer Sullivan, 2012).

Also, while the teachers teach the English language, it involves to the students to speak and understand the language through the children's songs to assure the foundations of the language and the communication.

Teachers can designate tasks such as:

- Making students notice when a word is frequent as the key to a song.
- Students must complete the missing words in the song.
- Sorting words of a song.
- Recognizing unknown words.

According to (Elliott, 1977) defines that a repeated song often causes students to use grammatical structures and at the same time dominate a song.

2.2.7. TEACHING VOCABULARY

Vocabulary is a very important factor in learning second language. Only with an enough vocabulary the learners can express effectively their ideas, both in oral and written way. According to (Wilkins, 1972) without the knowledge of grammar, the students cannot communicate or transmit enough ideas. The dictionary is used more frequently by children to find the meaning of the words. Children's songs allow children to learn vocabulary in a simple way according to their environment (Suyanto, 2007).

Vocabulary is a meaningful tool in the classroom for the students develop successfully and be able to communicate while keeping the words in the memory. Besides, kids who know more vocabulary have the opportunity and ability to learn more words to develop reading and writing.

According to (Napa, 1991) vocabulary is an element of the language and without words, there is no language. This means that, more words that are known, there are more ideas to interpret a fluency communication of language.

There is a very extensive vocabulary of the English language, considered between 450,000 and 750,000 words (Stahl and Tompkins, 2005). During the first years of a person's life develops from 2,500 to 5,000 words (Beck and McKeown, 1991) While, in adults the vocabulary is modified depending on the educational, social and professional level. It is considered that an adult knows about 50,000 words. In addition, it is necessary for students to learn at least 30,000 words each year, which are taught primarily from the school through the teacher and the rest at

home with their parents and society. According to (Marinak, Moore, Henk, & Keepers, 1997) divided into 2 branches the English language words.

Function words

They show a grammatical and structural relationship of the sentence with other words that are common like, pronouns (he, we), conjunction (but, and) preposition (of, in) and so on.

Content words

Names that include nouns (automobile), verbs (go, can), adjectives (beautiful, thin), and adverbs (sadly, slowly).

2.2.8. SONGS AS PEDAGOGICAL TOOLS

Children's songs can be used as pedagogical instruments because through them children learn vocabulary in a spontaneous and fun way so children feel motivated and relaxed. According to (Purcell, 1992) said children's songs help to improve the language skills.

Listening children's songs create repetition and avoid boredom easily, that's why these activities develop the ability to listen and also put in practice the rhythm and the stress.

Children's songs use simple lyrics in order that children learn quickly (Purcell, 1992).

According to (Feierabend, 2000) Children learn language through children's songs and even more so if they are naturally and spontaneously of their own preference while singing them, they develop vocabulary, intonation and stress of words.

2.2.9. PRESENTING NEW VOCABULARY

According to (Torres, 2017) teachers must introduce the words in context, through a text of reading or listening, dialogues, histories, etc.

However, following P.UR's study (1996), these are the aspects to bear in mind at the moment of presenting a new word:

- Form:** Kids must learn the pronunciation and spelling of the new word.
- Meaning:** the learning of the meaning goes in parallel with the learning of the pronunciation and spelling. It turns out to be suitable to present the words in groups related semantically.

Also, it is suitable to relate the new words that the pupil is going to learn with some of that already know before, facilitating the significant learning of our student body.

□ **Grammar:** it is important that there are known the most elementary grammatical aspects of the new terminology but this paragraph only is productive when the kids it has a good level of the language; of another form, it might turn out to be useless and even counter productive

□ **Placement:** great part of the vocabulary presented to the kids they are not isolated terms, but they appear in groups of words that are in the habit of being associated between yes and that they endure as an alone word: What's up? It does not matter, what about you? ... Etc.

Therefore, it is positive to present these groups as an alone entry, this way the learning facilitates of our students.

According to (Torres, 2017) argues that, the most effective way to present new vocabulary to students is to combine different techniques, so that they understand the meaning clear. Each technique should be very quick and they all reinforce each other. The presentation should not extend so far into the lesson that no time is available to put the words to work.

2.2.10. CRITERIA FOR SELECTING VOCABULARY

Teachers must be aware of making the best decisions to teach vocabulary of a foreign language, then teachers must follow an appropriate teaching learning process through linguistic elements, such as: grammar, phonetics, phonology. According to (Chenelle S, 2015), teachers should choose an appropriate vocabulary for all the children in their class since, each student has a different learning style, and this becomes visible when they communicate, since if they know enough vocabulary they can speak and write fluently.

According to (Thombury S, 2002), It is very important that the teachers consider some criteria to teach vocabulary. Such as these:

- ✓ Students' levels and needs depending on their social and cultural backgrounds.
- ✓ Their interests, which represents a great resource of motivation for learning.
- ✓ The words, expressions, terminology and instructions that students need to take an active role in the classroom.
- ✓ Words and expressions most frequently and most commonly used; and the words according to the lesson to facilitate its understanding.

- ✓ Recognize the words that kids will learn, the objective is that the students learn, understand, produce and master it.
- ✓ Prevent strange words that the students can easily find (Ellis & Farmer, 2000).
- ✓ Opt for common and frequent words that students can use with ease (Marinak, Moore, Henk and Keepers, 1997).
- ✓ Choose certain words that are necessary at the time of reading to understand the text of a reading (Marinak, 1997).

2.2.11. GENERAL GUIDELINES FOR TEACHING VOCABULARY

The words should be taught according to the context in relation to the class topic to generate communication using the vocabulary presented by the teacher (Ellis & Farmer, 2000).

- ✓ Children, by listening and practicing words, store meaning and pronunciation in the brain (Fay & Culter, 1977).
- ✓ When teaching new words the teacher must explain the parts of the words (Jones, 1999).
- ✓ Provide the opportunity for children to associate terms to identify general information. (Ellis & Farmer, 2000).
- ✓ Help children learn more vocabulary using different teaching techniques. (Ellis & Farmer, 2000).

2.2.12. TECHNIQUES TO TEACH VOCABULARY

Below are several strategies to teach and clarify the meaning of a word:

Realia

- ✓ “Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words” Takač (2008) argues that, through this technique the students can retain the vocabulary in the brain in the long term making use of images, illustrations, photos and so on.

Pictures, flashcards, photos, drawing, posters, charts.

- ✓ This type of illustrations are applied by the teachers to annex the kid`s previous knowledge towards the vocabulary of a topic, with the objective of teaching the meaning of new words,

and they are even more effective if they contain colorful illustrations since, they immediately will capture the student`s attention (Brewster, Ellis and Girard, 1992).

Body Movement

- ✓ “This technique uses facial expressions, gestures, using hands and arms, mime and actions to show meaning. Memory generally responds better to visual stimuli than words so these are very effective methods. They are direct, they are interesting and they make an impression on the class” Torres (2017). The author said that, the teachers can use the body as a strategy to present vocabulary to the students in class since, by movements, the students observe the meaning of the words in a fun way.

Word Sets or word families

- ✓ “Words sets or word Families related words that are sufficiently closely related to each other” (Torres, 2017, p. 11).

Words can be grouped into families in two main ways:

Form base families.

These words “are important because they reveal sometimes hidden patterns of spelling in words that children already know” (Lema, Quiroz and Totoy, 2014, p. 3).

Meaning-based families.

These words “are important because they reveal links and patterns of meaning in words that children already know; for example: many adjectives and nouns are related as in the trio big - little – size” (Lema, Quiroz, and Totoy, 2014, pág. 3)

Definition

- ✓ “It is the description of the words using an explanation of its meaning in English. This kind of linguistic approach is not suitable for beginner`s classes because they do not have enough knowledge of vocabulary to understand the definition” (Torres, 2017, p.11).

Synonyms / Antonyms

- ✓ Through the synonyms, the children increase the vocabulary through the different options that the word shows. (TESL Journal,2009)
- ✓ Children through antonyms create different scales and relates to the word (TESL Journal, 2009).

- ✓ According to the author, the synonyms have semantic similarity in the meaning of the words, while the antonyms words have an opposite description. Examples:

Synonyms: darkness - obscurity

Antonyms: clean- dirty.

Illustrative Sentences

- ✓ “It is to give a sentence or a sequence of sentences to create a linguistic context in which the meaning of the unknown word is illustrated. This definitely provides the best way of showing the meaning of a word, because in this way it can be demonstrated its usage as well as its meaning” (Torres, 2017, p. 12).

The linguistic description of these sentences are very effective in the teaching learning process since, it is effective for students to understand the meaning of the words with appropriate examples

Example: **Intelligent.**

Illustrative sentence: Johanna is an **intelligent** girl, she has a special cognitive capacity.

Scales

- ✓ The meaning of the words can be shown through a series of words that follow a natural order. Example: The months of the year: January, February, March, April, May, June, July, August, September, October, November and December (Brewster, Ellis and Girard,1992).

Hyponyms

- ✓ These kinds of words are used to show specific examples of a broader topic (Torres, 2017).
Example: Book, pencil, notebook, folder and so on, are hyponyms school supplies.

Special grammatical feature

- ✓ “Teachers can teach certain grammatical features to make the meaning clear, like: Collocations (words that naturally go together), spelling features or focus on pronunciation” (Torres, 2017, p. 12).

Examples:

Collocation. I dislike **to cook** (It is incorrect)

I dislike **cooking**. (Correct).

Translation

- ✓ There are words that need to be translated, and there is no other option to show their meaning, in some cases it is an effective technique that can be used by the teacher as well, it can save a lot of time (Thornbury, 2002).

2.2.13. KINDS OF VOCABULARY

There are four types of vocabulary according to (Hatch and Brown, 1995).

Reading, listening (Receptive/Passive Vocabulary)

Speaking, writing (Productive/Active Vocabulary)

- ✓ **Reading Vocabulary**

In this type of vocabulary, the words that are read and understood of a text identified.

- ✓ **Listening Vocabulary**

It refers to the type of words that are caught while listening.

- ✓ **Speaking Vocabulary**

It refers to the words that are used when holding a conversation to communicate.

- ✓ **Writing Vocabulary**

This type of vocabulary allows to express the words known through writing. The kids from a very young appropriate a certain vocabulary since, at home while listening to their parents and their neighbors, they feel the need to communicate, they make use of the speaking skill in an unconscious way before learning to read and write, as a process to learn a second language.

2.2.14. METHODOLOGY FOR USING CHILDREN'S SONGS INTO THE CLASS

According to (Curtain and Dahlberg, 2004) There are different ways to introduce a children's song in class. Taking into account the level of knowledge of the students, the type and lyrics of the song, the context.

Before the activities.

- Teachers establish the goals in other words what teacher want to accomplish by this activities.
- Teachers must select what type of children's song according to students' interest and level so that, the students put attention and produce the language.
- The vocabulary must be presented several days before introducing the song.

During the activities

- Teacher introduces the topic using some technique to teach vocabulary to activate the students' knowledge, he/she should mention the pronunciation of the new words clearly and correctly (Wilson, 2014).
- Teachers explain what is the song about.
- Teachers must give clear instructions and make sure, if students understood the activity.
- Teachers present a model for children to follow and at the same time they can learn to develop the activity (Wilson, 2014).
- Teachers provide tasks to complete while listening the children's songs. So, these tasks help to the students to focus on some aspects of these activities. Meanwhile, they can listen the song once, taking into account the communication, because in the real life the messages are heard once, and on the other hand, students can listen sometimes the songs, to understand the grammatical structures, expressions, language forms, to focus on learning the English language. In addition, through of these activities students pay attention to the meaning of song's lyrics.
- The words must be well pronounced in order to create repetition in children through practice when singing the children's song. Using body movements, applause, rhythms creates interest in learning vocabulary (Curtain and Dahlberg, 2004, p. 265).

Post-Stage

- Teacher evaluates if the students understood the activities and if they are able to develop them finally, teacher provides the reinforcement if it is necessary (Wilson, 2014).
- The teacher must motivate students to create communication through the use of vocabulary in order to interact and produce the language (Suyanto, 2007).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research was qualitative, because it was focused on people, since real and important information was obtained about the students and the English teacher, in order to analyze the efficiency of the use of children's songs as communicative activities to improve the vocabulary through the observation technique in a real context.

3.2. RESEARCH TYPE

It was qualitative, because the analysis of the results was focused on the application of the observation technique to both, the students and the English teacher in a real environment and with the natural behavior in class, the data obtained were compared with the theoretical framework about the correct application of children's songs to the students of Sexto año de Educación General Básica "B" in the Unidad Educativa "Amelia Gallegos Díaz".

3.3. RESEARCH LEVEL

This research was an exploratory level, because the gathered information was obtained through an observation sheet designed by the researcher, information that allowed to know more closely the reality of the problems, when the correct procedure is not used by the teacher for teaching vocabulary through children's songs to the students of Sexto año of Educación General Básica "B" in the Unidad Educativa "Amelia Gallegos Díaz".

3.4. POPULATION AND SAMPLE

This project was integrated by 36 people; 35 of them are students of Sexto año of Educación General Básica and 1 teacher of the English area of the Unidad Educativa "Amelia Gallegos Díaz", the population was chosen by the researcher when developed the pre-professional practices, this was evidenced by different problems of the students while they learning the English language.

3.5. PROCEDURE

This research was classified in: preparatory, field work, and analytical phase.

✓ **Preparatory phase.**

The topic was chosen by the research because, when developing pre-professional practices, noticed some problems of the students because, the children's songs as communicative activities were not applied in the correct way, when teaching vocabulary, therefore, the researcher considered it necessary to do a deeper study on this topic since, as future teachers the importance of knowing the English language for communication should be recognized. In addition, the researches planned and develop the research topic, later, the presentation of the project profile, it was revised, tutoring, corrected and approved by the thesis tutor. PhD. Monica Torres, before presenting to the Career`s Commission.

✓ **Field work phase.**

The researcher attended to 12 hours of class divided into daily hours for 4 weeks, each hour of 40 minutes, from October 22nd to November 05th, from 8:00 a.m. to 9:50 a.m., through the observation sheet, that was designed by the researcher based on the general and specific objectives of this research.

✓ **Analytic phase**

The gathered information by the researcher was relevant because, this data were compared with the theoretical framework of this research, in order to clarify if the teaching learning process applied by the teacher through the children's songs were efficient to develop the vocabulary in the students of Sexto Año of Educación General Básica "B" in the Unidad Educativa "Amelia Gallegos Díaz".

The final project was reviewed, corrected and approved by PhD thesis tutor. Mónica Torres.

3.6. WORK FIELD

To begin the investigation, the researcher presented the necessary documentation to the Dra. Azucena Valle rector of the Unidad Educativa "Amelia Gallegos Diaz", to attend to the English classes. The analysis was carried out for 12 hours, divided into three hours a day, each one with a duration of 40 minutes for 4 weeks, from October 22nd to November 05th, from 8:00 a.m. to 9:50 a.m. with the students of Sexto año of Educación General Básica "B" in the Unidad Educativa "Amelia Gallegos Díaz".

The data collected was obtained through the application of the observation technique through the observation sheet designed by the researcher as a research instrument focused on the objectives and the theoretical framework of this research.

Through the observation, the researcher was able to gather meaningful information about the methodological process that the teacher followed to develop the vocabulary by children`s songs in the students during the English classes.

To make the analysis of the present research, several technological resources were used as the use of web pages, pdf, papers. In addition, the information was obtained from the books of the Unach library to complete this investigation.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The information was obtained through the application of the observation sheet designed by the researcher about the teaching techniques and the methodological process that the teacher followed to develop the vocabulary by children`s songs with the students of Sexto Año of Educación General Básica "B" in the Unidad Educativa "Amelia Gallegos Díaz".

This analysis was carried out for 12 hours, divided into three hours a day for four weeks, each one with a duration of 40 minutes, from October 22nd to November 05th, from 8:00 a.m. to 9:50 a.m.

4.1. ANALYSIS AND DESCRIPTION OF OBSERVATION SHEET

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p>➤ 1. To recognize the techniques used by the teacher to increase vocabulary in the students.</p>	<p>Teacher uses some techniques to teach vocabulary:</p> <p>a) The teacher applied sometimes Pictures, Flashcards, Photos, Drawing, Posters and Charts.</p>	<p>Through the observation, it was evidenced that, the teacher sometimes applies some strategies to teach vocabulary such as: Pictures, flashcards and photos.</p> <p>What make us think that in these cases the students can associate the new themes of class through the pictures, flashcards, photos, drawing, posters, charts etc., with the prior knowledge and easily grasp the new vocabulary effectively.</p>	<p>✓ This type of illustrations are applied by the teachers to annex the kid's previous knowledge towards the vocabulary of a topic, with the objective of teaching the meaning of new words, and they are even more effective if they contain colorful illustrations since, they immediately will capture the student`s attention (Brewster, Ellis and Girard, 1992).</p> <p>✓ “Using this technique includes</p>
	<p>b) Teacher used occasionally Realia, and Visual aids.</p>	<p>It was found that, occasionally the teacher applied Realia, making use of different things existing in the classroom to teach vocabulary.</p>	<p>the use of Realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary</p>

		<p>As Realia and visual aids are only occasionally used to present new vocabulary seems that the students don't have enough help, through visualization, they can remember easily and be able to keep the words presented in the students brain in order to practice the communication.</p>	<p>better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words” (Takač, 2008, p. 26).</p>
	<p>c) Sometimes, teacher used Body movements.</p>	<p>The teacher used body movements sometimes to introduce the meaning of the words before introducing the topic of the children`s songs lyrics.</p> <p>Analyzing this technique, it was noticed that the students can memorize easily the meaning of some words through the Body Movements since, the usage of this technique causes a greater impact in any time to memorize vocabulary before showing the class topic.</p>	<p>✓ “This technique uses facial expressions, gestures, using hands and arms, mime and actions to show meaning. Memory generally responds better to visual stimuli than words so these are very effective methods. They are direct, they are interesting and they make an impression on the class” (Torres, 2017, p. 11).</p>

	<p>d) The teacher never used the Word Sets or Word Families as a technique.</p>	<p>This type of strategy was not used by the teacher in class.</p> <p>She avoided this technique, what make us think that the students didn't have the opportunity to expand the vocabulary since the students need to know more words to be able to relate certain words with others in order to create new word to increase their vocabulary.</p>	<p>✓ “Words sets or word Families related words that are sufficiently closely related to each other” (Torres, 2017, p.11).</p> <p>Words can be grouped into families in two main ways:</p> <p>Form base families.</p> <p>These words “are important because they reveal sometimes hidden patterns of spelling in words that children already know” (Lema, Quiroz and Totoy, 2014, p. 3).</p> <p>Meaning-based families</p> <p>These words “are important because they reveal links and patterns of meaning in words that children already know; for example: many adjectives and</p>
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			nouns are related as in the trio big - little – size” (Lema, Quiroz and Totoy, 2014, p. 3).
	e) Teacher never used the Definition technique to teach the meaning of the word.	<p>The teacher never applied this technique in class.</p> <p>What make us notice that the students didn't have enough vocabulary , for this reason the teacher must use it in order to explain the meaning of the words making the description of the new vocabulary in a clear and specific way to understand and learn more vocabulary.</p>	<p>✓ “It is the description of the words using an explanation of its meaning in English. This kind of linguistic approach is not suitable for beginner’s classes because they do not have enough knowledge of vocabulary to understand the definition” (Torres, 2017, p.12).</p>
	f) Occasionally, teacher put into practice the Synonyms / Antonyms technique	<p>These strategies were used by the teacher occasionally.</p> <p>This is why the students do not know enough vocabulary,</p>	<p>✓ “A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. In</p>

		<p>This technique must be used all the time since, it encourages to the students to look for new alternatives of the given words by the teacher then in this way, they can relate and learn different synonyms while that, with the antonyms they look for the opposite words in order to increase vocabulary quickly.</p>	<p>addition, synonyms help to enrich a student's vocabulary bank and provide alternative words instantly” (TESL Journal, 2009).</p> <p>Children through antonyms create different scales and relates to the word (TESL Journal, 2009).</p>
	<p>g) Occasionally, teacher used Illustrative Sentences as a technique to teach vocabulary.</p>	<p>Occasionally, this technique was used by the teacher in class.</p> <p>The lack of use of these techniques limit to the students to learn vocabulary, that is why this strategy should be used more frequently so that students can increase new vocabulary through the Illustrative Sentences in order to understand the meaning of the given words by the teacher consequently, they can relate and create new sentences.</p>	<p>✓ “It is to give a sentence or a sequence of sentences to create a linguistic context in which the meaning of the unknown word is illustrated. This definitely provides the best way of showing the meaning of a word, because in this way it can be demonstrated its usage as well as its meaning” (Torres, 2017, p. 11).</p>

	<p>h) Sometimes, teacher applied Scales technique.</p>	<p>Sometimes, teacher applied the scale. It was observed that the students could identify the variation and the logical sequence of the words, since this technique was put into practice which helped them to learn the meaning of the words seen in classes in an orderly manner to create scale in a group of words.</p>	<p>✓ The meaning of the words can be shown through a series of words that follow a natural order. Example: The months of the year: January, February, March, April, May, June, July, August, September, October, November and December (Brewster, Ellis and Girard,1992).</p>
	<p>i) Teacher sometimes used Hyponyms technique</p>	<p>This technique was used by the teacher sometimes in the English classes. It shows us that the students through this strategy, they can identify and look for new subtypes so that they create new groups of words, in this way they analyze, relate and classify each given word by the teacher and at the same time they learn new vocabulary.</p>	<p>✓ “They are items that serve as specific examples of a general concept. Example: Dog, lion, mouse, cat are hyponyms of animal” (Torres, 2017, p. 11).</p>

	<p>j) Teacher never applied these Special Grammatical features as a technique to teach vocabulary.</p>	<p>This technique was not used by the teacher in class.</p> <p>Students do not know the meaning of many words since this technique was not used in classes, which limited the learning. The use of this technique allows students can understand the meaning of many words in order to know grammatical structures by making use of different grammatical features, so the students can generate new ideas for create sentences and begin the communication according to the knowledge level.</p>	<p>✓ “Teachers can teach certain grammatical features to make the meaning clear, like: Collocations (words that naturally go together), spelling features or focus on pronunciation” (Torres, 2017, p. 12).</p>
	<p>k) Teacher sometimes used the Translation technique.</p>	<p>This technique sometimes was used by the teacher in the class.</p> <p>It makes us notice that the students understand the meaning of some words since, this technique introduces new vocabulary of easiest and fastest through the translation.</p>	<p>✓ There are words that need to be translated, and there is no other option to show their meaning, in some cases it is an effective technique that can be used by</p>

			the teacher as well, it can save a lot of time (Thornbury, 2002).
<p>➤ 2. To identify the methodological process that the teacher applied and contrast with the theoretical framework in order to determine the correct procedure to teach vocabulary by children's songs.</p>	<p>a) Teacher applied the topic introduction to teach vocabulary to active the students' knowledge.</p> <p>b) Teacher did not give clear instructions of the activity.</p>	<p>What make us notice that the teacher before starting the task activates the previous knowledge about the last topic seen to analyze consequently, the students know and remember the last topic and they are capable to link with the new class topic.</p> <p>Teacher did not introduce clear instructions to the students for this reason, the kids did not understand what they should do to develop the activity effectively.</p> <p>Teacher must take into account all the steps in order to motivate to the students to complete all activities in a best way and they can understand the new vocabulary through these activities.</p>	<p>✓ Teacher introduces the topic using any techniques to teach vocabulary to active the students' knowledge (Wilson, 2014).</p> <p>✓ Teachers must give clear instructions and make sure, if students understood the activity (Curtain and Dahlberg, 2004).</p>

	<p>c) Teacher did not provide a model.</p>	<p>The teacher did not provide a model, for this reason, students did not understand how to carry out the activity because they do not have a pattern to follow.</p> <p>It is necessary that the teacher uses a model so that the students through of this example can interpret and understand the new activity and they are able to develop all the activities in a good way.</p>	<p>✓ “Teacher gives an example as a model of new words. For example, the teacher introduces the word “smile”, and then the teacher shows a smile’s expression in front of the class. Therefore, the kids can imagine the word with this real activity” (Wilson, 2014).</p>
	<p>d) Teacher sang while the students listening the children’s song with the students.</p>	<p>The teacher sang and practice the lyrics of children's songs while the students listening the songs in this way, the students felt motivated to sing also they learn vocabulary through repetition of the words.</p>	<p>✓ Teacher sings a line at a time. Sing the song to the children one line at a time and have them sing it back; practice each line several times until the children can sing it independently and then practice it two lines at a time; finally put the entire song together (Curtain and Dahlberg, 2004).</p>

	<p>e) Teacher provided tasks to complete while listening the children's songs.</p>	<p>Teacher encouraged to the students to practice the song`s lyrics to be active when they sing the children`s songs so students could develop the tasks in order to increase the language skills in a fun way to generate communication.</p>	<p>✓ Teachers provide tasks to complete while listening the children`s songs. So, these tasks help to the students to focus on some aspects of these activities. Meanwhile, they can listen the song once, taking into account the communication, because in the real life the messages are heard once, and on the other hand, students can listen sometimes the songs, to understand the grammatical structures, expressions, language forms, to focus on to learn the English language. In addition, through of these activities students pay attention</p>
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			to the meaning of song's lyrics (Curtain and Dahlberg, 2004).
	f) Teacher evaluated and provided the reinforcement to the students at the end of the activity.	It is important that the teacher evaluates and it is not necessary at the end of the class, the teacher can evaluate at any time, situation or activity for this reason the students could learn also, they developed the language skills.	✓ Teacher evaluates if the students understood the activities and if they are able to develop them finally, teacher provides the reinforcement if it is necessary (Wilson, 2014).

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- ✓ Teachers did not use all the techniques of teaching vocabulary, there were only used: Pictures, Realia, Body Movements, Synonyms / Antonyms, Illustrative Sentences, Scales, Hyponyms and Translation. The following techniques were not used: Word Sets or Word Families, Special Grammatical Features and Definition.
- ✓ The methodological process did not have a logical order and some important steps were omitted such as: There were no clear instructions to develop this activity and also a model was not given, that's why the students could not understand the children's songs as communicative activities to learn vocabulary.

5.2. RECOMMENDATIONS

- ✓ The authorities of the Unidad Educativa "Amelia Gallegos Diaz" should promote training courses for English teachers in such a way they can update their knowledge about how to teach vocabulary through teaching techniques.
- ✓ Teachers should constantly train to apply a methodological process in a correct way in order to improve the teaching-learning process and help to the students to expand vocabulary.

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7. ATTACHMENTS

7.1. OBSERVATION SHEET



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

LANGUAGE CAREER

INVESTIGATION PROJECT

“ANALYSIS OF THE USE OF CHILDREN’S SONGS AS ACTIVITY TO INCREASE ENGLISH VOCABULARY WITH THE STUDENTS OF SEXTO AÑO DE EDUCACIÓN GENERAL BASICA “B” AT UNIDAD EDUCATIVA “AMELIA GALLEGOS DÍAZ”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2018-2019.”

Objective: To analyze the efficiency of children's songs as communicative activities used by the teacher to increase vocabulary with the students of Sexto año of Educación General Básica of the Unidad Educativa "Amelia Gallegos Diaz" in Riobamba City, Chimborazo province, during the academic year 2017-2018.

Author: Gabriela Pizanán.

STATEMENTS	ALWAYS	SOMETIMES	OCCASIONALLY	NEVER
1. Teacher introduces the meaning of the words of children`s songs through of the technique :				
a) Pictures, flashcards, photos, drawing, posters, charts.		✓		
b) Realia and Visual aids.			✓	
c) Body Movement		✓		
d) Word Sets or word families				✓
e) Definition				✓
f) Synonyms / Antonyms			✓	

g) Illustrative Sentences			✓	
h) Scales		✓		
i) Hyponyms		✓		
j) Special grammatical features				✓
k) Translation		✓		
Methodology for using children`s songs in the classroom to teach vocabulary.	YES		NO	
Teacher introduces the topic to teach vocabulary to active the students' knowledge.	✓			
Teacher gives clear instructions of the activity.			✓	
Teacher provides a model.			✓	
Teacher sings while listening the children`s song with the students.	✓			
Teacher provides tasks to complete while listening the children`s songs.	✓			
Teacher evaluates and provides the reinforcement to the students at the end of the activity.	✓			

Done by: **Gabriela Pizán.**