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DEDICATIONS

I want to dedicate this work to my mother who was always there to support me, to my family who was always present in this process giving me their strength, warmth and affection and to myself for the inner strength and resilience to achieve my goals.

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ABSTRACT

The present research work aims to use the use of songs for vocabulary practice. This study was conducted at La Providencia Educational Unit during the 2023-2024 school year. For this purpose, an interview and a survey were used to collect the respective data. After analyzing them, it was concluded that the fourth-grade students of La Providencia Educational Unit consider that vocabulary practice with songs is quite entertaining and effective as an aid for vocabulary memorization. Teachers and administrative staff agree that teaching vocabulary with the help of this methodological tool is beneficial for the student, who has fun learning and prioritizes involuntary memorization.

A work guide containing activities that will accompany the vocabulary practice of the different units was designed to be used to accompany the textbook "WONDER FAMILY", with the purpose of serving as support material for its content, offering more options to develop vocabulary practice. It was concluded that vocabulary practice with the implementation of songs is beneficial for students, as it allows them an easy and fun memorization of vocabulary, which also facilitates pronunciation practice. This type of methodological tool promotes effective vocabulary acquisition.

Keywords: vocabulary practice, use of songs, primary education, educational methodology, didactic learning.

RESUMEN

El presente trabajo de investigación aspira a utilizar el uso de canciones para la práctica de vocabulario. Este estudio se llevó a cabo en la Unidad Educativa La Providencia durante el año escolar 2023-2024. Para ello, se emplearon una entrevista y una encuesta para la recolección de los respectivos datos. Después de analizarlos, se llegó a la conclusión de que los alumnos de cuarto grado de la Unidad Educativa La Providencia consideran que la práctica de vocabulario con canciones es bastante entretenida y eficaz como ayuda para la memorización de vocabulario. Los maestros y el cuerpo administrativo concuerdan en que la enseñanza de vocabulario con la ayuda de esta herramienta metodológica es beneficiosa para el alumno, quien se divierte aprendiendo y prioriza la memorización involuntaria.

Se diseñó una guía de trabajo que contiene actividades que acompañarán la práctica de vocabulario de las distintas unidades, para ser utilizada en acompañamiento del libro de texto "WONDER FAMILY", con el propósito de servir como material de apoyo para su contenido, ofreciendo más opciones para desarrollar la práctica de vocabulario. Se llegó a la conclusión de que la práctica de vocabulario con la implementación de canciones es beneficiosa para los alumnos, pues les permite una fácil y divertida memorización de vocabulario, lo que también facilita la práctica de la pronunciación. Este tipo de herramienta metodológica promueve una adquisición efectiva de vocabulario.

Palabras clave: Practica de vocabulario, uso de canciones, educación primaria, metodología educativa, aprendizaje didáctico

INDEX OF CONTENTS

I. THEORETICAL FRAMEWORK 12

1.1. Pedagogical foundations of language acquisition 12

1.1.2. Constructivist theory of retention and feedback Piaget and Vygotsky 13

1.1.3. Didactic foundation: Piaget and Vygotsky 14

1.1.4. Meaningful learning (meaning = vocabulary retention) 15

1.2. Music in education 16

1.2.1. Music as a didactical resorce for L2 practice 16

1.2.2. Motivational impact of music on vocabulary practice 17

1.2.3. Benefits of teaching vocabulary through songs. 17

1.2.4. Language skills with music 18

1.3. Teaching methods in L2 acquisition 19

1.3.1. Methodological Strategies 19

1.3.2. Comunicative method 20

1.3.3. Natural aproach 21

1.3.4. Tasked based learning 22

1.4. Exit profile corresponding to children in fourth grade of elementary school in Ecuador 23

1.4.1. CEFR Level of Exit 23

1.4.2. Contribution of songs to the development of students' exit level 23

1.4.3. CEFR Resources and strategies for Young learners 24

II. METHODOLOGY 26

2.1. Type of Investigation 26

2.2. Research methods, techniques, and instruments. 26

2.3. Techniques 27

2.3.1. Interview 27

2.3.2. Questionary 27

2.4. Instruments 27

2.5. Research questions 27

2.6. Sample 28

2.7. .Data Analysis Procedure 28

III. RESULT AND DISCUSSION 29

3.1.1. ¿Te gusta aprender vocabulario nuevo en inglés utilizando canciones en clase? (Do you enjoy learning new English vocabulary by using songs in class?) 29

3.1.2. ¿Las canciones te ayudan a mejorar tu comprensión auditiva en inglés? (Do songs help you improve your listening comprehension in English?) 30

3.1.3. ¿Considera que las canciones facilitan la memorización de nuevo vocabulario en inglés? (Do you consider that songs facilitate the memorization of new vocabulary in English?) 31

3.1.4. ¿Las canciones en las clases de inglés te hacen sentir mas motivado/a? (Do songs make you feel more motivated in English classes?) 32

3.1.5. ¿Te parecen útiles las fichas de canciones para aprender vocabulario nuevo? (Do you find the song worksheets useful for learning new vocabulary?) 33

3.1.6. ¿Te resulta más fácil recordar vocabulario nuevo cuando lo aprendes con canciones? (Do you find it easier to remember new vocabulary when you learn them through songs?) 34

3.1.7. ¿ Las canciones te ayudan a entender mejor el vocabulario y las frases en inglés? (Do songs help you understand vocabulary and phrases better in English?) 35

3.1.8. ¿Sientes confianza para participar más en las clases de inglés cuando se utilizan canciones? (Do you feel confidence to participate more in English classes when songs are used?) 36

3.1.9. ¿Contribuyen las canciones a mejorar tu pronunciación en inglés? (Do the songs contribute to improve your English pronunciation?) 37

3.1.10. ¿Considera que el uso de canciones es una herramienta eficaz para aprender inglés en comparación con otras actividades? (Do you consider the use of songs to be an effective tool for learning English compared to other activities?) 38

3.2. Interview transcript 39

3.2.1. Transcripción de la entrevista dirigida a: Dra Sandra Narváez (Vicerrectora de la Unidad Educativa Particular La Providencia) 39

3.2.2. Transcripción de la entrevista dirigida a: Lic María de Lourdes (Coordinadora del área de inglés de la Unidad Educativa Particular La Providencia) 44

3.2.3. Transcripción de la entrevista dirigida a: Lic Margarita Diaz (Docente de inglés de la Unidad Educativa Particular La Providencia) 49

IV. CHAPTER IV: PROPOSAL 52

4.1. Proposal Title 52

4.2. Rationale 52

4.3. Theoretical foundation 52

4.3.1. Language skills 52

4.3.2. Vocabulary Practice 52

4.3.3. Listening and Pronunciation Skills Development 53

4.4. Proposal Objectives 53

4.4.1. General Objective 53

4.4.2. Specific Objectives 53

4.5. Beneficiaries 54

4.6. Impacts 54

V. Conclusions 59

VI. Recomendations 60

INDEX OF TABLES

Table 1 54

Table 2 56

Table 3 57

Graph 1 29

Graph 2 30

Graph 3 31

Graph 4 32

Graph 5 33

Graph 6 34

Graph 7 35

Graph 8 36

Graph 9 37

Graph 10 38

CHAPTER I

I. THEORETICAL FRAMEWORK

1.1. Pedagogical foundation of language acquisition

There are different theories regarding second language acquisition, in this case we will look in depth at the following aspects

Behaviorist theory of vocabulary acquisition Watson and Skinner.

The behaviorist theory, as pointed out by (Pashayev, 2022) “They are used to explain how adults and children learn, letting us totally understand the complex processes involved in learning” basically it explains how external environmental stimuli can alter students' learning.

In this case the first figure to stand out in the development of Behaviorism is John Watson (John B. Watson, 1998) which defined it as “a natural science that takes the whole field of human adjustments as its own” In this case Watson wanted to observe how human beings adapt to their environment in the same way as they learn from it through techniques such as positive reinforcement and conditioning.

In the context of language acquisition in the field of learning Watson (John B. Watson, 1998) highlighted two fundamental principles “ The acceptance of frequency and Conditioning is a process of stimulus” These pillars defined the parameters for gradual learning in our case the use of songs incorporation as rhythm and melody produce a conditioning that generates an abstract meaning with respect to vocabulary, while frequency reinforces the association of concepts and is beneficial in memorization for acquisition by the students.

The second relevant figure who plays an important role in this theory is Skinner who took up the concepts determined by Watson but as he points out (Dean & E.Ripley, 2005) ‘An operant (or also called a response) followed by a reinforcing stimulus will increase the rate of the response’ in this context Skinner pointed out that a positive reinforcement will increase reception as opposed to a negative stimulus.

If we go back to our project, the operant or the behavior we want to reinforce would be the action of the learner in recognizing the new vocabulary and our stimulus would be presented as the song and melody that makes learning more enjoyable.

1.1.2. Constructivist theory of retention and feedback Piaget and Vygotsky

Piaget's constructivist theory, also known as developmental theory, is based on the idea that cognitive development is a gradual and progressive process that progresses as children mature physically and psychologically (Granja, 2015). This approach focuses on how individuals actively construct their knowledge through the organization of experiences into cognitive structures called schemas.

Schemas are fundamental cognitive structures in Piaget's theory. These schemas are procedures for assimilating experiences and understanding them in their generality, as Arboccó (2009) puts it. As individuals interact with their environment, they develop and modify these schemas through two key processes: assimilation and accommodation.

Information retention is a crucial aspect of Piaget's theory. According to Arboccó (2009), ‘it is the code itself that evolves in the course of retention and evolves according to the underlying schemas on which it depends for its intelligibility’. This means that information retention is not a static process, but develops and adapts as the individual's cognitive schemas change and evolve.

According to Piaget, ‘every need tends to incorporate things and people into the subject's own activity, and therefore to “assimilate” the external world to the structures already built. Moreover, these structures readjust according to the transformations experienced and, therefore, ‘accommodate’ to external objects’ (Arboccó, 2009).

1.1.3. Didactic foundation: Piaget and Vygotsky

Piaget's theory

Jean Piaget proposed that children are active constructors of their knowledge through interaction with the environment. According to Piaget, cognitive development occurs in four stages: sensorimotor, pre-operational, concrete operations and formal operations. (Piaget, 1952). Each stage represents a qualitatively different level of thinking and understanding.

Vygotsky's theory

Lev Vygotsky, on the other hand, emphasized the role of social and cultural context in cognitive development. His concept of the Zone of Proximal Development (ZDP) highlights the importance of social interaction and the guidance of more knowledgeable others in learning. (Vygotsky, 1978)

Comparison and Contrast

Both theorists see the child as an active participant in his or her own learning and development. However, while Piaget focuses on developmental stages and interaction with the environment, Vygotsky emphasizes social interaction and cultural mediation.

Didactic Applications

Piaget's and Vygotsky's theories have significant implications for teaching. For example, learning based on autonomous exploration aligns with Piaget's theory, while collaborative and guided learning is based on Vygotsky's theory.

1.1.4. Meaningful learning (meaning = vocabulary retention)

According to Ausubel (Ausubel, 1968), Meaningful learning occurs when new information is connected in a substantial and non-arbitrary way to the learner's prior knowledge. This contrasts with rote learning, where information is retained in isolation and without connection to another knowledge.

Vocabulary Retention

Vocabulary retention refers to the ability to remember and use learned words over time. Recent research suggests that learning vocabulary in rich and meaningful contexts improves retention. ((Journal of Educational Psychology, 2021)

Factors Influencing Vocabulary Retention

-**Frequency of Exposure:** Repetition and frequency of exposure to new words are crucial for long-term retention. Studies have shown that repeated exposure to words in different contexts significantly improves retention. (Nation, I. S. P., 2001)

- **Informational Context:** Providing learners with new words in highly informative contexts can trigger vocabulary acquisition and retention. Research has shown that information-rich contexts facilitate both productive and receptive word knowledge. (Zarfsaz & Yeganehpour, 2021)

- **Informational Context**: Providing learners with new words in highly informative contexts can trigger vocabulary acquisition and retention. Research has shown that information-rich contexts facilitate both productive and receptive word knowledge. (Zarfsaz & Yeganehpour, 2021)

1.2. Music in education

1.2.1. Music as a didactical resource for L2 practice

Music has proven to be an effective tool in second language (L2) teaching. According to Buey Martínez and Groote Murillo (2012), "songs stimulate a natural accumulation of vocabulary that students can use in real-life situations". This approach not only facilitates vocabulary acquisition but also improves pronunciation and listening comprehension.

Zeromskaite (2014) highlights that "musical practice and experience fine-tune the auditory system for both music and speech processing, thereby strengthening phonological perception and pronunciation in L2". Additionally, music can be used to teach grammatical

structures and improve verbal fluency, as songs often repeat linguistic patterns that help students internalize language rules.

1.2.2. Motivational impact of music on vocabulary practice

Music can have a significant impact on learners' motivation to learn vocabulary in a second language (L2). According to Sari Yildirim and Taşpinar (2023), ‘listening to music during study sessions can influence the vocabulary learning process, with a focus on identifying whether this practice has a positive or negative influence on the learning process’. The results of their study indicate that students who listened to music while learning vocabulary obtained higher average scores compared to those who studied in a quiet environment.

Jazvin (2024) also notes that ‘songs help to generate motivational and linguistic benefits for learners, as they promote development in all language skills if applied correctly. This study suggests that songs not only enhance vocabulary acquisition, but also provide insight into the social and cultural aspects of the countries where the language is spoken.

Furthermore, a study by Adrianti and Marlina (2022) concludes that ‘song activities can promote the development and retention of vocabulary knowledge. Students showed positive attitudes towards the use of song activities to enhance their vocabulary learning and retention.

1.2.3. Benefits of teaching vocabulary through songs.

The use of songs in second language (L2) vocabulary teaching offers multiple benefits. According to Millington (2024), ‘songs contain authentic and natural language, which contrasts

with the artificial language found in many texts for learners'. This use of authentic language helps learners become familiar with contemporary vocabulary and expressions.

In addition, songs are flexible tools that can be adapted to the needs and interests of learners. Lynch (2024) points out that 'a variety of new vocabulary can be introduced to students through songs, as they are often aimed at the native population and contain contemporary vocabulary, idioms and expressions'. This not only enriches students' vocabulary, but also enhances their cultural understanding.

Murphey (1992) points out that 'songs can help young learners improve their listening and pronunciation skills, and potentially improve their speaking skills'. The repetition of linguistic patterns in songs facilitates the internalization of grammatical structures and sentence patterns.

Finally, the use of songs in the classroom can increase learners' motivation and enjoyment. According to Purcell (1992), 'songs can add interest to the classroom routine and potentially enhance students' motivation'. This playful and enjoyable aspect of learning through songs can make learners feel more engaged and enthusiastic about learning a new language.

1.2.4. Language skills with music

Music can play a crucial role in the development of language skills. According to Sari Yildirim and Taşpinar (2023), 'listening to music during study sessions can influence the vocabulary learning process, with a focus on identifying whether this practice has a positive or

negative influence on the learning process'. This approach not only facilitates vocabulary acquisition, but also improves pronunciation and listening comprehension.

Nilsson (2018) highlights that 'music education and its impact on L2 learning can be significant, as music practice tunes the auditory system for both music and speech processing'. This study suggests that music training can improve phonological perception and pronunciation in L2.

In addition, a study by Adrianti and Marlina (2022) concludes that 'song activities can promote the development and retention of vocabulary knowledge'. Students showed positive attitudes towards the use of song activities to enhance their vocabulary learning and retention.

1.3. Teaching methods in L2 acquisition

1.3.1. Methodological Strategies

Methodological strategies are central to educational research and second language (L2) teaching. According to Yang (2008), 'understanding second language acquisition can improve teachers' ability to serve culturally and linguistically diverse learners in their classrooms'. This study suggests that methodological strategies should be detailed and accessible to ensure reproducibility and transparency in research.

Ahmed et al. (2024) highlight the importance of quality in data pooling strategy in complex surveys. 'Our study revealed that the fundamental methodological issues associated with pooling complex survey databases, such as selection of pooling procedures, data

harmonization and quality control, were inadequately reported in the included studies'. This underlines the need for meticulous documentation and a systematic approach in the implementation of methodological strategies.

Furthermore, Lynch (2024) suggests that 'a variety of new vocabulary can be introduced to learners through songs, as these are often aimed at the native population and contain contemporary vocabulary, idioms and expressions'. This methodological approach not only enriches students' vocabulary, but also enhances their cultural understanding.

1.3.2. Comunicative method

The communicative method, also known as Communicative Language Teaching (CLT), focuses on teaching languages through interaction and effective communication. This approach has gained popularity due to its emphasis on meaningful language use and the promotion of communicative competence.

According to Qasserras (2023), 'CLT has received significant attention in language education because of its emphasis on promoting effective communication and meaningful language use'. This approach not only enhances learners' communicative competence, but also fosters cultural awareness, learner autonomy, critical thinking and problem-solving skills.

Sourani et al. (2024) note that 'the communicative approach has been the dominant method for teaching English as a foreign language (EFL) in Arabic-speaking countries for more than four decades'. However, in recent years, there has been criticism and debate about the

effectiveness of this approach and its impact on learning outcomes. This study suggests that CLT can cause tensions between instructors and learners, indicating the need to adapt the method to the needs of non-native learners.

Furthermore, Lynch (2024) suggests that ‘a variety of new vocabulary can be introduced to students through songs, as these are often targeted at the native population and contain contemporary vocabulary, idioms and expressions’. This methodological approach not only enriches students' vocabulary, but also enhances their cultural understanding.

1.3.3. Natural aproach

The natural approach, developed by Stephen Krashen and Tracy Terrell, focuses on language acquisition through comprehensible exposure and meaningful communication. This method is based on several key principles that promote more natural and effective second language (L2) learning.

According to Norman (2024), ‘the natural approach is based on the empirically grounded theory of second language acquisition, which holds that language acquisition occurs primarily through comprehension of messages’. This approach emphasizes the importance of providing learners with comprehensible input. language that they can understand even if it is slightly above their current level of proficiency.

Krashen and Terrell (1983) describe four fundamental principles of the natural approach: comprehension precedes production, production should be allowed but not forced, instruction should focus on communication rather than error correction, and input should be interesting and

relevant to learners. These principles help to create a relaxed and motivating learning environment, where learners can acquire language more effectively.

In addition, a recent study by Zoncita D. Norman (2024) highlights that ‘learning experiences based on the natural approach have a positive impact on language acquisition and fluency in ESL students in public schools’. This study suggests that the natural approach not only improves language proficiency, but also increases students' motivation and engagement.

1.3.4. Tasked based learning

Task-based learning (TBL) is a pedagogical approach that focuses on the use of authentic and meaningful tasks to promote second language (L2) acquisition. This method is based on the idea that students learn best when they are engaged in activities that reflect actual language use.

According to Iveson (2019), “TBLT continues to be widely applied as an approach in second language education, revealing benefits and challenges within this approach.” This approach not only improves language proficiency, but also fosters learner autonomy and critical thinking.

The use of worksheets accompanied by songs is an effective strategy within TBLT. Songs can provide a rich and authentic context for language tasks. According to Permata Suci (2022), “song-based worksheets allow learners to practice grammatical structures, vocabulary, and listening skills in a fun and engaging way.” These worksheets often include activities such as completing song lyrics, identifying verb tenses, and discussing the meaning of lyrics.

1.4. Exit profile corresponding to children in fourth grade of elementary school in Ecuador

1.4.1. CEFR Level of Exit

The Common European Framework of Reference for Languages (CEFR) provides a common basis for the development of language curricula, examinations and textbooks across Europe. In the Ecuadorian context, the Ministry of Education has adopted the CEFR to standardize language proficiency levels in English.

For fourth grade primary school students in Ecuador, the expected exit level is A1 of the CEFR. This level is described as that of a "basic user" who can understand and use very frequently used everyday expressions as well as simple sentences intended to meet immediate needs. Students at this level can introduce themselves and others, and can ask and answer questions about personal details such as where they live, people they know, and things they have.

According to the Ecuadorian Ministry of Education (2014), "fourth grade students should be able to interact in simple ways as long as the other person speaks slowly and clearly and is willing to help." This approach ensures that students develop a solid foundation in the English language, which will allow them to progress to more advanced levels in subsequent years.

1.4.2. Contribution of songs to the development of students' exit level

The use of songs in second language (L2) teaching can have a significant impact on the development of learners' output level, especially in the context of level A1 of the Common European Framework of Reference for Languages (CEFR). Songs not only make learning more

engaging and motivating, but also facilitate vocabulary acquisition, listening comprehension and pronunciation.

According to Permata Suci (2022), “song-based worksheets allow learners to practice grammatical structures, vocabulary, and listening skills in a fun and engaging way.” This approach helps students internalize the language more effectively, which is crucial for reaching CEFR A1 level.

In addition, a study by Adrianti and Marlina (2022) concludes that “activities with songs can foster the development and retention of vocabulary knowledge.” Students showed positive attitudes toward the use of song activities to enhance their vocabulary learning and retention, which directly contributes to their exit level.

The use of songs can also improve verbal fluency and cultural understanding. According to Millington (2024), “songs contain authentic and natural language, which contrasts with the artificial language found in many student texts.” This use of authentic language helps students become familiar with contemporary expressions and vocabulary, which is essential for achieving CEFR A1 level.

1.4.3. CEFR Resources and strategies for Young learners

The CEFR offers a variety of descriptors and specific resources to young learners. According to the Ministry of Education of Ecuador (2014), “fourth-grade students should be able to interact in a simple way as long as the other person speaks slowly and clearly and is willing to help.” These descriptors help educators design activities and assessments that are appropriate for elementary students.

1.4.3.1. Methodological Strategies with Songs and Worksheets.

- **Use of Songs:** Songs are effective tools for teaching languages to young learners. According to Permata Suci (2022), “song-based activities allow students to practice grammatical structures, vocabulary, and listening skills in a fun and engaging way.” Songs can provide a rich and authentic context for language tasks, facilitating knowledge retention and improving pronunciation.
- **Worksheets:** Worksheets accompanied by songs are an effective strategy within task-based learning (TBL). These worksheets usually include activities such as completing song lyrics, identifying verb tenses, and discussing the meaning of the lyrics. According to Ortiz Espinoza and Romero Coloma (2020), “the use of worksheets in combination with songs can significantly improve vocabulary acquisition and listening comprehension in A1 learners.” This approach not only improves language proficiency, but also fosters learner autonomy and critical thinking.

CHAPTER II

II. METHODOLOGY

2.1. Type of Investigation

For the realization of this research, the type of mixed research will be used as mentioned by (Chaves Montero, 2018) " the quantitative and qualitative methods in a single study in order to have a more complete view of the phenomenon, because they allow us to compare frequencies, factors and results. In this case correlational research will be conducted as well as descriptive research which will allow us to conduct more in-depth research about the importance of the use of songs in the practice of songs in L2.

2.2.Research methods, techniques, and instruments.

The interview was chosen as one of the techniques for data collection as mentioned (Diaz-Bravo, 2013) "It is a technical instrument that takes the form of a colloquial dialogue established between the researcher and the subject of study, in order to obtain verbal answers to the questions raised about the proposed problem".

This will consist of 10 questions which will be asked to the vice principal of the educational unit, the coordinator of the English area and the English teacher in order to know their views regarding the implementation of songs as a tool for the practice of L2 vocabulary.

2.3. Techniques

2.3.1. Interview

This will consist of 10 questions which will be asked to the vice principal of the educational unit, the coordinator of the English area and the English teacher in order to know their views regarding the implementation of songs as a tool for the practice of L2 vocabulary.

2.3.2. Questionnaire

According to (Fernández Juaréz, 2018) Is “To collect information closer to the thoughts and attitudes and to obtain reliability and validity of the answers and of the methodology used”.

In our research, the student's perspective will provide us with a great contribution regarding the satisfaction and validity of the tool used, which will allow us to measure the effectiveness of the songs as a pedagogical tool for vocabulary practice.

2.4.Instruments

Questionnaires for interviews

Questionnaires for surveys

2.5.Research questions

How can the integration of songs in the classroom improve vocabulary memorization in 4th grade students at La Providencia Elementary School?

What is the effectiveness of songs as a pedagogical tool to improve listening comprehension in 4th grade students at La Providencia Elementary School?

How can teachers best incorporate songs into the learning process to enrich the vocabulary of 4th grade students at La Providencia Elementary School?

2.6.Sample

The research will be carried out with the students corresponding to the fourth grade of basic education of parallel A and B, that is, around 117 students of the Educational Unit "La Providencia" primary section in the city of Quito.

2.7. Data Analysis Procedure

A correlational and descriptive analysis will be developed to evaluate the effectiveness of vocabulary acquisition through songs by analyzing the scores in the vocabulary tests complemented by the interview by authorities and teacher.

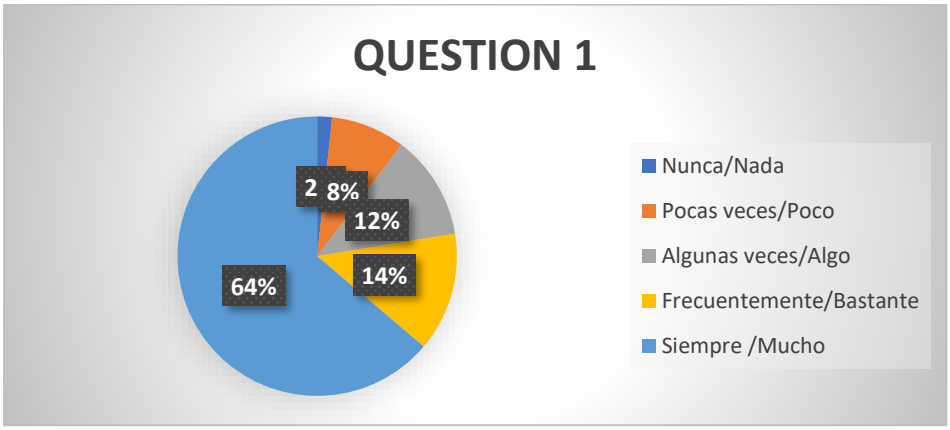
CHAPTER III

III. RESULT AND DISCUSSION

3.1.1. ¿Te gusta aprender vocabulario nuevo en inglés utilizando canciones en clase? (Do you enjoy learning new English vocabulary by using songs in class?)

Graph 1

Taste for learning vocabulary using songs



Source: Own elaboration

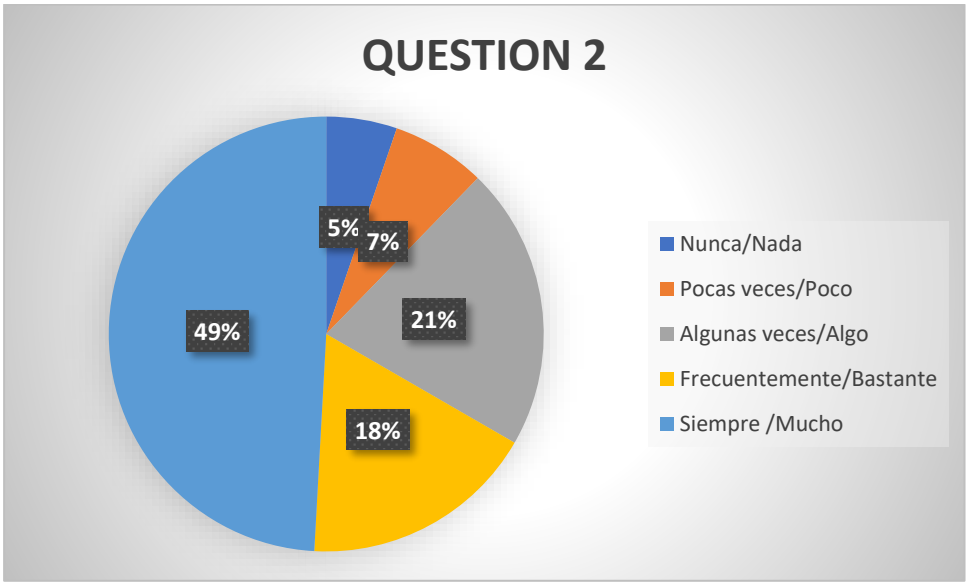
The survey results indicate that a significant majority of students (64%) always enjoy learning vocabulary with songs in class, suggesting that this method is very popular and effective. Additionally, 14% of students frequently enjoy this activity, and 12% sometimes enjoy it. Only a small percentage of students (8%) enjoy learning vocabulary with songs very little or not at all (2%).

Overall, these results show that using songs is a well-received teaching strategy for most students.

3.1.2. ¿Las canciones te ayudan a mejorar tu comprensión auditiva en inglés? (Do songs help you improve your listening comprehension in English?)

Graph 2

Improve listening comprehension



Source: Own elaboration

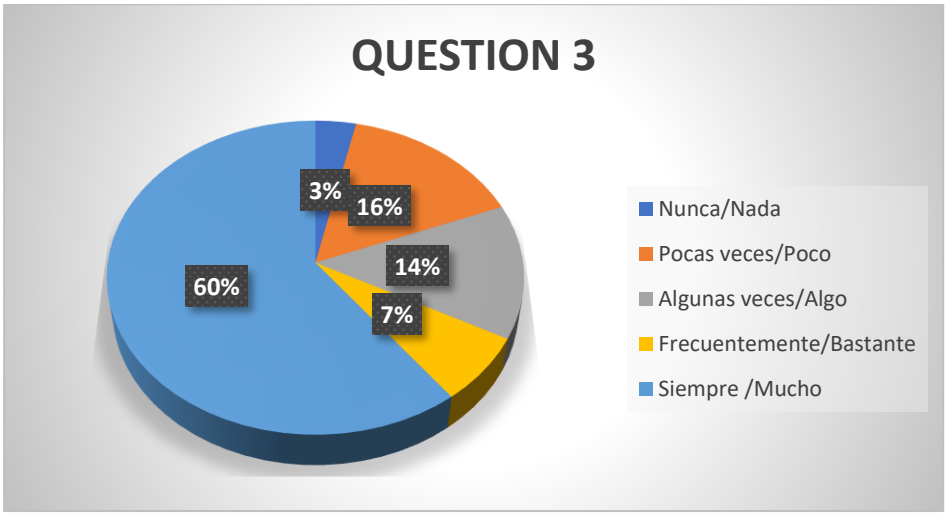
According to the survey carried out, 49% of fourth grade students think that songs help them to improve their listening comprehension in English, 18% indicate that this resource helps them frequently, 21% indicate that songs sometimes help them to improve their comprehension in English, 7% a few times and 5% indicate that this resource does not help them.

In conclusion, the majority of students perceive songs as a valuable tool for enhancing their listening comprehension in English, making it a promising resource for language learning

3.1.3. ¿Considera que las canciones facilitan la memorización de nuevo vocabulario en inglés? (Do you consider that songs facilitate the memorization of new vocabulary in English?)

Graph 3

Facilitate memorization of new vocabulary with songs



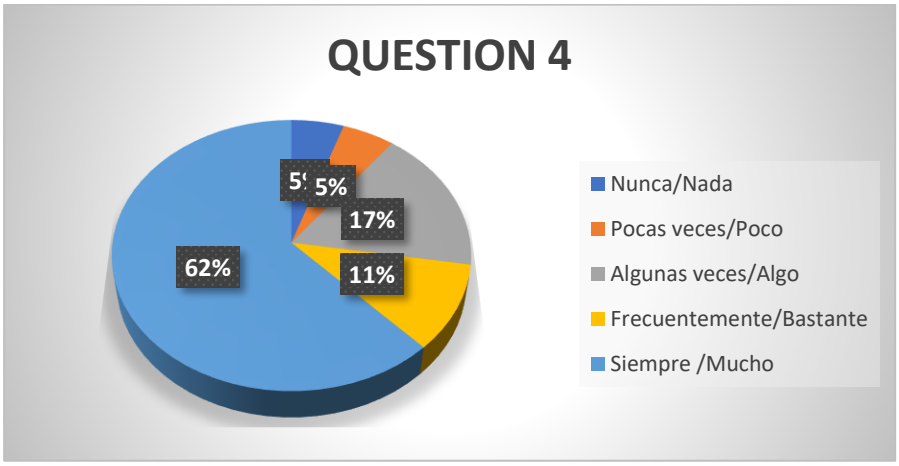
Source: Own elaboration

According to the survey, 60% of the students consider that the songs always facilitate the memorization of new English vocabulary, 7% consider that the songs allow them to memorize English vocabulary frequently, 14% consider that sometimes, 16% indicate that this happens only a few times and 3% indicate that the songs do not facilitate the memorization of new vocabulary. In conclusion, most students perceive songs as an effective tool for memorizing new English vocabulary, highlighting their potential as a valuable resource in language learning

3.1.4. ¿Las canciones en las clases de inglés te hacen sentir más motivado/a? (Do songs make you feel more motivated in English classes?)

Graph 4

Motivation with songs in English class



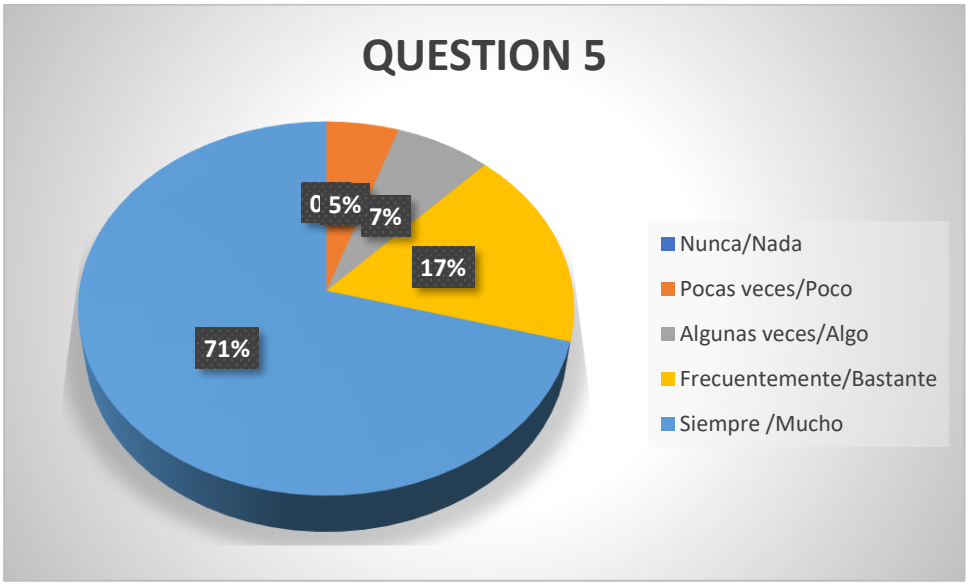
Source: Own elaboration

According to the survey, 62% of the students say that the use of songs in class makes them feel more motivated, 11% say that this resource often makes them feel motivated, 17% say that it sometimes makes them feel motivated and 5% agree that it rarely or never makes them feel motivated. In conclusion, most students find that using songs in class enhances their motivation, making it a valuable tool for creating an engaging learning environment

3.1.5. ¿Te parecen útiles las fichas de canciones para aprender vocabulario nuevo? (Do you find the song worksheets useful for learning new vocabulary?)

Graph 5

Worksheets for learning new vocabulary



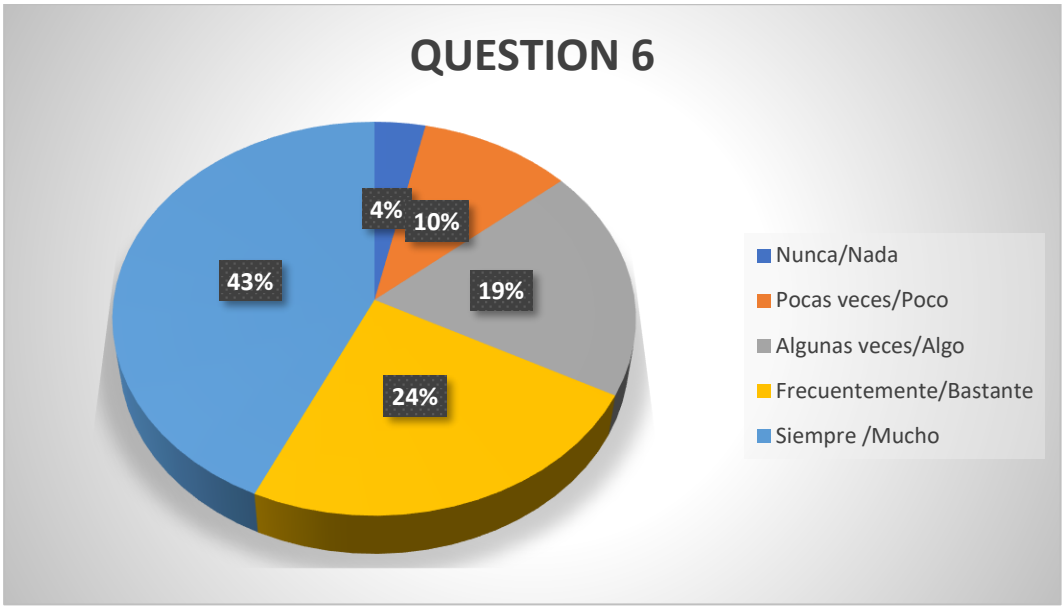
Source: Own elaboration

The survey results indicate that a significant majority of students (71%) find worksheets always useful for learning new vocabulary. Additionally, 17% of students find worksheets frequently useful, and 7% sometimes find them beneficial. Only a small percentage of students (5%) think that worksheets are of little use. Notably, any student doubts the usefulness of worksheets for learning new vocabulary. In conclusion, worksheets are widely regarded as an effective tool for vocabulary acquisition, making them a reliable resource in language learning.

3.1.6. ¿Te resulta más fácil recordar vocabulario nuevo cuando lo aprendes con canciones? (Do you find it easier to remember new vocabulary when you learn them through songs?)

Graph 6

Remember new vocabulary with songs



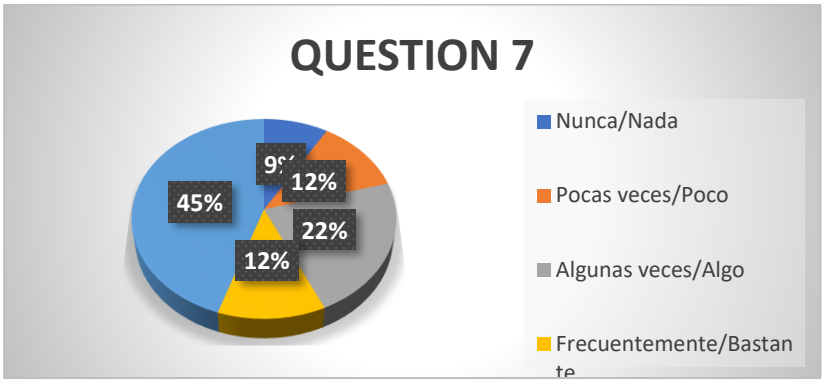
Source: Own elaboration

According to the survey, 43% of students find it easier to remember new vocabulary when it is learned with songs, 24% of students find it frequently easier to remember new vocabulary with songs, 19% feel that sometimes vocabulary is easier to remember with songs, 10% think this happens only a few times, and 4% feel that it is not easy to remember vocabulary with songs. In conclusion, most students find that songs are a helpful tool for memorizing new vocabulary, making them a valuable resource in language learning

3.1.7. ¿ Las canciones te ayudan a entender mejor el vocabulario y las frases en inglés? (Do songs help you understand vocabulary and phrases better in English?)

Graph 7

Songs for understand better vocabulary in English



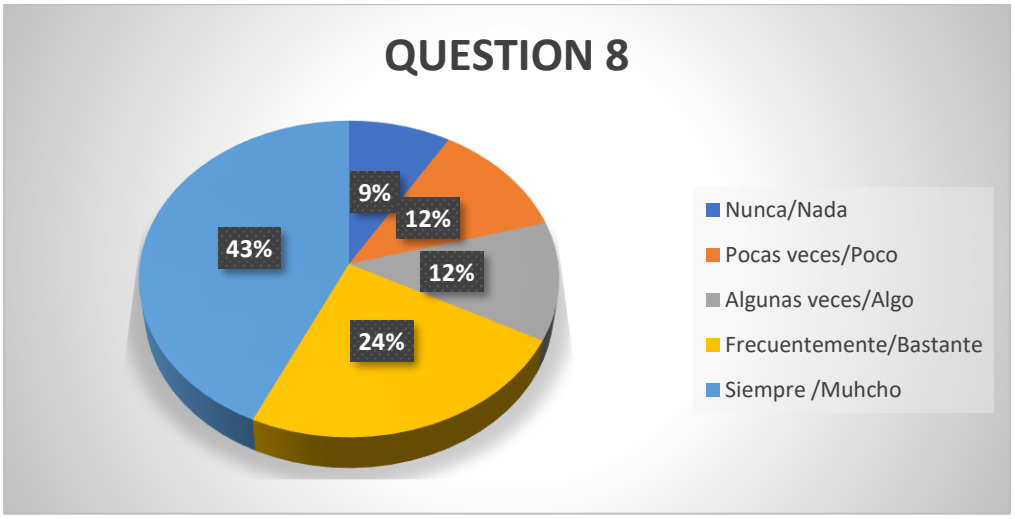
Source: Own elaboration

According to the survey, 45% of students believe that songs help them better understand vocabulary and phrases in English, 12% think that songs frequently help them understand vocabulary and phrases, 22% of students believe that songs sometimes help them understand vocabulary better, 12% think that songs rarely help them understand vocabulary better, and 9% of students believe that songs do not help them at all in understanding vocabulary. In conclusion, most students find that songs are a useful tool for improving their understanding of vocabulary and phrases in English, making them a valuable resource in language learning

3.1.8. ¿Sientes confianza para participar más en las clases de inglés cuando se utilizan canciones? (Do you feel confidence to participate more in English classes when songs are used?)

Graph 8

Confidendence with participate in class using songs



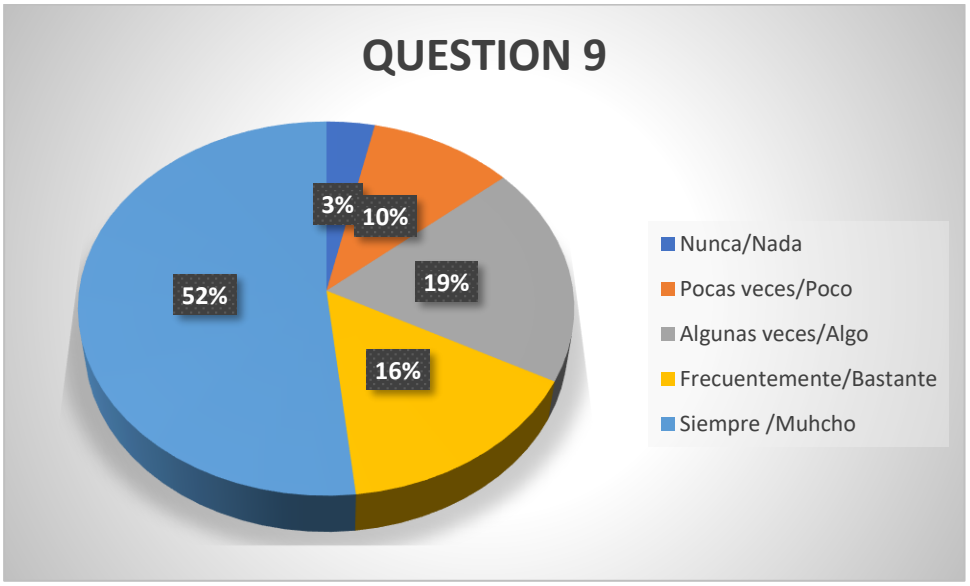
Source: Own elaboration

The survey results indicate that a significant portion of students (43%) feel more confident participating in English classes when songs are used. Additionally, 24% of students also feel that songs give them more confidence to participate in class. A smaller percentage of students (24%) feel that songs sometimes or rarely help them be more confident, and 9% feel that songs do not help them improve their confidence at all. In conclusion, most students find that using songs in class boosts their confidence in participating, making it a valuable tool for fostering a more engaging and supportive learning environment

3.1.9. ¿Contribuyen las canciones a mejorar tu pronunciación en inglés? (Do the songs contribute to improve your English pronunciation?)

Graph 9

Contribution for English songs in pronunciation



Source: Own elaboration

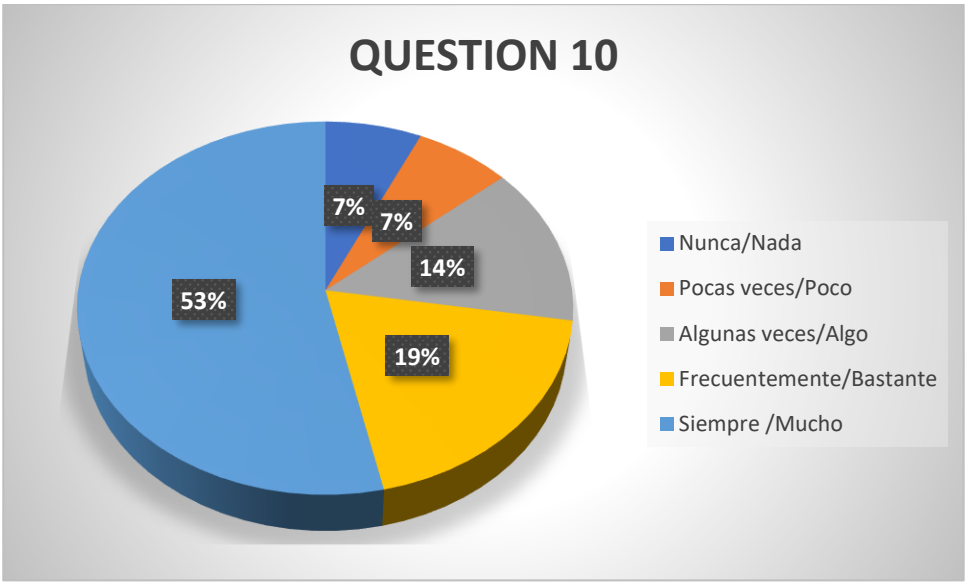
The survey results indicate that a majority of students (52%) believe that songs help them improve their English pronunciation. Additionally, 16% of students often find songs helpful for improving pronunciation, and 19% sometimes find them beneficial. A smaller percentage of students (13%) feel that songs rarely or never help them improve their pronunciation.

In conclusion, most students find that songs are a useful tool for enhancing their English pronunciation, making them a valuable resource in language learning.

3.1.10. ¿Considera que el uso de canciones es una herramienta eficaz para aprender inglés en comparación con otras actividades? (Do you consider the use of songs to be an effective tool for learning English compared to other activities?)

Graph 10

Use of songs as an effective tool for learning English



Source: Own elaboration

The survey results indicate that a majority of students (53%) consider songs to be an effective tool for learning English. Additionally, 19% of students also confirm their effectiveness, and 14% find them effective compared to other activities. A smaller percentage of students (14%) believe that songs are of little or no use compared to other activities when learning English.

In conclusion, most students find songs to be an effective method for learning English, highlighting their potential as a valuable resource in language education.

3.2. Interviews transcrip

3.2.1. Transcripción de la entrevista dirigida a: Dra. Sandra Narváez (Vicerrectora de la Unidad Educativa Particular La Providencia)

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA FECYTPEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

FORMATO DE ENTREVISTA PARA EL VICEDIRECTOR DE LA ESCUELA LA PROVIDENCIA

Objetivo. Demostrar la eficacia de las canciones en la adquisición de vocabulario denivel A1 en alumnos de cuarto grado.

Pamela Siguenza: Muy Buenos días hoy voy a realizar la entrevista a la Vicerrectora de la escuela La Providencia

Dra. Sandra Narváez: Muy buenos días mi querida niña

Pamela Siguenza: Ok, la primera pregunta es ¿cómo se ha adaptado el enfoque pedagógico de la institución con la inclusión de canciones para enseñanza de vocabulario?

Dra. Sandra Narváez: Bueno, nuestra pedagogía tiene en sí algunos elementos importantes y lógicamente tiene una secuencia de actividades. Dentro de esta secuencia de actividades pues justamente la inclusión de canciones nos ha permitido pues que vayamos

desarrollando la psicomotricidad y sobre todo la habilidad de escuchar y de entender lo que ellos van repitiendo a través de las canciones, entonces nos ha hecho de una manera lúdica un trabajo para el aprendizaje más activo.

Pamela Siguenza: Muchas gracias. ¿La siguiente pregunta es qué comentarios han recibido de profesores y alumnos sobre la eficacia de las canciones en el aprendizaje de vocabulario?

Dra. Sandra Narváez: Bueno, los comentarios han sido bastante positivos, partiendo del enfoque de la neurociencia que nos dice que nosotros podemos aprender a través de repeticiones, entonces en nuestro cerebro justamente a través de una melodía vamos repitiendo alguna serie de canciones o alguna serie de palabras y estas palabras se van empoderando de un sentido para que nuestro cerebro tenga este significado de cada una de las palabras.

Pamela Siguenza: ¿La tercera pregunta qué desafíos se han enfrentado al implementar canciones en el aula y cómo han afectado la adquisición de vocabulario?

Dra. Sandra Narváez: Bueno, en cuanto a los desafíos yo considero que más bien han sido muy proactivos debido a que nuestros maestros sobre todo son muy abiertos a implementar actividades o metodologías o estrategias que nos permitan desarrollar un mejor aprendizaje y es así que a través de las canciones que se han ido incorporando pues se ha ido observando primero la motivación que tienen los estudiantes para aprender y darle un sentido, o sea ya tiene un sentido para ellos a través de la música?

Pamela Siguenza: ¿Ok, la pregunta número cuatro cómo se ha integrado el uso de la tecnología en el uso de canciones para mejorar la enseñanza y aprendizaje de vocabulario de L2?

Dra. Sandra Narváez: Lógicamente el al nosotros tener una actividad pues tenemos que tener en cuenta de que está ligada a lo que es el uso de la tecnología y para nosotros es muy importante que estas canciones vayan teniendo elementos visuales también que les permite a los niños asociar el significado.

Pamela Siguenza: ¿Qué papel juegan los docentes en la selección y uso de canciones para la enseñanza de vocabulario en A2 ? ¿Y cómo se fomenta su creatividad en este proceso?

Dra. Sandra Narváez: Bueno, el papel que juegan los maestros es imprescindible porque ellos son quienes van realizando sus planificaciones y quienes van escogiendo las canciones que sean más aptas y más precisas para lo que quieran desarrollar en el aprendizaje, de tal forma de que son los primeros involucrados en el uso de esta actividad o esta técnica, verdad.

Entonces es muy importante que ellos vayan visualizando a través de sus planificaciones qué es lo que pretenden aumentar en el vocabulario o qué palabras son las que necesitan ellos reforzar, etc. Entonces el papel pues siempre será esencial, es imprescindible.

Pamela Siguenza: ¿Sexta pregunta cómo se integran las canciones en las actividades diarias de los alumnos para asegurar que el vocabulario aprendido se practique de manera efectiva?

Dra. Sandra Narváez: Bueno, primero entendemos de que, al escuchar una canción, los niños deben primero estar dispuestos a entender lo que significa, de esa manera inclusive creamos una cultura de entender el significado de las cosas y no repetirlas por repetirlas. Entonces de esta forma también se van integrando en todas las actividades que vamos realizando en diferentes asignaturas y lógicamente ellos van ya relacionando el nuevo significado.

Esa incorporación hace que el aprendizaje sea mucho más efectivo y de alguna forma ellos se mantienen repitiendo sin necesidad de volvamos a estudiar. y justamente es eso. Porque se encuentran tan motivados y que ellos ya le dieron un sentido a lo que están haciendo.

Pamela Siguenza: Ok. ¿Cómo se fomenta la participación activa de los alumnos durante las lecciones que incluyen canciones, y qué resultados se han observado en su aprendizaje?

Dra. Sandra Narváez: Bueno al ser un estímulo visual auditivo y también comunicativo nosotros primero estamos entendiendo que todos los órganos de los sentidos se incorporan al uso de estas melodías y al apropiarse los estudiantes de estas canciones y de este vocabulario. Primero ellos se sienten muy estimulados.

Entonces es el primer enfoque que podemos observar la motivación que tienen los niños, segundo al trabajar en grupo se observa que todos contribuyen al aprendizaje y esto beneficia como un sentido de inclusión y no de exclusión. Y sobre todo en la casa los padres también están muy alegres de que sus niños están aprendiendo vocabulario de esta manera.

Pamela Siguenza: ¿Qué tipo de retroalimentación se ha recibido de los docentes sobre la efectividad de las canciones en la enseñanza del vocabulario, y cómo se ha utilizado para ajustar las prácticas educativas?

Dra. Sandra Narváez: Las retroalimentaciones han sido muy positivas porque ellos encuentran un medio para que a los niños les guste el inglés y que ellos no vayan descartando esa posibilidad de aprender un segundo lenguaje sobre todo que hay formas muy interesantes, muy lúdicas de aprender el inglés al igual que nuevo vocabulario y dándoles sentido es lo que podemos rescatar. Entonces para los profesores ha sido una estrategia muy efectiva ya que al saberla manejar y comprender pueden incorporar en sus prácticas docentes.

Pamela Siguenza: ¿Ha observado algún cambio en la motivación y participación de los alumnos al aprender vocabulario a través de canciones en comparación con otros métodos?

Dra. Sandra Narváez: Totalmente, porque nosotros estamos haciendo que este no sea un método lineal sino al ser una actividad que incorpora muchos de los sentidos esto ha permitido que los niños se sientan estimulados ya solamente por el hecho de escuchar una melodía ellos ya sienten otra vibración. Debemos entender que nuestro cerebro va a responder a cada uno de las vibraciones y melodías o tonos que tiene una canción por esta misma razón hay algunas que nos ponen alegres, que nos ponen tristes, melancólicas, etc.

Justamente las canciones tienen este efecto en los niños que va marcando esta motivación y la estimulación para ellos.

Pamela Siguenza: ¿Existen ejemplos específicos de canciones que hayan demostrado ser particularmente efectivas en la enseñanza de vocabulario en su escuela?

No podría darte una explicación muy basta debido a mi competencia pues va más a la cuestión académica, esta podría ser mejor explicada por los mismos maestros o los mismos niños que son los beneficiarios de esta técnica de igual forma los padres de familia debido que ellos ya se lo han aprendido de igual manera

Pamela Siguenza: Muchas gracias por su colaboración.

Dra. Sandra Narváez: Es un placer.

3.2.2. Transcripción de la entrevista dirigida a: Lic. María de Lourdes (Coordinadora del área de inglés de la Unidad Educativa Particular La Providencia)

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH AREA MANAGER AT ESCUELA LAPROVIDENCIA

Objective. Demonstrate the effectiveness of songs in the acquisition ofA1-level vocabulary in fourth-grade learners

Pamela Siguenza: Ok Good morning Today I am going to interview Licenciada Maria de Lourdes Flores from the English area regarding some questions corresponding to the degree project., could you share any specific success stories or challenges in using songs to teach I2 vocabulary?

Lic. Maria de Lourdes: Good morning, Salome. Well, okay, first of all, I am a secondary teacher, so I usually work with A2 and B1 level students. But I have had certain experiences with using songs in class.

Something successful that I have done is to collect songs that my students like, I work with teenagers and in the first stages of my career, I used to bring songs that I used to like, I love rock, I love pop from the 90s.

But they are not songs that the teenagers like anymore so another thing that I discovered is how to make students engage with the song activities is to collect the songs that they like, I do a short survey at the starting of the year and they give me the titles and the titles of songs and the artists that they like.

So, I start searching, searching more information.at first I have to check if the songs are appropriate them, I know that they listen to everything, but I have to see if the songs are practical for my purposes in class, and I have gotten nice results because they are songs that they like very much. So, they feel more engaged with the activity.

Pamela Siguenza: Second, what additional training or resource do you think teachers need to do maximize the use of songs in their English lessons?

Lic. Maria de Lourdes: I think that the teacher must be curious and I am a very curious teacher, so I am always looking for resources on the Internet.

Now we have the Internet, we have lots of tools, I have discovered some platforms where they do different type of activities with the songs, I don't think that we need a specific training for that.

We need to practice, to investigate and to discover new ways looking for the information that we have available on the Internet.

Pamela Siguenza: Okay, the next question is what are the department's long-term goals regarding the use of some as a teaching tool in teaching English?

Lic. Maria de Lourdes: Well, this activity is highly associated with the listening skills with listening, so we would like to improve the listening skill in our students with the use of songs.

Pamela Siguenza: Okay. How is including songs expected to influence students' motivation and participation in English?

Lic. Maria de Lourdes: Less as I mentioned, students feel more engaged with the language. They feel more confident because yeah, one thing is to pronounce, maybe a conversation, a dialogue, new words, but when they sing, they feel very motivated because it's something that they have heard before. So, they have more confidence.

Pamela Siguenza: Ok, thank you. What are your expectations for the impact of the use of song in teaching L2 vocabulary to fourth grade stands?

Lic. Maria de Lourdes: Well, I am not fourth grade teacher, but I hope that the teacher of that level gets but I hope that children improve their pronunciation in English and that they like English more.

Pamela Siguenza: So how do you envision the integration of songs in chasing vocabulary retention among fourth grade students?

Lic. Maria de Lourdes: Well, it depends on the teacher to select the appropriate content in order to practice what they are studying in the in the corresponding lesson with specific songs.

So, I think that they are going to retain more effectively the words that they are developing with the use of songs

Pamela Siguenza: What strategies does the department plan to implement to assess the effectiveness of songs in vocabulary acquisition?

Lic. Maria de Lourdes: To be honest we don't have a specific plan so this maybe the preconized to star with something more structure as in areas, I know that my coworkers do that, I use songs we all do that, but we don't have a specific or something to evaluate. I guess that we maybe stablish a special class or schedules to do some specific activity with songs, and then show the results

Pamela Siguenza: In your opinion, how can songs be tailored to better fit the learning styles of fourth-grade students?

Lic. Maria de Lourdes: This is nice because we all now have a different types of learning styles and this is part of work with music. May have the introvert students and also their wants to be auditive and the…engages to all because well all of us love music, maybe different genders, maybe different types, we all love music and we can develop more or skills with more confidence we can realize.

Pamela Siguenza: How do you think songs contribute to the effective learning of A1-level vocabulary among fourth-grade students?

Lic. Maria de Lourdes: I think as I mention before that we connect the content with be study, the use of certain songs they can support and help students for understand better and to retain all the vocabulary sets can we study

Pamela Siguenza: Ok teacher, finally. How does the use of songs encourage active participation and collaboration among students during English lessons?

Lic. Maria de Lourdes: This is another advantage of use music and songs in our classes. I think than when we sing together, we stablish also emotional connections and it helps to break the affective filter that sometimes avoid the students to get the second language for their language that they learning.

Pamela Siguenza: Ok teacher, thanks for you cooperation with the interview.

Lic. Maria de Lourdes: My pleasure Salomé

3.2.3. Transcripción de la entrevista dirigida a: Lic Margarita Diaz (Docente de inglés de la Unidad Educativa Particular La Providencia)

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

FECYTPEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT ESCUELA LA PROVIDENCIA

Objective. Demonstrate the effectiveness of songs in the acquisition of A1-levelvocabulary in fourth-grade learners

Pamela Siguenza: Good morning. Today I am going to interview licensed Margarita Diaz from the English area regarding some questions corresponding to degree project.

Okay, the first question, what has been your previous experience using song as a teaching tool in the classroom?

Lic Margarita Diaz: Okay. Hello using songs as a teaching tool can be an effective way to engage students with their vocabulary zones, can make learning more enjoyable and interactive, increasing students participation, motivation and motivation.

Pamela Siguenza: Okay, the next question. What results have you observed in students' vocabulary acquisition?

Lic Margarita Diaz: Songs can make learning more enjoyable and interactive. Catchy melodies and repetitive lyrics can help students remember new vocabulary and phrases more effective.

Pamela Siguenza: Thank you. The third question, could you describe how to select appropriate song for vocabulary lessons?

Lic Margarita Diaz: First is important to know about the unit and so it's important their ages and level. According with that, I choose the songs that are suitable for your students according with their level and language level.

Pamela Siguenza: The next question, what criteria do you use to ensure that the songs are effective and appropriate for the stance?

Lic Margarita Diaz: It's important because they can learn with songs often combine visual, auditory and kinesthetic elements in different learning of their styles.

Pamela Siguenza: Next question. In your opinion, what are the advantages and changes of using songs to teach new vocabulary in a second language?

Lic Margarita Diaz: Increase their vocabulary about their unit, improve pronunciation. I think that's all.

Pamela Siguenza: How do you address these changes in your teaching?

Lic Margarita Diaz: Previous songs, always previous songs before playing them in class to ensure they align with your teaching, how they are learning.

It depends about my goals that I have in each unit, in each grammar, in each vocabulary.

Pamela Siguenza: Okay, thank you. The next question is how do you integrate some basic activities with other vocabulary teaching methods in your lesson plan?

Lic Margarita Diaz: Develop the activities that incorporate the select zones, such as filling the blanks, exercises, vocabulary, sentences, it depends.

Pamela Siguenza: Could you share an example of a successful lesson integrate song-based activities you have done?

Lic Margarita Diaz: In each unit all of it I select one or two songs so they listen the song, choose and repeat the vocabulary two or more times

Pamela Siguenza: What strategies do you use to assess students' progress in acquiring new vocabulary through the use of songs?

Lic Margarita Diaz: I say that, first listen the vocabulary, organize, look at the board, complete the blanks

Pamela Siguenza: What kind of feedback have you received from students and parents about this approach?

Lic Margarita Diaz: Maybe for degrees, the children go home and repeat the songs and their parents are happy and they learn about that

Pamela Siguenza: Thank you for you cooperation teacher

Lic Margarita Diaz: No problem with that

IV. CHAPTER IV: PROPOSAL

4.1.Proposal Title

MELODIC VOCABULARY

4.2. Rationale

The integration of music into educational activities has been widely recognized for its potential to enhance learning experiences and outcomes. This thesis project aims to develop a workbook designed to facilitate activities using songs as a central

4.3. Theoretical foundation

4.3.1. Language skills

Communicative competences include linguistic, sociolinguistic, and pragmatic communicative language competences as described in the Common European Framework of Reference for Languages (CEFR) necessary for effective communication in a second language. Using songs in educational activities can help to develop these skills, as song lyrics provide authentic examples of language use in real-life contexts.

4.3.2. Vocabulary Practice

The use of songs in the language classroom offers a valuable tool for vocabulary practice. As (Millington, 2011) mentioned “songs can provide the opportunity for vocabulary practice. They are usually based on a theme or topic which can provide the context for vocabulary learning” This feature allows students to learn new words in a meaningful and memorable context, which facilitates retention and practical use of the acquired vocabulary. In addition, the

songs capture students' attention and increase their motivation, creating a more dynamic and effective learning environment.

4.3.3. Listening and Pronunciation Skills Development

As mentioned by (Millington, 2011) “Songs can also help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm”. By listening to and singing songs, students can become familiar with the sounds, rhythm and intonation of the language, which is essential for effective communication.

4.4.Proposal Objectives

4.4.1. General Objective

To promote vocabulary learning in English for fourth-grade students through the use of songs, encouraging a communicative and interactive approach that facilitates the retention and understanding of new words.

4.4.2. Specific Objectives

- Develop listening skill, pronunciation and spelling through a workbook with song activities
- Promote emotional connection with the educational content by integrating relevant and appealing songs for students.
- Facilitate the practice and retention of new vocabulary through interactive and dynamic activities that involve repetition and contextual use of the learned words.

4.5. Beneficiaries

The primary beneficiaries of this project will be the fourth-grade students of Unidad Educativa "La Providencia" from sections A and B. These students will engage in a series of interactive and dynamic activities designed to promote vocabulary learning in English through the use of songs.

4.6. Impacts

Table 1

Linguistic impact

	Impact Levels	-3	-2	-1	0	1	2	3
Indicators								
1. I can understand simple directions and instructions in English when they are presented in songs.								x
2. I can accurately pronounce new vocabulary words learned through songs								x
3. I can remember and use new vocabulary words in appropriate contexts after practicing with songs								x
4. I can participate in interactive and dynamic activities that involve the repetition and								x

contextual use of new vocabulary learned from songs	
5. I can improve my listening skills by engaging with songs in English.	x
Total	15

Linguistic impact level = $\frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$

Linguistic impact level = high positive

Analysis

The linguistic impact of this project is remarkable, as the results indicate that developed strong listening comprehension skills, allow to understand and follow instructions presented in songs. They ability to accurately pronounce new vocabulary words learned through songs demonstrates a solid command of the language. Additionally, remember and use new vocabulary in appropriate contexts after practicing with songs, showcasing practical application of the language. Participation in interactive and dynamic activities involving the repetition and contextual use of new vocabulary learned from songs has enhanced dynamic use of English. Finally, consistent practice with songs has significantly improved listening skills, making learning experience both effective and enjoyable

Table 2

Academic impact

	Impact Levels						
	-3	-2	-1	0	1	2	3
Indicators							
I can improve my overall academic performance in English through enhanced vocabulary acquisition.							x
I can achieve higher scores in vocabulary assessments.							x
I can demonstrate better comprehension and usage of new vocabulary in written assignments and exams.							x
I can participate more effectively in classroom activities using the new vocabulary.							x
I can apply new English vocabulary effectively in my written assignments.							x
Total							15

Academic impact level = $\frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$

Academic impact level = high positive

Analysis

The academic impact of this project is remarkable, as the results indicate that overall academic performance in English can be improved through enhanced vocabulary acquisition. This improvement is reflected in higher scores in vocabulary assessments, better comprehension and usage of new vocabulary in written assignments and exams, and more effective participation in classroom activities using the new vocabulary. The ability to apply new English vocabulary effectively in written assignments further demonstrates the positive impact of this project on academic achievements.

Table 3

Motivational impact

	Impact Levels	-3	-2	-1	0	1	2	3
Indicators								
1. I can feel more motivated to participate in English lessons that include songs								x
2. I can show increased enthusiasm and interest in learning new vocabulary through songs.								x
3. I can engage more actively in classroom tasks when songs are used as a learning tool.								x

4. I can demonstrate a positive attitude towards learning English by enjoying the musical activities.	x
5. I can feel more confident about learning English when songs are part of the lessons.	x
Total	15

$$\text{Motivational impact level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Motivational impact level = high positive

Analysis

The motivational impact of this project is remarkable, as the results indicate that students can feel more motivated to participate in English lessons that include songs. They can show increased enthusiasm and interest in learning new vocabulary through songs. Additionally, students can engage more actively in classroom tasks when songs are used as a learning tool. They can demonstrate a positive attitude towards learning English by enjoying the musical activities. Finally, students can feel more confident about learning English when songs are part of the lessons.

V. Conclusions

- The literature review highlights the importance of songs in vocabulary practice, combined with task-based learning (TBL) and worksheets. These strategies improve vocabulary retention and increase students' motivation and interest.
- Based on the theoretical framework, based on theories of language acquisition and the communicative approach, it demonstrates how music and songs can be effectively integrated into task-based learning, enhancing vocabulary practice through comprehensible input and motivation.
- The mixed methodology, which combined qualitative interviews and quantitative surveys, was beneficial to the study, providing a comprehensive view of the impact of songs on vocabulary practice and increasing the validity and reliability of the results.
- Data collection through the surveys and interviews showed favorable results on the interest and impact of songs on vocabulary practice. Students who used songs and worksheets improved significantly in vocabulary retention and listening comprehension.
- The results highlight the importance of songs in vocabulary practice. Encouraging the use of songs helps students retain and understand vocabulary, motivating them through the melodies and improving their language proficiency**.**
- The project proposal, which consisted of creating and using worksheets with music accompaniment, was effective. The worksheets allowed students to practice grammatical structures, vocabulary and listening skills in a fun and engaging way.
- The results of implementing the worksheets accompanied by songs were highly favorable. The children had fun learning and showed a high level of engagement and

motivation, indicating that this strategy is valuable for improving language proficiency and interest in language learning.

VI. Recomendations

- Incorporate songs regularly into vocabulary and grammar lessons to take advantage of their ability to improve student retention and motivation.
- Implement worksheets that include song-related activities, such as completing lyrics, listening exercises, and comprehension activities, to reinforce learning in a fun and effective way.
- Design tasks that involve the use of songs, such as group projects, presentations, or creative activities, to encourage deeper and more meaningful learning.
- Encourage students to actively participate in musical activities by singing, dancing, or creating their own songs to increase their engagement and enjoyment of learning.
- Conduct regular assessments to measure the impact of songs on vocabulary retention and student motivation, adjusting strategies as needed.
- Provide training and resources to teachers on how to effectively integrate music and songs into their lessons, ensuring they are comfortable and prepared to use these tools.
- Encourage a positive and welcoming learning environment where students feel comfortable experimenting with language through music, which can increase their confidence and language proficiency.

GLOSSARY

Conditioning: the process of training or influencing a person or animal mentally so that they do or expect a particular thing without thinking about it

Language Acquisition: The process by which humans learn to understand and communicate in a language, typically occurring naturally in early childhood.

Stimulus: Any event or situation that evokes a response from an organism or system.

Approach: A way of dealing with something; a method or strategy used to achieve a goal.

Schemas: Cognitive structures that help individuals organize and interpret information based on past experiences and knowledge.

Sensorimotor: Relating to the sensory and motor functions of the body, particularly in the context of early childhood development where sensory experiences and motor activities are crucial.

Cultural Mediation: The process by which cultural tools, symbols, and practices influence and shape human behavior and cognition.

Retention: The ability to remember or retain information over time.

Exposure: The state of being subjected to something, such as language or experiences, which can influence learning and development.

Enhance: To improve or increase the quality, value, or extent of something.

Contemporary Vocabulary: Modern or current words and expressions used in everyday language.

Linguistic Patterns: Regularities or structures in language, such as grammar, syntax, and phonology, that help in understanding and producing language.

Engaged: Actively involved or interested in a particular activity or subject.

Harmonisation: The process of making things compatible or consistent with each other, often used in the context of aligning standards or practices.

Input: Information or data that is provided to a system or process, particularly in the context of language learning where input refers to the language that learners are exposed to.

Language Proficiency: The ability to use a language effectively and accurately in various contexts, including speaking, listening, reading, and writing.

Critical Thinking: The ability to analyze and evaluate information or arguments in a logical and objective manner to form a reasoned judgment.

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ANNEXES

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

FECYTPEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

FORMATO DE ENTREVISTA PARA EL VICEDIRECTOR DE LA ESCUELA LA PROVIDENCIA

Objetivo. Demostrar la eficacia de las canciones en la adquisición de vocabulario denivel A1 en alumnos de cuarto grado.

1. ¿Cómo se ha adaptado el enfoque pedagógico de la institución con la inclusión decanciones para la enseñanza de vocabulario de L2?
2. ¿Qué comentarios han recibido de profesores y alumnos sobre la eficacia de lascanciones en el aprendizaje de vocabulario?
3. ¿Qué desafíos han enfrentado al implementar canciones en el aula y cómo hanafectado la adquisición de vocabulario?
4. ¿Cómo se ha integrado el uso de la tecnología en el uso de canciones para mejorar laenseñanza y el aprendizaje de vocabulario de L2?
5. ¿Qué papel juegan los docentes en la selección y uso de canciones para la enseñanzade vocabulario A1, y cómo se fomenta su creatividad en este proceso?
6. ¿Cómo se integran las canciones en las actividades diarias de los alumnos paraasegurar que el vocabulario aprendido se practique de manera efectiva?
7. ¿Cómo se fomenta la participación activa de los alumnos durante las lecciones queincluyen canciones, y qué resultados se han observado en su aprendizaje?
8. ¿Qué tipo de retroalimentación se ha recibido de los docentes sobre la efectividad delas canciones en la enseñanza del vocabulario, y cómo se ha utilizado para ajustar lasprácticas educativas?
9. ¿Ha observado algún cambio en la motivación y participación de los alumnos alaprender vocabulario a través de canciones en comparación con otros métodos?
10. ¿Existen ejemplos específicos de canciones que hayan demostrado ser particularmente efectivas en la enseñanza de vocabulario en su escuela?

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE

EDUCACIÓN CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH AREA MANAGER AT ESCUELA LAPROVIDENCIA

Objective. Demonstrate the effectiveness of songs in the acquisition ofA1-level vocabulary in fourth-grade learners

1. Could you share any specific success stories or challenges in using songs to teachL2 vocabulary?
2. What additional training or resources do you think teachers need to maximize the use of songs in their English lessons?
3. What are the department's long-term goals regarding the use of songs as ateaching tool in teaching English?
4. How is including songs expected to influence students' motivation andparticipation in English lessons?
5. What are your expectations for the impact of the use of songs in teaching L2vocabulary to fourth grade students?
6. How do you envision the integration of songs enhancing vocabulary retentionamong fourth-grade students?
7. What strategies does the department plan to implement to assess theeffectiveness of songs in vocabulary acquisition?
8. In your opinion, how can songs be tailored to better fit the learning styles offourth-grade students?
9. How do you think songs contribute to the effective learning of A1-levelvocabulary among fourth-grade students?
10. How does the use of songs encourage active participation and collaborationamong students during English lessons?

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

FECYTPEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT ESCUELA LA PROVIDENCIA

Objective. Demonstrate the effectiveness of songs in the acquisition of A1-levelvocabulary in fourth-grade learners

1. What has been your previous experience using songs as a teaching tool in theclassroom?
2. What results have you observed in students' vocabulary acquisition?
3. Could you describe how you select appropriate songs for vocabulary lessons?
4. What criteria do you use to ensure that the songs are effective and age-appropriate for the students?
5. In your opinion, what are the advantages and challenges of using songs to teachnew vocabulary in a second language?
6. How do you address these challenges in of using songs to teach new vocabularyin a second language your teaching?
7. How do you integrate song-based activities with other vocabulary teachingmethods in your lesson planning?
8. Could you share an example of a successful lesson integrate song-basedactivities you have done?
9. What strategies do you use to assess students' progress in acquiring newvocabulary through the use of songs?
10. What kind of feedback have you received from students and parents about thisapproach?

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
FECYTPEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DECUARTO GRADO DE BÁSICA DE LA UNIDAD EDUCATIVA "LAPROVIDENCIA"

Objective: The objective of this survey is demonstrating the effectiveness of songs in the acquisition of A1-level vocabulary in fourth-grade learners

Instructions: Please read each question carefully and mark with an "X" the option that best describes your answer. Remember that there are no right or wrong answers; we wantto know your honest opinion. This survey is for academic purposes only.

All surveys are anonymous and confidential, so you are free to answer.

QUESTIONNAIRE

1. **¿Te gusta aprender vocabulario nuevo en inglés utilizando canciones en clase?** (Doyou enjoy learning new English vocabulary by using songs in class?)

Nunca/Nada	
Pocas veces/poco	
Algunas veces/algo	
Frecuentemente/ Bastante	
Siempre/ Mucho	

2. **¿Las canciones te ayudan a mejorar tu comprensión auditiva en inglés?** (Do songshelp you improve your listening comprehension in English?)

Nunca/Nada	
Pocas veces/poco	
Algunas veces/algo	
Frecuentemente/ Bastante	
Siempre/ Mucho	

3. **¿Considera que las canciones facilitan la memorización de nuevo vocabulario eninglés?** (Do you consider that songs facilitate the memorization of new vocabulary inEnglish?)

Nunca/Nada	
Pocas veces/poco	
Algunas veces/algo	
Frecuentemente/ Bastante	
Siempre/ Mucho	

4. **¿Las canciones en las clases de inglés te hacen sentir más motivado/a?** (Do songsmake you feel more motivated in English classes?)

Nunca/Nada	
Pocas veces/poco	
Algunas veces/algo	
Frecuentemente/ Bastante	
Siempre/ Mucho	

5. **¿Te parecen útiles las fichas de canciones para aprender vocabulario nuevo?** (Doyou find the song worksheets useful for learning new vocabulary?)

Nunca/Nada	
Pocas veces/poco	
Algunas veces/algo	
Frecuentemente/ Bastante	
Siempre/ Mucho	

6. **¿Te resulta más fácil recordar vocabulario nuevo cuando lo aprendes con canciones?** (Do you find it easier to remember new vocabulary when you learn themthrough songs?)

Nunca/Nada	
Pocas veces/poco	
Algunas veces/algo	
Frecuentemente/ Bastante	
Siempre/ Mucho	

7. **¿Sientes confianza para participar más en las clases de inglés cuando se utilizan canciones? (**Do you feel confidence to participate more in English classes when songsare used?)

Nunca/Nada	
Pocas veces/poco	

Algunas veces/algo	
Frecuentemente/ Bastante	
Siempre/ Mucho	

8. **¿Contribuyen las canciones a mejorar tu pronunciación en inglés?** (Do the songscontribute to improve your English pronunciation?)

Nunca/Nada	
Pocas veces/poco	
Algunas veces/algo	
Frecuentemente/ Bastante	
Siempre/ Mucho	

9. **¿Considera que el uso de canciones es una herramienta eficaz para aprender inglésen comparación con otras actividades?** (Do you consider the use of songs to be an effective tool for learning English compared to other activities?)

Nunca/Nada	
Pocas veces/poco	
Algunas veces/algo	
Frecuentemente/ Bastante	
Siempre/ Mucho	

Thanks for your response

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio nro. UTN-FECYT-D-2024-0129-O
Ibarra, 05 de noviembre de 2024

PARA: Sor. Melba Carrillo
RECTORA DE LA UNIDAD EDUCATIVA PARTICULAR LA PROVIDENCIA

ASUNTO: Trabajo de integración curricular Srta. Pamela Salomé Siguenza Navarrete.

Reciba un afectuoso y cordial saludo en nombre de la Universidad Técnica del Norte, y auguro éxitos en tan delicadas funciones.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita Sigüenza Navarrete Pamela Salomé, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtengan información y apliquen los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "THE USE OF SONGS TO PRACTICE NEW L2 VOCABULARY WITH 4TH-GRADE LEARNERS AT ESCUELA LA PROVIDENCIA".

Por su favorable atención, le agradezco

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
Fecha: 2024.11.05 11:28:39 -05'00'

MSc. José Revelo
DECANO DE LA FECYT

JLRR/M.Báez

Dra.

UNIDAD EDUCATIVA PARTICULAR LA PROVIDENCIA
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VICERRECTORADO

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	UNIDAD EDUCATIVA PARTICULAR "LA PROVIDENCIA"	**Año Lectivo 2024-2025**

Quito, 29 de Enero 2025

Dra. Sandra Narváez en calidad de VICERRECTORA de la Unidad Educativa Particular "La Providencia"

Presente.-

Lic. Margarita Diaz portadora de la cedula 1709707770 docente de Lengua Extranjera en la prestigiosa institución que usted regenta, solicito de la manera más comedida se certifique a la estudiante **PAMELA SALOME SIGUENZA NAVARRETE** con C.I 1751433242, estudiante de 9no nivel de la Universidad Técnica del Norte, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, realizo la **SOCIALIZACIÓN DE LA PROPUESTA: THE USE OF SONGS TO PRACTICE NEW L2 VOCABULARY WITH 4TH-GRADE LEARNERS AT ESCUELA LA PROVIDNCIA"**, en los 4tos años de Educación General Básica en la Unidad Educativa Particular LA PROVIDENCIA.

Por la favorable atención que se digne dar al presente anticipo mi agradecimiento.

Atentamente

Lic. Margarita Díaz
Docente Tutor

Dra. Sandra Narváez
Vicerrectora

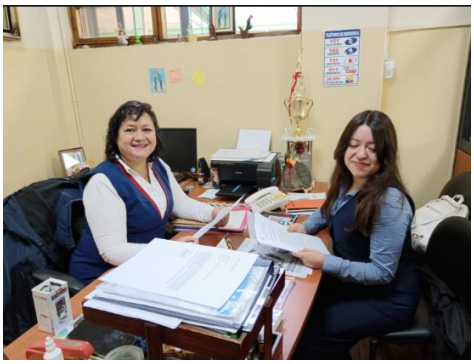
Socialization Survey

Questions / Preguntas ***Marca con una x después de terminar con la actividad /*** *Mark with an x after finishing the activity*	**Sí** / Yes	**No**/ No
1. **¿Aprendiste vocabulario durante la actividad con la canción?** / Did you learn vocabulary during the activity with the song?		
2. **¿Te ayudó la canción a recordar el vocabulario?** / Did the song help you remember the vocabulary?		
3. **¿Te resultó fácil identificar el vocabulario en la canción? /** Was it easy for you to identify the vocabulary in the song?		
4. **¿Fue fácil entender el significado del vocabulario a través de la canción? /** Was it easy to understand the meaning of the vocabulary through the song?		
5. **¿Te gustaría usar canciones para aprender más vocabulario en el futuro? /** Would you like to use songs to learn more vocabulary in the future?		

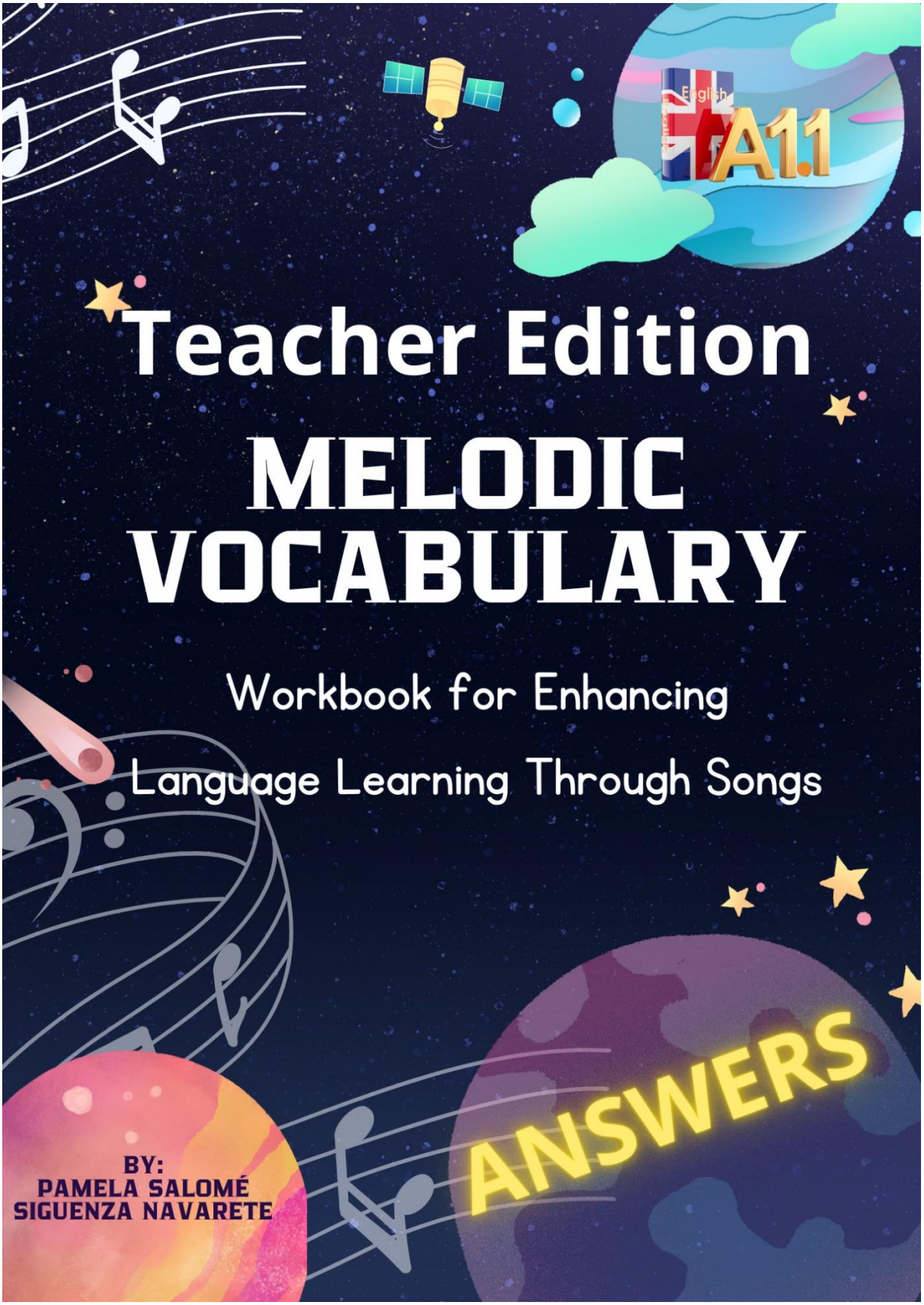
Photos:

Survey

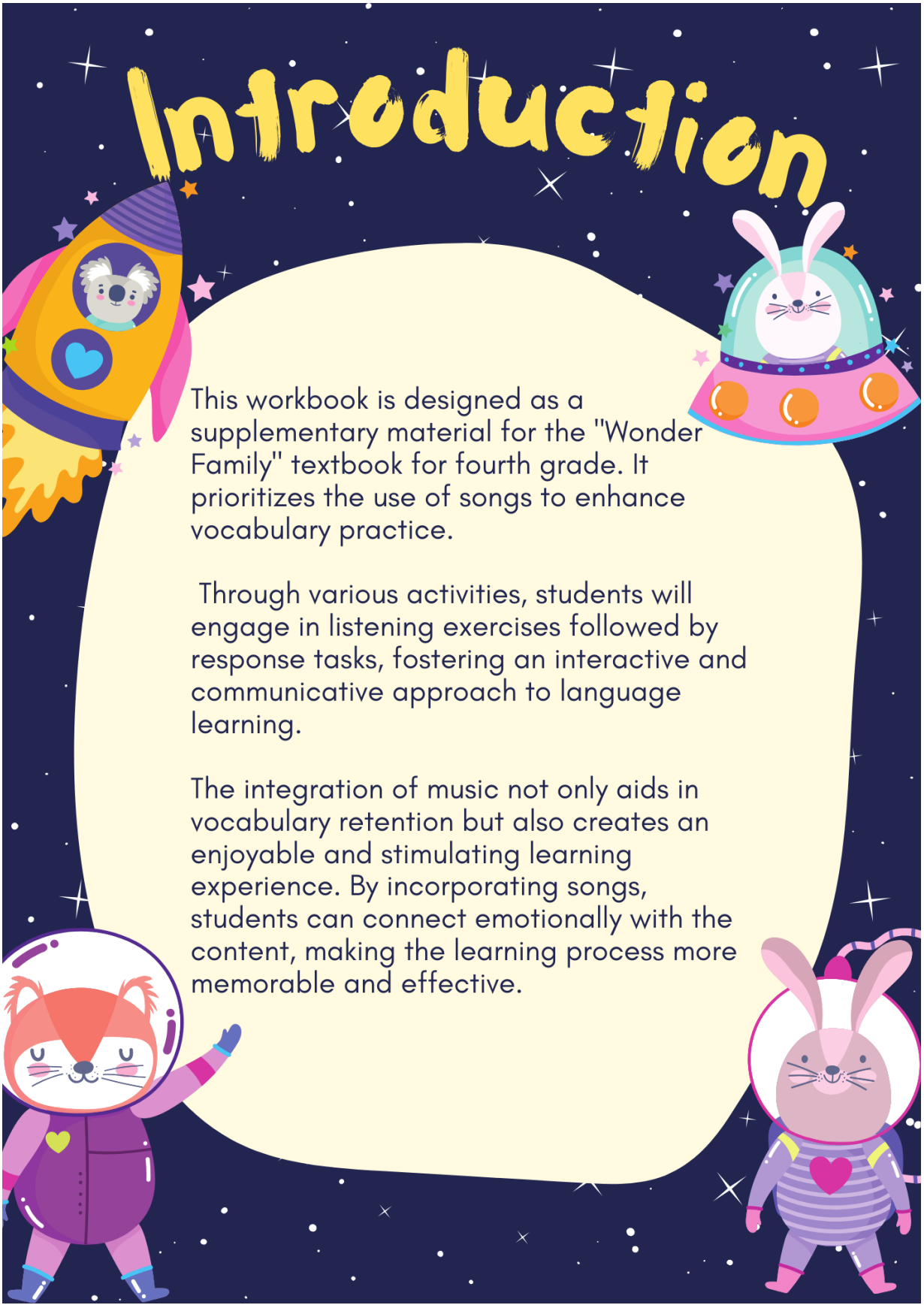
Interviews:



Socialization:


A1.1
Teacher Edition
MELODIC VOCABULARY
Workbook for Enhancing
Language Learning Through Songs
ANSWERS
BY:
PAMELA SALOMÉ
SIGUENZA NAVARETE

Introduction



This workbook is designed as a supplementary material for the "Wonder Family" textbook for fourth grade. It prioritizes the use of songs to enhance vocabulary practice.

Through various activities, students will engage in listening exercises followed by response tasks, fostering an interactive and communicative approach to language learning.

The integration of music not only aids in vocabulary retention but also creates an enjoyable and stimulating learning experience. By incorporating songs, students can connect emotionally with the content, making the learning process more memorable and effective.

JUSTIFICATION

The use of songs in vocabulary learning for fourth-grade students is justified by its ability to make the educational process more dynamic and engaging. Songs not only facilitate the retention of new words through repetition and rhythm but also allow students to emotionally connect with the content, enhancing memorization and comprehension. Additionally, music is a powerful tool for developing listening, pronunciation, and rhythm skills, which are essential in language acquisition. This workbook, as a supplementary material to the "Wonder Family" textbook, aims to provide a communicative and interactive approach that fosters a positive and effective learning environment.

GENERAL OBJECTIVE

To promote vocabulary learning in English for fourth-grade students through the use of songs, encouraging a communicative and interactive approach that facilitates the retention and understanding of new words.

SPECIFIC OBJECTIVES

- Develop listening skill, pronunciation and spelling through a workbook with song activities .
- Promote emotional connection with the educational content by integrating relevant and appealing songs for students.
- Facilitate the practice and retention of new vocabulary through interactive and dynamic activities that involve repetition and contextual use of the learned words.

TEACHER'S GUIDE

INSTRUCTIONS FOR USING THE WORKBOOK

This workbook is designed to integrate with digital content, specifically songs available on platforms like YouTube. Below are the instructions for accessing this content:

ACCESSING SONGS VIA QR CODES

- Each unit in the workbook includes QR codes that link directly to the selected songs.
- Teacher can scan these QR codes with their mobile devices to quickly access the songs.
- To scan a QR code, teachers should open the camera app on his/her mobile device and point it at the code. The song will automatically open on the corresponding platform.

ACCESSING SONGS IN THE DIGITAL VERSION OF THE WORKBOOK

- In the digital version of the workbook, links to the songs are embedded directly in the text.
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USING SONGS IN ACTIVITIES

- The selected songs are aligned with the objectives of each unit and are used to practice specific vocabulary.
- It is recommended that students listen to the songs multiple times, first to become familiar with the melody and then to focus on the lyrics and vocabulary.
- The pre-listening, listening, and post-listening activities are designed to maximize vocabulary learning and retention.

SUGGESTIONS FOR TEACHERS

- Encourage students to sing along with the songs to improve their pronunciation and fluency.
- Get music to create a positive and motivating learning environment in the classroom.

Units
Unit 1: Appearance
Unit 2: Farm life
Unit 3: Hobbies
Unit 4: Daily Routine
Unit 5: Chores
Unit 6: Buildings
Unit 7: Ilinesses
Unit 8: Animals
Unit 9: Food
Unit 10: Stores

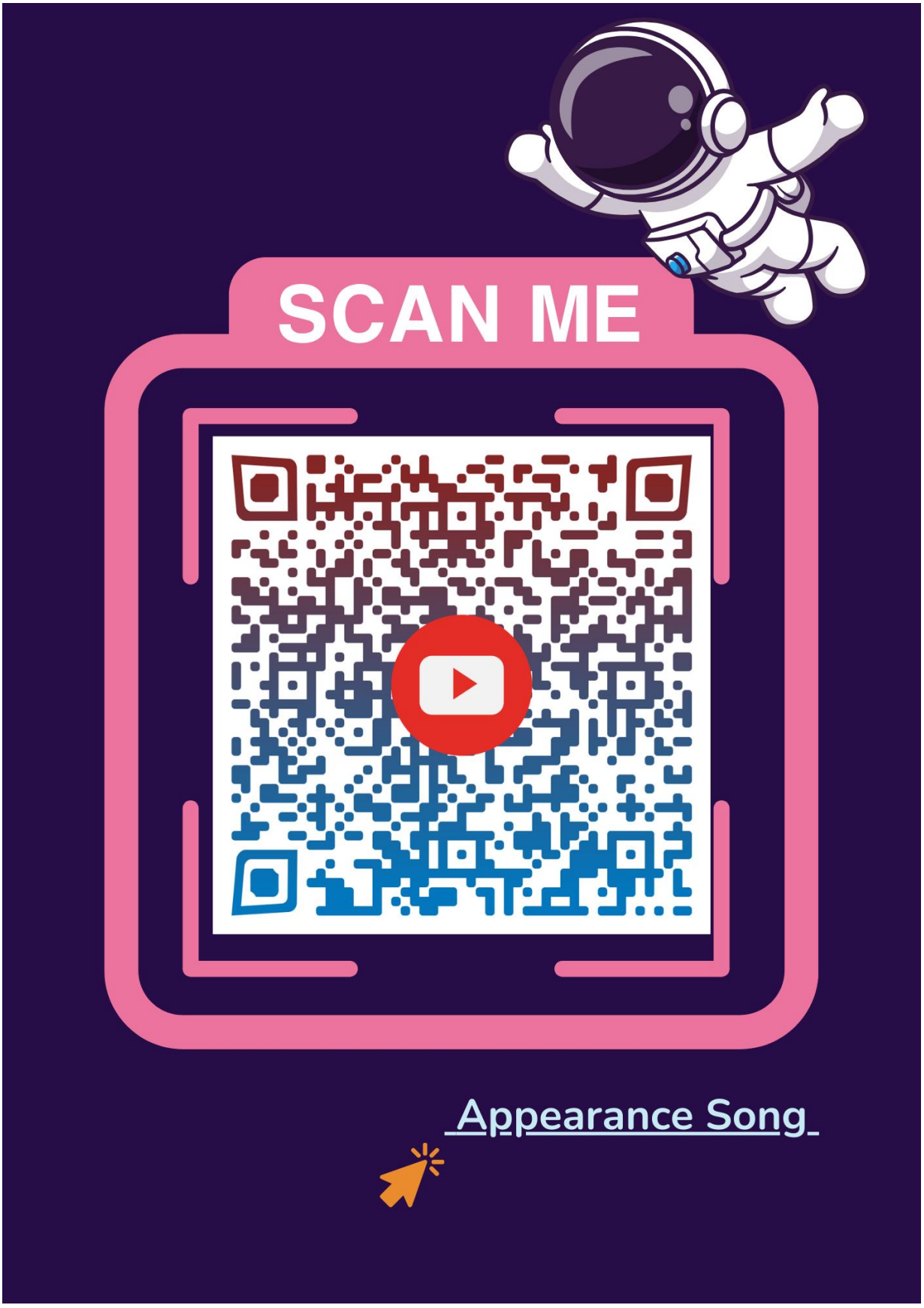
UNIT 1

Appearance

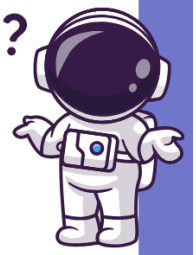
Vocabulary

Can do objective

A1 Oral Production
I can give personal information about my appearance


SCAN ME
Appearance Song

WHAT DOES SHE LOOK LIKE?



After listening to the song ,complete with the corresponding characteristics

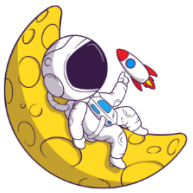
Short, fat,freckles,dark hair,straight hair

WHAT DOES HE LOOK LIKE?

After listening to the song ,complete with the corresponding characteristics

Tall,slim,moustache,freckles,straight hair,blonde hair.

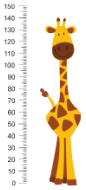
ALPHABET SOUP ANSWERS



Find the vocabulary in the alphabet soup

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

1 freckeles



2 tall

3 short

4 moustache

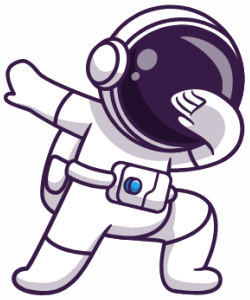
5

6 bold

7 curly hair

8 dark hair

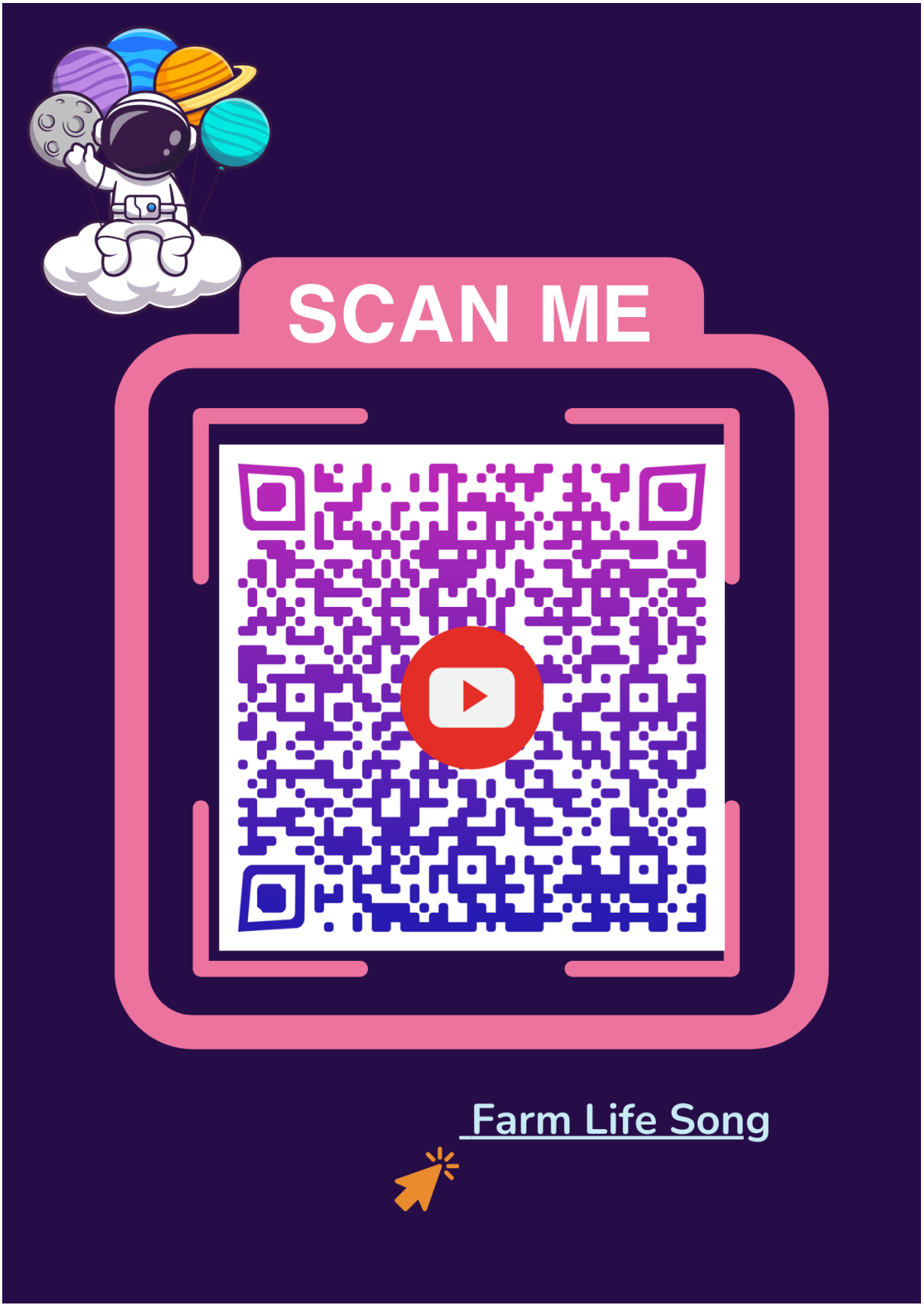
DRAW



Draw the corresponding characteristics on the doll

BEARD
FRECKLES
CURLY HAIR
BLONDE HAIR
FAT

UNIT 2
Farm Life
Vocabulary
Can do objective
A1 Oral Production
I can give personal information about farm life


SCAN ME
Farm Life Song

Farm BINGO!

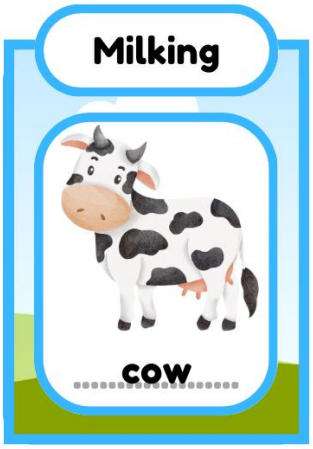
DOG	FARM	BACK IN FARM HOUSE
MEKING COWS	PICKING EGGS	ORCHARD
PIGSTY	THE MEADOW	LAMBS
CLOWN IN THE PADDOCK	CHICKEN	HORSE

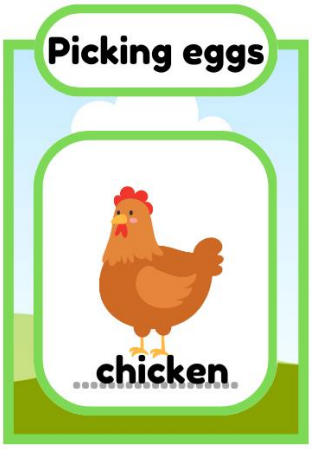
Unit 2 Farm Life

1- Underline with the correct and complete the word.

Dog sheep chicken Cow

2- Draw one animal for each action.





ALPHABET SOUP
P F G H K I R V S M M
O I O S B M A L D I I
N J C Y L F S M L L L
O P V K C A T E E K K
P A R H I U E A Ó I I
G T I G M N G O N N N
R O Ñ T E V G M U G G
K I I R A I R E Ñ A A
A G D M D H D A G T T
A G J E O H D J G G G
A G J M W H D J G S S
MILKING-PICKING EGGS-
RIDE-LAMBS-MEADOW

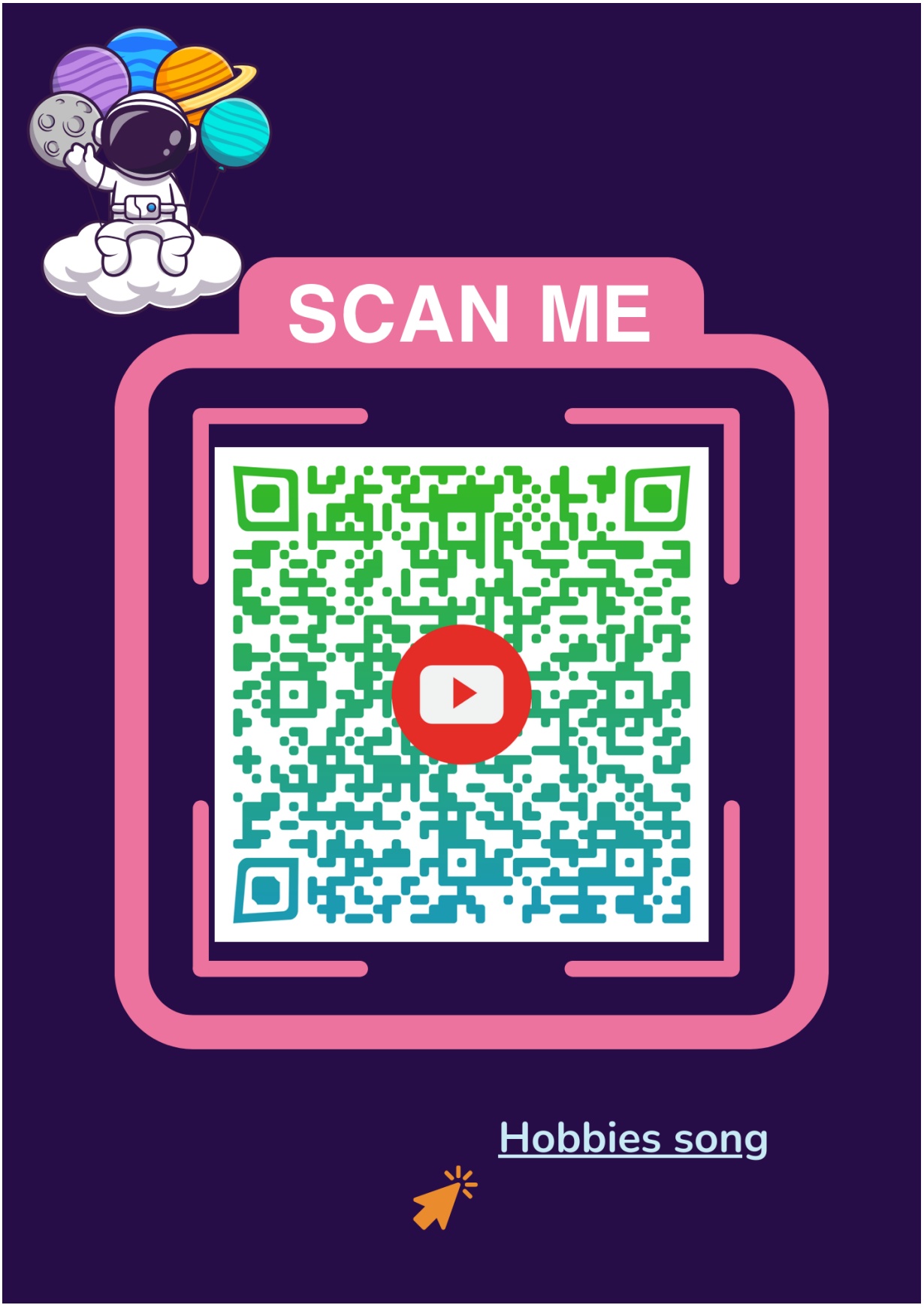
UNIT 3

Hobbies

Vocabulary

Can do objective

A1 Oral Production
I can give personal information about my hobbies


SCAN ME
Hobbies song

HOBBIES

Circle the hobbies that you hear in the song

Name:

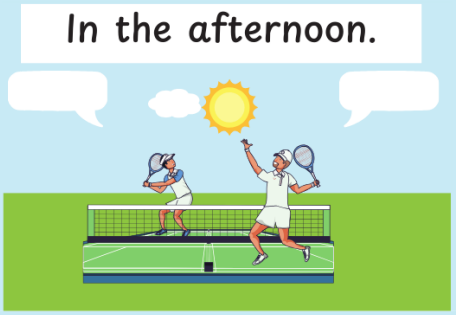
Class:

Write the corresponding hobbies

In the morning.

swimming .....

In the afternoon.



play tennis .....

In the evening.

dancing .....

In the night.

drawing pictures .....

When leaving.

fishing .....

In the house

cooking .....

Name: Date:

Free time activities

Look at the pictures and write the names of the free time activities

playing chess	singing	gardening	playing video games
bike ridding	drawing	photography	listening to music
playing basketball	reading	skateboarding	playing the guitar

playing video games

playing chess

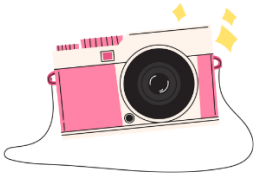
singing

listening to music

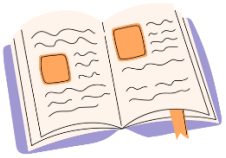
drawing

playing the guitar

gardening

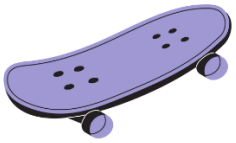


photography



reading

bike ridding



skateboarding

playing basketball

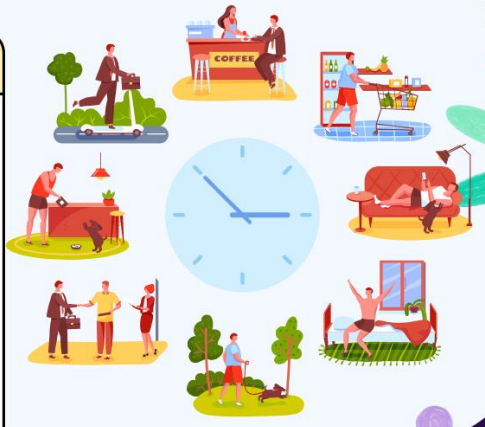
UNIT 4

Daily Routines

Vocabulary

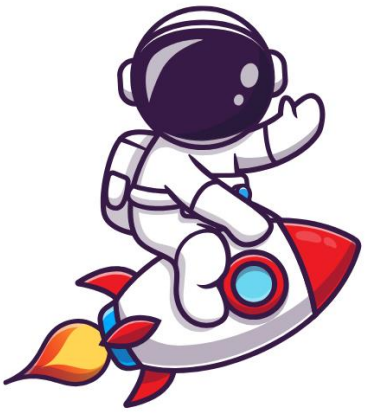
Can do objective

A1 Oral Production
I can give personal information about daily routines



SCAN ME
Daily Routine song

Daily Routine BINGO!



GET UP	EAT BREAKFAST	GO TO SCHOOL
HAVE LUNCH	GO TO CLASS	PLAY IN THE BACKGROUND
EAT DINNER	MAKE HOMEWORK	WATCH TV

Unit 4 Art and Music

1- Look at the pictures and trace the words.

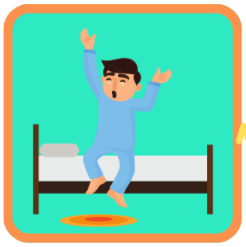
watch tv

have lunch

brush my teeth

go to bed

2- Match the words with the pictures.



go to school

play in the background

make homework

brush my teeth

go to bed

get up

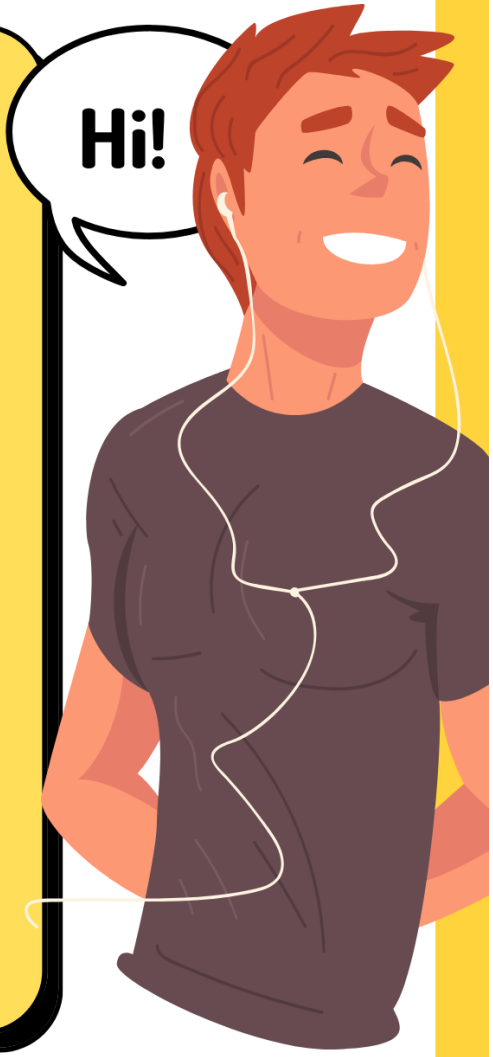
NAME: _____ DATE: _____

FREE TIME

Read and complete the text with the words in the box.

music - reading - video games - chatting
skateboarding - photography - sports - cooking

Hi, I'm Jack. I'm thirteen and I'm from Los Angeles in the USA. I'm into sports and I'm good at football. Besides, I like listening to ....music.. and video games online. I'm not interested in shopping. I've got a sister. Her name is Kate. She's not into sports. She likes sports.. and her favorites are simulation games. She likes spending time outside, too. She and her friends go chatting . after school. Our parents like books and they're into reading My dad is into photography and his photos are really good. My mum is good at cooking. Italian food is her favorite. How about you?



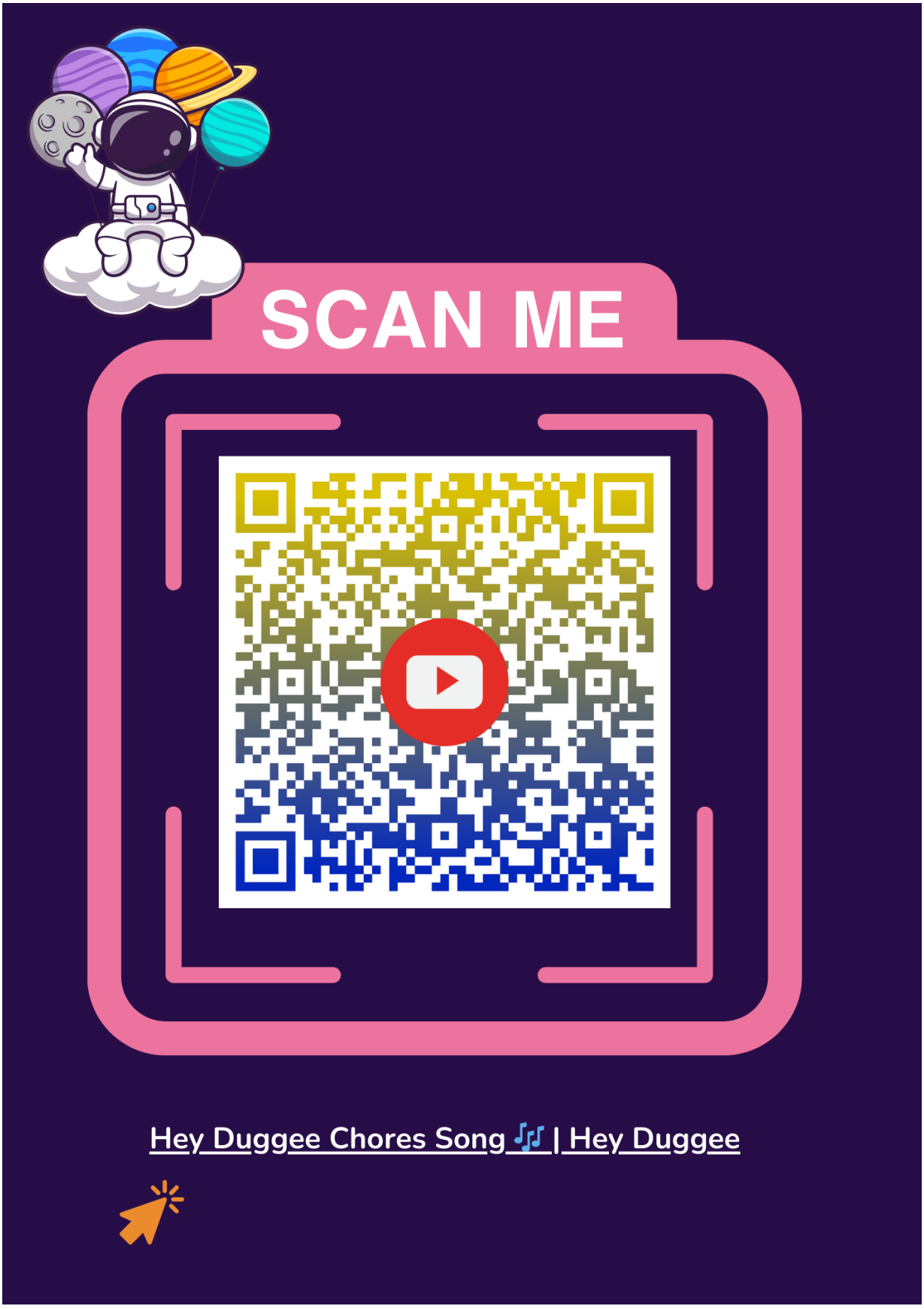
UNIT 5

Chores

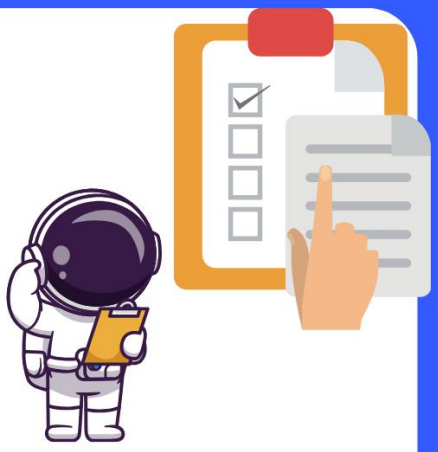
Vocabulary

Can do objective

A1 Oral Production
I can give personal information about chores


SCAN ME
Hey Duggee Chores Song 🎶 | Hey Duggee

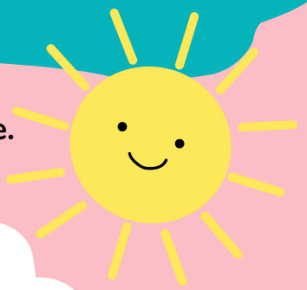
Chores BINGO!



ORGANICE CLOTHES	WASH MY CLOTHES	IRON CLOTHES
MAKE A BED	TYDING	WASH THE WINDOW
FEED THE FISH	CLEAN DISHES	TYDING DISH

Daily Chores
Weekly Rewards

Mark with an x the tasks you do at home.



	mon	tue	wed	thur	fri	sat	sun
Organice my clothes							
Wash my clothes							
Iron clothes							
Make a bed							

EVENING

	mon	tue	wed	thur	fri	sat	sun
Tyding clothes							
Prepare Dinner							
Feed the fish							
Clean dish							

UNIT 6

Buildings

Vocabulary

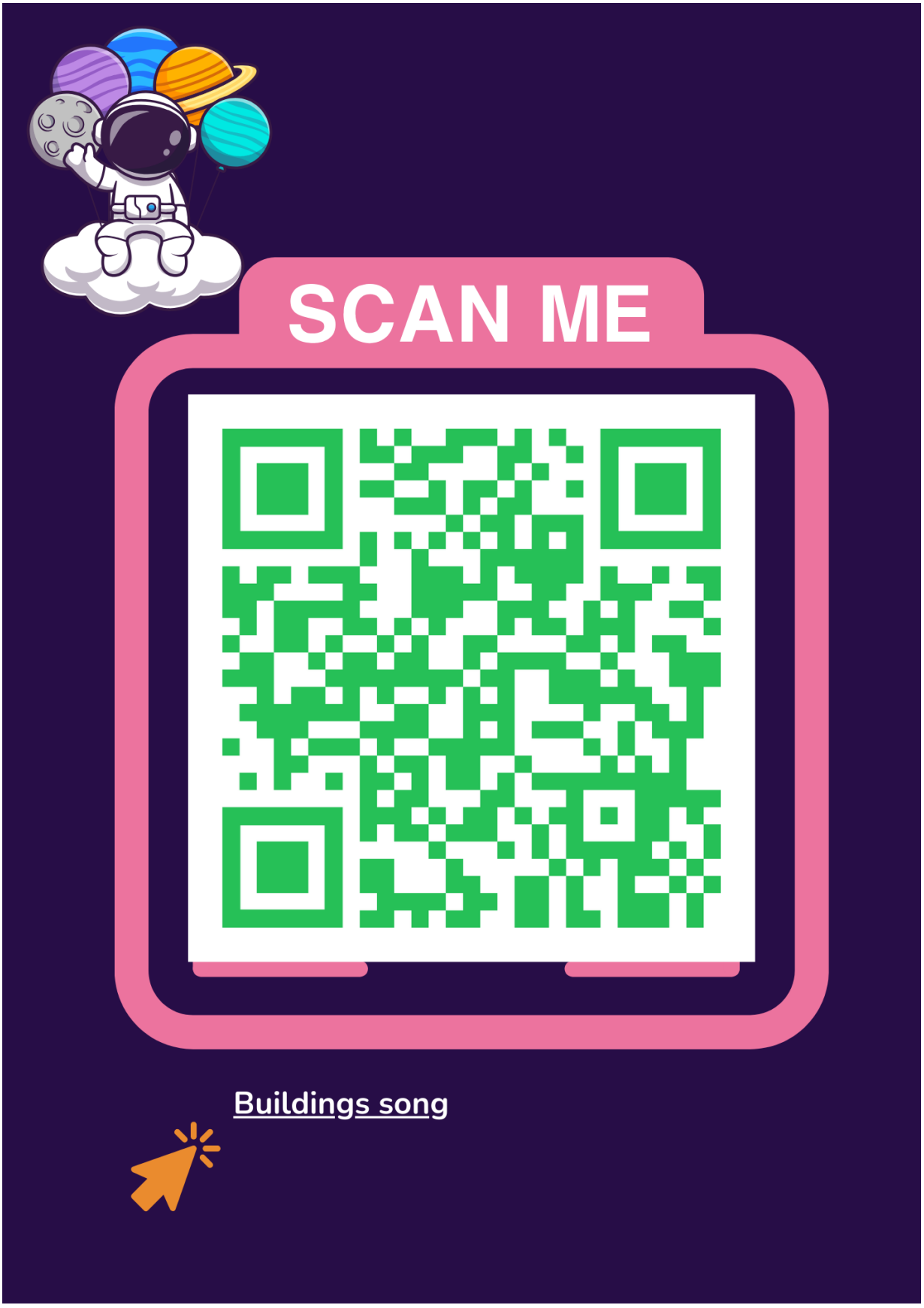
Can do objective

A1 Reading

I can understand information about place of residence

A1 Oral Production

I can give personal information about directions


SCAN ME
Buildings song

Buildings BINGO!

UNIT 7

Ilinesses

Vocabulary

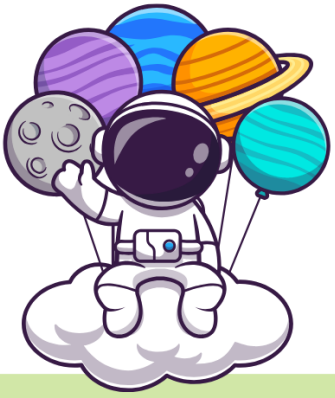
Can do objective

A1 Oral Production
I can give personal information about Iliness

SCAN ME
ILLNESSES SONG

Ilinesses

BINGO!



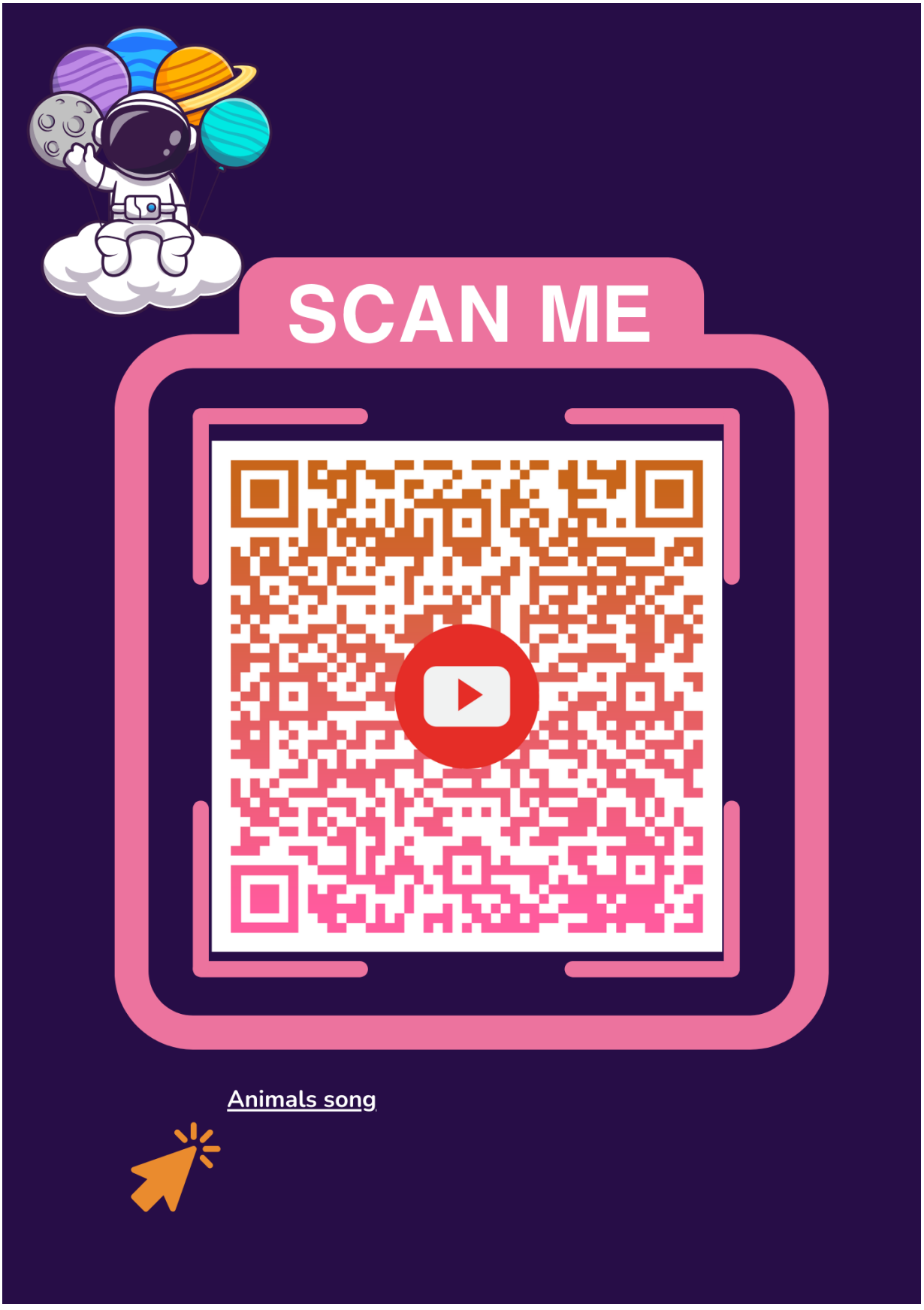
UNIT 8

Animals

Vocabulary

Can do objective

A1 Oral Production
I can give information about my surroundings


SCAN ME
Animals song

ANIMAL

COLORING

Colour the following vocabulary
after listening the song

cat,dog,goats,fish,snake,frog,monkey

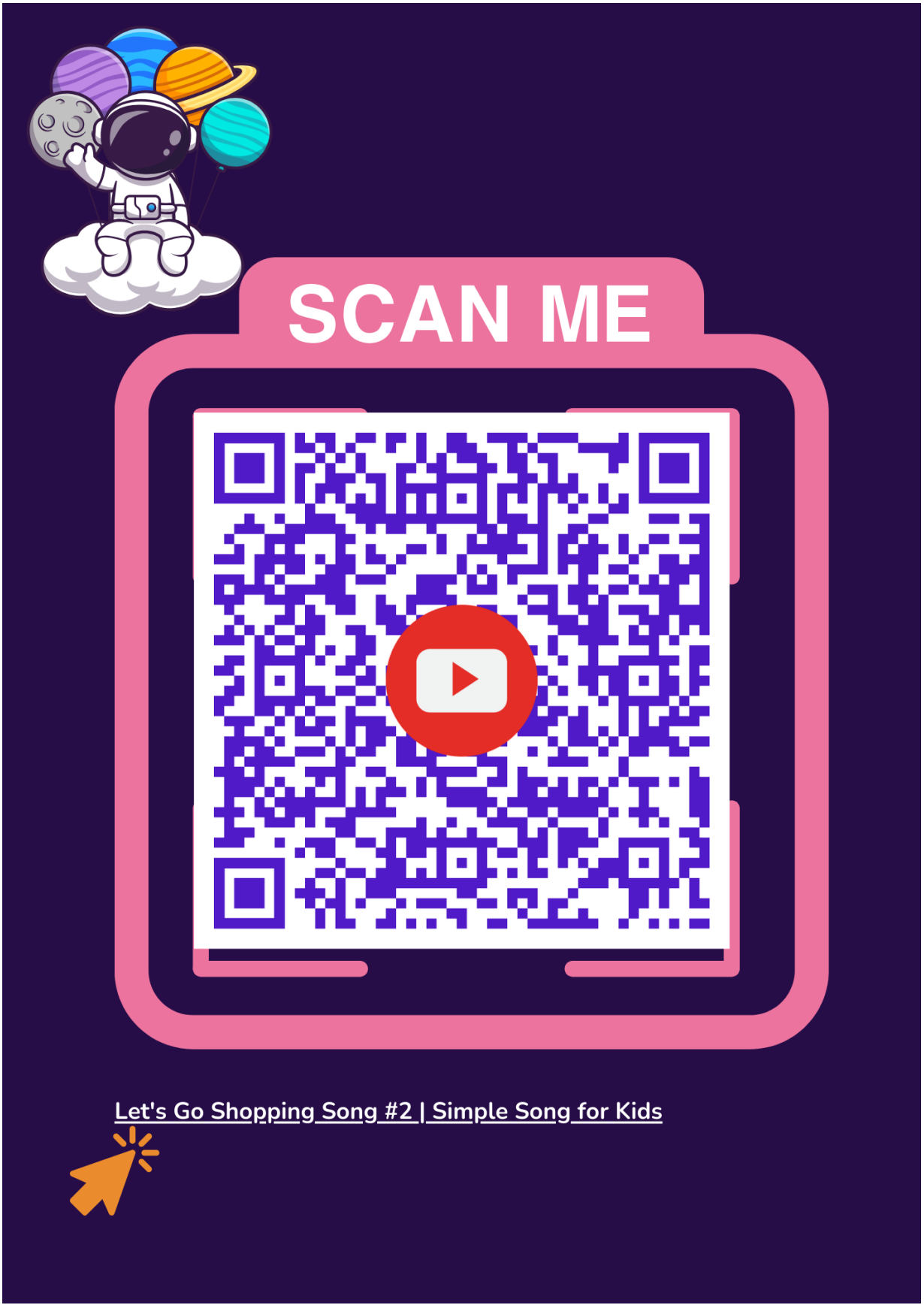
UNIT 9

Food

Vocabulary

Can do objective

A1 Oral Production
I can give personal information about my daily routine


SCAN ME
Let's Go Shopping Song #2 | Simple Song for Kids

FOOD

Write the correct words under the pictures

French fries / Pancakes / Bread / Cheese / Pizza
Salad

French fries

Pancakes

Pizza

Bread

Salad

Cheese

Unit 5 School Supplies

1- Look at the pictures and trace the words.

French fries

Pancakes

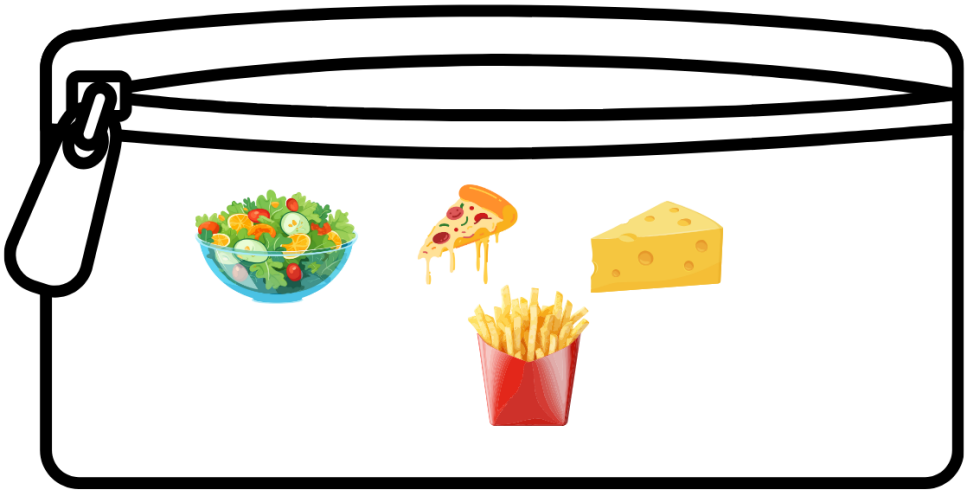
Bread

Cheese

pizza

salad

2. Draw the vocabulary



Salad,pizza,cheese, french fries

UNIT 10

Stores

Vocabulary

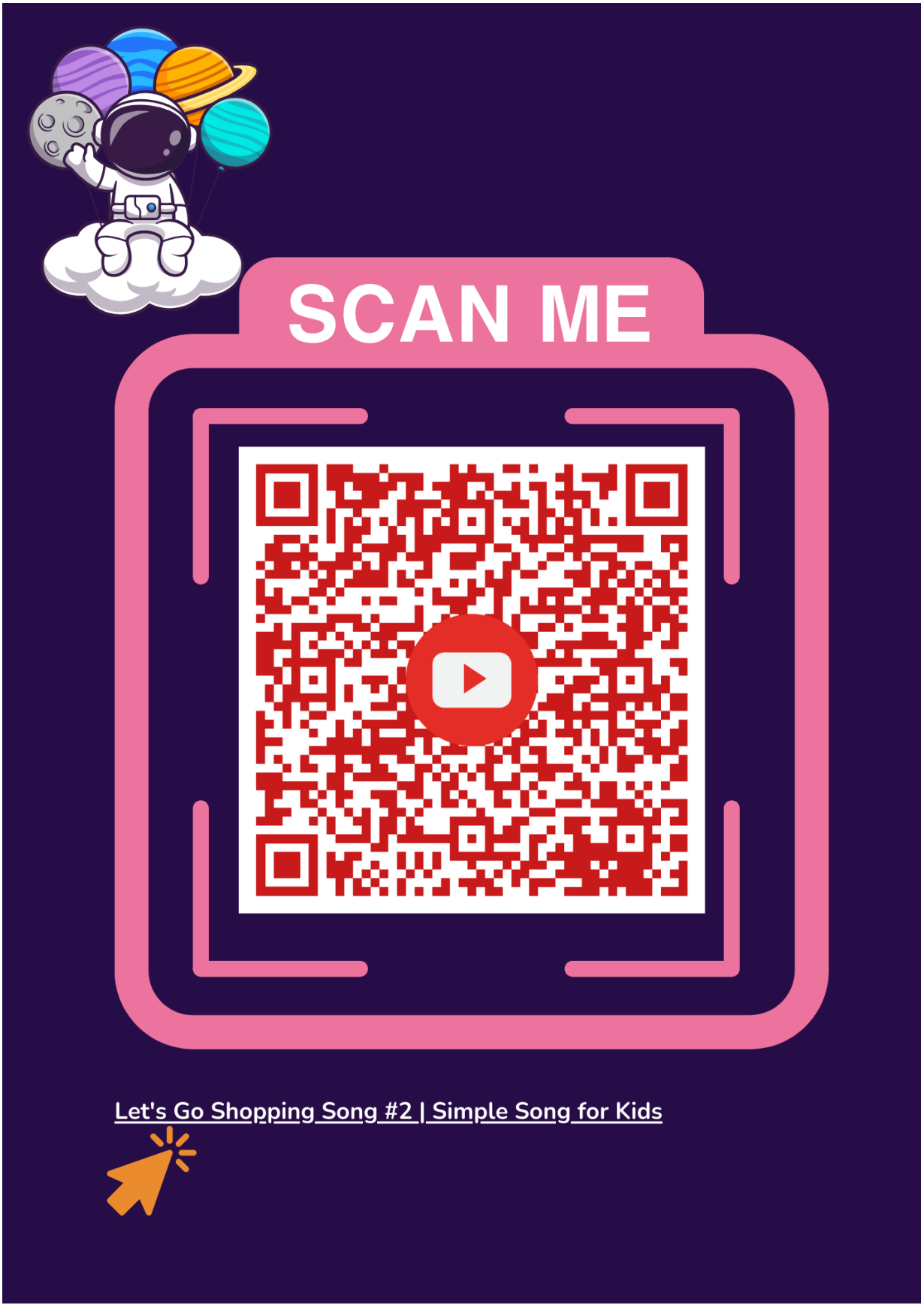
Can do objective

A1 Reading

I can understand information about place of residence

A1 Oral Production

I can give personal information about directions


SCAN ME
Let's Go Shopping Song #2 | Simple Song for Kids

Unit 10 Stores

1- Look at the pictures and trace the words.

Pet shop

Hardware store

Convenience store

Drug store

Departmen store

Jewerly store

2- Design a store for your town and describe it.

Unit 10 Stores

1. Put the corresponding name under the pictures

Pet shop

Drug store

Department store

pet shop,hardware store,convenience store, drug store,department store, jewerly store

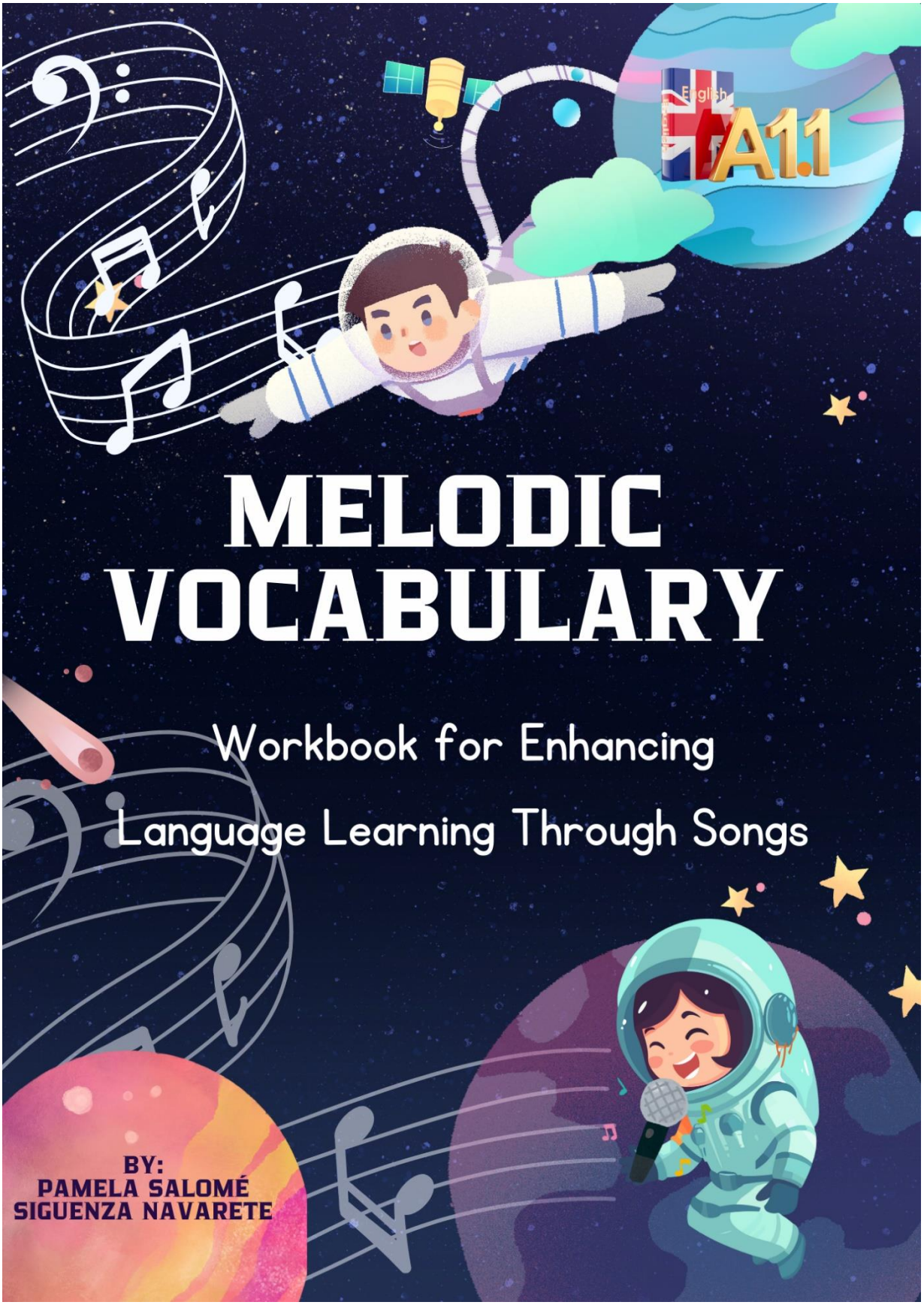
2- Draw the corresponding stores. Point and say.

Drug store

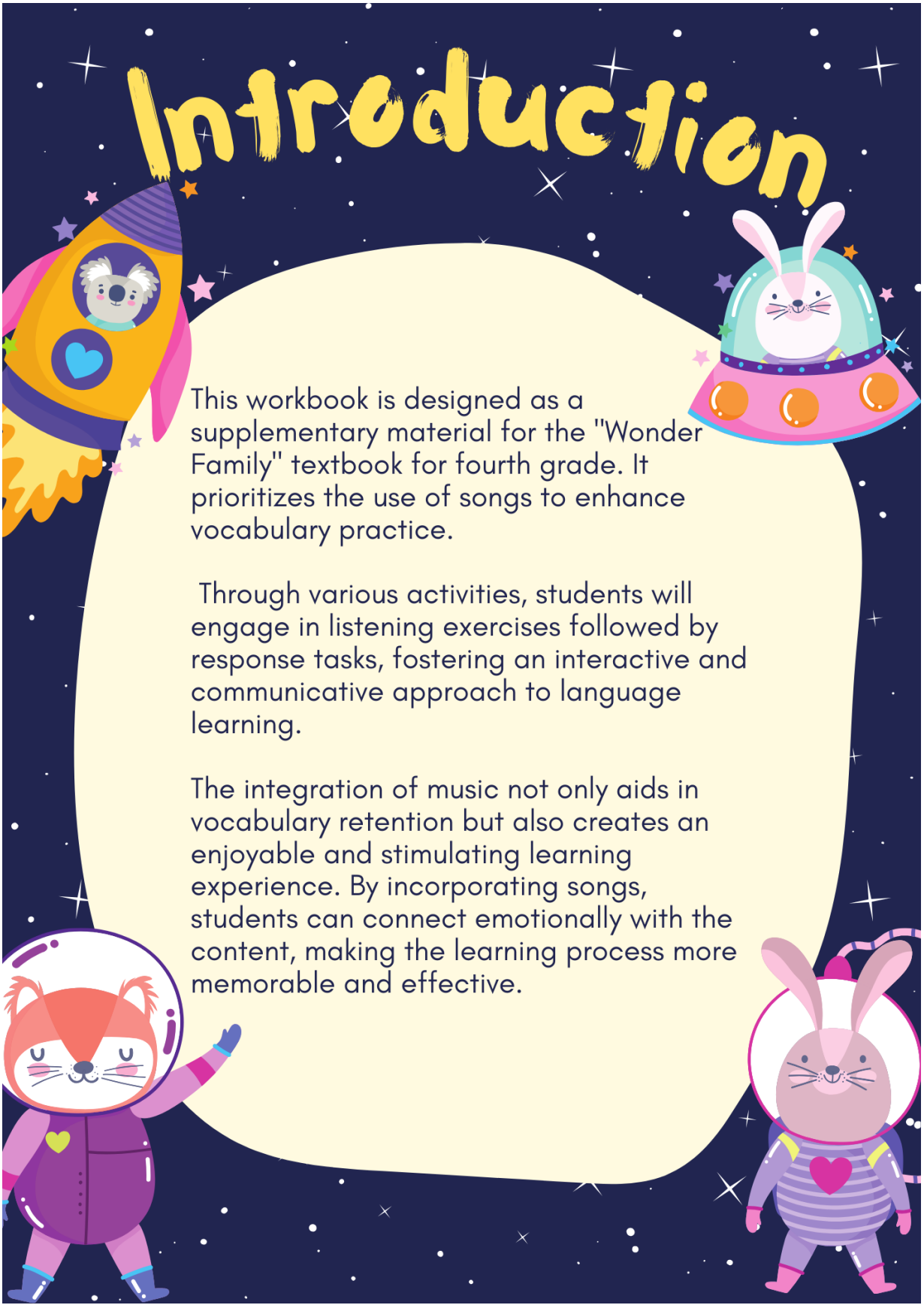
Department store

Pet shop

Jewerly Store


English
A1.1
MELODIC VOCABULARY
Workbook for Enhancing
Language Learning Through Songs
BY:
PAMELA SALOMÉ
SIGUENZA NAVARETE

Introduction



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- Get music to create a positive and motivating learning environment in the classroom.

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Unit 3: Hobbies
Unit 4: Daily Routine
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Unit 7: Ilinesses
Unit 8: Animals
Unit 9: Food
Unit 10: Stores

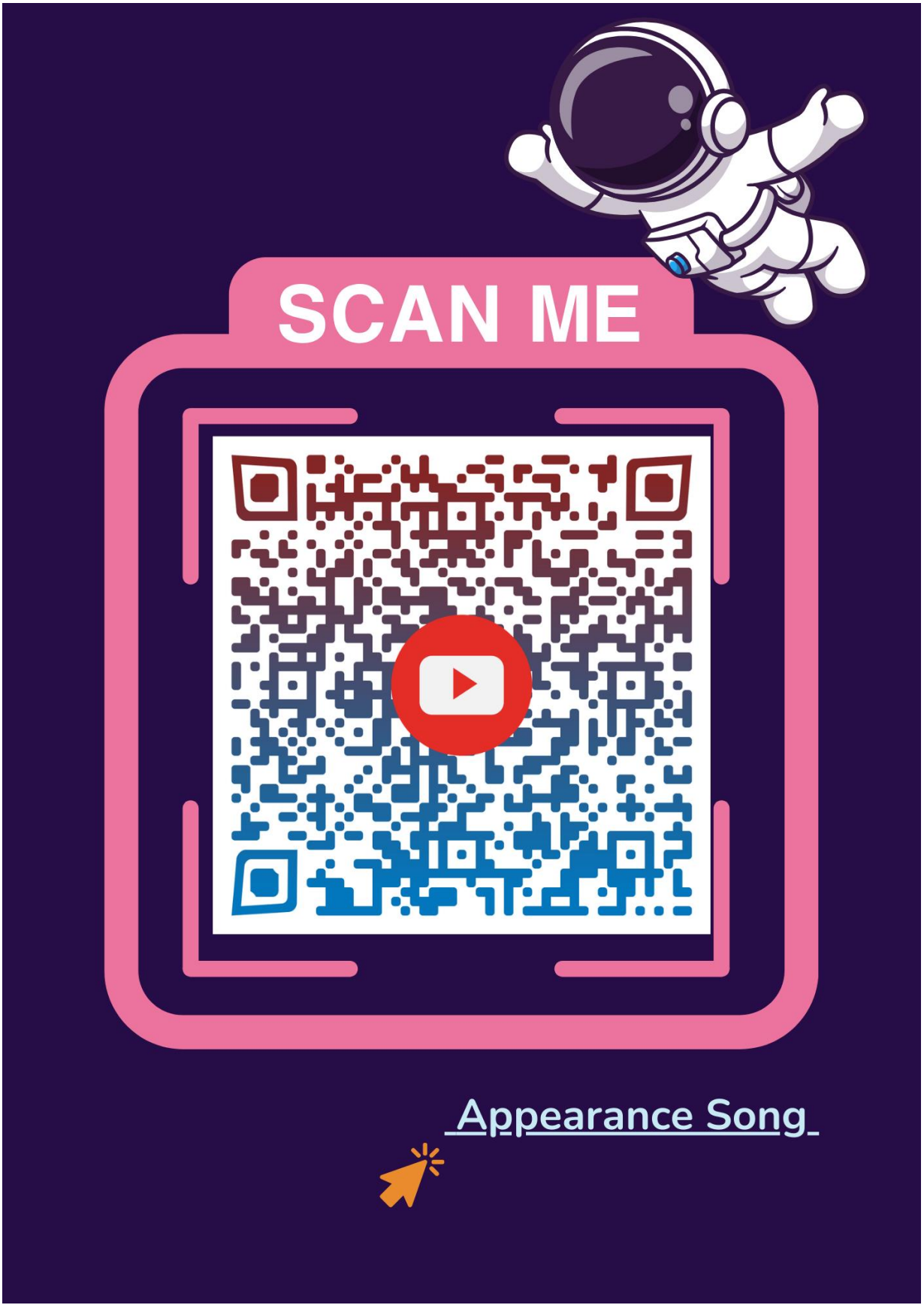
UNIT 1

Appearance

Vocabulary

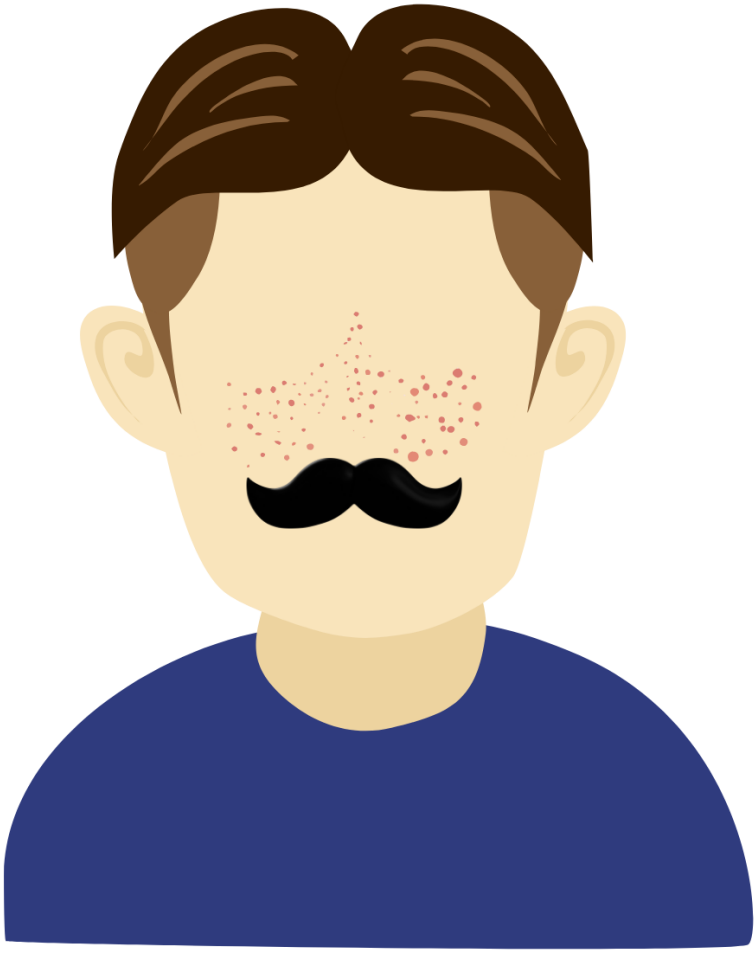
Can do objective

A1 Oral Production
I can give personal information about my appearance


SCAN ME
Appearance Song

WHAT DOES HE LOOK LIKE?

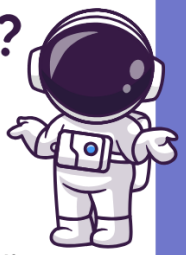
After listening to the song ,complete with the corresponding characteristics



.....

.....

WHAT DOES SHE LOOK LIKE?

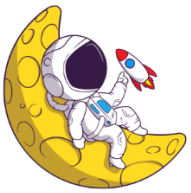


After listening to the song ,complete with the corresponding characteristics

.....

.....

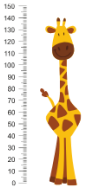
ALPHABET SOUP



Find the vocabulary in the alphabet soup

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

1 _____



2 _____

3 _____

4 _____

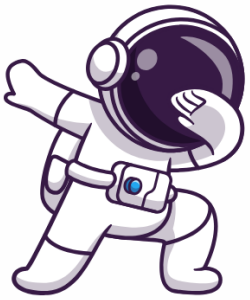
5 _____

6 _____

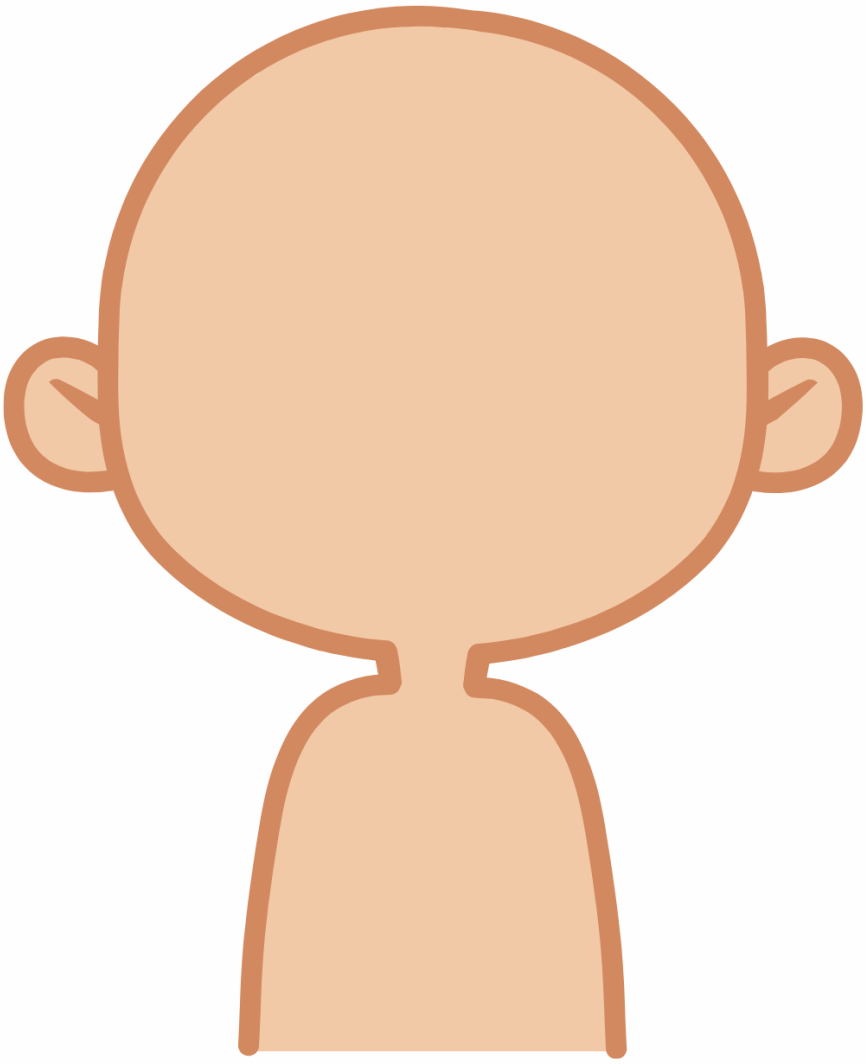
7 _____

8 _____

DRAW

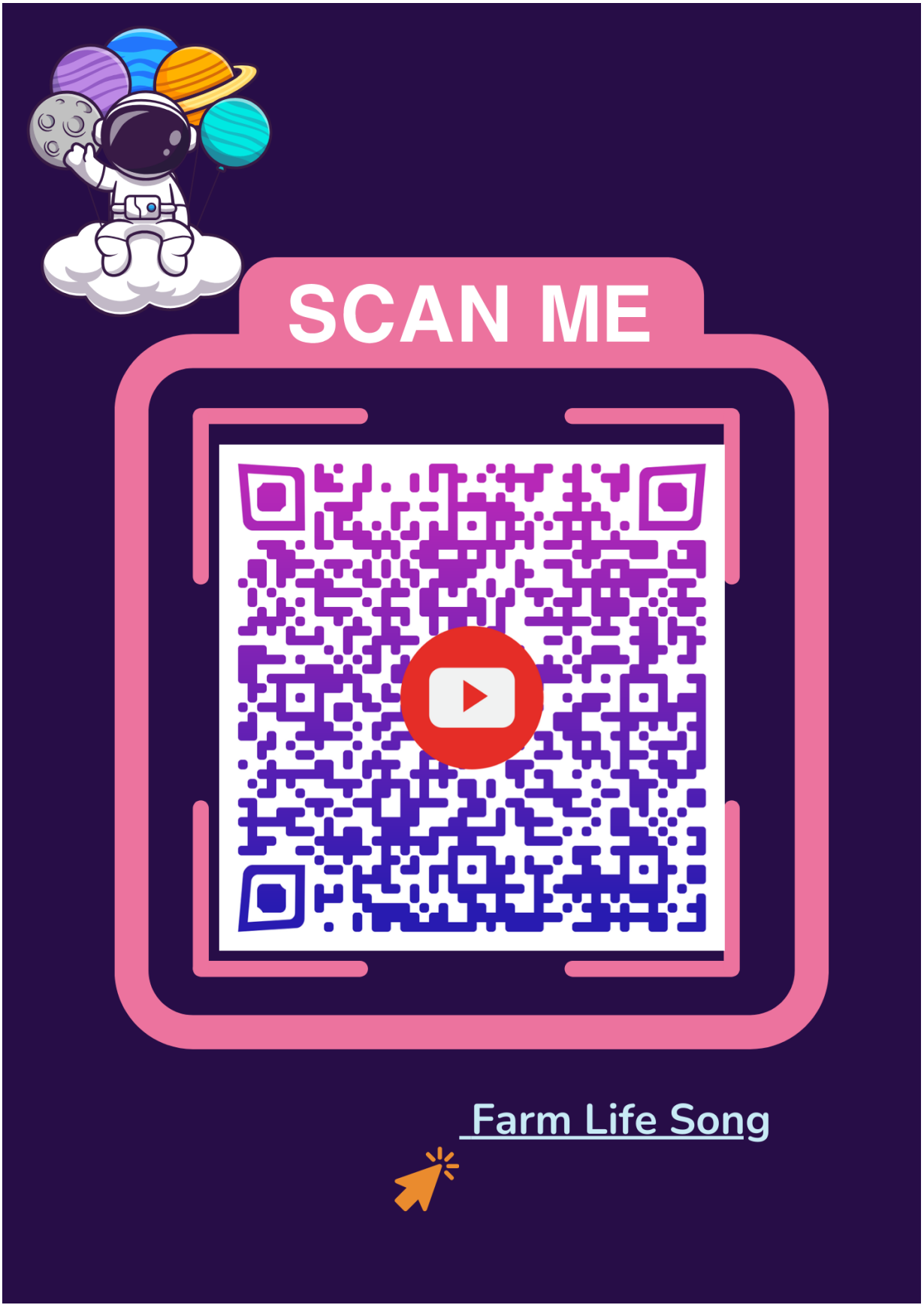


Draw the corresponding characteristics on the doll



BEARD
FRECKLES
CURLY HAIR
BLONDE HAIR
FAT

UNIT 2
Farm Life
Vocabulary
Can do objective
A1 Oral Production
I can give personal information about farm life


SCAN ME
Farm Life Song

Farm BINGO!

DOG	FARM	BACK IN FARM HOUSE
MILKING COWS	PICKING EGGS	ORCHARD
PIGSTY	THE MEADOW	LAMBS
CLOWN IN THE PADDOCK	CHICKEN	HORSE

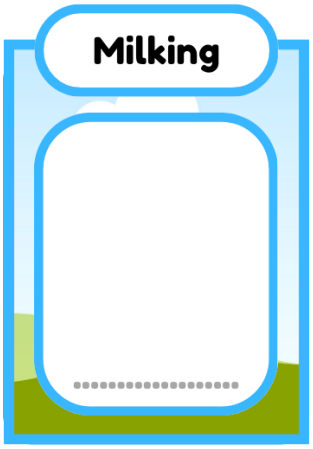
Farm BINGO!

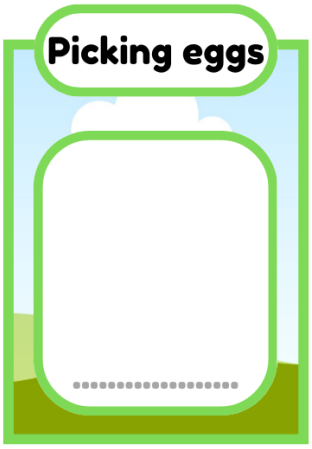
Unit 2 Farm Life

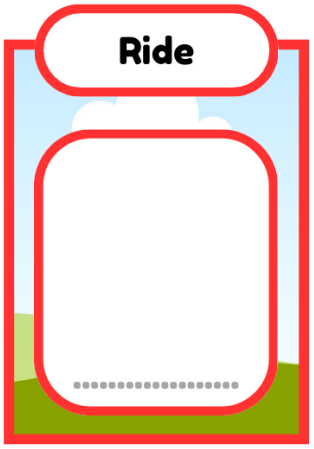
1- Underline with the correct and complete the word.

Dog sheep chicken Cow

2- Draw one animal for each action.







ALPHABET SOUP
P F G H K I R V S M M
O I O S B M A L D I I
N J C Y L F S M L L L
O P V K C A T E E K K
P A R H I U E A Ó I I
G T I G M N G O N N N
R O Ñ T E V G M U G G
K I I R A I R E Ñ A A
A G D M D H D A G T T
A G J E O H D J G G G
A G J M W H D J G S S
MILKING-PICKING EGGS-
RIDE-LAMBS-MEADOW

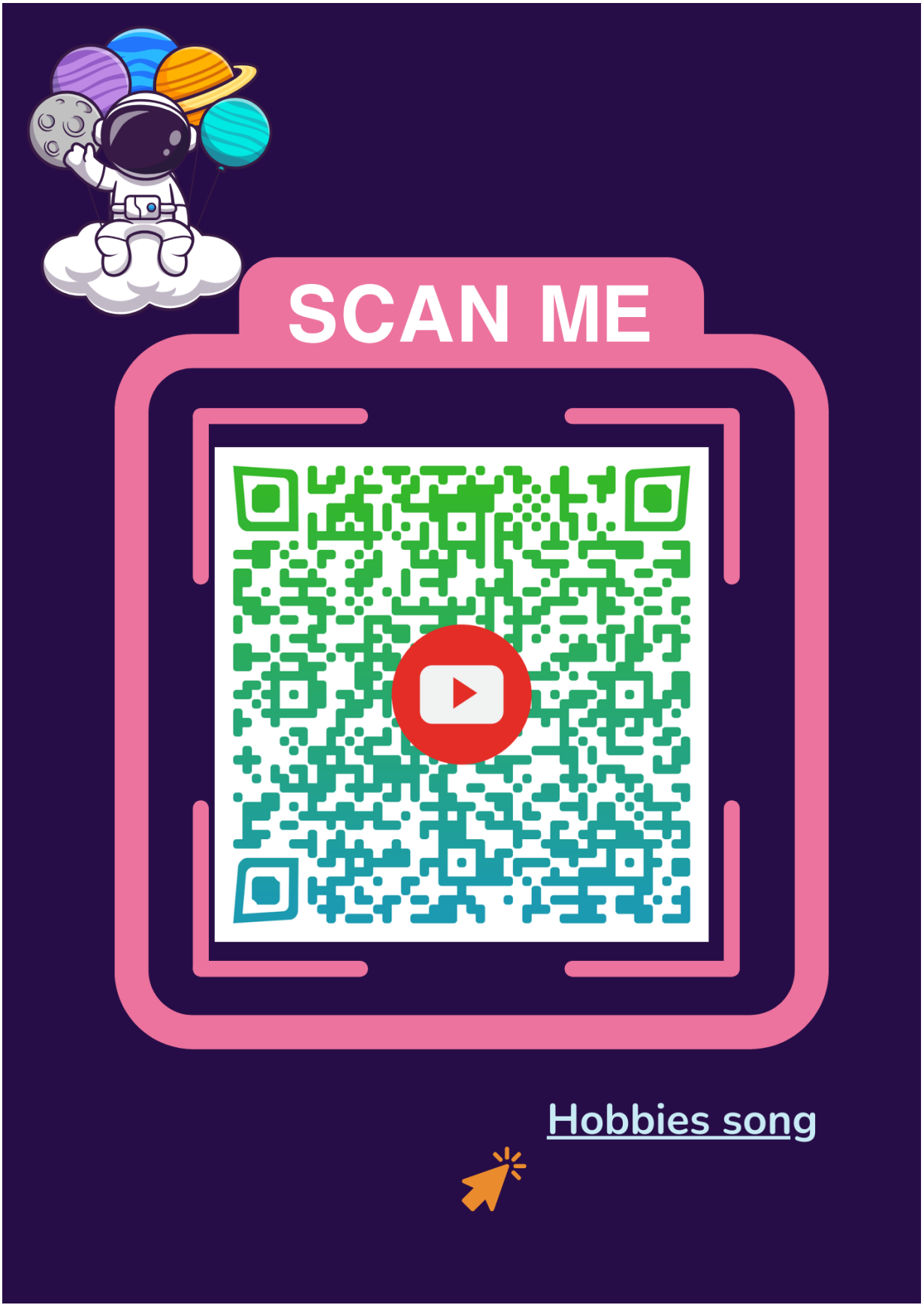
UNIT 3

Hobbies

Vocabulary

Can do objective

A1 Oral Production
I can give personal information about my hobbies


SCAN ME
Hobbies song

HOBBIES

Circle the hobbies that you hear in the song

Name:

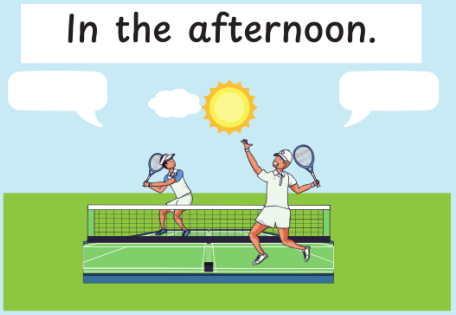
Class:

Write the corresponding hobbies

In the morning.

.....

In the afternoon.



.....

In the evening.

.....

In the night.

.....

When leaving.

.....

In the house

.....

Name: Date:

Free time activities

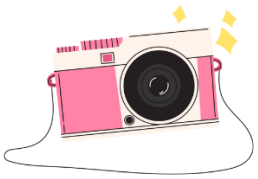
Look at the pictures and write the names of the free time activities

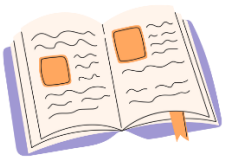
playing chess	singing	gardening	playing video games
bike ridding	drawing	photography	listening to music
playing basketball	reading	skateboarding	playing the guitar

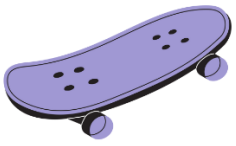
playing video games

playing chess

singing







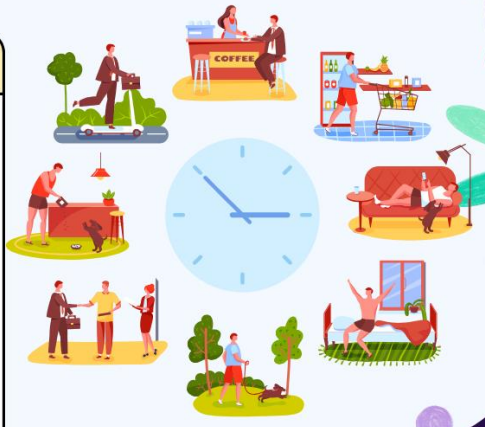
UNIT 4

Daily Routines

Vocabulary

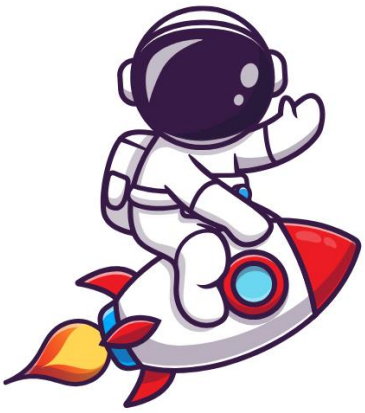
Can do objective

A1 Oral Production
I can give personal information about daily routines



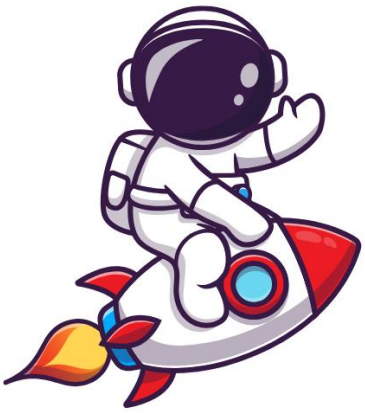
SCAN ME
Daily Routine song

Daily Routine BINGO!



GET UP	EAT BREAKFAST	GO TO SCHOOL
HAVE LUNCH	GO TO CLASS	PLAY IN THE BACKGROUND
EAT DINNER	MAKE HOMEWORK	WATCH TV

Daily Routine BINGO!



Unit 4 Art and Music

1- Look at the pictures and trace the words.

watch tv

have lunch

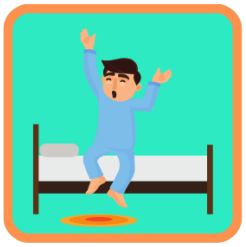
brush my teeth

go to bed

2- Match the words with the pictures.

go to school

play in the background



make homework

brush my teeth

go to bed

get up

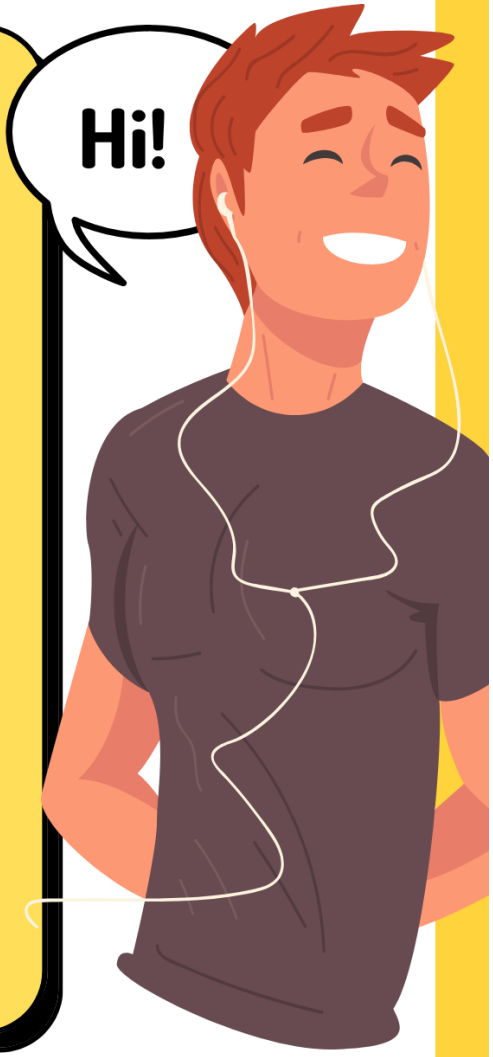
NAME: _____ DATE: _____

FREE TIME

Read and complete the text with the words in the box.

music - reading - video games - chatting skateboarding - photography - sports - cooking

Hi, I'm Jack. I'm thirteen and I'm from Los Angeles in the USA. I'm into ..... and I'm good at football. Besides, I like listening to ..... and ..... online. I'm not interested in shopping. I've got a sister. Her name is Kate. She's not into sports. She likes ..... and her favorites are simulation games. She likes spending time outside, too. She and her friends go ..... after school. Our parents like books and they're into ..... My dad is into ..... and his photos are really good. My mum is good at ..... Italian food is her favorite. How about you?



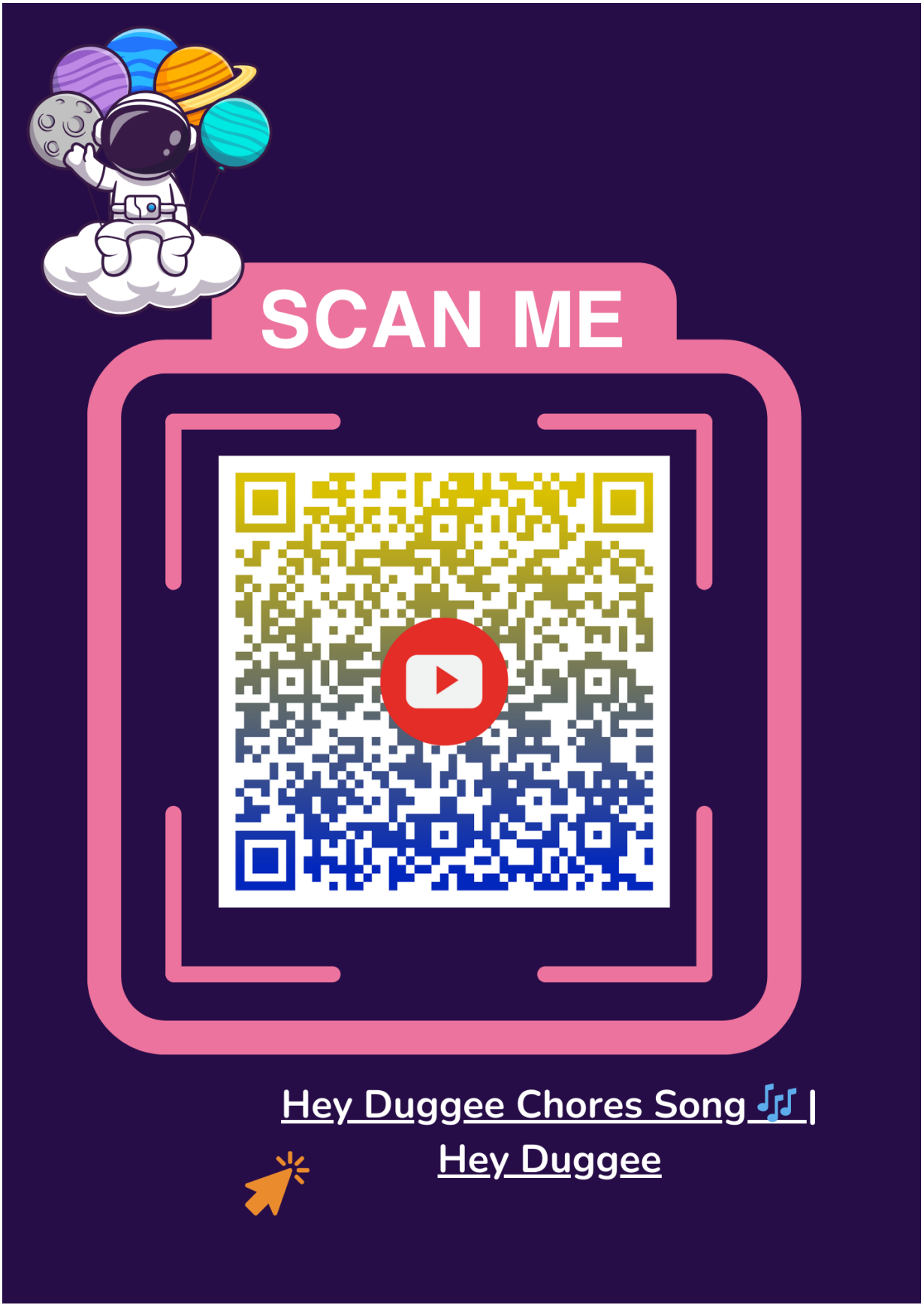
UNIT 5

Chores

Vocabulary

Can do objective

A1 Oral Production
I can give personal information about chores


SCAN ME
Hey Duggee Chores Song 🎶 | Hey Duggee

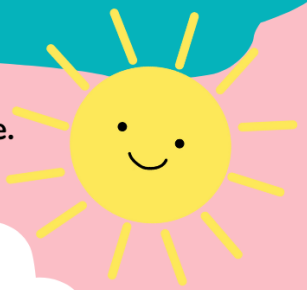
Chores BINGO!

ORGANICE CLOTHES	WASH MY CLOTHES	IRON CLOTHES
MAKE A BED	TYDING	WASH THE WINDOW
FEED THE FISH	CLEAN DISHES	TYDING DISH

Chores BINGO!

Daily Chores
Weekly Rewards

Mark with an x the tasks you do at home.



	mon	tue	wed	thur	fri	sat	sun
Organice my clothes							
Wash my clothes							
Iron clothes							
Make a bed							

EVENING

	mon	tue	wed	thur	fri	sat	sun
Tyding clothes							
Prepare Dinner							
Feed the fish							
Clean dish							

UNIT 6

Buildings

Vocabulary

Can do objective

A1 Reading

I can understand information about place of residence

A1 Oral Production

I can give personal information about directions

SCAN ME
Buildings song

Buildings BINGO!

SHOPPING MALL	LIBRARY	SUPERMARKET
AMUSEMENT PARK	SUBWAY STATION	AIRPORT

Buildings

BINGO!

UNIT 7

Ilinesses

Vocabulary

Can do objective

A1 Oral Production
I can give personal information about Iliness

SCAN ME
ILLNESSES SONG

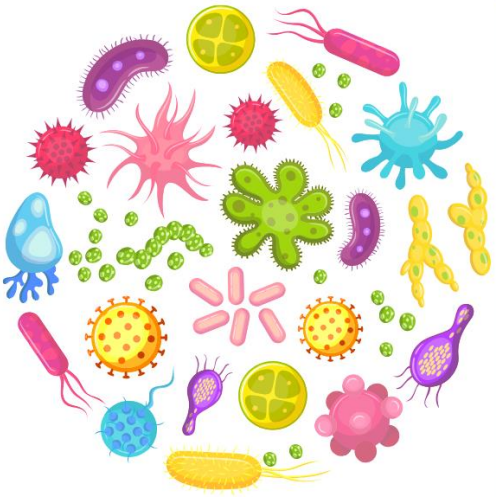
Ilinesses

BINGO!

HEADACHE	TEMPERATURE	EAR-ACHE
COUGH	COLD	SICK

Ilinesses

BINGO!



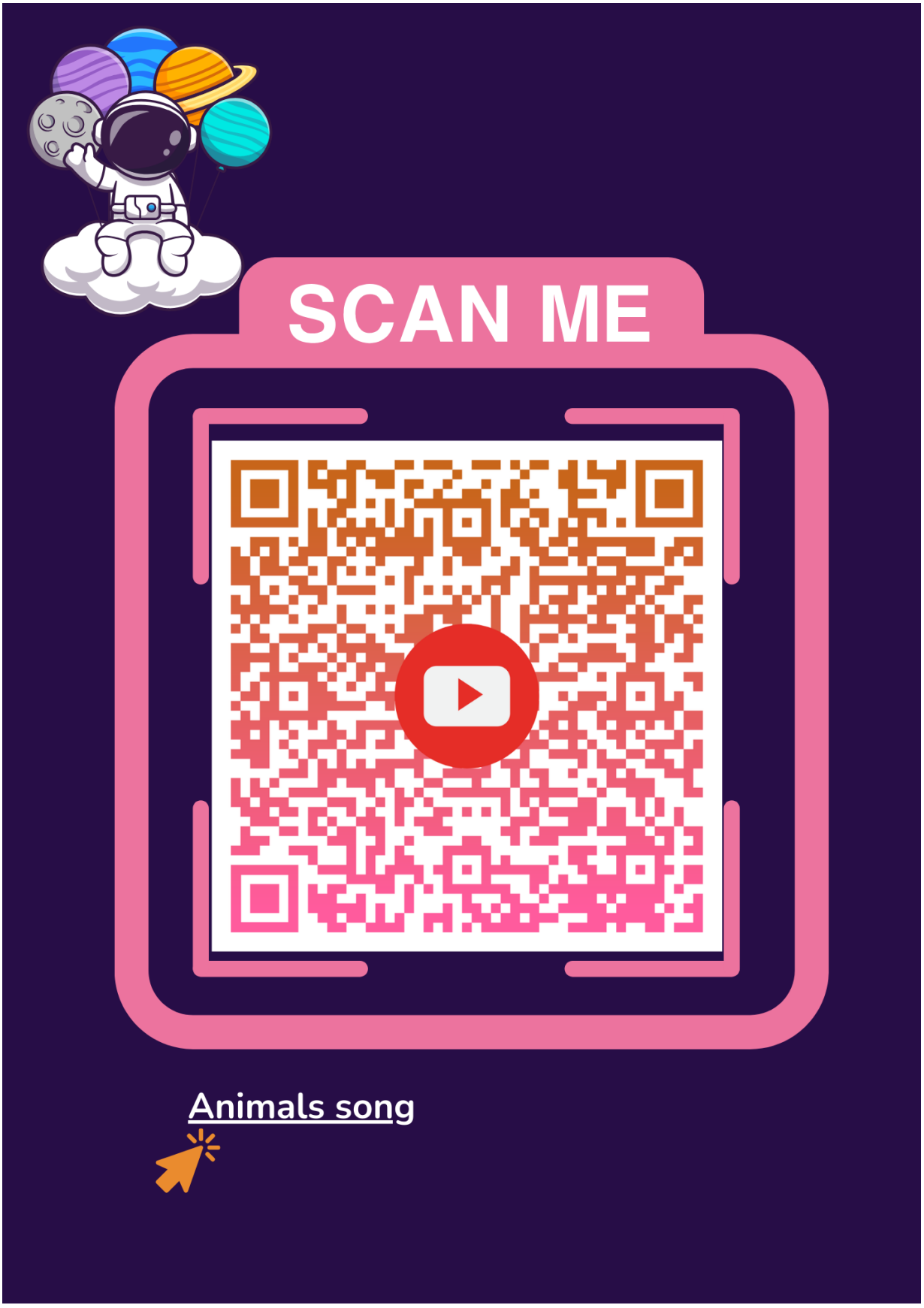
UNIT 8

Animals

Vocabulary

Can do objective

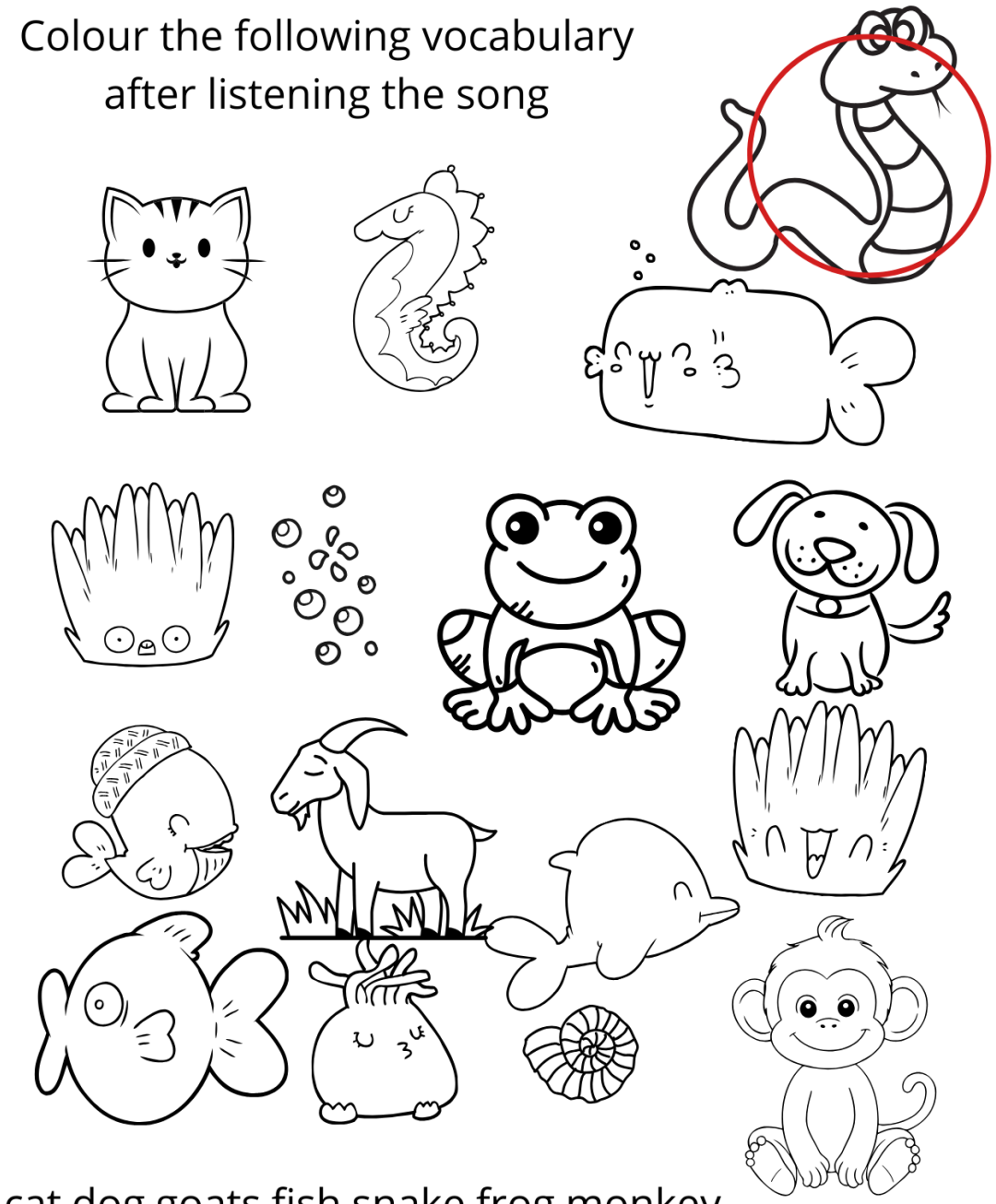
A1 Oral Production
I can give information about my surroundings


SCAN ME
Animals song

ANIMAL

COLORING

Colour the following vocabulary after listening the song



cat,dog,goats,fish,snake,frog,monkey

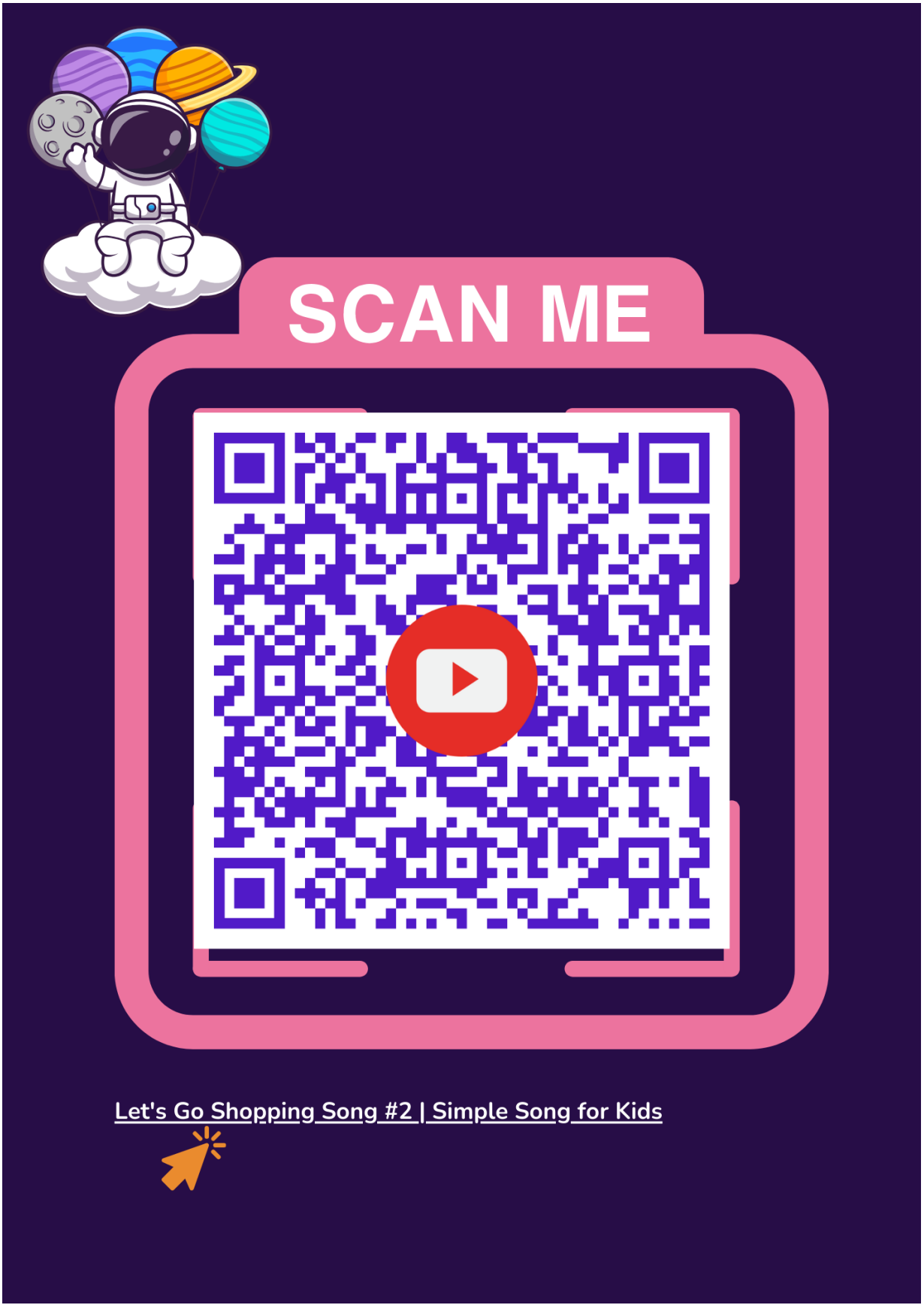
UNIT 9

Food

Vocabulary

Can do objective

A1 Oral Production
I can give personal information about my daily routine


SCAN ME
Let's Go Shopping Song #2 | Simple Song for Kids

FOOD

Write the correct words under the pictures

French fries / Pancakes / Bread / Cheese / Pizza
Salad

.....

.....

.....

.....

.....

.....

Unit 5 School Supplies

1- Look at the pictures and trace the words.

French fries

Pancakes

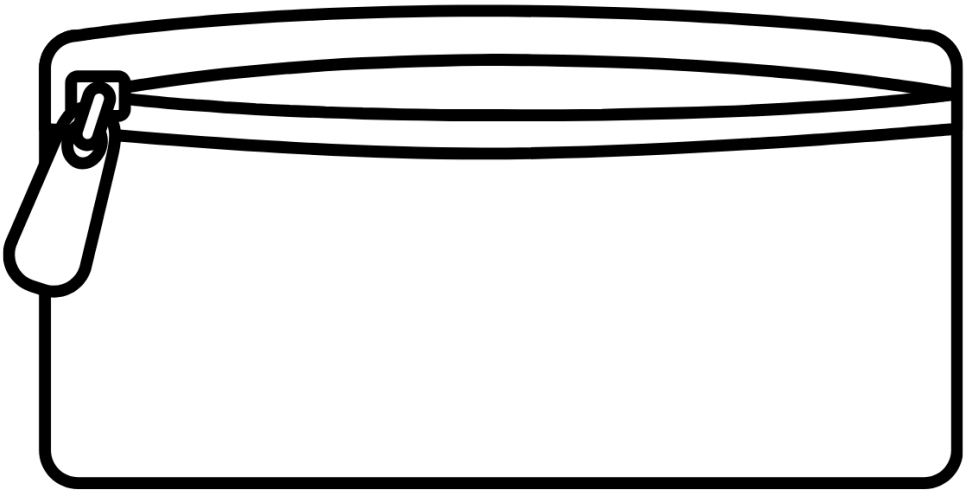
Bread

Cheese

pizza

salad

2. Draw the vocabulary



Salad,pizza,cheese, french fries

UNIT 10

Stores

Vocabulary

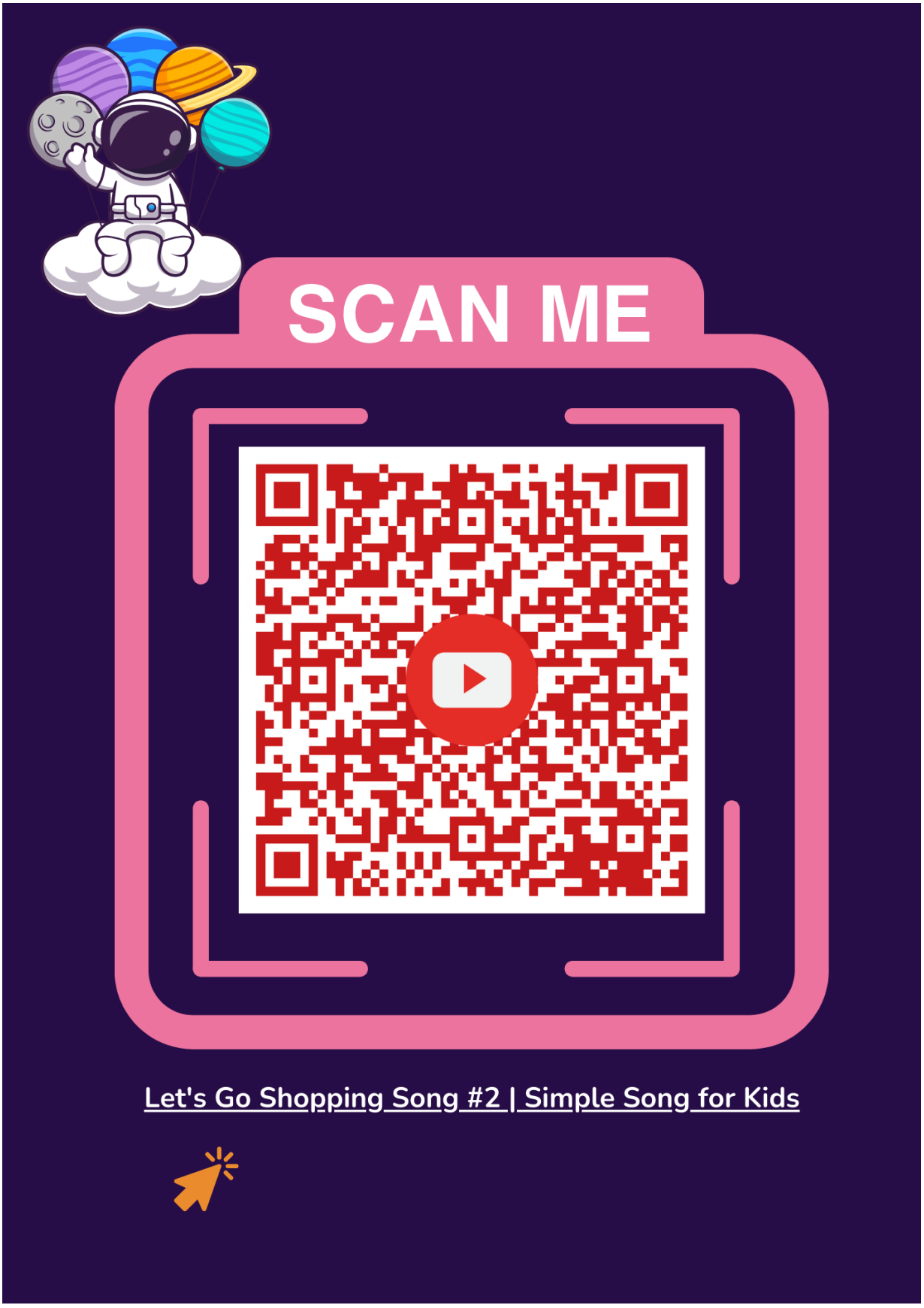
Can do objective

A1 Reading

I can understand information about place of residence

A1 Oral Production

I can give personal information about directions


SCAN ME
Let's Go Shopping Song #2 | Simple Song for Kids

Unit 10 Stores

1- Look at the pictures and trace the words.

Pet shop

Hardware store

Convenience store

Drug store

Departmen store

Jewerly store

2- Design a store for your town and describe it.

Unit 10 Stores

1. Put the corresponding name under the pictures

pet shop, hardware store, convenience store, drug store, department store, jewerly store

2- Draw the corresponding stores. Point and say.

Drug store

Department store

Pet shop

Jewerly Store