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**“SONGS TO DEVELOP A1 VOCABULARY IN 8vo AÑO OF EDUCACIÓN
GENERAL BÁSICA AT UNIDAD EDUCATIVA PARTICULAR BATALLA DE
JAMBELI”**

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DEDICATORIA

Dedico esta tesis, en primer lugar, a Dios, por ser mi guía y fortaleza en cada paso de mi vida, por iluminar mi camino con sabiduría y concederme la fe necesaria para perseverar y culminar este importante logro académico.

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RESUMEN

El presente estudio analiza el uso de las canciones como estrategia didáctica para el desarrollo del vocabulario y el interés en el aprendizaje del inglés en los estudiantes de octavo año de Educación General Básica de la Unidad Educativa Particular Batalla de Jambelí, basado en la necesidad de fortalecer el aprendizaje del vocabulario con recursos motivadores y significativos para los estudiantes, considerando que el aprendizaje del inglés suele generar dificultades en muchos estudiantes. El objetivo general del estudio consistió en examinar cómo el uso de canciones contribuye al desarrollo del vocabulario y promueve el interés en el aprendizaje del inglés como segunda lengua. La investigación se desarrolló bajo un enfoque mixto, con un diseño no experimental, descriptivo y exploratorio. Para la recolección de datos se aplicaron encuestas a los estudiantes, entrevistas a la docente de inglés y la rectora de la institución, así como fichas de observación grupal e individual. Los resultados indican que las canciones tienen un efecto positivo en el aprendizaje del inglés; incrementa la motivación, la participación en actividades orales y facilita la retención del vocabulario. A partir de los hallazgos obtenidos, se elaboró una guía usando recursos didácticos basados en canciones. La cual está orientada en apoyar el desarrollo del vocabulario en inglés, mejorar la motivación y promoviendo la autoevaluación a través de los “Can Do Statements”. De este modo se concluye que las canciones son un recurso pedagógico apropiado para promover el interés y apoyar el desarrollo del vocabulario en estudiantes de Educación General Básica.

Palabras clave: canciones, vocabulario, inglés, interés, educación básica.

ABSTRACT

This study analyzes the use of songs as a teaching strategy for vocabulary development and interest in learning English among eighth-grade students at the Unidad Educativa Particular Batalla de Jambelí, based on the need to strengthen vocabulary learning with motivating and meaningful resources for students, considering that learning English often poses difficulties for many students. The overall objective of the study was to examine how the use of songs contributes to vocabulary development and promotes interest in learning English as a second language. The research was conducted using a mixed approach, with a non-experimental, descriptive, and exploratory design. Data collection involved surveys of students, interviews with the English teacher and the school principal, as well as group and individual observation sheets. The results indicate that songs have a positive effect on English learning; they increase motivation, participation in oral activities, and facilitate vocabulary retention. Based on the findings, a guide was developed using song-based teaching resources. It is aimed at supporting English vocabulary development, improving motivation, and promoting self-assessment through "Can Do Statements". It can therefore be concluded that songs are an appropriate teaching resource for promoting interest and supporting vocabulary development in elementary school students.

Keywords: songs, vocabulary, English, interest, elementary education.

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INTRODUCTION

The establishment of learning English as a second language (ESL) is the way that students will further their academic, social, and professional development. In today's world, this need for proficiency in a foreign language will come from an increasing amount of intercultural communication and the availability of information across many cultures and languages. Despite the need for English, the limited proficiency seen in many educational systems throughout Latin American including Ecuador continues to reflect poor proficiency levels in oral production and vocabulary development.

In Ecuadorian education, English language instruction within basic general education has many obstacles, such as student disinterest, lack of student engagement with oral exercises, and a lack of vocabulary development. These problems are often a product of an over-reliance on traditional methodologies that focus on presenting grammatical rules and to support activities that do not meet the real "interest" or needs of the student. Therefore, vocabulary acquisition is generally a mechanical process with little application to real "communicative" situations.

Building vocabulary is the foundation of learning a new language, allowing students to understand what others are saying, communicate their thoughts, and interact with other people through conversation. The CEFR states that young people starting out in a new language (A1) must be able to use simple sentences as well as personal details; however, in practice, the majority of young learners are unable to do this due to ineffective teaching methods that do not engage students.

At Unidad Educativa Particular Batalla de Jambelí 8th Grade General Basic Education students are 12-13 years old, and have major difficulties using English vocabulary to construct basic sentences, and they struggle with oral skills. Due to this situation, students

are not motivated to learn English, indicating a need to use different strategies to address the need for improving the vocabulary level of students. As a result, there is a need to investigate different methods for supporting students in building their vocabulary, while also increasing their motivation to learn English as a second language.

The use of music and songs can be utilized as a teaching method, since these teaching methods provide students with opportunities for continual exposure to English vocabulary through music, rhythm, and repetition to help students retain vocabulary. In addition, songs can help create a more dynamic learning environment, reducing the anxiety that often accompanies learning a new language and encouraging active student participation.

Songs are an effective teaching strategy because they are inexpensive and can be easily adapted for educational purposes. This study investigated how song use influences vocabulary skill development and engagement when learning English as a foreign language among adolescent students in the eighth grade at Unidad Educativa Particular Batalla de Jambelí. To accomplish this, a mixed-method, non-experimental descriptive exploratory study was employed to gather information about the students' perceptions, observe their engagement and participation in the classroom, and collect the opinions of the English teacher and school director.

From a pedagogical perspective, this research develops a song guide as an approach for developing teaching practices to more accurately reflect the real-world needs of an educator. Additionally, the results of the research provide opportunity for further development of additional ways to use songs to enhance vocabulary acquisition and motivation and employ self-assessment techniques through the use of what is known as "Can Do Statements." Therefore, this research promotes improvement in the English teacher-student learning dynamic and encourages more meaningful, engaging and motivating learning for students in the Basic General Education level.

CHAPTER I

1. Theoretical Framework

1.1 The Common European Framework of Reference for Languages (CEFR).

The CEFR outlines core principles guiding language education, and evaluation worldwide. According to (Europe CEFR, 2020), this initiative aims for continuous support within European education programs by helping educators enhance their instructional methods and encourage an inclusive understanding of language usage across various contexts.

CEFR is distinguished by integrating various methodologies in language it views education as an interactive endeavor where communication skills surpass mere linguistic knowledge acquisition. Additionally, it adopts an adaptable and introspective approach; providing broad for assessing students' development while fostering creative educational methodologies.(Europe CEFR, 2020).

In relation to language skill enhancement, the Common European Framework for reference skills underscores the significance of having an extensive range of vocabulary across various stages of linguistic competence. Regard this, Europe CEFR (2020)state that “this scale concerns the breadth and variety of expressions used” (p. 131) which means that vocabulary learning must be approached from the perspective of both comprehension and oral and written production. By early stages like level 1, learners should demonstrate proficiency in using simple vocabularies and sentences pertinent to common daily scenarios.

1.1.1 Can do Statements and their relation to vocabulary development

A key tenet involves encouraging clear articulation of educational goals across various stages of schooling. In light of this viewpoint, "Can Do" defines language proficiency by focusing on students' actual communication abilities within authentic settings, valuing their development more than standardized tests and grades (Europe CEFR, 2020).

Descriptive terms indicating student abilities within a second language based on their linguistic competence levels. The sentences outline particular and practical communication activities that aid in tracking student development and evaluating distinct linguistic competencies (Language, 2020).

The efficiency of "Can-Do" phrases, which are used as benchmarks to assess language learning through song, is derived from hypotheses that are further developed within the theoretical construct's conceptual foundations. The terms primarily relate to oral communication abilities, crucial during initial phases of mastering the English language (Language, 2020).

By Level A1, learners can demonstrate proficiency in recognizing common words and phrases pertinent to daily life through clearly spoken material at moderate pace. The proficiency in this ability facilitates an effective method of learning new terms by drawing upon contextual information heard aloud.

Alternatively, Level A1's Can-Do statements suggest that learners can generate short expressions and brief sentences intended to convey familiar matters like describing surroundings and exchanging basic facts. Through these songs, learners get chances to engage in conversational exercises by repeating what they've learned before (Europe CEFR, 2020).

1.1.2 Can Do Statements as tools for assessment and learning progress

The can-do descriptors found within the Common European Framework of Reference serve dual purposes beyond merely describing language skills; they facilitate assessments through offering an accessible framework for setting educational goals, benchmarks, and evaluation metrics. In line with this, Europe CEFR (2020) highlights the positive formulation of educational aims and outcomes through “can do” definitions, which offer a clear, shared

roadmap for learning and a more nuanced way to gauge progress than an exclusive focus on test scores.

1.2 Second language (L2) learning

Fernández-Castillo (2016), highlights as a topic receiving significant focus within an applied context: second language acquisition research. Learning languages involves employing various techniques for acquisition. Also, Murphey (2013), explains that learning tactics encompass deliberate methods employed by learners for enhancing academic achievement in languages other than their native tongue. Those tactics boost the efficiency of self-directed study, allowing learners to navigate diverse linguistic contexts effectively.

1.2.1 Definition and process of L2 acquisition

According to Krashen (1989), second language development occurs through two distinct processes: learning and acquisition. Learning refers to the conscious study of grammatical rules, vocabulary, and language forms, typically developed in formal instructional settings. In contrast, acquisition is a subconscious process that occurs through meaningful exposure to the language, where the learner focuses on understanding messages rather than on the linguistic form.

Krashen (1989), learning takes place through exposure to meaningful input that allows individuals to absorb grammatical patterns effortlessly and enhance their proficiency in another tongue.

1.2.2 The role of vocabulary in L2 acquisition

Vocabulary acquisition plays a fundamental role in the process of learning a second language, as it helps students communicate effectively in different contexts. Regarding this, Tovar Viera (2019), argues that vocabulary is an essential component for achieving adequate

language proficiency, as it facilitates interaction with members of a linguistic community and promotes the development of communicative competence.

From a traditional perspective, Vivanco (2001) points out that vocabulary learning has historically been associated with the use of word lists and mechanical repetition, mainly aimed at memorizing lexical items. This type of approach was widely used for a long time, although it contrasts with later perspectives that place greater emphasis on the communicative use of language.

For his part, Krashen (1989) emphasizes that vocabulary acquisition occurs more effectively when learning is based on the comprehension of meaningful messages rather than on formal instruction. From this perspective, comprehensible input allows learners to acquire new vocabulary naturally through exposure to language that they understand.

1.3 English language teaching in the Ecuadorian context

1.3.1 Educational policies for the teaching of English in Ecuador

According to Education (2014), establishes educational policies to be followed by institutions. This document indicates that agreement 41014 ratifies the obligatory nature of teaching this subject from eighth grade of General Basic Education (EGB), in addition to establishing that from the 2016-2017 school year, in the Sierra cycle and 2017-2018, in the Costa cycle, from 2nd grade of General Basic Education to 3rd grade of Bachillerato it will be mandatory for all public, private, fiscomisionales and municipal institutions to teach English.

1.3.2 Constraints to English language learning in Ecuador

Students' total communicative skill is impacted by the major obstacles they face when learning English in Ecuador. Ecuador is near the bottom of the global English proficiency

rankings and falls into the Very Low Proficiency group. This position reflects the country's relatively low level of English proficiency. (Index, 2021).

Additionally, the country's poor proficiency levels continue to be a structural problem due to the continuous gaps in English language growth. These restrictions have a detrimental influence on students' capacity to acquire proficient English communication abilities. (Index, 2021).

1.3.3 Profile of students in the 8th grade of General Basic Education

The Mandatory Education Levels Curriculum states that eighth-grade students in Basic General Education are in a transitional stage of the educational process, during which they continue developing their foreign language skills according to their age and cognitive characteristics (Education, 2016). At this level, English learning focuses on strengthening basic communication through the use of simple vocabulary and grammatical structures related to familiar and meaningful contexts.

Additionally, by adding new lexical components and functional expressions that expand on information learned in earlier levels, the program encourages a progressive advancement of linguistic content. This progression seeks to promote the development of communicative competence in line with level A1 of the Common European Framework of Reference for Language by supporting the consolidation of listening comprehension and the initial production of basic oral messages (Education, 2016).

1.4 Teaching methods used in vocabulary learning

1.4.1 Playful method

Bakhsh (2016), states that the use of games in vocabulary learning helps young learners avoid boredom and increases their enjoyment and interest in the learning process. The author highlights that these games facilitate vocabulary retention, as students find it

easier to remember word meanings when learning occurs in a playful and engaging environment. In this sense, games become an effective tool for maintaining students' motivation and supporting vocabulary learning in the classroom.

Students' enthusiasm to learn English was positively impacted by the use of songs as a playful tool and the application of ludic-didactic strategies based on songs. According to the study, students actively enjoyed singing and listening to songs, which helped them pronounce words correctly and participate more in class activities. Additionally, by using songs, students were able to increase their vocabulary and enhance their listening comprehension, which increased their use of English in class and kept them engaged throughout the learning process (Torres Garcia, 2019).

1.4.2 Audio-lingual method

Farnen (2025), explains that the audiolingual method approaches foreign language learning as a process of habit formation, prioritizing the development of oral expression, correct pronunciation, and the proper use of linguistic structures. This approach is mainly based on repetition and imitation activities, known as drills, which allow students to practice words and phrases systematically and reinforce structural language patterns.

The use of songs in English lessons helps students acquire vocabulary by enabling them to make meaningful connections between new material and what they already know. According to the empirical results of the intervention, the study also shown that songs improved students' pronunciation and produced superior learning outcomes when compared to standard oral exposition approaches (Coto Lovato, 2014).

1.4.3 Total Physical Response (TPR) en el aprendizaje del vocabulario

A foreign language teaching approach called Total Physical Response (TPR) emphasizes the close connection between language and movement. By emphasizing listening

comprehension above oral production, this method enables students to react to instructions in the target language with gestures, body language, or tangible actions. According to this viewpoint, TPR is founded on the idea that understanding comes before verbal articulation, fostering a learning environment where kids can absorb vocabulary without feeling compelled to produce it right away (Velázquez Garriga, 2025).

Velázquez Garriga (2025), asserts that the use of TPR in the classroom fosters more natural and meaningful learning, particularly at starting levels, by connecting language information to physical activities. The author emphasizes how responding physically to spoken instructions improves vocabulary retention because words are learned in circumstances that are familiar and tangible, enhancing listening comprehension and promoting inclusive learning processes.

1.5 The use of songs as an educational strategy

One didactic tool that promotes vocabulary acquisition in educational settings is the use of songs as an instructional technique in English language instruction. Cachago (2018), asserts that using songs in the classroom enhances the teaching-learning process by giving pupils a more engaging and dynamic manner to learn new language. The author emphasizes how those songs foster a positive learning atmosphere where students participate and show more interest in English classes.

Additionally, using songs promotes active student participation through listening, repetition, and interaction exercises that help with word retention. Cachago (2018), this approach can be more successful than conventional techniques like oral exposition since students perform better when language is introduced through songs that are tailored to their interests and skill level. In this way, especially in basic education settings, songs serve as a helpful tool that encourages motivation and meaningful vocabulary development.

1.5.1 Definition and importance of the use of songs in teaching

According to Cachago (2018), using songs in English lessons incorporates a teaching tool that helps students acquire vocabulary and pronunciation since it gives them a chance to practice the language in an engaging and interactive setting. In contrast to studies that mostly concentrate on oral exposure, the author notes that songs can help with word repetition and recognition within a meaningful context, which can result in improved learning outcomes.

Sadiqzade(2025) states that using songs in English language instruction promotes vocabulary growth and listening comprehension by offering regular and significant linguistic input through music. The author also highlights how using music can boost students' enthusiasm, lessen their anxiety, and foster a helpful learning atmosphere while they are learning a language.

1.5.2 Song-based activities to teach vocabulary

Millington (2011), state that song-based activities foster language development through rhythm, repetition, and continuous exposure to linguistic structures, all of which can improve vocabulary acquisition and understanding. The author makes the case that using songs in foreign language classes can encourage active student participation and strengthen learning through repeated listening and text comprehension, particularly when utilizing exercises like filling in lyrics, finding keywords, or repeating song snippets.

Similarly, the use of songs in foreign language teaching has some positive effects on the immediate retention of linguistic content, compared to activities that do not incorporate music. According to his research, music promotes involuntary mental repetition of language content, which can aid in language processing and memorization. In this way, song-based exercises are a tool that helps students acquire vocabulary by strengthening their recall and retention of the language material covered in class. (Salcedo, 2010).

1.5.3 Structured song-based activities in EFL classroom

Shen (2009), explain that songs can be successfully included into the teaching-learning process in English as a foreign language (EFL) because they offer a realistic setting for language acquisition and facilitate the systematic development of vocabulary and listening comprehension. The author highlights how song lyrics make it easier to recognize words and idioms. From this vantage point, the resource's organic repetition helps to strengthen language acquisition and retention.

A listening lesson can be divided into three phases, each with distinct learning objectives: pre-listening, while-listening, and post-listening. According to the author, students can activate their past knowledge during the pre-listening stage, concentrate on paying attention and understanding the material during the while-listening stage, and consolidate what they have learned during the post-listening stage. (Al Bloushi, 2024).

1.6 Motivation and meaningful learning

Since motivation directly affects students' willingness to actively participate in the teaching-learning process, it is a crucial component in learning a second language. The learning environment, the teacher's position, and the pedagogical preparation created in the classroom all have a significant impact on motivation in second language instruction. Additionally, motivation does not operate in a vacuum; rather, it can be developed through the interplay of environmental, pedagogical, and personal elements that might affect how a student approaches language acquisition. (Ferrando, 2023).

Likewise, Jin (2014), explain that that motivation plays a key role in foreign language acquisition, especially when it comes to students' instrumental and integrative orientations. The author highlights that students' dedication and motivation to improve their language skills will be significantly impacted by their attitudes toward the language and how they view the learning process. The results of this study support the importance of motivation as a

crucial component in learning English as a foreign language, despite the fact that it takes place in a university setting.

1.6.1 Theories of motivation in L2 learning

The study of motivation in language learning has been approached from various theoretical perspectives. In this context, Zenotz (2012) establish that motivation in foreign language learning is conceived as a complex and dynamic phenomenon that can be influenced by various individual, social, and educational factors. The author explains that motivation cannot be understood as a fixed trait of the student, but rather as a process that evolves and is conditioned by the classroom context, the characteristics of the tasks proposed, and the interaction between teachers and students. These elements influence the development and maintenance of motivation during the teaching-learning process.

1.6.2 Meaningful learning

Meaningful learning is a cognitive approach that places the student's prior knowledge as the key factor in the acquisition of new learning. Moreira (2020) drawing on the theory of Ausubel, learning occurs when new information is connected in a non-arbitrary way to the knowledge already existing in the student's mind, allowing for a more stable and lasting construction of knowledge.

According to this viewpoint, learning entails more than just memorizing facts; it also entails organizing information logically to make it easier to integrate new information with what is already known. Since deep knowledge is attained when concepts are connected to one another and develop significance inside the student's cognitive structure, students' interest and willingness have an impact on the quality of learning. (Moreira, 2020).

1.7 Didactic resources and their effectiveness in vocabulary development.

Teaching resources are essential to the process of teaching and learning a foreign language because they help teachers in their work and promote student participation. In this way, motivation is a crucial component of the educational process; teachers need to use tools and techniques that enhance the significance of language learning. As long as the resources are in line with the educational context and pedagogical goals, they can assist create a more engaging and useful learning environment where students can actively participate and advance their knowledge. (Vaquero, 2012).

1.7.1 Visual resources in EFL learning

The use of visual resources in teaching English as a foreign language plays a fundamental role in constructing meaning, as it supports learning through nonverbal stimuli. According to Wright (1989), images have long been used as a resource to help clarify concepts, spark students' interest, and facilitate understanding of ideas, objects, and actions within specific contexts.

Pictures actively participate in the interpretation process in addition to accompanying language, inspiring pupils to create methods for deriving meaning without solely depending on translation. Similarly, when combined with verbal components, visual resources provide a quicker and deeper comprehension of the language since they consider both the context and the communication parts of the exchange. This strategy supports language learning more successfully by utilizing both verbal and nonverbal cues, which is in line with the communicative methodology. (Wright, 1989).

CHAPTER II

2. METHODOLOGY

2.1 Type of research

This research was conducted using a mixed-method approach, integrating quantitative and qualitative methods to analyse the use of songs as a pedagogical strategy for learning English vocabulary among eighth-grade students at Unidad Educativa Particular Batalla de Jambelí. According to Creswell (2009) mixed methods research combines quantitative and qualitative approaches to obtain a more comprehensive understanding of the phenomenon under study, which is particularly relevant in educational research.

The quantitative approach allowed for the collection of numerical data related to students' appreciation and interest in the use of songs in English classes through surveys administered to students, while the qualitative approach allowed for the interpretation of opinions and criteria expressed by the teacher in the area and one of the authorities of the educational institution through interviews, as well as the observation of student's behaviour in the classroom through a group observation form and 14 individual observation forms.

2.2 Research, methods, techniques, and instruments

The research was descriptive and exploratory in nature, as it sought to describe and analyze the perceptions, attitudes, and possible effects of using songs in English vocabulary learning, without deliberately manipulating the study variables. Similarly, a non-experimental design was presented, as it was limited to observing and analyzing the educational reality as it unfolded in the students' natural context.

Additionally, the study was propositional in nature, since, based on the results obtained in the diagnostic phase, a teaching guide based on songs was designed as a pedagogical proposal aimed at strengthening English vocabulary learning in eighth-grade students in General Basic Education.

2.3 Techniques

The present study employed a set of research techniques aligned with a mixed-methods approach to obtain a comprehensive understanding of using songs for vocabulary development for eighth-grade students. The present study used surveys, interviews, and observation as research techniques.

2.3.1 Survey

To gather relevant information for this research, a survey was conducted among eighth-grade students at the Batalla de Jambelí Private Educational Unit, using Google Forms as a means of data collection, in order to obtain quantifiable data on their perceptions, interests, and experiences related to the use of songs to learn English vocabulary.

2.3.2 Interview

Two interviews were conducted, one with the school's principal, Msc. Nathalia Portilla, and another with the English teacher, Nicole Garcés, who also serves as the department coordinator. These open-ended interviews provided qualitative information related to pedagogical criteria, institutional vision, and considerations of the use of songs in the teaching-learning process.

2.3.3 Observation sheets

Direct observation sheets were used to record participation, interaction, response to instructions, evidence of interest, and use of vocabulary in the classroom. A group observation sheet was used to measure group interaction and response, and 14 individual sheets were used, given the small size of the population, to analyse participation, response to instructions, use of vocabulary, and interest in the use of songs in more detail.

2.4 Instruments

The research instruments were designed to collect valid and reliable data related to vocabulary learning through songs. A structured survey questionnaire was administered to students to gather quantitative information about their perception, motivation, and experiences in English classes. An interview guide with open-ended questions was used with the principal and the English teacher to gather qualitative data on pedagogical practices in the institution. Furthermore, observation checklists were utilized to document students' participation, conduct, and vocabulary usage during the classroom activities. These instruments enabled the collection of numerical and descriptive data, facilitating data triangulation and enhancing research credibility.

2.5 Research Questions

1. How does the use of songs influence the development of vocabulary in 8th-grade A1 students?
2. Why is the use of songs considered important for English vocabulary development in A1 students?
3. What didactic strategies based on songs can be implemented to optimize the development of English vocabulary in 8th-grade students of General Basic Education at the Unidad Educativa Batalla de Jambeli?

2.6 Research variables

The following variables were considered in this research:

2.6.1 Independent variable

Use of songs as a teaching strategy in the English language teaching-learning process.

2.6.2 Dependent variable

Development of English vocabulary and students' interest in learning the language.

These variables allowed us to analyse the relationship between the use of songs in the classroom and their influence on vocabulary learning and student motivation.

2.7 Population and sample

The study population consisted of 14 eighth-grade students from the Unidad Educativa Particular Batalla de Jambelí.

Due to the small number of students, the entire population was included in the study; therefore, it was not necessary to apply a probabilistic sampling method. In this sense, an intentional sample was considered, selected for its accessibility and relevance to the research objectives.

The small size of the population allowed for a more detailed and in-depth analysis of each student's behaviour, participation, and interest, especially through individual observation forms.

2.8 Procedure

The research was carried out in several stages. First, a literature review was conducted on the use of songs for English vocabulary development. Subsequently, surveys were administered to the students, and interviews were conducted with the English teacher and the principal of the educational institution. In addition, observation sheets were used to record aspects related to student participation, vocabulary use, and interest during English classes. Finally, based on the analysis of the results obtained, a teaching guide was designed using songs as pedagogical advice aimed at reinforcing English vocabulary learning in eighth-grade students in General Basic Education.

2.9 Data analysis

The quantitative data obtained through the surveys were analysed using descriptive statistics, frequencies, and percentages, which allowed for the interpretation of students' responses regarding the use of songs in English class. In addition, the qualitative data collected through interviews and observation checklists were analysed descriptively and interpretively, allowing us to identify relevant patterns, perceptions, and trends that served as the basis for the development of the teaching proposal.

CHAPTER III

3. RESULTS AND DISCUSSION

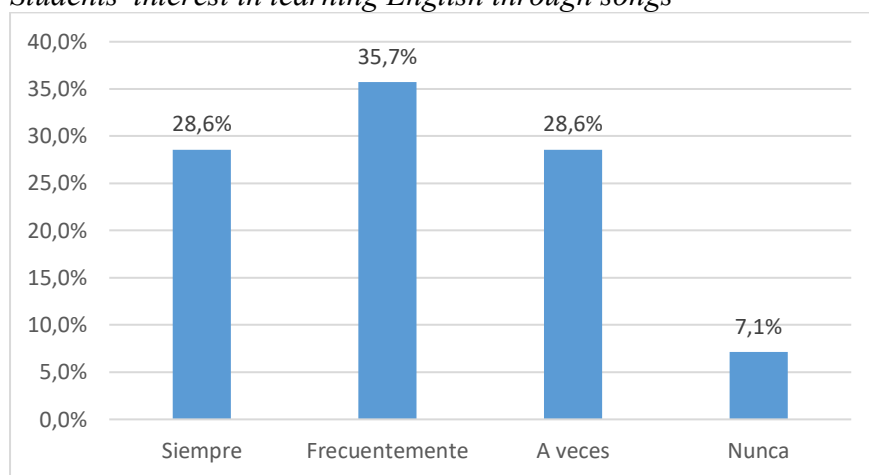
3.1 Survey Applied to 8th-grade EGB Students of the Unidad Educativa Particular

Batalla de Jambelí

3.1.1 Would you like to learn English using songs?

Figure 1

Students' interest in learning English through songs



Note. Own Elaboration

Figure 1 shows the results obtained from the survey administered to 14 students to determine their level of interest in learning English through songs. The data show that 35.7% of students indicated that they would often like to learn English using songs, while 28.6% stated that they would always be interested in this type of learning. On the other hand, 28.6% said that they would sometimes like to learn English through songs, and only 7.1% indicated that they were never interested in this teaching methodology. These results show that the majority of students (64.3%) are receptive to the use of songs in learning English.

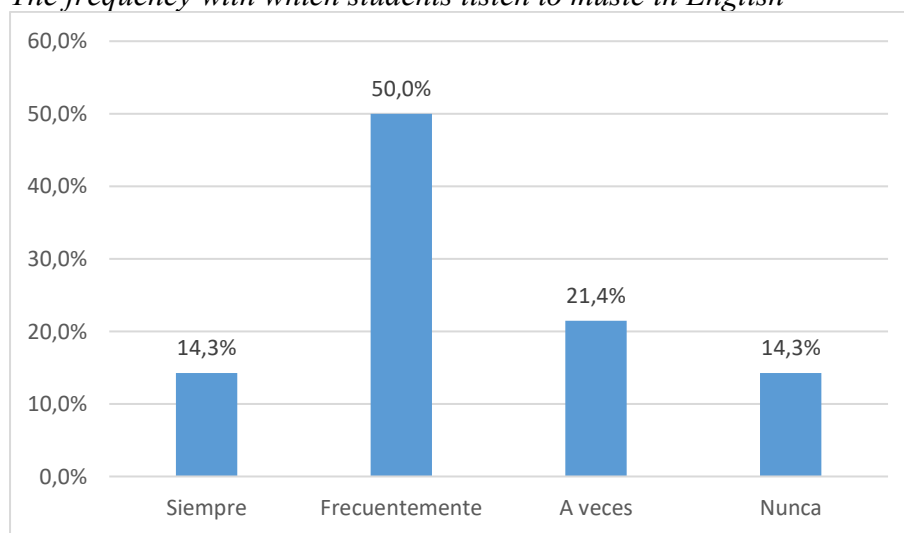
The obtained results show a positive tendency among students toward learning English through the use of songs. Similarly, Millington (2011) explains that songs play an important role in language development in children learning English as a foreign language, as they facilitate listening comprehension and vocabulary learning. From this perspective, the

interest shown by students can be interpreted as a favourable indicator for the use of song-based teaching strategies, as they create an environment of participation and frequent contact with the language. Therefore, the use of songs in the classroom not only responds to students' preferences but also constitutes a pedagogical resource that helps reinforce English learning at early levels.

3.1.2 Do you listen to music in English?

Figure 2

The frequency with which students listen to music in English



Note. Own Elaboration

Figure 2 shows the results of the survey administered to eighth-grade students regarding how often they listen to music in English. The data shows that 50% of students said they listen to music in English frequently, while 21.4% said they always do so. On the other hand, 14.3% of students said they listen to music in English sometimes, and the remaining 14.3% of respondents said they never listen to music in this language. These results help to show that most students have regular exposure to the English language through music outside the school context.

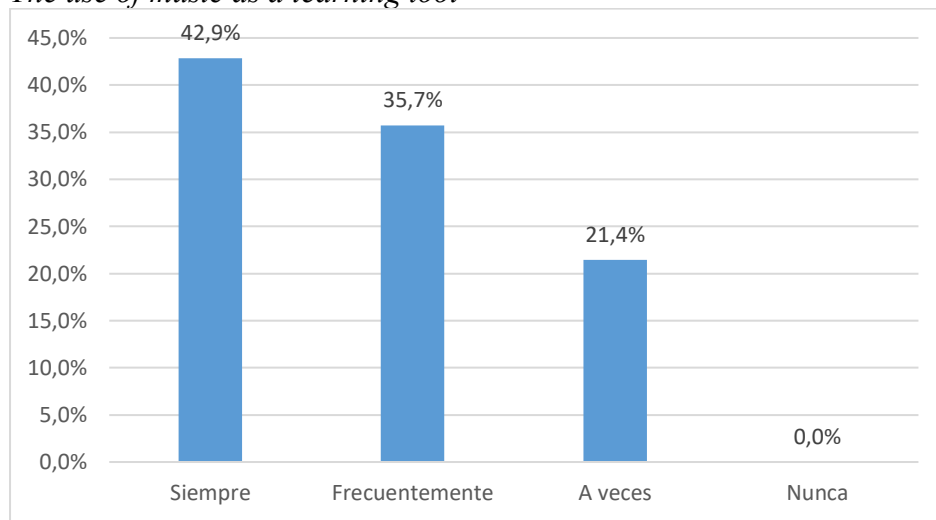
The results obtained reflect that a significant proportion of students listen to music in English frequently. This suggests a positive attitude towards the use of songs, because songs

create a relaxed and pleasant atmosphere and encourage participation and engagement (Millington, 2011). In this sense, the good perception of the participants reinforces the idea that music can become an effective resource for facilitating English language learning, contributing to the creation of a less threatening and more meaningful environment.

3.1.3 Do you think music can be used as a learning tool?

Figure 3

The use of music as a learning tool



Note. Own Elaboration

Figure 3 shows a considerably perception of the use of music as a learning tool. 42.9% of students believe that it can always be used for this purpose, 35.7% indicate that it can often be used, and 21.4% responded that music can sometimes be used as a learning tool. No students selected the option “never” (0%). These results indicate a high level of acceptance, 78.6%, which reinforces the idea that, for this population of eighth-grade adolescents, music is perceived as a useful tool in the educational process.

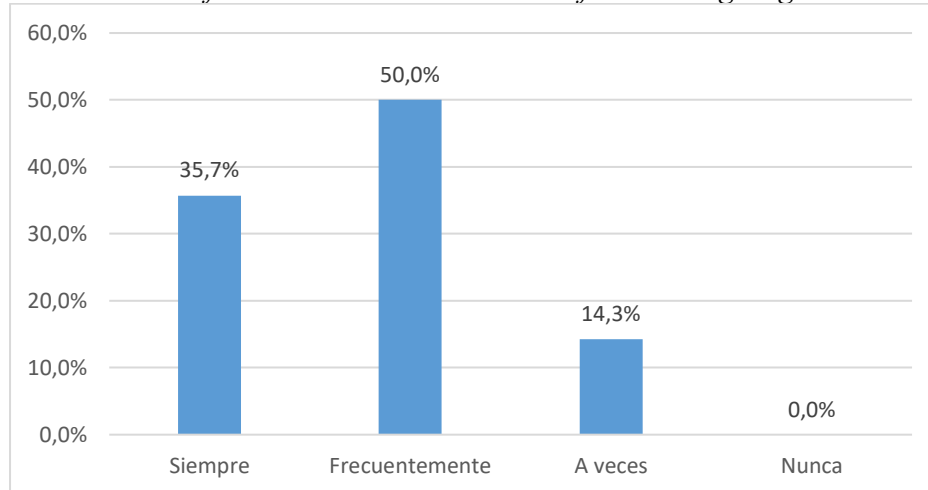
These results are consistent and demonstrate that the use of song in the classrooms are very useful because students show more interest instead the traditional methos of learning. In the same way, Coto (2014) argues that the use of songs can lead to positive learning outcomes and that, compared to traditional methods such as oral presentation, it can

contribute to better results, including improvements in aspects such as recognition and pronunciation of the vocabulary studied.

3.1.4 Would you agree to include musical events in your classroom as a method for learning English?

Figure 4

The inclusion of musical events as a method for learning English in the classroom.



Note. Own Elaboration

Figure 4 shows a mostly positive acceptance of the inclusion of musical events as a method for learning English in the classroom. Fifty percent of students said they often agreed with this proposal, while 35.7% said they always agreed. Meanwhile, 14.3% said they sometimes agreed, and no students selected the option “never” (0%).

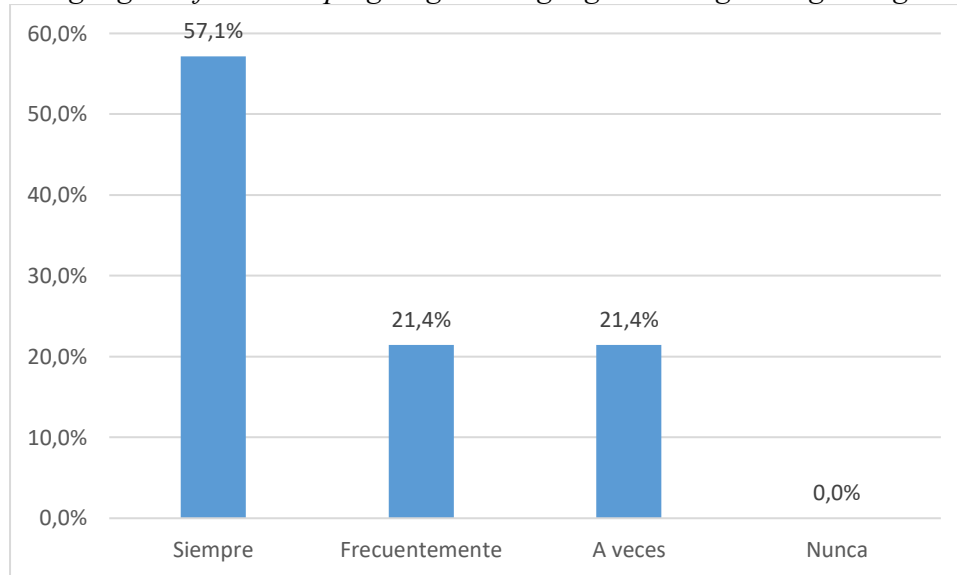
This analysis coincides with the findings of Coto (2014), who argues that incorporating songs and musical activities into the English classroom can generate better results in the teaching-learning process compared to traditional methods such as oral presentation. The author points out that these strategies promote motivation, participation, and meaningful learning, in addition to improvements in areas such as vocabulary recognition and pronunciation. In this sense, the high level of acceptance shown by eighth-grade students

reinforces the idea that musical events can be an effective and relevant pedagogical strategy for learning English in the classroom.

3.1.5 Would you like a guide to developing English language learning using songs?

Figure 5

Using a guide for developing English language learning through songs.



Note. Own Elaboration

Students are strongly inclined to use a guide to develop English language learning through songs, as seen in Figure 5. Of those surveyed, 57.1% stated they would always prefer to have a guide, 21.4% said they would frequently agree, and another 21.4% said they would occasionally agree. The never option received no answers (0%), indicating that this proposal was fully accepted.

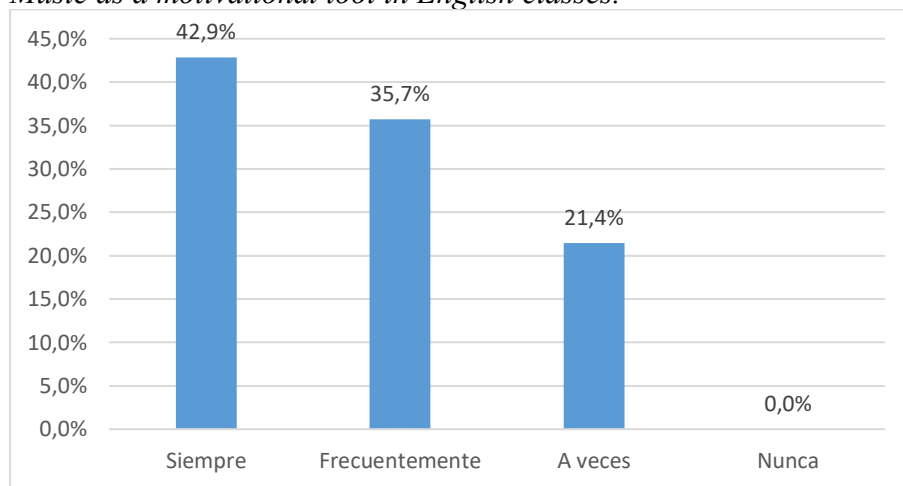
Taken together, these data reflect a positive attitude toward the use of structured materials, such as a teaching guide that integrates music as a teaching resource in English language learning for eighth-grade students. Richards (2013), explains that effective language learning is supported by coherent curriculum planning and well-designed instructional materials that organize classroom activities, define learning objectives, and facilitate student

participation. In this sense, the use of a teaching guide can contribute to a more structured, coherent, and meaningful teaching-learning process.

3.1.6 In your opinion, is music a motivational tool in English classes?

Figure 6

Music as a motivational tool in English classes.



Note. Own Elaboration

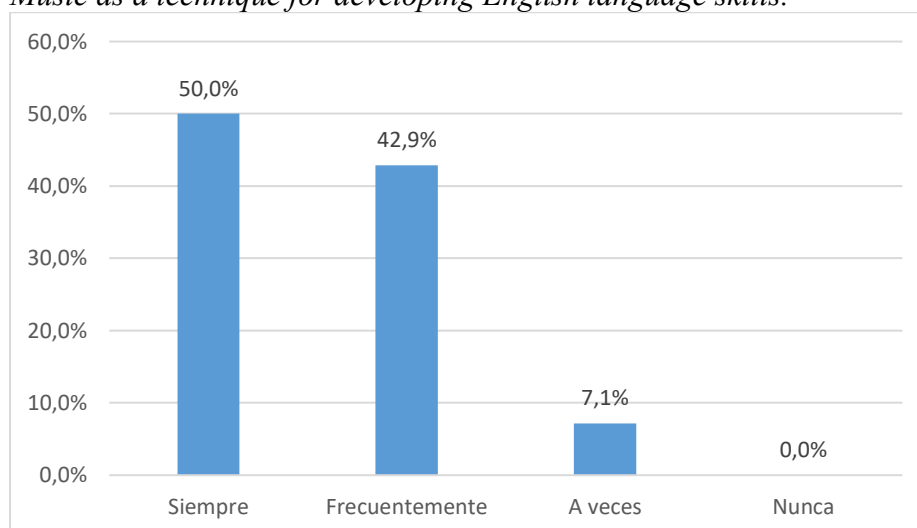
Figure 6 shows that most people have a favorable opinion of music's ability to inspire students in English classrooms. 35.7% of students stated they frequently use music as a motivational factor, compared to 42.9% who said they always do. However, no student chose the option "never" (0%), while 21.4% stated that it occasionally fulfills this function. With 78.6% of favorable replies, these findings show a high degree of acceptance, indicating that most students view music as a tool that encourages motivation in the English classroom.

These findings are consistent with (Ferrando, 2023), who emphasizes that motivation in second language learning is strongly influenced by the learning context and the pedagogical strategies implemented in the classroom. From this perspective, the use of music as a teaching resource contributes to creating a more engaging and motivating learning environment, which encourages students' willingness to participate actively in English classes. Therefore, the positive perception shown by the students supports the idea that music functions as an effective motivational tool in the English language learning process.

3.1.7 Do you think music is a technique that helps develop English language skills?

Figure 7

Music as a technique for developing English language skills.



Note. Own Elaboration

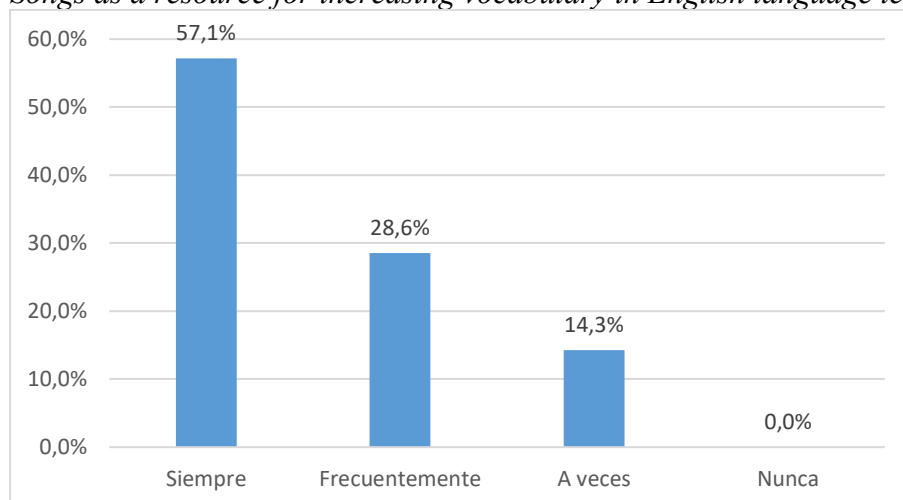
Figure 7 illustrates a largely positive assessment of the use of music as a technique for developing English language skills. Fifty percent of students said that music always contributes to this purpose, while 42.9% said it often does. Only 7.1% selected the option “sometimes,” and no students selected the option “never” (0%). These data show a high level of acceptance, with 92.9% of responses being positive, suggesting that most students perceive music as an effective technique for promoting the development of language skills in English language learning.

This perception is consistent with Richards (2013), who emphasizes that the development of language skills is closely related to the teaching techniques and pedagogical resources used in the classroom. According to the author, effective instructional strategies and well-planned learning activities support the development of learners’ language skills within a coherent teaching-learning process. In this sense, music can be understood as a pedagogical technique that contributes to the development of English language skills when it is meaningfully integrated into classroom practice.

3.1.8 Do you think songs help you increase your vocabulary to improve your English language learning?

Figure 8

Songs as a resource for increasing vocabulary in English language learning.



Note. Own Elaboration

Figure 8 highlights a particularly positive perception of the use of songs as a resource for increasing vocabulary in English language learning. 57.1% of students said that songs always help them expand their vocabulary, while 28.6% said that they often contribute to this purpose. Meanwhile, 14.3% said that they sometimes fulfil this function, and no students selected the option “never” (0%). Overall, these results reflect a high level of acceptance, with 85.7% of responses being positive, suggesting that most students perceive songs as an effective resource for strengthening vocabulary in English language learning.

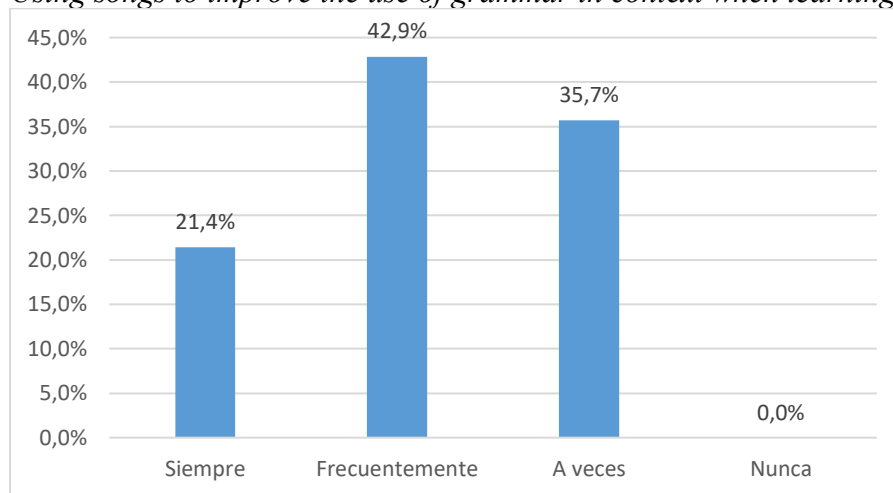
The obtained results indicate that most students perceive that the use of songs contributes to increasing their vocabulary in English language learning, suggesting a positive assessment of this resource as a pedagogical support. In this sense, Murphey (2013), points out that songs present accessible, repetitive, and contextualized language, which facilitates the progressive retention of new words and expressions. In addition, constant exposure to lexical structures within a meaningful context promotes memorization and spontaneous use

of vocabulary, making learning a more natural and less mechanical process. In this sense, the use of songs serves a motivational function, but it can also act as an effective strategy to strengthen vocabulary development in students, especially when it is integrated in a planned way into the English classroom.

3.1.9 Do you think that learning songs can improve the use of grammar in context?

Figure 9

Using songs to improve the use of grammar in context when learning English.



Note. Own Elaboration

Figure 9 shows that the results reveal a mostly positive perception of the use of songs to improve grammar in context. 42.9% of students indicated that songs often contribute to this aspect, while 21.4% believe that they always do. Meanwhile, 35.7% said that this benefit is sometimes achieved, and no students selected the option “never” (0%). Overall, these data reflect a high percentage of acceptance, indicating that students recognize the potential of songs as a support for the contextualized use of grammar in English language learning.

These results are in line with the views of Murphey, (2013), who argues that songs have repetitive linguistic structures that facilitate the internalization of grammatical patterns in a natural way. From this perspective, grammar is not learned mechanically, but can be integrated into a meaningful context to promote understanding and functional use of the

language. The positive perception of students suggests that the use of songs can contribute to a more intuitive acquisition of grammar, especially when used in a planned manner in the classroom, reinforcing communicative learning of English.

3.2 Results of interviews conducted with the principal and teacher of the Unidad Educativa Particular Batalla de Jambelí

3.2.1 Interview Results: Principal

Table 1

Interview with the Principal

Question	Key Inference
¿Cuenta con un plan de capacitación para sus docentes?	The school seeks to provide ongoing training to teachers through internal collaboration and external training that supports professional development.
¿Realiza revisión de los planes de clases de sus docentes?	The lesson plans are reviewed periodically to ensure compliance with institutional and Ministry of Education standards, as well as the effectiveness of classroom learning.
¿Con qué frecuencia realiza acompañamiento pedagógico?	The institution provides regular pedagogical support throughout the school year.
¿Cuáles son los pasos didácticos que sigue la docente de inglés en el desarrollo de la clase?	English teachers often use audio and audiovisual resources (videos) to support language comprehension and learning.
¿La docente de inglés hace uso de estrategias didácticas para el desarrollo de la clase?	Teaching strategies are adapted to the age and learning needs of the students, taking into account differences in educational levels.
¿Considera necesario que se utilice la música como método de enseñanza del idioma inglés?	Music can be a good strategy for improving speaking, vocabulary acquisition, and pronunciation.
¿Considera que, al utilizar la música como método de enseñanza del idioma inglés, mejoraría el rendimiento académico de los alumnos?	Music-based activities reduce anxiety, increase student motivation, and contribute positively to academic performance.

<p>¿Estaría dispuesto a proporcionar herramientas tecnológicas para que la docente de inglés pueda utilizar la música como estrategia de enseñanza en las aulas de clases?</p>	<p>The school has demonstrated its commitment to providing technological resources and enabling the implementation of innovative music-based learning strategies.</p>
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Note. The complete interview transcript is included in annexe 3.

Related Codes

Based on interviews with principals, the following codes were identified:

- Teacher professional development.
- Educational supervision.
- Use of musical and audio-visual resources.
- Student motivation and academic performance.
- Academic support and technical resources.

Analysis

The principal of the institution expressed her support for the use of songs as a teaching strategy in English classes. During the interview, she also acknowledged that music motivates students and could facilitate learning, especially when the goal is to improve pronunciation and vocabulary in a natural and less stressful way. This point of view was particularly relevant because, as the principal mentioned, English is a subject that many students find difficult.

Furthermore, the principal emphasized the commitment of the Unidad Educativa Particular Batalla de Jambelí to teacher supervision and training. She pointed out that the appropriate use of songs in the classroom requires careful planning and support from the

school. With this in mind, the use of songs can help improve academic results and thus create a more enjoyable learning environment in the classroom.

3.2.2 Interview Results: English Teacher

Table 2

Interview with the English Teacher

Question	Key Inference
1. What aspects do you take into account when selecting a song?	The selection of songs depends on the students' level, the content of the song, the clarity of pronunciation, and the rhythm.
2. What characteristics do you think songs should have, as a teaching resource, to be used in English classes?	Songs should be clear, repetitive, appropriate for the level A1, and suitable for reinforcing vocabulary.
3. What kind of songs do you use in foreign language classes, and how well are they received by students?	Educational and age-appropriate songs create high student motivation and active participation.
4. How do you think songs contribute to students' correct use of English grammar and vocabulary?	Songs express language in a meaningful context and promote memory, pronunciation, and communication skills.
5. Do you think songs as a teaching resource help students speak naturally and coherently? Why?	Music promotes natural oral expression, reduces pressure, and improves fluency and pronunciation.

Note. The complete interview transcript is included in annexe 5.

Related codes

Based on interviews with English teachers, the following key codes were identified.

- Song selection criteria are based on student level and program.
- Songs should add educational value to English classes.
- Student motivation and participation in the classroom.
- The contribution of music to vocabulary, pronunciation, and confidence.

Analysis

According to the interview, the English teacher had a positive attitude towards the use of songs in class, pointing out that singing motivated and encouraged students to participate actively. This is because working with songs creates a more relaxed and fun atmosphere in class and fosters students' participation because they feel more confident.

Speaking about her experience as a teacher, she mentioned that using songs with simple phrases and clear pronunciation facilitated the use and understanding of the English language, and these would be the most appropriate songs for level A1. For this reason, it is essential to consider the level of the students and the objective of the lesson when choosing a song. In general, what she mentioned in that interview is that she believed songs are a good resource for learning vocabulary, as they encourage improving fluency and confidence.

3.3 Results of observation checklist to 8th-grade EGB Students of the Unidad Educativa Particular Batalla de Jambelí

Table 3

Results of the observation checklist applied to 8th-grade students

Observable Indicador	Yes	No	Total
1. Recognizes basic words related to the unit topic (school vocabulary, routines, animals, etc.).	11	3	14
2. Participates actively in listening activities based on songs.	10	4	14
3. Follows simple instructions given by the teacher in English.	8	6	14
4. Repeats words or phrases from the song with understandable pronunciation.	10	4	14
5. Uses basic grammatical structures (e.g., there is / there are, present simple, past simple, can/can't) according to the unit studied.	11	3	14
6. Produces simple sentences related to the class topic.	10	4	14
7. Interacts with classmates using basic expressions in English.	3	11	14
8. Show interest and motivation during musical activities.	13	1	14

9. Correctly associate images with words or phrases heard.	8	6	14
10. Memorize fragments of the song (chorus or repetitions).	13	1	14
11. Demonstrate progressive improvement in pronunciation during the unit.	11	3	14

Note. The complete checklist is included in annexes 8 and 9.

Analysis:

Based on the application of the group and individual observation checklist during English classes with eighth-grade students, the results demonstrated relevant information related to students' participation, motivation, and language performance when songs were used as a teaching resource.

At a group level, most students demonstrated active participation during listening and oral production activities related to songs (indicators 2, 4, and 6). Participation was mainly voluntary; however, it was observed that approximately four students tended to remain passive, especially at the beginning of the activities or when new content was introduced. According to the teacher's observations, that behaviour is recurrent in other classes as well. To encourage their involvement, the teacher frequently addressed those students directly, which facilitated assessing their understanding and gradually increasing their participation.

In terms of motivation and interest in learning (indicators 8 and 10), the students reacted positively to the use of songs. When the activity began, they were shy, especially when asked to sing. However, as the class progressed, they gained confidence and became more willing to participate, especially when they realized that the teacher was also participating in the class activities. That contrasts with the more theoretical parts of the class, where it was evident that the students were more distracted; therefore, it can be said that the use of songs maintained the students' attention more effectively. The research showed that one of the students, who usually had difficulty concentrating during the classes, but on that

occasion revealed interest in the songs and was one of the first to start singing, indicating the motivating effect of songs in the classroom, even for students who were considered to have learning difficulties.

With regard to understanding instructions in English (indicators 3 and 9), it was observed that slightly more than half of the students followed instructions without major difficulty and even helped their classmates when necessary. The other students needed support in their native language to understand the instructions. To foster them, gestures, repetition, and visual aids with images were used, which made it easier for the students to understand the activities.

As for interaction among students who used English (indicator 7), a collaborative attitude was observed, as students supported one another during activities. However, most interaction among classmates took place in Spanish, and very few students interacted in English. That indicates that, although there was an excellent interaction, it was still necessary to reinforce the use of English in spontaneous situations.

In terms of vocabulary recognition, grammar use, and pronunciation (indicators 1, 5, and 11), most students were able to identify, repeat, and remember the vocabulary practiced through the songs. In some activities, several students were even able to recognize words using only images and the background song, demonstrating a progressive improvement in vocabulary retention.

Individually, we can consider three students who had more difficulties, mainly related to oral participation, pronunciation, and vocabulary use. Despite these challenges, some positive changes were observed during class. Of the three students, one in particular showed greater interest and willingness to participate voluntarily as the class progressed, while the other two remained more passive and participated less than their classmates. These

observations suggest that the use of songs creates a more motivating and inclusive learning environment. Similarly, the importance of taking individual learning rhythms into account was highlighted, as each student needs their own space and time to learn and understand.

3.4 Discussion of results

The obtained results through student surveys, observation lists, and interviews with the English teacher and the principal of the educational unit provided information on the use of songs as a teaching resource for developing English vocabulary in 8th-grade students in general basic education. In general, the results indicate that incorporating songs into English classes further increases students' interest, motivation, and participation, which promotes vocabulary comprehension and more engaging learning.

In addition, the results show that the use of songs contributes to vocabulary recognition, retention, and gradual use, as well as improvements in pronunciation, even in cases of students with greater learning difficulties. The perspectives of both the English teacher and the principal reinforce these conclusions, highlighting the importance of musical and technological resources in creating more dynamic and meaningful learning environments. These results support the use of more dynamic strategies and justify the development of the proposal that will be presented in the next chapter.

CHAPTER IV

4. PROPOSAL

4.1 Proposal title

SING AND LEARN: TEACHING GUIDE BASED ON SONGS FOR DEVELOPING ENGLISH VOCABULARY IN 8TH-GRADE STUDENTS IN GENERAL BASIC EDUCATION

4.2 Objectives

4.2.1 General Objective

To use the teaching guide, sing and learn, focused on the use of songs to strengthen English vocabulary development for 8th-grade students at Unidad Educativa Particular Batalla de Jambelí.

4.2.2 Specific Objective

To design a variety of educational activities based on songs that integrate listening, speaking, and vocabulary skills, promoting meaningful and communicative learning of the English language.

To practice A1.1 vocabulary related to the thematic areas of the national curriculum with songs.

To integrate self-assessment tools that help students monitor their vocabulary development and thus evaluate the impact of song-based activities.

4.3 Introduction

This proposal presents the “Sing and Learn” guide, which is a song-based guide for developing English vocabulary in 8th-grade students in general basic education. Its objective is to help English teachers improve vocabulary learning by using songs as teaching materials. The development of this proposal is based on the results obtained in the diagnostic phase of

the study, which revealed that eighth-grade students showed a positive attitude and interest when songs were included in English classes. These results suggest that music creates a motivating learning environment, encourages participation, and facilitates vocabulary acquisition, especially in the case of A1-level students, who benefit from repeated exposure to the language.

This guide is divided into different lessons that integrate listening, speaking, and vocabulary learning through songs, following a meaningful and student-centered approach. Each lesson includes an objective, activities organized into three stages: pre - listening, while listening, and post listening, as well as recommendations for the teacher and a self-assessment section at the end of each unit. In this way, the objective of this proposal is to respond to the needs identified in the classroom and help improve eighth-grade students' English vocabulary learning.

4.4 Justification

The implementation of this material is justified, as it responds to the teaching and learning needs of eighth-grade students at Unidad Educativa Particular Batalla de Jambeli. These needs were identified in students who were most motivated and interested in learning English through songs. From an educational perspective, songs make a significant contribution to vocabulary acquisition, pronunciation, and listening comprehension. In addition, the guide is aligned with the National Curriculum for English in General Basic Education and provides teachers with practical and flexible resources, including structured activities, teaching materials, visual aids, and self-assessment tools, which will allow them to monitor student progress while creating a more dynamic and motivating learning environment.

According to the results obtained in the survey and observation sheets, it was possible to demonstrate the interest that eighth-grade students have in learning vocabulary through

songs, as well as the favorable opinion that the principal and teacher have about teaching vocabulary using this resource.

UNIT 1

LET'S SING ABOUT OUR CLASSROOM



"I can recognize familiar words and phrases related to my school and classroom when people speak slowly and clearly."

(CEFR A1 - Council of Europe)

"I can produce simple phrases about places and objects in my classroom"
(CEFR A1 - Council of Europe)

Unit Objective

Promote the development of basic English vocabulary related to school and the classroom, through the use of basic expressions with there is and there are, encouraging participation in listening activities that promote correct pronunciation.

Contents:

- 1.1 Sing and Point
- 1.2 What's in the Classroom?
- 1.3 My Classroom Has Rhythm
- 1.4 The Harmony Classroom Challenge.



● LESSON 1

Sing and Point

Objective

Recognize basic vocabulary related to classroom objects through an auditory activity based on a simple song to facilitate the oral identification of words in English.

Description

Students will learn classroom vocabulary through the use of a song, images, listening and pointing activities, and ending with a brief oral practice.

Time: 45 minutes

● Lesson Plan

Base Song:
<https://www.youtube.com/watch?v=ahtIGvV-WeM>



Scan me! 😊

Pre-Listening (10 minutes)

Activity: "Look and Repeat"

- Show pictures of objects in the classroom.
- Repeat the names together.
- Mini-activity: Point to the object
- Students point to real objects in the classroom.

Purpose: Activate prior vocabulary and prepare the ear for the song.

While-Listening (25 minutes)

Activity: First Listening - Identify the Pictures

- Play the entire song.
- Students point to a card when they hear the word for the assigned object.
- In pairs, they discuss which words they recognized.

Activity: Second Listening - Game: Listen and Touch

- The song plays again.
- Each time the students hear an object, they must touch or point to that object in the classroom.
- Example: If they hear "blackboard," they touch or point to the blackboard.

Activity: Third Listening - Circle the Picture

- Worksheet with images.
- Students circle the words they hear in the song.

Purpose: Identify the words they hear in the song with images.

Post-Listening (10 minutes)

Activity: Sing & Point

- The teacher says a rhythmic phrase based on the vocabulary in the song: "This is a pencil!"
- The students repeat the phrase said by the teacher.

Purpose: Reinforce pronunciation and auditory recognition, natural introduction "this is."

Materials

Song (EFL learning), speaker, flashcards, worksheet, blackboard.






PRE-LISTENING ACTIVITY

LOOK AND REPEAT THE VOCABULARY

With Harmony the Parrot

ACTIVITY 1 LOOK AND REPEAT



Harmony says:
Are you ready? Let's learn some classroom vocabulary. Look at the picture and repeat after me!



MINI ACTIVITY



Harmony says:
Stand up and point to the classroom objects!!

Listen carefully! I will say some objects and you will point to them in YOUR CLASSROOM.

- Point to the chair!
- Point to the Chalk!
- Point to the Colored Pencils!
- Point to the Clock!
- Point to the Eraser!
- Point to the Blackboard!
- Point to the Crayons!
- Point to the Desk!
- Point to the Backpack



WHILE-LISTENING

Use the first half of this worksheet for activities 1 and 3 in the "While Listening" section.

First Listening - Identify the Pictures



Harmony says:
Listen carefully!
Point to the picture you hear.

Third Listening - Circle the Picture

Harmony says:
Let's listen again and circle the object you hear!



SECOND LISTENING

GAME: LISTEN AND TOUCH

Harmony says: Let's play!
When you hear an object in the song, walk around and find it in your classroom or in your school supplies.





POST-LISTENING

FINAL ACTIVITY

SING AND POINT



Instructions:

- The teacher says in a rhythmic voice: “this is a pencil,” “this is a chair,” “this is an eraser”...
- Students will repeat the phrase, following the rhythm to reinforce the pronunciation and use of “this is.”



(Canva,2026)



● LESSON 1 *Sing and Point*



Lesson objective:

This lesson is designed to help students learn basic classroom vocabulary through a song, promoting listening, speaking, and active participation. The objective is not grammatical accuracy, but rather familiarization with sounds and meanings.

Guidance for the teacher:

- Encourage students to listen actively and point to objects as they appear in the song.
- Make your gestures clear to facilitate understanding without the need for translation.
- Prioritize participation over perfect pronunciation.
- If any students have difficulty identifying an object, replay the corresponding part of the song and use real objects in the classroom to facilitate understanding.
- Harmony is only used as a visual and motivational element.

Observation focus:

- Students' ability to recognize familiar words from the classroom.
- Students' response to simple auditory cues ("point," "listen," "repeat").
- Level of participation during group activities.



(Canva,2026)

LESSON 2

What's in the Classroom?

Objective

Recognize the vocabulary of the class through a song, identifying objects and mentioning simple phrases using "there is, there are" with the teacher's guidance.

Description

Students will listen to the song about classroom objects, work with flashcards, play a movement game in which they explore their classroom, and differentiate images by making comparisons and constructing simple sentences such as "There is a desk" referring to their classroom.

Time: 45 minutes

Lesson Plan

Pre-Listening (10 minutes)

Activity: Find the objects in your classroom.

- Students will receive a list of objects they must find in the classroom.
- The teacher gives example sentences such as:

*"There is a pencil."
"There are three erasers."*

- Then the students complete guided sentences about the objects they found.

Purpose: Activate vocabulary and introduce There is / There are.

Post-Listening (10 minutes)

Activity: Read, point, and repeat

- The teacher shows three options of cards with phrases to their students.
- The students choose a card, read the phrase, point to the real object in the classroom, and repeat with the teacher's help.

Purpose: To produce sentences with visual support to improve pronunciation and the use of there is and there are.

Base Song:

https://www.youtube.com/watch?v=yUU1sbcG330&list=RDyU1sbcG330&start_radio=1



Scan me! 📱

While-Listening (25 minutes)

Activity 1 — Listen and circle

- The teacher plays the entire song and students must circle ONLY the objects that appear in the song.
- The worksheet will feature a mix of images, some of which appear in the song and others that do not.

Purpose: To reinforce auditory recognition.

Activity 2: Song vs. My Classroom

- The song is played again in its entirety.
- Students work in pairs with a chart containing various objects found in the classroom. They should write down the objects that are in the classroom and that they hear in the song.

Purpose: To develop critical thinking and apply real vocabulary.

Activity 3: Listen and write sentences

- The teacher will build sentences using the reality of the classroom and the words in the song.

Example:

The teacher says: "There are two books in the classroom." "There is an eraser in the classroom."

- The students write down on their worksheet the object they hear the teacher say, trying to differentiate between "there is" and "there are" in the teacher's pronunciation.

Purpose: Introduce "there is" and "there are" by having students relate them to their vocabulary.

Materials

Song: "School Supplies Song – English Tree TV," list of classroom objects, There is / There are cards, comparison worksheet, flashcards, real classroom objects.



PRE-LISTENING ACTIVITY

FIND THE OBJECTS IN YOUR CLASSROOM.



Harmony says:

“Come on, it's time to explore! Look around your classroom and find these objects.”

Activity 1

List of items you should look for

1. Pencil
2. Eraser
3. Ruler
4. Book
5. Chair



Harmony says:

“Repeat after me!”

Activity 2



The teacher says three guided sentences about the objects the students found.

Example: “There is a pencil.”

“There are three erasers.”

1. **There is**.....
2. **There are**.....
3. **There is**.....



WHILE-LISTENING

COMPARE YOUR CLASS WITH THE SONG

Activity 1 — Listen and circle



Harmony says:
Let's circle the objects that can be heard in the song!

- Chair
- Pencil
- Book
- Chalk
- Pen
- Eraser
- Blackboard
- Colored Pencils
- Bag
- Classroom
- Sharpener
- Crayons
- Desk
- Ruler
- Scissors
- Backpack
- Clock

Activity 2 — Song vs. My Classroom















Harmony says:
Time to work in pairs! First listen to the song and write down the objects you hear, then look around the classroom and write down the objects that are there.



WHILE-LISTENING

COMPARE YOUR CLASS WITH THE SONG

Check ✓ the correct box		
Object	In the song	In our classroom
		
		
		
		
		
		
		
		
		
		
		
		

Activity 3 — Listen and write sentences

Harmony says:

"Listen and write!"



Write the sentence you hear and underline the classroom object."

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....



POST-LISTENING


READ, POINT, AND REPEAT




Harmony says:
Let's practice our pronunciation! Choose a card to practice "there is" and "there are."

Instructions:
"Choose the card and repeat after your teacher."

There are two rules.


There is a sharpener.


There are scissors.






● LESSON 2

What's in the Classroom?



Lesson Objective

Identify objects, reinforce learned words, and recognize new elements. Students will become familiar with "there is / there are" for the first time.

Guidance for the teacher

- Remember to clarify vocabulary differences when necessary:

Bag = any type of bag or purse.

Backpack = a backpack.

- These objects are correct for the classroom, but they are not the same. Students can use both words, but they must understand the distinction.
- You should give a presentation of very simple structures to introduce "there is/there are."
- During the pair work, guide the students as they mark the items on the chart. Make sure the students understand that:

✓ **first mark = heard in the song**

✓ **second mark = also found in their classroom**

- Perfect pronunciation is not necessary; the important thing is participation and accuracy in listening.
- Harmony in this lesson is a motivational and visual guide.

Reminder for the teacher:

This is a transitional lesson. Students will not use "Hay / Hay" independently yet. The goal is exposure, familiarization, and confidence with the vocabulary that will prepare them for Lesson 3 ("My Classroom Has Rhythm"), where the structure becomes more important.



LYRICS OF THE SONG

READ AND SING

Verse 1

There is a pencil on my desk,
There is a pen near my book,
There is a ruler on the floor,
Look around... come take a look!

Chorus

What's in my classroom?
What do you see?
There is... there are...
Say it with me!

Verse 2

There are colored pencils in a box,
There are three rulers on the chair,
There are two erasers on the table,
Classroom objects everywhere!

Chorus

What's in my classroom?
What do you see?
There is... there are...
Say it with me!

Bridge

Let's point together,
One, two, three...
If you hear an object,
Point with me!

Final Verse

There is a backpack by the door,
There are books by the wall,
Learning English in our class,
We can say them all!



PRE-LISTENING ACTIVITY

INTRODUCING THE STRUCTURE

Activity 1 - Introducing the structure

Harmony says:

Let's learn!

There is

There are



Pay attention to the objects the teacher shows you and analyze when we use there is and there are.

Activity 2 - Sort the cards

There is

There are



Harmony says:

Cut out the cards and walk to the board! Sort your cards accordingly: there is or the there are row.

<p>Singular</p>	 <p>book</p>	 <p>backpack</p>	 <p>desk</p>	 <p>eraser</p>
<p>Plural</p>	 <p>pencils</p>	 <p>chairs</p>	 <p>scissors</p>	 <p>rulers</p>



WHILE-LISTENING

TIME TO SING

**Activity 1 — Listen & Point
(Verse 1 and 2)**



Harmony says:
Listen to the song and when you hear the object, point to it with your finger!



Activity 2 — Count & Match



Harmony says:
Listen and match the object correctly!
If there is one object, match it with "there is."
If there is more than one, match it with "there are."

THERE IS

THERE ARE



WHILE-LISTENING

TIME TO SING

Activity 3 — Listen & Write



Harmony says:
It's time to write!
Listen carefully to the last part of the song, write down the sentences you hear, and underline the object with your favorite color.

★ Write down the sentences you hear and underline the object with your favorite color.

1.

2.



POST-LISTENING

CREATE AND SING

Harmony says:

Harmony says: It's time to create and sing!
Write two sentences, one using "there is" and the other using "there are."
Then sing them to the rhythm of the song we listened to in class.



Write one sentence with there is and one with there are.

1.

2.



● LESSON 3 *My Classroom Has Rhythm*



Lesson Objective

Explain the grammatical structure of “there is” and “there are,” practice vocabulary, and encourage creativity.

Guidance for the teacher

- Remember to introduce there is / there are with real examples.
- Reinforce the structure with the help of the song presented in the worksheets.
- Ensure that students understand when to use there is and there are.
- Students should be guided in the initial production of sentences.
- It is not necessary to offer advanced grammatical explanations.
- Reinforce clear pronunciation: “There is” → /ðer ɪz/ “There are” → /ðer ar/
- Remind students that scissors is always plural → There are scissors.

Reminder for the teacher

This lesson is designed to encourage you to use your creativity and rhythm. In order for students to review the structure of “there is”/“there are,” student participation in the activities and a lot of creativity are necessary.

LESSON 4

The Harmony Classroom Challenge.

Objective

Evaluate and reinforce the use of classroom vocabulary and the structures there is / there are through musical activities and group challenges guided by Harmony.

Description

Students participate in a "classroom hunt." They will use musical and visual clues to identify objects in the classroom and form sentences with there is/there are.

Time: 45 minutes

Lesson Plan

Base Song:

Use the QR codes from past lessons.

Pre-Listening (7 minutes)

"Activity: Warm-up Challenge with Harmony"

- The teacher shows 11 mixed cards with classroom objects.
- The students say whether the word belonged to Lesson 1, Lesson 2, or both.

Purpose: Activate memory, vocabulary, and prepare the ear for the assessment.

While-Listening (20 minutes)

Activity 1 - "Speed Listening: Find the Object!"

- The teacher uses the song from Lesson 1.
- Hand out the cards to the students and play the song in short segments.
- Each time they hear an object, the students raise the corresponding card.

Purpose: To identify the images quickly.

Activity 2 - "There is / There are Clap Challenge"

- The teacher uses the song from Lesson 2.
- Rules:

If a singular object appears in the song → the students clap once (THERE IS).
If a plural object appears → they clap twice (THERE ARE).

Purpose: To distinguish between objects that use "there is" and "there are" by sound.

Activity 3 - "Dictate & Build Your Line"

- The teacher dictates short sentences with objects taken from the songs: "There is an eraser on the desk," "There are three chairs."
- Students write the sentence and underline the object.

Purpose: Basic listening comprehension A1.

Post-Listening (12 minutes)

Activity: "Harmony's Final Challenge"

- Students work in pairs to complete a mini-description of their classroom. They must create three sentences with "there is" and three sentences with "there are" to integrate vocabulary and grammar.
- Example: "In our classroom, there is a book / There are four backpacks."
- Then they read it aloud.

Purpose: Integrate listening, grammar, and speaking.

Materials

Songs from lessons 1 and 2, flashcards, worksheets, speaker.



PRE-LISTENING ACTIVITY

WARM-UP CHALLENGE WITH HARMONY

Activity 1



Harmony says:

Let's warm up and remember!

Look at the image and tell me:
Did this image belong to lesson
1, lesson 2, or both?



Chair



Pencil



Book



Bag



Eraser



Blackboard



Scissors



Classroom



Sharpener



Desk



Backpack



WHILE-LISTENING

TIME TO SING

Activity 1 — “Speed Listening: Find the Object!”



Harmony says:
Listen carefully!
Every time you hear the object in the song, quickly raise the corresponding card.



Activity 2 — “There is / There are Clap Challenge”



Harmony says:
Clap your hands with me!
One clap for there is.
Two claps for there are.

Activity 3 — “Dictate & Build Your Line”



Harmony says:
It's time to listen carefully!
Listen, write down the sentence, and underline the class object.

Write down the sentences you hear.

1.
2.
3.
4.
5.





POST-LISTENING

HARMONY'S FINAL CHALLENGE



Harmony says:
 The last game!
 Work with your partner and create sentences using there is and there are.

★ Write three sentence with there is and use the vocabulary you have learned.

1.

2.

3.

★ Write three sentence with there are and use the vocabulary you have learned.

1.

2.

3.



● LESSON 4

The Harmony Classroom Challenge.



Lesson Objective

This lesson functions as a formative assessment, carried out through musical activities and playful challenges. It does not seek to measure knowledge in a traditional way, but rather to observe real progress in vocabulary and basic use of there is / there are.

Guidance for the teacher

- Play only short excerpts from the songs in Lessons 1 and 2.
-
- Organize students into pairs or small groups to encourage collaboration.
-
- Before each challenge, explain the rules clearly and briefly.
-
- Model the activities (e.g., raising a card or clapping) before beginning.
-
- Self-assessment (Song Notebook) is important because it promotes autonomy and allows students to identify their own achievements.

Reminder for the teacher:

The purpose of this lesson is for students to reinforce their listening, speaking, grammar, and vocabulary skills.





SONG NOTEBOOK

UNIT 1: LET'S SING ABOUT OUR CLASSROOM



Harmony says:
Let's evaluate our learning in this unit!

Time: 6 minutes

1. What I learned in this unit .

<i>I can do it</i>	Yes	More or less	No
I can identify objects in the classroom through songs.			
I can use there is / there are in simple sentences.			
I can easily pronounce the objects in the classroom.			

2. My Favorite New Word

3. Mini-Checklist of Achievements

- Mark with what you achieved today:
 - I identified objects while listening to a song.
 - I wrote sentences with there is / there are.
 - I read or said a sentence about my classroom.
 - I worked well with my partner.

4. Emoji Feedback — How did I feel today?

Happy	It was ok	I need more help



UNIT 2

SINGING MY DAY: THIS IS MY ROUTINE



"I can recognize words and phrases about daily routines when I hear them slowly and clearly."
(CEFR A1 - Council of Europe)

"I can use simple phrases to describe my daily routine."
(CEFR A1 - Council of Europe)

Unit Objective

Promote the identification and use of vocabulary related to daily routines through the use of songs, strengthening listening comprehension and oral production in the present simple tense.

Contents:

- 1.1 This is how my day begins
- 1.2 Let's sing about my favorite routine
- 1.3 What do I do every day?
- 1.4 My day in rhythm

LESSON 1

This is how my day begins

Objective

Introduce basic vocabulary related to daily routines using songs to strengthen listening comprehension and oral repetition in the present simple.

Description

Students explore basic daily routine vocabulary through songs, images, and guided listening activities, using repetition and rhythm to support comprehension.

Materials

Song: Wake Up! Daily
Flashcards (daily routine actions)
Worksheets
Speaker

Lesson Plan

Time: 45 minutes

Base Song:
<https://www.youtube.com/watch?v=U3kxkxw01ar&list=RDkxw01ar&list=RDkxw01ar>

Scan me! 😊

Pre-Listening (10 minutes)

Activity: "My Morning Routine"

- The teacher shows flashcards (wake up, brush teeth, eat breakfast, go to school).
- Students say the words they recognize.
- Students repeat the words with the teacher.

Purpose: Activate vocabulary and prepare students for listening.

While-Listening (25 minutes)

Activity 1 - "Listen and Point"

- The teacher plays the song.
- Students point to the correct flashcard when they hear the action.
- Repetition is encouraged.

Purpose: Develop listening comprehension and word recognition.

Activity 2 - "Sing and Do"

- Students sing parts of the song.
- The teacher models movements.
- They mime the actions (wake up, brush teeth, eat).

Purpose: Reinforce vocabulary through movement and repetition.

Post-Listening (45 minutes)

Activity: "My Morning Sentence"

- Students create simple sentences about their morning routine and sing them.
- I wake up.
- I brush my teeth.
- Volunteers say their sentences aloud.

Purpose: Encourage oral production in a safe and motivating environment.

PRE-LISTENING
ACTIVITY

LISTEN AND
POINT

Harmony says:

Look and listen carefully!

Look at the sentences in the pictures and read them.



Wake up



Wash my face



Brush my teeth



Eat Breakfast

OPEN



Go to school



WHILE-LISTENING ACTIVITY

TIME TO SING

Activity 1 — “Listen and Point”



Harmony says:

Listen carefully!

Point to the action you hear.



I wake up



I wash my face



I brush my teeth



I go to school



I comb my hair



I eat breakfast

Activity 2 — “Sing and Do”

Harmony says:

“Sing with me and do the actions!”

Observe the actions and imitate them.



POST-LISTENING
ACTIVITY

MY MORNING
SENTENCE

30

Harmony says:

"Tell me about your morning!"



★ Write two sentences about your morning routines.

1.

2.



LESSON 1

*This is how my
day begins*



Lesson Objective

This lesson focuses on recognizing and using basic daily routine vocabulary through listening and repetition, rather than accuracy or written assessment.

Guidance for the teacher

- Play the song in short segments.
- Model pronunciation and actions clearly.
- Encourage participation without forcing students to sing.
- Use gestures and visuals to support understanding.

Reminder for the teacher

The goal is to build confidence and familiarity with daily routine vocabulary through music, movement, and positive reinforcement.

LESSON 2

Let's sing about my favorite routine

32

Objective

Strengthen understanding and sequencing of daily routines using songs and simple present tense expressions.

Description

Students organize, describe, and sequence daily routines through listening, visual support, and guided speaking activities based on a song.

Materials

Songs Daily Routine
Routine sequence cards
Worksheet
Speaker

Time: 45 minutes

Lesson Plan

Base Song:

https://youtube.com/watch?v=8e003kDk070&utm_source=share



Scan me! 😊

Pre-Listening (10 minutes)

Activity: "Order My Morning"

- Teacher gives students mixed routine cards (wake up, eat breakfast, go to school, study).
- In pairs, students organize the cards in logical order.
- Teacher checks orally: What comes first? What comes next?

Purpose: Activate vocabulary and introduce the idea of sequence (before listening).

While-Listening (25 minutes)

Activity 1 - "Listen and Number"

- Students receive a worksheet with routine pictures.
- They listen to the song and number the actions in the order they hear them.
- Song is played twice.

Purpose: Identify daily routines and understand order in spoken English.

Activity 2: "Pause & Say"

- Teacher pauses the song at key moments.
- Students say the routine they hear
- Choral repetition first, then volunteers.

Purpose: Link listening with short oral production.

Post-Listening (45 minutes)

Activity: "My Routine in Three Steps"

- Students choose three routines from their favorite daily routines.
- They write them down and then sing them, remembering the rhythm of the song.

Purpose: Produce simple present tense sentences related to personal routines.

(Canva,2026)

PRE-LISTENING ACTIVITY

ORDER MY MORNING

Harmony says:

“Look at the pictures, think carefully,
and put them in order!”

What do you do first? What comes
next? Create your routine together!”



**WHILE-LISTENING
ACTIVITY**

TIME TO SING

Activity 1 — “Listen and Number”



Harmony says:

“Listen carefully and number the routines!”

Write the number in the circle next to the image.

Activity 2 — “Pause & Say”

Harmony says:

Listen... stop... and speak!

Listen to the song and repeat the routine you hear.



**POST-LISTENING
ACTIVITY**

**MY ROUTINE IN
THREE STEPS** 35

Harmony says:

Tell me three things you do every day!
Write down your three favorite
routines and then sing them.



Write down your three favorite routines

1.

2.

1.



LESSON 2

*Let's sing about
my favorite
routine*



Lesson Objective

This lesson focuses on helping students understand and organize daily routines while encouraging simple oral production.

Guidance for the teacher

- Emphasize sequencing words (first, then, next).
- Allow students to use gestures if speaking is difficult.
- Model sentences clearly before asking students to speak.
- Help students construct sentences using their favorite routines and reinforce their pronunciation.
- Ensure that students understand the morning, afternoon, and evening routines.

Reminder for the teacher

This lesson builds understanding and confidence. Accuracy is secondary to participation and comprehension.

LESSON 3

What do I do every day?

37

Objective

Encourage students to talk about their daily routines using simple present tense through music-based communicative activities.

Description

Students express and compare daily routines using simple sentences supported by songs, visuals, and guided oral interaction.

Materials

Songs Daily routine
Routine action cards
Mini speaking worksheet
Speaker / board

Time: 45 minutes

Lesson Plan

Base Song:

<https://youtube.com/watch?v=ntn5D6LxNU0?feature=shared>



Scan me! 📱

Pre-Listening (10 minutes)

Activity: "Guess My Routine"

- Teacher shows different images related to routines (e.g., wake up, eat, sleep).
- The students say the routine that is in the image and say if they do that routine in their day.

Purpose: To activate vocabulary and relate routines to the students' real lives.

While-Listening (25 minutes)

Activity 1 – "Choose Your Routine"

- The students listen to the song.
- The teacher hands out a worksheet with the routines.
- Each student selects the routines they hear.

Purpose: To identify daily routines and make personal decisions while listening.

Activity 2 – "Sing & Point"

- The song is played again.
- The teacher hands out cards with the routines on them.
- The students point to the action card when they hear it.
- The teacher acts out the routine (waking up, brushing teeth, sleeping).

Purpose: Reinforce listening comprehension through movement.

Post-Listening (45 minutes)

Activity: "My daily routine"

- Students choose three routines that they do every day.
- They write and say simple sentences: I get up, I go to school, I sleep at night.
- They work in pairs (student A listens to their partner's routine, student B talks about their routine).

Purpose: Use vocabulary in meaningful, simple oral communication.

(Canva, 2026)

PRE-LISTENING ACTIVITY

THIS IS HOW MY DAY BEGINS

Harmony says:

Look, think, and guess!

Look at the photos, describe the routine, and tell me if you do that routine in your daily life.



**WHILE-LISTENING
ACTIVITY**

TIME TO SING

Activity 1 — “Choose Your Routine”



Harmony says:

Listen and choose!
Listen to the song and point out the routines you hear.

Rutine	Check it out
I put pyjamas on just right	
I close my eyes and start to sleep	
I play video games after school	
I take a bath, I'm feeling great	
I watch TV in the morning	
I walk to school and learn a lot	
I eat my breakfast	
I play football with my friends	
I help my mum	
I wake up early	
I eat my dinner, clean my plate	
I listen to music in my room	
Then feed the birds	
I read a book	
I brush my teeth and put clothes on	

Activity 2 — “Sing & Point”



Harmony says:

Sing and show me!
Look at the pictures and point to them in the order they appear in the song.



**POST-LISTENING
ACTIVITY**

MY DAILY ROUTINE

Harmony says:

Now let's talk about your day!

Choose five routines you do every day, write and say simple sentences with your partner.



Write down your five daily routines

1

2

3

4

5



LESSON 3

What do I do every day?



Lesson Objective

This lesson focuses on helping students use vocabulary related to daily routines and apply it by creating their own routines.

Teacher Guidance

- Accept short, imperfect sentences.
- Encourage gestures to support oral expression.
- Model sentences clearly before students reproduce them.
- Praise effort and participation.
- Working in pairs is ideal for reducing anxiety.

Reminder for the teacher

The goal is communication, not perfection. Confidence and participation are more important than accuracy.

LESSON 4

My Day in Rhythm – Harmony Challenge

42

Objective

Evaluate and reinforce daily routine vocabulary and simple present structures through musical challenges and collaborative activities guided by Harmony.

Description

Students participate in rhythm-based challenges to review daily routines and express simple sentences about their day in a playful and meaningful way.

Materials

Songs from Lessons 1, 2, and 3, flashcards, routine pictures, worksheets, speaker, Song Notebook.

**Time: 45
minutes**

Lesson Plan



Base Song:

Use the QR codes from past lessons.

Pre-Listening (10 minutes)



Activity: Harmony's Rhythm Warm-up

- The teacher shows cards with routines (waking up, eating, going to school, sleeping).
- Students clap when they see a routine that they do.

Purpose: Activate prior knowledge and prepare students for the unit review.

While-Listening (25 minutes)



Activity 1 – My Day in the Rhythm Challenge

- The teacher plays short excerpts from the song in lessons 1 and 2.
- Working in pairs, student A imitates the routine they hear in the song, while student B says the routine, then they switch roles.

Purpose: Identify the vocabulary of the routine and recognize the actions through mimicry and music.

Activity 2 – Rhythm Sentence Echo

- The teacher pauses the song for the lesson 3 and says a short sentence using daily routines. Example: "I wake up early."
- Students repeat the sentence following a simple rhythm (clapping)
- Volunteers repeat the sentence individually or in pairs.

Purpose: Practice pronunciation and simple oral production in a relaxed and rhythmic way.

Post-Listening (45 minutes)



Activity: "Harmony's Routine Circle"

- Students stand in a circle. Soft background music plays.
- The teacher begins by saying a simple phrase about a routine. Example: "I get up early" and performs the action.
- The next student repeats the phrase, adds a new routine, and performs both actions. Example: "I get up early and brush my teeth."
- The chain continues around the circle.

Purpose: To integrate vocabulary, listening comprehension, memory, and oral expression in a fun and collaborative way.

(Canva,2026)

PRE-LISTENING ACTIVITY

HARMONY'S RHYTHM WARM-UP



Harmony says:

Let's warm up with our routine!

Look at the cards. Clap when you see a routine you do every day.



WHILE-LISTENING ACTIVITY

TIME TO SING

Activity 1 — My Day in the Rhythm Challenge

Harmony says:

Move and listen to the rhythm!

Listen to the song. One student acts the routine, the other says it. Then change roles.



Activity 2 — Rhythm Sentence Echo

Harmony says:

Listen, clap, and repeat!

Listen to the sentence and repeat it following the rhythm. You can say it alone or with a partner.



POST-LISTENING ACTIVITY

HARMONY'S ROUTINE CIRCLE

Harmony says:

Let's build our routine together!

Stand in a circle. Say a routine and do the action. The next student repeats and adds a new one.



LESSON 4

My Day in Rhythm – Harmony Challenge



Lesson Objective

This lesson aims to consolidate daily routine vocabulary and simple present structures through rhythm-based activities, encouraging confidence, participation, and reflection on learning.

Guidance for the Teacher

- Use short excerpts from songs previously learned to avoid cognitive overload.
- Model actions and sentences clearly before asking students to participate.
- Encourage collaboration and support among students during pair and group activities.
- Focus on participation and effort, not accuracy, during oral activities.
- Create a relaxed atmosphere where students feel comfortable moving, speaking, and making mistakes.
- Guide students gently during the Song Notebook activity, helping them reflect honestly on their learning.

Reminder for the Teacher

This lesson is a formative and reflective closure, not a traditional test. The goal is to celebrate progress, reinforce confidence, and help students recognize what they can already do in English.

SONG NOTEBOOK

UNIT 1: LET'S SING ABOUT OUR CLASSROOM



Harmony says:

Let's evaluate our learning in this unit!

Time: 6 minutes

1. What I learned in this unit .

<i>I can do it</i>	Yes	More or less	No
I can recognize daily routines through songs.			
I can say simple sentences about my day.			
I can follow rhythm and actions in English songs.			

2. My Favorite New Word

3. Mini-Checklist of Achievements

• Mark with what you achieved today:

- I listened to English songs.
- I said sentences about my routine.
- I participated in the Harmony Challenge.
- I worked well with my classmates.

4. Emoji Feedback — How did I feel today?



Happy



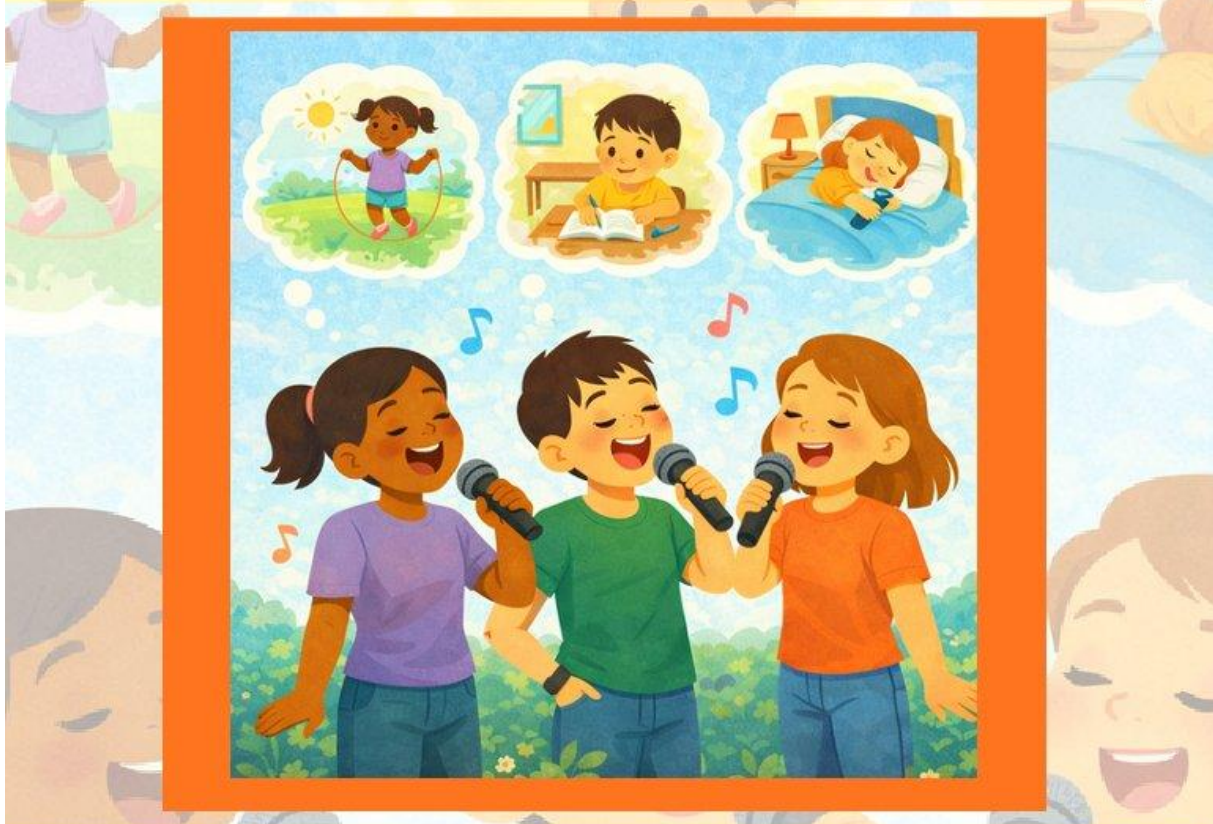
It was ok



I need more help

UNIT 3

ONCE UPON A SONG: WHAT ACTIVITIES DID YOU DO YESTERDAY?



*"I can recognize simple phrases about activities that happened yesterday when I hear them clearly."
(CEFR A1 - Council of Europe)*

*"I can produce simple phrases to talk about activities I did yesterday."
(CEFR A1 - Council of Europe)*

Unit Objective

To facilitate the initial use of the simple past tense through songs that allow students to identify and describe actions performed in the past, strengthening listening comprehension and oral production.

Contents:

- 3.1 Yesterday in Rhythm
- 3.2 Talking about my day yesterday
- 3.3 Yesterday's Actions
- 3.4 Harmony's Past Challenge

LESSON 1 *Yesterday in Rhythm*

Objective

To recognize and understand common daily actions expressed in the past simple through listening activities based on songs.

Description

Students listen to a song to identify daily actions in the past and connect them with visual support and guided listening activities.

Materials

Song (past simple – daily activities), flashcards or images of daily actions, board and markers

Time: 45 minutes

Lesson Plan

Base Song:

https://youtu.be/CHug_AR7Vso?feature=shared



Scan me! 😊

Pre-Listening (10 minutes)

Activity: Getting Ready

- The teacher uses eight flash cards to review the difference between present and past actions and asks students to observe them
- The teacher asks: which of the two images is about the past?
- Students observe the cards, identify the actions and predict which ones happened "yesterday".

Purpose: Activate prior knowledge.

While-Listening (25 minutes)

Activity 1: Listen and Catch

- The teacher plays the song once and asks students to listen carefully.
- Students identify and mark the verbs in the simple past tense that they hear in the song.

Purpose: Recognize affirmative past simple forms.

Activity 2: Point and Write

- The teacher plays the song again and pauses when necessary.
- Students point to the correct image and write the verb they hear in the song.

Purpose: Reinforce sentence structure.

Post-Listening (10 minutes)

Activity: Repeat and Remember

- The teacher shows the images again and says the verbs aloud.
- Students repeat the verbs together and connect the action with its meaning.

Purpose: Encourage controlled oral production.

PRE-LISTENING ACTIVITY

GETTING READY

Harmony says:

"Let's think about yesterday!"

Look at the pictures and guess which actions happened yesterday.



play



played -
yesterday



go



went -
yesterday



washed -
last night



wash



ate -
yesterday









WHILE-LISTENING

TIME TO SING

ACTIVITY 1 - LISTEN FOR THE ACTIONS

Harmony says:
 "Listen carefully and find the actions!"
 Listen to the song and mark the verbs when you hear them.


Verb	Put a check
Cooked	<input checked="" type="checkbox"/>
Went	<input type="checkbox"/>
Drove	<input type="checkbox"/>
Combed	<input checked="" type="checkbox"/>
Wore	<input checked="" type="checkbox"/>
Felt	<input checked="" type="checkbox"/>

Verb	Put a check
Cooked 	
Went 	
Drove 	
Combed 	
Wore 	
Felt 	

ACTIVITY 2 - POINT AND WRITE

Harmony says:
 "Listen again and point!"
 Point to the correct image and write down the verb you hear in the song.


 I _____ my
 dinner


 I _____ my
 T-shirt


 I _____ my
 dishes


 I _____ to
 airport


 I _____ my
 hair



POST-LISTENING

REPEAT AND REMEMBER

Harmony says:

“Let’s say the actions together!”

Repeat the verbs with the teacher while looking at the pictures.



COOKED



WORE



WENT



COMBED



WASHED



LESSON 1

Yesterday in Rhythm



Lesson Objective

This lesson is about helping students feel comfortable using simple past sentences, not about perfect grammar.

Teacher's recommendations

- Before asking students to speak, say a few example sentences yourself, such as "Yesterday I played" or "I watched TV". Hearing you first helps them feel safer.
- Play the song more than once if you notice students are unsure. Repetition is normal and necessary at this level.
- Don't worry if students only say one or two words at first. Even short answers show understanding and progress.
- Support meaning with gestures, pictures, and pointing instead of translating everything into Spanish.
- Try to keep the atmosphere relaxed. Smiling, moving with the rhythm, and encouraging students makes a big difference.
- When a student hesitates, repeat the sentence together as a group before asking them to try alone.

Teacher's reminder

At this level, it's okay if students make mistakes. What matters most is that they listen, try, and gain confidence.

LESSON 2

Talking about my day yesterday

Objective

To use affirmative sentences in the past simple to talk about daily activities through guided listening and speaking activities based on a song.

Description

Students listen to a song and practice forming simple affirmative sentences in the past to describe actions they did yesterday.

Materials

Song (past simple sentences), sentence strips or cards, images of daily activities, board and markers

Time: 45 minutes

Lesson Plan

Base Song:

<https://www.youtube.com/watch?v=91xnlLQx8s8&list=RD91xnlLQx8s8&redir=1>



Scan me! 😊

Pre-Listening (10 minutes)

Activity: Think and Choose

- The teacher hands out a worksheet with simple sentences in the past tense. (e.g., I _____ my car yesterday).
- Students observe and choose the verbs they think correspond to the sentences.

Purpose: Activate prior knowledge and prepare students to focus on sentence meaning in the past.

While-Listening (25 minutes)

Activity 1—Listen and draw the action

- The teacher plays the song and asks students to listen for full sentences.
- The students listen and draw the action they heard.

Purpose: Help students recognize affirmative past simple sentences through listening.

Activity 2: Say It with Rhythm

- The teacher plays the song again and pauses after each sentence.
- Students repeat the sentences aloud together, following the rhythm.

Purpose: Reinforce sentence structure and pronunciation through repetition and rhythm.

Post-Listening (10 minutes)

Activity: Say Your Sentence

- The teacher models a simple sentence about yesterday (e.g., I ate pizza yesterday).
- Students choose a verb and say an affirmative sentence with support from the teacher.

Purpose: Encourage controlled oral production using affirmative past simple sentences.

PRE-LISTENING ACTIVITY

THINK AND CHOOSE



Harmony says:

Choose the correct verb!

Look at the list of verbs and choose the correct verb for each sentence.

List of verbs

★ played

★ drove

★ read

★ cooked

Choose the correct verb for each sentence.

1. I _____ my car yesterday.

2. Sofia _____ lasagna yesterday.

3. Rodrigo _____ a story last week.

4. We _____ soccer last night.



WHILE-LISTENING

TIME TO SONG

Activity 1 — Listen and Draw the action



Harmony says:

It's time to be creative!

Listen to the song and draw 3 actions that you hear.

1

2

3

Activity 2 — Say It with Rhythm

I WENT to the zoo
yesterday!



Harmony says:

"Listen again and say it with me!"

Repeat the sentences together, following the rhythm of the song.

POST-LISTENING

SAY YOUR SENTENCE



Harmony says:

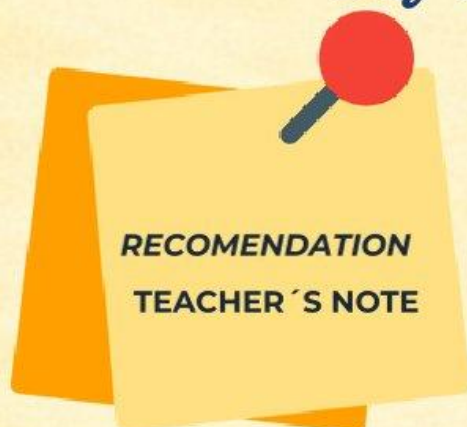
"Now talk about your day!"

Choose one verb and say one sentence about what you did yesterday.



● LESSON 2

Talking about My Day Yesterday



Lesson Objective

Support students in moving from verb recognition to forming simple affirmative sentences in the past simple.

Teacher's Guide

- Allow students time to listen and repeat before asking them to speak individually.
- Model the sentences slowly and naturally.
- Accept partial or imperfect sentences, as the goal is communication, not accuracy. Encourage shy students by allowing choral repetition before individual participation.

Teacher's Reminder

Students may mix present and past forms at this stage. This is normal. Focus on confidence and meaning rather than correction.

Yesterday's Actions

LESSON 3

Objective

To identify actions that happened in the past simple through listening activities and guided oral interaction.

Description

Students listen to a song to recognize actions that happened yesterday. Through guided listening activities, they identify past simple forms and reinforce meaning using visual support and repetition.

Materials

Song: Past tense verbs | English SONG for kids
Action flashcards or images
Question cards
Board and markers

Time: 45 minutes

Lesson Plan

Base Song:

https://www.youtube.com/watch?v=UfQdEHCy0t8u&list=PLWZQdEHCy0t8u_rddu1



Scan me! 📱

Pre-Listening (10 minutes)

Activity 1 – Get Ready to Listen

- The teacher shows action flashcards and models simple sentences using the past simple, for example: I played soccer yesterday.
- The teacher asks students to look at the images and identify which actions happened yesterday.
- Students listen and repeat key words and show it with your body.

Purpose: To activate prior knowledge and prepare students to focus on past actions before listening.

While-Listening (25 minutes)

Activity 1 – Listen for Past Actions

- The teacher plays the song and asks students to listen carefully.
- Students identify actions that occurred yesterday by marking them on a worksheet.

Purpose: To help students recognize past simple actions through listening.

Activity 2: Listen and Repeat

- The teacher plays the song again and pauses after each past simple sentence.
- Students repeat the sentences aloud together, following the rhythm of the song.

Purpose: To reinforce pronunciation and familiarity with affirmative past simple sentences.

Post-Listening (10 minutes)

Activity: Remember “Yesterday”

- The teacher shows action images and says a sentence in the past.
- The students choose three pictures and write three sentences, then say the sentences with the teacher.
- The teacher emphasizes the pronunciation of verbs ending in -ed.

Purpose: To consolidate understanding of past simple actions through guided oral repetition and practice the pronunciation of verbs ending in -ed.

PRE-LISTENING ACTIVITY

GET READY TO LISTEN

Harmony says:

Let's think about yesterday!

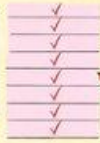
Look at the images, choose the actions that happened yesterday and imitate them with your body.



WHILE-LISTENING

TIME TO SING

Activity 1 — Listen for Past Actions



Harmony says:

Listen carefully!

Listen to the song and mark the actions that happened yesterday.

Sentences	Mark the action you hear in the PAST tense
Every day I go to school	
Yesterday I went to the park	
Ever day I swim in the pool	
Yesterday I swim with the shark	
Every day I eat	
Yesterday I ate	
Ever day I sing	
Yesterday I sang	

Activity 2 — Listen and Repeat

Harmony says:

Let's say it together!

Listen again and repeat the sentences with the teacher.



POST-LISTENING

REMEMBER "YESTERDAY"

Harmony says:

Let's remember what we did yesterday!

Look at the pictures, choose three actions, write three sentences, and say the sentences with the teacher. Listen carefully to the -ed sound in the verbs.



Write three sentences

1.....

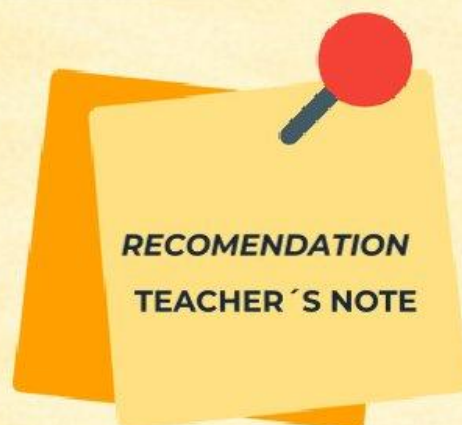
2.....

3.....



● LESSON 3

Yesterday's Actions



Lesson Objective

Reinforce the understanding of affirmative past simple actions through listening, repetition, and guided pronunciation practice using a song.

Guidance for the Teacher

- Introduce past simple actions using clear visual support (pictures or flashcards) before playing the song.
- Emphasize the meaning of "yesterday" to help students associate actions with the past.
- Use the song as a listening and recognition tool, not as a grammar explanation.
- Guide students during repetition activities and model pronunciation clearly, especially for verbs ending in -ed.
- Encourage students to repeat together to build confidence and rhythm.
- Avoid technical explanations about grammar rules; focus on sound, meaning, and repetition.
- Provide positive feedback and allow students to participate at their own pace.
- In the first while-listening activity, one past tense sentence includes an intentional error in the verb form. This is designed to encourage students to listen carefully and focus on the correct verb they hear.

At the end of the activity, ask students: "Did you notice anything strange in one sentence?"

Reminder for the Teacher

- This lesson is designed to be dynamic and supportive.
- Use your voice, gestures, and enthusiasm to keep students engaged.

Harmony's Past Challenge

LESSON 4

Objective

To integrate past simple verbs and structures through guided listening, oral interaction, and self-assessment activities.

Description

Students review past simple forms through rhythm-based activities, short oral exchanges, and self-assessment to reflect on their learning progress.

Materials

Fragments of songs from Lessons 1, 2, and 3, action images or flashcards, song Notebook, board and markers

Time: 45 minutes

Lesson Plan

Base Song:

Use the QR codes from past lessons.

Pre-Listening (10 minutes)

Activity: Correct or Wrong?

- The teacher says two sentences, one correct and one incorrect, using the past simple. Example: "I **swim** in the pool yesterday" - "I **swam** in the pool yesterday".
- Students listen carefully and choose which sentence is correct.

Purpose: Activate prior knowledge and prepare students for integration.

While-Listening (25 minutes)

Activity 1 - Listen, Act and Say

- The teacher gives verb cards from the songs in lessons 1 and 2 to the students.
- Student A listens to the song, chooses the card with the verb they heard, and imitates the action with using body movements.
- Student B watches the action and says a simple sentence in the past tense based on the action. Example: I read yesterday.
- Students change roles and repeat the activity.

Purpose: To help students identify past simple verbs through listening and physical response, and produce simple past tense sentences in a guided way.

Activity 2 - Listen, Choose and Act

- The teacher plays parts of the song from lesson 3.
- The students stand up. When they hear a sentence in the present tense, they remain still; when they hear a sentence in the past tense, they imitate the action.

Purpose: Distinguish present and past tense actions through listening and movement.

Post-Listening (10 minutes)

Activity: The Circle Challenge with Harmony

- The students form a large circle.
- The teacher places cards with verbs in the past tense in the center.
- The teacher says a sentence in the past tense inspired by one of the songs.
- A student takes a card and says a short sentence in the past tense using: Yesterday / last night. Example: I drove my car yesterday.
- The group repeats the sentence in unison (pronunciation reinforcement) and continues the game with another student.

Purpose: To consolidate the use of past simple verbs through group interaction, listening, and guided oral repetition.

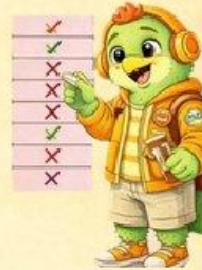
**PRE-LISTENING
ACTIVITY**

**CORRECT OR
WRONG?**

Harmony says:

Listen carefully!

Listen to the sentences.
Decide if they are correct or wrong.
Pay attention to the verb in the
past.



WHILE-LISTENING

TIME TO SING

Activity 1 — Listen, Act and Say

Student A

Harmony says:

Listen to the song carefully!

Choose the verb with the
verb you hear and act it out
with your body.



Student B

Harmony says:

Watch your partner's action!
Say a simple sentence in the
past tense using the action
your partner imitated.



**Activity 2 — Listen,
Choose and Act**



Harmony says:

Let's move!

Listen the song.

If you hear a present tense sentence,
stay still.

If you hear a past tense sentence, act it
out with your body.

POST-LISTENING

**THE CIRCLE
CHALLENGE WITH
HARMONY**

Harmony says:

This is the final challenge!

Listen carefully.

Take a card.

Say one sentence in the past.

Let's say it together!



LESSON 4

Harmony's Past Challenge



Lesson Objective

Use this lesson to reinforce confidence and awareness of learning, not to introduce new content.

Teacher's Guide

- Keep the atmosphere relaxed and supportive.
- Celebrate participation rather than accuracy.
- Allow students to express themselves at their own pace.

Teacher's Reminder

- This lesson closes the unit emotionally and pedagogically.
- What students feel they can do is as important as what they say.

SONG NOTEBOOK

UNIT 1: LET'S SING ABOUT OUR CLASSROOM



Harmony says:

Let's evaluate our learning in this unit!

Time: 6 minutes

1. What I learned in this unit .

<i>I can do it</i>	Yes	More or less	No
I can recognize verbs in the past simple.			
I can answer a simple question about yesterday.			
I can say one sentence about my day.			

2. My Favorite New Word

3. Mini-Checklist of Achievements

• Mark with what you achieved today:

- Recognized past verbs
- Repeated sentences with rhythm
- Asked or answered a question
- Participated in class activities

4. Emoji Feedback — How did I feel today?



Happy



It was ok



I need more help

UNIT 4



I CAN SING ABOUT ANIMALS: WHAT CAN I TELL YOU ABOUT THEM?

*"I can recognize words and phrases about animals and their abilities when I hear them slowly."
(CEFR A1 - Council of Europe)*

*"I can use simple phrases to describe animals and what they can or cannot do."
(CEFR A1 - Council of Europe)*

Unit Objective

Develop vocabulary related to animals and the use of can/can't to describe abilities, using songs that promote listening comprehension and oral production.

Contents:

- 1.1 Animals Sing
- 1.2 Yes, They Can!"
- 1.3 Animals Can and Can't?
- 1.4 The Animal Ability Challenge

LESSON 1

Animals Sing!

Objective

Recognize and say common animal names through songs, images, and guided oral repetition.

Description

Students learn animal vocabulary by listening to a song and completing dynamic activities using images, movement, and simple repetition.

Materials

Song: Animal vocabulary
Animal flashcards or images
Worksheets
Speakers or audio device
Board and markers

Time: 45
minutes

Lesson Plan

Base Song:

• <https://www.youtube.com/watch?v=K0VZa8RTYas>



Scan me! 😊

Pre-Listening (10
minutes)



Activity: Look, Think and Match

- The teacher shows pictures of animals.
- Students look at the pictures and say if they recognize any of them (they may say the name in Spanish).
- Then, students listen to the teacher saying the animal names slowly and repeat.

Purpose: Activate prior knowledge and prepare students to recognize animal vocabulary through images and prediction.

While-Listening (25
minutes)



Activity 1: Listen and Point

- The teacher plays the song for the first time.
- Students listen and circle the correct animal picture on their worksheet.
- The song can be played twice.

Purpose: Identify animal vocabulary by listening carefully to the song.

Activity 2: Listen and Complete

- The teacher plays the song again.
- Students complete the animal names they hear by filling in the missing letters.

Example: c_t, li_n

Purpose: Reinforce animal vocabulary through focused listening and visual discrimination.

Post-Listening (10 minutes)



Activity: Harmony Says – Animal Action!

- The teacher says: "Harmony says..."
- The teacher shows or says an animal.
- Students: repeat the word, perform a simple action related to the animal (jump, fly, walk)

Purpose: Consolidate animal vocabulary through repetition, movement, and pronunciation practice.

PRE-LISTENING ACTIVITY

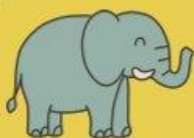
Look, Think and Match



Harmony says:

Let's meet some animals!

Look at the pictures and think about the animals.
Listen to the teacher and repeat the animal names.



Elephant



Kangaroo



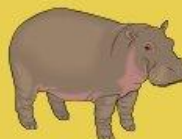
Octopus



Cheetah



Lion



Hippo



Monkey



Alligator



Snake



Tiger



WHILE-LISTENING ACTIVITY

TIME TO SING

Activity 1 — Listen and Point



Harmony says:

Listen to the animal song!

Listen carefully to the song.
Circle the animal you hear on
your worksheet.



Elephant



Gorilla



Lion



Giraffe



Monkey



Bear



Alligator



Hippo



Kangaroo



Octopus

Activity 2 — Listen and Complete



Harmony says:

Let's listen again!

Listen to the song again.
Complete the animal names
with the missing letters.

① El_ph_nt

② Ka_g_r_o

③ Li_n

④ H_p_o

⑤ _lli_a_o_



**POST-LISTENING
ACTIVITY**

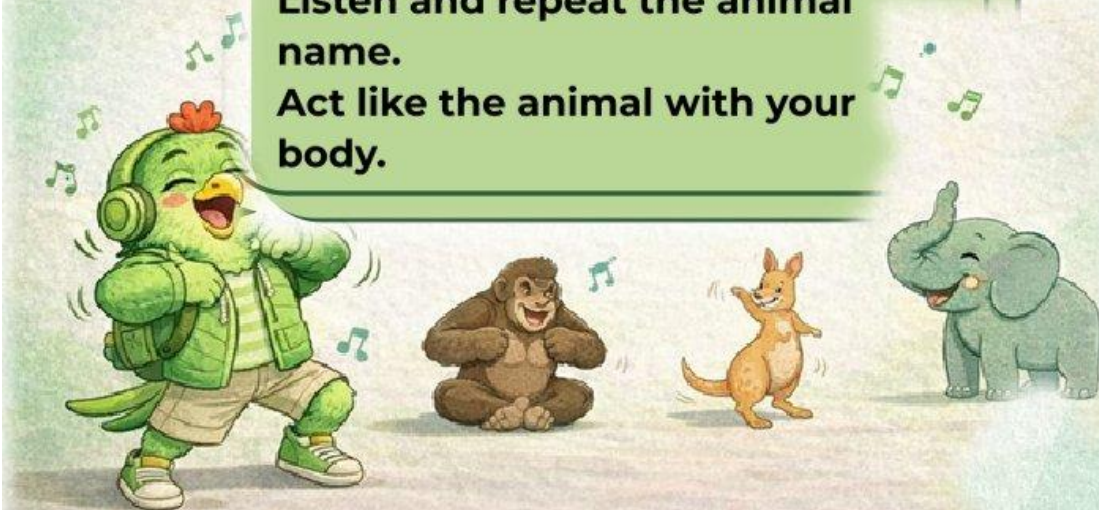
**Harmony Says -
Animal Action!**

Harmony says:

Let's move like animals!

**Listen and repeat the animal
name.**

**Act like the animal with your
body.**



LESSON 1

Animals Sing!



Lesson Objective

Recognize and say common animal names through songs, images, and guided oral repetition.

Guidance for the Teacher

- Use clear and colorful images to introduce animal vocabulary before playing the song.
- Model the pronunciation of each animal slowly and encourage choral repetition.
- Play the song more than once to support comprehension and confidence.
- Use gestures and body movement to reinforce meaning and keep students engaged.
- Avoid introducing grammar structures; focus only on vocabulary recognition and pronunciation.
- Provide positive feedback and allow students to participate at their own pace.

Reminder for the Teacher

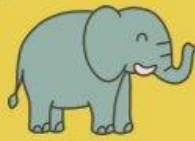
This lesson focuses only on vocabulary development. Keep activities dynamic and supportive, avoid grammar explanations, and use repetition and movement to help students build confidence and enjoyment while learning animal names.

**PRE-LISTENING
ACTIVITY**

**What Can
Animals Do?**

Harmony says:

Animals can do many things!
Look at the animals.
Listen and repeat the sentences.
Answer only with Yes, it can.



Elephant



Kangaroo



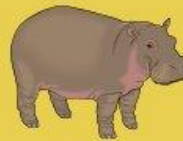
Octopus



Cheetah



Lion



Hippo



Monkey



Alligator



Snake



Tiger



WHILE-LISTENING ACTIVITY

TIME TO SING

Activity 1 — Listen and Match



Harmony says:

Let's listen to the song!

Listen carefully to the song.
Match the animal with the
action it can do.

Bird
Gorilla
Buffalo
Elephant
Fish

climb
fly
run
stomp
swim

Activity 2 — Listen and Complete



Harmony says:

Listen again and focus!

Listen to the song again.
Complete the sentence with the
action the animal can do.

A bird can _____.
A gorilla can _____.
A buffalo can _____.
A elephant can _____.
A fish can _____.



**POST-LISTENING
ACTIVITY**

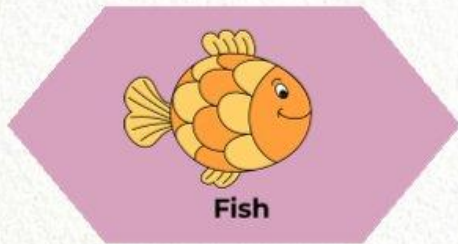
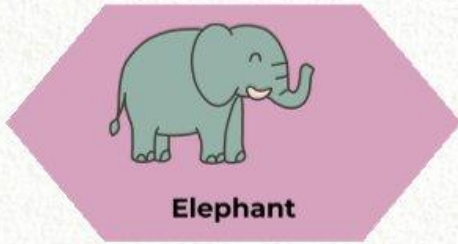
Yes, It Can!

Harmony says:

Let's talk about abilities!

Ask about the animal.
Answer with Yes, it can and
say the action.

Yes, it can.



LESSON 2

Yes, They Can!



Lesson Objective

Identify and express animal abilities using can in affirmative sentences through songs, images, and guided oral practice.

Guidance for the Teacher

- Clearly explain that this lesson focuses only on affirmative sentences with can.
- Model affirmative sentences repeatedly, such as A bird can fly or A fish can swim.
- When asking questions, guide students to answer only with Yes, it can.
- Use the song as listening input and direct students' attention to the actions animals can do.
- Avoid asking students to compare affirmative and negative forms at this stage.
- Support students with gestures, visuals, and choral repetition to reinforce meaning and confidence.

Reminder for the Teacher

Although the song includes both affirmative and negative forms, the learning focus of this lesson is only on affirmative can. Guide students' attention to what animals can do, limit student responses to Yes, it can, and use repetition and modeling to ensure clear understanding without introducing can't.

LESSON 3

Animals Can and Can't?

78

Objective

Students will recognize and use can and can't to describe animal abilities through listening activities, guided practice, and simple oral production.

Description

Students identify and use can and can't to describe animal abilities through listening activities, guided practice, movement, and simple oral production.

Materials

Song: Zoo Animals Song - ELF Learning
Animal flashcards or pictures
Worksheets (cut & paste, fill-in-the-blank)
Scissors and glue
Board and markers

Time: 45 minutes

Lesson Plan

Base Song:

<https://www.youtube.com/watch?v=U3k1e1aw01o>
xx0tari_redist



Scan me! 😊

Pre-Listening (10 minutes)



“Activity: “Can or Can't?”

- The teacher shows pictures of zoo animals (e.g., bird, fish, elephant, monkey).
- The teacher models sentences using gestures: A bird can fly. (nods head / thumbs up), An elephant can't fly. (shakes head / arms crossed)
- Students repeat the sentences in chorus.
- The teacher asks closed questions: Can a fish fly?, Can a monkey climb?
- Students respond only in chorus: Yes, it can or No, it can't.

Purpose: To activate prior knowledge and prepare students to recognize the difference between can and can't before listening to the song.

While-Listening (25 minutes)



Activity 1 – “Listen and Decide”

- The teacher plays the song for the first time.
- Students receive a worksheet with a simple table: Animal, Can, Can't.
- Students cut out animal pictures.
- While listening, they paste each animal under ✓ or ✗ according to the song.
- The song is played twice (once complete, once repeated).

Purpose: To identify whether an animal ability is possible or impossible through global listening.

Activity 2 – “Listen and Complete”

- The teacher plays the song by parts.
- Students receive a worksheet with incomplete sentences: A bird _ fly - A fish _ climb.
- Two options are always visible: can / can't
- The teacher pauses the song after each example.
- Students complete the sentences using only can or can't.

Purpose: To reinforce the recognition and correct use of can and can't in simple sentences through focused listening.

Post-Listening (10 minutes)



Activity: “Harmony Says: Can or Can't?”

- The teacher writes two model sentences on the board: A bird can fly, A fish can't fly.
- Students write: 1 sentence with can and 1 sentence with can't
- Students draw a simple picture for each sentence.
- With teacher support, students read their sentences aloud, following the rhythm of the song.

Purpose: To consolidate the oral use and pronunciation of can and can't through controlled sentence creation and repetition.

PRE-LISTENING ACTIVITY

Can or Can't?

Harmony says:

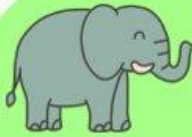
Let's get ready!

Look at the animal.

Listen carefully.

If it is possible, say "Yes, it can."

If it is not possible, say "No, it can't."



Elephant



Kangaroo



Octopus



Cheetah



Lion



Monkey



Alligator



Tiger



WHILE-LISTENING ACTIVITY

TIME TO SING

Activity 1 — Listen and Decide



Harmony says:

Listen and decide!

Listen to the song.
Look at the animal.
If it can do the action, put it under ✓
can.
If it can't do the action, put it under X
can't..

Sentences	Can	Can't
A elephant jump		
A elephant walk		
A kangaroo run		
A kangaroo hop		
A octopus swim		
A octopus clap		

Activity 2 — Listen and Complete



Harmony says:

Listen and choose!

Listen to the sentence.
Read the sentence.
Choose can or can't.
Write the correct word.

Choose can or can't.

A elephant _____ jump
A kangaroo _____ run
A octopus _____ clap
A octopus _____ swim



**POST-LISTENING
ACTIVITY**

**Harmony Says:
Can or Can't?**

Harmony says:

Now it's your turn!
Write one sentence with can.
Write one sentence with can't.
Draw your animal.
Read your sentence with the
rhythm of the song.

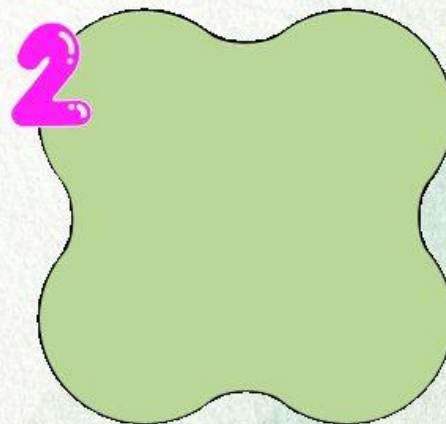
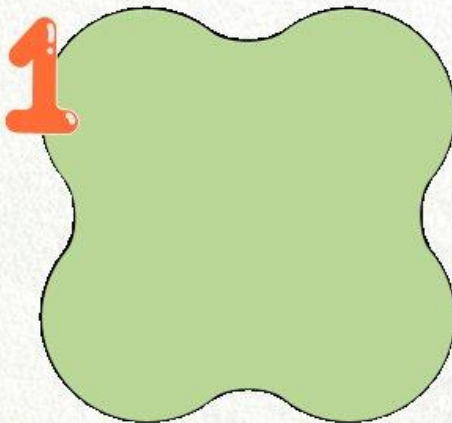


★ Write one sentence with can and one sentences with can't

1.

2.

★ Draw your animal



LESSON 3

Animals Can and Can't?



Lesson Objective

Recognize and use can and can't to describe animal abilities through listening activities and guided oral practice.

Guidance for the Teacher

- Clearly model the difference between can and can't using gestures and simple examples.
- Use the song as the main listening input and pause it to highlight affirmative and negative forms.
- Encourage choral repetition before asking students to produce sentences individually.
- Keep sentences short and consistent to support comprehension.
- Avoid grammar explanations; focus on meaning, repetition, and pronunciation.
- Provide continuous support and positive feedback during oral practice.

Reminder for the Teacher

This lesson introduces the contrast between can and can't. Use the song intentionally to highlight meaning, rely on gestures and repetition, and guide students step by step to avoid confusion and ensure confidence.

LESSON 4

The Animal Ability Challenge

83

Objective

Integrate animal vocabulary and the use of can and can't through listening-based challenges, group work, and guided oral interaction.

Description

Students review and practice animal abilities using can and can't through interactive challenges, familiar songs, and collaborative speaking activities.

Materials

Animal flashcards or picture cards
Action cards (fly, swim, jump, climb, run)
Songs from Lessons 2 and 3
Worksheets
Scissors and glue
Board and markers
Speakers

Time: 45 minutes

Lesson Plan

Base Song:

Use the QR codes from past lessons.

Pre-Listening (10 minutes)



"Activity: Animal Review Circle"

- Students stand in a circle.
- The teacher shows animal flashcards.
- The group says the animal name in chorus.
- The teacher says an action (fly, swim, jump).
- The group answers in chorus: It can... or It can't...

Purpose: Activate vocabulary and structures before starting the challenges.

While-Listening (25 minutes)



Activity 1 – Can or Can't Stations

- The classroom is divided into four stations.
- Students work in small groups (3–4).
- At each station: The teacher plays a short fragment of the Lesson 2 song.
- Students identify two animals they hear in the song.
- As a group, they write: one affirmative sentence with can and one negative sentence with can't
- Students help each other.
- The teacher monitors and supports.

Purpose: Practice the use of can / can't through guided listening and group interaction.

Activity 2 – My Favorite Animal

- The teacher plays a short fragment of the Lesson 3 song.
- Each student draws one animal they hear in the song.
- Students write two sentences: one with can and one with can't
- With teacher support, some students read their sentences aloud.

Purpose: Demonstrate learning from the unit through listening and guided production.

Post-Listening (10 minutes)



Activity: Find Your Partner

- Each student receives a card: half of the class receives animal cards and the other half receives action cards
- Students walk around the classroom asking questions: Can it...?
- They find the correct partner (animal + possible action).
- When they meet, they say the sentence together: A monkey can climb.

Purpose: Integrate questions, answers, and the use of can in a playful communicative context.

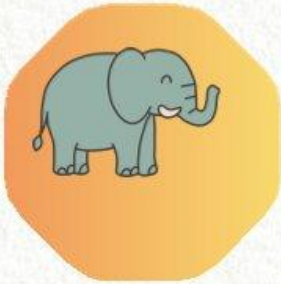
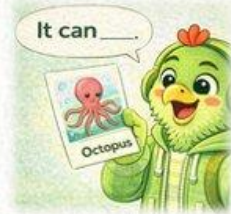
**PRE-LISTENING
ACTIVITY**

**Animal Review
Circle**

Harmony says:

Let's get ready for the challenge!

Look at the animal.
Say the animal name.
Listen to the action and answer
together: It can... / It can't...



WHILE-LISTENING ACTIVITY

TIME TO SING

Activity 1 — Can or Can't Stations



Harmony says:

Listen carefully and work as a team!

Listen to the song.
Choose two animals you hear.
Write one sentence with can
and one sentence with can't.

★ Write down the sentences you made with your group.

1.....

2.....

3.....

4.....

Activity 2 — My Favorite Animal



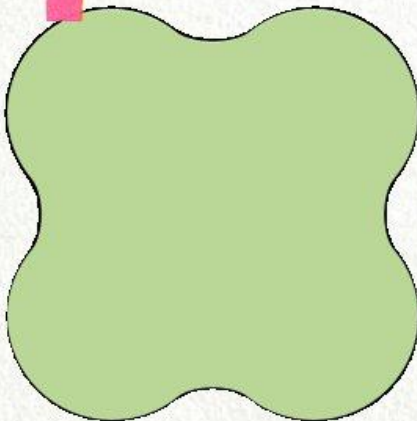
Harmony says:

Show what you know!

Listen to the song.
Draw one animal you hear.
Write one sentence with can
and one sentence with can't.

1

Draw your animal



2

Write one sentence with can and one sentence with can't.

1.....

2.....



Find Your Partner!



Harmony says:

Let's complete the final challenge!

Walk around and ask: Can it...?

Find your partner.

Say the sentence together.



LESSON 4

The Animal Ability Challenge



Lesson Objective

Integrate animal vocabulary and the use of can and can't through listening-based challenges, cooperative work, and guided oral interaction.

Guidance for the Teacher

- Present the lesson as a single challenge with stages, not separate activities.
- Reuse familiar songs only in short fragments to activate memory and model pronunciation.
- Keep instructions simple and repetitive; model before asking students to respond.
- Encourage choral responses and peer support to reduce anxiety.
- Monitor group work closely and correct gently, focusing on meaning over accuracy.
- Avoid introducing new grammar or vocabulary; reinforce what students already know.

Reminder for the Teacher

This lesson is designed to consolidate learning, not to teach new content. Use familiar songs intentionally as support, maintain a playful pace, and guide students step by step so they confidently demonstrate their understanding of can and can't.

SONG NOTEBOOK

UNIT 4: I CAN SING ABOUT ANIMALS: WHAT CAN I TELL YOU ABOUT THEM?



Harmony says:

Let's evaluate our learning in this unit!

Time: 6 minutes

1. What I learned in this unit .

<i>I can do it</i>	Yes	More or less	No
I can recognize animals.			
I can say what an animal can do.			
I can say what an animal can't do.			

2. My Favorite New Word

3. Mini-Checklist of Achievements

• Mark with what you achieved today:

- I listening to animals songs.
- I said sentences with can o can't
- I worked with my classmates.
- Participated in class activities

4. Emoji Feedback — How did I feel today?



Happy



It was ok



I need more help

Classroom

n't (Animals)

General Teaching Recommendations for Units 1–4

- These units are designed to help students learn English through songs, movement, and interaction. To achieve better results, teachers are encouraged to consider the following recommendations:
- Use songs with a clear purpose. Pause, repeat, or replay parts of the song to help students notice vocabulary and structures.
- Encourage movement and participation. Gestures and actions support comprehension and make learning more meaningful.
- Motivate students through positive reinforcement. Extra points, stickers, or simple praise can increase confidence and participation.
- Focus on communication, not perfection. At A1 level, making mistakes is part of the learning process.
- Promote pair and group work to reduce anxiety and encourage peer support.
- Use visual support (images, flashcards, gestures) to avoid translation and support understanding.
- Be flexible with timing and adapt activities to the class pace and students' needs.
- Harmony is a visual support character that helps motivate students and reinforce instructions in a simple and friendly way. The teacher always leads the lesson, while Harmony supports understanding and engagement.

I can't swim.

4.5 Impacts

There are three impacts to analyze

- Linguistic impacts
- Academic impacts
- Psycholinguistic impacts

Table 4

The Numerical Impact Levels are:

Numerical impact levels
-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0 No impacts
1 Low positive impact
2 Medium positive impact
3 High positive impact

Take from: Posso (2013)

Formula to collect results.

$$IL \text{ (Impact Level)} = \frac{\sum}{\text{number of items}} = \frac{12}{4}$$

Σ = The results of each indicator are added.

4 = Number of indicators included in the table.

4.5.1 Linguistic Impacts

Table 5

Linguistic Impacts Indicators

Indicator	Impact Levels						
	-3	-2	-1	0	1	2	3

1. I can recognize vocabulary related to daily activities through songs.	X
2. I can understand the meaning of common words when listening to songs in class.	X
3. I can use new vocabulary in short and simple sentences.	X
4. I can pronounce basic vocabulary with teacher support.	X
Total	10

Note. Own Elaboration

$$\text{Linguistic Impact Level} = \frac{\sum}{\text{number of items}} = \frac{10}{4} = 2,50$$

Linguistic impact level= Medium positive impact

Analysis:

It can be observed that the linguistic indicators analyzed present values between medium and high levels, which shows a medium positive impact on vocabulary development in eighth-grade students. From this perspective, the use of songs as a teaching resource helps students recognize words related to everyday activities, allowing them to become familiar with new vocabulary naturally and progressively through repeated listening.

In terms of understanding the meaning of common words when listening to songs, there is a positive impact because the lyrics present clear, repetitive, and contextualized language. This helps students connect sound and meaning, allowing them to understand vocabulary without constantly resorting to translation.

Similarly, the use of songs contributes to the use of new vocabulary in short, simple sentences. Through guided activities, students create short sentences from the words they have learned, demonstrating that music not only promotes receptive comprehension but also the initiation of oral presentation. This process is reinforced by the use of models, repetition, and visual support during activities.

Finally, when it comes to the pronunciation of basic vocabulary, this has a medium positive impact, as students have the support of the teacher and the constant auditory support provided by the songs. Rhythmic repetition and melody help reduce anxiety when speaking. There is also an improvement in intonation, and it allows students to express themselves with greater confidence, strengthening vocabulary development in a dynamic and motivating learning environment.

4.5.2 Academic Impacts

Table 6
Academic Impacts Indicators

Indicator	Impact Levels						
	-3	-2	-1	0	1	2	3
1. Oral production is promoted through structured activities based on songs.							X
2. Active participation by students in individual, pair, and group activities is encouraged.						X	
3. Vocabulary learning is reinforced through dynamic and repetitive activities.						X	
4. Motivation and interest in learning English during classes is increased.							X

Total	10
-------	----

Note. Own Elaboration

$$\text{Academic Impact Level} = \frac{\sum}{\text{number of items}} = \frac{10}{4} = 2,50$$

Academic impact level: Medium positive impact

Analysis:

The use of songs as a teaching resource during classes has been shown to have a positive impact on vocabulary learning in 8th grade. Song-based activities combine listening, repetition, and speaking to promote the progressive development of communication skills in the classroom.

One of the main academic contributions of this proposal is the strengthening of oral production and vocabulary development through guided activities. Songs offer clear models of pronunciation and structure, which makes it easier for students to practice the language without feeling excessive pressure. This approach will help students participate more actively and consistently during English classes.

Similarly, participation and cooperation have improved. Song-based activities involve individual, pair, and group dynamics that encourage interaction among students and support collaborative learning. This type of work reinforces the vocabulary learned and significantly improves content comprehension.

Finally, academic benefits are also reflected in increased motivation and interest in learning English. The use of songs can create a more dynamic and fun learning environment in the classroom, reduce the monotony of traditional lessons, and increase students' desire to participate, allowing them to practice language and strengthen vocabulary effectively.

4.5.3 Psycholinguistic Impacts

Table 7
Academic Impacts Indicators

Indicator	Impact Levels							
	-3	-2	-1	0	1	2	3	
1. Students' anxiety about learning new English vocabulary is reduced.								X
2. Confidence in participating orally during classes is increased.						X		
3. A positive and emotionally safe learning environment is created.								X
4. Memory and vocabulary retention are enhanced through musical repetition.								X
Total								11

Note. Own Elaboration

$$\text{Psycholinguistic Impact Level} = \frac{\sum}{\text{number of items}} = \frac{11}{4} = 2,75$$

Psycholinguistic impact level: Medium positive impact

Analysis:

Based on the results obtained, it is clear that the use of songs in the classroom has a positive psycholinguistic effect on 8th-grade students. Using music resources in English lessons can go a long way in reducing the anxiety students feel when learning a foreign language, especially when it comes to listening and speaking activities. By creating a comfortable environment, music can reduce feelings of intimidation and encourage a more receptive attitude toward vocabulary learning.

Similarly, students gain confidence when participating in class. Songs help students repeat words and phrases naturally without feeling the need to make mistakes, allowing them

to express themselves with confidence. This is especially relevant at the A1 level, as motivation and confidence play an important role in the initial development of English skills.

Another important point is the creation of a positive and emotionally safe learning environment. Song-based activities encourage peer interaction, collaboration, and a more relaxed classroom atmosphere, and encourage active student participation as they feel more confident doing activities with all their classmates. Such an environment reduces the fear of making mistakes and stimulates the desire to gradually learn new vocabulary.

Finally, musical repetition promotes memorization and retention of English vocabulary. Combining rhythm, melody, and repetition helps students retain vocabulary by helping words and phrases enter long-term memory. For these reasons, the psycholinguistic impact of punishment is considered to be positive, as it not only supports language learning but also strengthens important emotional aspects of the second language acquisition process.

CONCLUSIONS

The purpose of the theoretical study was to examine how learners' vocabulary development in the English language is an important part of their communicative competency, specifically in regards to the A1 level as determined by the Common European Framework of Reference for Languages. An in-depth theoretical analysis revealed that learning vocabulary by placing the vocabulary in context or making them relevant to one another yields a greater long-term result than rote memorization because of the level of meaning inherent in vocabulary learned by use of communicative input.

The Literature Review demonstrated that English-language songs serve as an effective tool in the teaching of vocabulary because they give a lot of exposure to both repetitive input and contextually relevant input. Furthermore, the use of Songs as a didactic tool promotes learner's motivation, vulnerability, retention, articulation, and anxiety-free learning.

The descriptive, non-experimental research design provided a framework to evaluate the impact of songs on vocabulary development and provided both quantitative data through student survey and qualitative data through interviews and classroom observations.

The study performed, using survey, interview, and observation checklist methodologies, created multiple independent sources, or triangulation, for gathering data from the participants to enhance the validity and reliability of the results and support. The methodology allows for a more comprehensive view of how students perceive themselves, act, and learn in their own real-life educational settings.

From the results of the study, it was demonstrated through the use of surveys, interviews, and observation checklists that the use of music may have a significant and positive impact on English language acquisition by eighth-grade students.

RECOMMENDATIONS

English instructors should pay attention to CEFR standards in regard to their English vocabulary instruction and focus on ensuring that the learners are receiving English vocabulary through a communicative/contextualized/meaningful learning process and not just by means of an isolated memorization of the vocabulary words.

Theoretical research on combining English songs with theories about how individuals acquire the English language, including motivation, meaningfulness, and affective factors, should be further developed to build a solid theoretical base for using songs in the process of expanding learners' vocabulary.

The authors encourage other researchers conducting studies like this one to continue using mixed methods, utilizing both quantitative and qualitative approaches, as these combined approaches provide for a better understanding of the various pedagogical strategies and outcomes related to learning.

The authors suggest that in future studies, adding further measurement methods or instruments, such as pre and post-tests, will allow for better objective measures of students' vocabulary development, as well as complementing the perception-based data collected through the administration of surveys and interviews.

Considering the favorable results, it is recommended that English Teachers incorporate English song-activity based learning into their instructional practices to promote vocabulary growth, increase motivation and enhance student participation in the A-1 level classrooms.

Ecuadorian educational institutions are encouraged to provide and support educational institutions to incorporate innovative teaching methodologies by supplying technological

equipment and ongoing professional development for teachers in order to facilitate the integration of using English songs into their curriculums in alignment with the Ecuadorian curriculum.

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ANNEXES

Annex 1. Certificate of enrollment for the 2025-2026 academic year at Unidad Educativa Particular Batalla de Jambelí



**UNIDAD EDUCATIVA PARTICULAR
“BATALLA DE JAMBELÍ”**

Resolución N.- MINEDUC-SEDMQ-2022-00875-R

**CERTIFICADO DE MATRICULA
AÑO LECTIVO 2025-2026**

La que suscribe MSc. Nathalia Portilla, portadora de la cédula de identidad **1718050618**, en calidad de Rectora de la Unidad Educativa Particular “Batalla de Jambelí”, certifico que en el Octavo Año de Educación General Básica se encuentran legalmente matriculados 14 estudiantes, en el año lectivo 2025-2026

No.	NOMINA	No Matricula	No Folio
1	BASANTES MORALES MATIAS JOSUE	070	003
2	CRUZ ALBAN LEONEL SEBASTIAN	063	003
3	MACAS ARMIJO ANGEL JESUS	060	003
4	MAYA GARCIA HENRY SEBASTIAN	113	005
5	MONTENEGRO SALAZAR SANTIAGO JAVIER	072	003
6	MORILLO POZO VALENTINA MARIBEL	008	001
7	NARVAEZ MIRANDA SANTIAGO ISRAEL	065	003
8	OÑATE SHUGULI ALAN ISMAEL	085	004
9	PAUCAR CHUSHIG NATASHA MAILEN	029	002
10	PIEDRA ANCHUNDIA JAIR ALEXANDER	048	002
11	RAMOS VILLAMAR JUAN ANDRES	010	001
12	SANCHEZ QUILUMBA SCARLETH MARIELETH	082	003
13	VALENCIA VALENCIA DAMARIS GISEL	081	003
14	VALLADARES MONTENEGRO SOFIA SCARLETT	019	001

Quito, 4 de diciembre del 2025


MSc. Nathalia Portilla
RECTORA



Annex 2. Formato de la entrevista dirigida a MSc. Nathalia Portilla Rectora de la Unidad Educativa Particular Batalla de Jambelí



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**

**INTERVIEW FORMAT FOR HIGH AUTHORITY AT UNIDAD EDUCATIVA
PARTICULAR BATALLA DE JAMBELI**

Objective. Obtain information from the teachers' point of view on the use of songs for the development of vocabulary in eighth grade students of General Basic Education of the Unidad Educativa Particular Batalla de Jambeli.

1. ¿Cuenta con un plan de capacitación para sus docentes?
2. ¿Realiza revisión de los planes de clases de sus docentes?
3. ¿Con qué frecuencia realiza acompañamiento pedagógico?
4. ¿Cuáles son los pasos didácticos que sigue la docente de inglés en el desarrollo de la clase?
5. ¿La docente de inglés hace uso de estrategias didácticas para el desarrollo de la clase?
6. ¿Considera necesario que se utilice la música como método de enseñanza del idioma inglés?
7. ¿Considera que, al utilizar la música como método de enseñanza del idioma inglés, mejoraría el rendimiento académico de los alumnos?
8. ¿Estaría dispuesto a proporcionar herramientas tecnológicas para que la docente de inglés pueda utilizar la música como estrategia de enseñanza en las aulas de clases?

Nota: Tomado de Pincay Morán, C. D. (2024). *La música como método de enseñanza y su incidencia en el aprendizaje del idioma inglés*. [Trabajo de titulación, Universidad Estatal del Sur de Manabí]. Recuperado de <http://repositorio.unesum.edu.ec/handle/53000/7181>

THANK YOU FOR YOUR COOPERATION

**Annex 3. Transcripción de la entrevista dirigida a MSc. Nathalia Portilla Rectora de la
Unidad Educativa Particular Batalla de Jambelí**



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**

**INTERVIEW FORMAT FOR HIGH AUTHORITY AT UNIDAD EDUCATIVA
PARTICULAR BATALLA DE JAMBELI**

Objective. Obtain information from the teachers' point of view on the use of songs for the development of vocabulary in eighth grade students of General Basic Education of the Unidad Educativa Particular Batalla de Jambelí.

Entrevista dirigida a: MSc. Nathalia Portilla Rectora de la Unidad Educativa Particular Batalla de Jambelí

Jennifer Iglesias: Buenos días, estimada magíster Nathalia Portilla. En esta ocasión, quisiera conocer su perspectiva a través de esta entrevista. Como primera pregunta, ¿la institución cuenta con un plan de capacitación para sus docentes?

MSc. Nathalia Portilla: Sí, los docentes en general se encuentran siempre en un proceso constante de capacitación. Este proceso se realiza tanto con apoyo interno como externo. En cuanto al apoyo externo, contamos con el respaldo de ciertas editoriales que brindan cursos o capacitaciones en diferentes temas, como didáctica y estrategias metodológicas. A nivel interno, son los mismos docentes quienes, a través de sus conocimientos y experiencias, capacitan a los demás miembros de la institución en diversos temas educativos.

Jennifer Iglesias: Muchas gracias. Continuando con la segunda pregunta, ¿se realiza la revisión de los planes de clase de los docentes?

MSc. Nathalia Portilla: Sí, dentro del formalismo que corresponde a la institución, esta revisión se realiza de manera constante. Principalmente, es la vicerrectora quien se encarga de revisar las planificaciones y verificar que estas se estén cumpliendo adecuadamente dentro del aula.

Jennifer Iglesias: Gracias por su respuesta, magíster. La siguiente pregunta es: ¿con qué frecuencia se realiza el acompañamiento pedagógico?

MSc. Nathalia Portilla: Procuramos que este acompañamiento se realice, de ser posible, dos veces por trimestre o al menos una vez. Esto se hace considerando que también buscamos que el personal docente se sienta cómodo y no perciba que está siendo observado de manera permanente. Sin embargo, por formalismo institucional, estas observaciones pedagógicas sí se llevan a cabo.

Jennifer Iglesias: Comprendo. A continuación, ¿cuáles son los pasos didácticos que sigue la docente de inglés en el desarrollo de sus clases?

MSc. Nathalia Portilla: En este caso, la docente de inglés hace uso frecuente de audios, principalmente para acostumbrar el oído de los estudiantes al idioma. Considero que el inglés es una asignatura bastante compleja para algunos estudiantes, ya que muchas veces logran entender lo que escuchan, pero tienen dificultad para expresarse. Adicionalmente, la docente cuenta con un televisor en cada curso, lo que le permite reproducir videos y diversos materiales audiovisuales que apoyan el proceso de enseñanza-aprendizaje.

Jennifer Iglesias: Gracias, magíster. En relación con lo anterior, ¿la docente de inglés hace uso de estrategias didácticas para el desarrollo de la clase?

MSc. Nathalia Portilla: Sí, aunque esto puede resultar un poco complejo dependiendo del nivel educativo, ya que no todos los estudiantes perciben la información de la misma manera.

Es muy diferente trabajar con estudiantes de octavo, noveno o décimo año que con bachillerato. Por esta razón, las estrategias que utiliza la docente están dirigidas específicamente al grupo etario con el que se encuentra trabajando.

Jennifer Iglesias: Es interesante su punto de vista. Adicionalmente, ¿considera necesario el uso de la música como método de enseñanza del idioma inglés?

MSc. Nathalia Portilla: Sí, desde mi experiencia personal durante mi formación universitaria, recuerdo que el aprendizaje del inglés era obligatorio y, personalmente, lo disfruté mucho. Tuve una docente que utilizaba canciones de manera frecuente y nos hacía cantar, a pesar de que ya éramos un grupo etario de nivel universitario. Fue una experiencia muy positiva, ya que la música ayuda a acostumbrar el oído y el ritmo facilita la memorización. Incluso, sucede lo mismo cuando escuchamos canciones en español. Considero que esta técnica ayuda mucho a soltarse al hablar, algo que suele ser difícil, ya que muchas personas leen y entienden el idioma, pero les cuesta expresarse. Gracias a esta metodología, pude ampliar mi vocabulario de una manera más sencilla. Además, actualmente la tecnología permite ver la letra y la traducción de las canciones al mismo tiempo, lo cual refuerza el aprendizaje.

Jennifer Iglesias: Muy valiosa su experiencia, magíster. En ese sentido, ¿considera que el uso de la música como método de enseñanza del inglés podría mejorar el rendimiento académico de los estudiantes?

MSc. Nathalia Portilla: Sí, considero que sí. Como mencioné anteriormente, el inglés es una materia complicada para muchos estudiantes, y muchas veces la presión por obtener buenas calificaciones afecta su desempeño. Al utilizar estrategias diferentes, como la música, se puede reducir esa presión y mostrar el idioma desde un enfoque más dinámico y agradable. Esto permite que los estudiantes se interesen más y mejoren su desempeño académico. Como

institución, siempre priorizamos que los estudiantes logren al menos comunicarse de manera básica, como saludar o mantener un diálogo corto. Además, considerando que nuestro país se encuentra en niveles bajos de dominio del inglés, es necesario cambiar la forma de enseñanza y hacer que los estudiantes disfruten el aprendizaje, tal como aprendimos el español, escuchando. Por ello, considero fundamental el uso de música, audios y recursos visuales.

Jennifer Iglesias: Finalmente, magíster, ¿estaría la institución dispuesta a proporcionar herramientas tecnológicas para que la docente de inglés pueda utilizar la música como estrategia de enseñanza en el aula?

MSc. Nathalia Portilla: Por supuesto. Siempre estamos dispuestos a brindar los recursos necesarios. Si la docente requiere un espacio específico para trabajar con música, subir el volumen o incluso permitir que los estudiantes bailen, estamos totalmente abiertos a ello. Para nosotros, lo más importante es la educación y que los estudiantes aprendan, aunque sea a comunicarse de manera básica. Por esta razón, todos los recursos y herramientas que la docente necesite para aplicar en sus clases serán proporcionados por la institución.

Jennifer Iglesias: Muchas gracias, magíster, por la información brindada y por su valiosa colaboración.

Annex 4. Interview format addressed to Nicole Garces, Coordinator and English

teacher at the Unidad Educativa Particular Batalla de Jambelí



UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AND ENGLISH TEACHER AT UNIDAD EDUCATIVA PARTICULAR BATALLA DE JAMBELI

Objective. Obtain information from the teachers' point of view on the use of songs for the development of vocabulary in eighth grade students of General Basic Education of the Unidad Educativa Particular Batalla de Jambeli.

1. What aspects do you take into account when selecting a song?
2. What characteristics do you think songs should have, as a teaching resource, to be used in English classes?
3. What kind of songs do you use in foreign language classes, and how well are they received by students?
4. How do you think songs contribute to students' correct use of English grammar and vocabulary?
5. Do you think songs as a teaching resource help students speak naturally and coherently? Why?

Nota: Tomado de Quispe Plaza (2017). *Las canciones como recurso didáctico en el desarrollo de la producción oral del idioma inglés en los estudiantes de octavo y noveno año de la Unidad Educativa “Enma Vaca Rojas”, de la ciudad de Quito en el periodo 2016 – 2017* (Tesis de licenciatura). Universidad Central del Ecuador. Recuperado de <https://www.dspace.uce.edu.ec/entities/publication/ecdd2617-3ce6-4ea6-b12f-380262ac13a0>

THANK YOU FOR YOUR COOPERATION

Annex 5. Transcript of the interview with Nicole Garcés, Coordinator and English teacher at the Unidad Educativa Particular Batalla de Jambelí



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AND ENGLISH TEACHER AT UNIDAD EDUCATIVA PARTICULAR BATALLA DE JAMBELI

Objective. Obtain information from the teachers' point of view on the use of songs for the development of vocabulary in eighth grade students of General Basic Education of the Unidad Educativa Particular Batalla de Jambeli.

Jennifer Iglesias: Good morning, dear teacher. To begin this interview, I will start with the first question: What aspects do you take into account when selecting a song?

Lcda. Nicole Garcés: Well, I think that when selecting a song, the most important thing is the students' level of language proficiency. You have to check that the vocabulary and grammatical structures match the content established in the national curriculum, and then you have to check the pronunciation and make sure the rhythm isn't too fast. Another important aspect is that the theme of the song is appropriate, motivating, and connects with the students' reality or interests.

Jennifer Iglesias: Okay, that's interesting. The next question would be: What characteristics do you think songs should have, as a teaching resource, to be used in English classes?

Lcda. Nicole Garcés: They should be clear, repetitive, and appropriate for level A1, especially since students are in the early stages of learning. So it's essential that they include useful vocabulary and very simple structures that can be reinforced in class. They should also have an accessible rhythm, understandable diction, and lyrics that allow students to work on skills such as listening, vocabulary, and speaking. In addition, they should be culturally appropriate and free of inappropriate content.

Jennifer Iglesias: Perfect, next question: What kind of songs do you use in foreign language classes, and how well are they received by students?

Lcda. Nicole Garcés: I generally use children's songs adapted to level A1, educational songs designed for ESL, and some age-appropriate popular songs, as long as they have simple vocabulary. Students respond well to this resource; I think they feel motivated, participate very actively, and enjoy music-based activities, so music helps create a positive atmosphere.

Jennifer Iglesias: Very well, from your perspective: How do you think songs contribute to students' correct use of English grammar and vocabulary?

Lcda. Nicole Garcés: I think songs contribute significantly because they present grammatical structures and vocabulary in real and meaningful contexts, so the natural repetition of the lyrics facilitates memorization and retention of new vocabulary. In addition, when singing, students practice pronunciation, intonation, and fluency. Music also increases motivation, which has a positive impact on learning and students' willingness to communicate.

Jennifer Iglesias: OK, last question. Do you think songs as a teaching resource help students speak naturally and coherently? Why?

Lcda. Nicole Garcés: Yes, I believe that songs help students speak more naturally, and this happens because the rhythm and melody make it easier to remember phrases and ways of expressing themselves. By repeating what they hear, students gain fluency without feeling pressured. It also helps improve pronunciation and intonation, which are key elements for good communication. Music also creates a relaxed atmosphere, which makes students feel more relaxed when speaking.

Jennifer Iglesias: Thank you very much, teacher, for participating in this interview.

Annex 6. Survey format addressed eighth grade students of the Unidad Educativa

Particular Batalla de Jambelí



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE OCTAVO
GRADO DE LA UNIDAD EDUCATIVA PARTICULAR BATALLA DE JAMBELÍ**

Objective: Collect information from the students' perspective on the use of songs for the development of English vocabulary in 8th grade students of the Unidad Educativa Particular Batalla de Jambelí year 2025.

Instructions: Dear students

Read each of the questions posed and mark with an x the answer you consider appropriate.

QUESTIONNAIRE

Pregunta	Siempre	Frecuentemente	A veces	Nunca
1. ¿Le gustaría aprender inglés usando canciones?				
2. ¿Escucha usted música en inglés?				
3. ¿Considera usted que la música puede ser usada como una herramienta de aprendizaje?				
4. ¿Estaría de acuerdo que en su aula de clases se incluyan eventos musicales como método para aprender inglés?				
5. ¿Le gustaría tener una guía para desarrollar el aprendizaje del idioma inglés utilizando canciones?				
6. ¿En su opinión la música es una herramienta motivacional en las clases de inglés?				
7. ¿Piensa usted que la música es una técnica que ayuda a desarrollar las destrezas del idioma inglés?				
8. ¿Cree que las canciones le ayudan a incrementar su vocabulario para mejorar el aprendizaje del idioma inglés?				
9. ¿Le parece que con el aprendizaje de canciones se puede mejorar la utilización de la gramática en contexto?				

Nota: Tomado de Eskola (2014). *La música como estrategia metodológica para fortalecer el aprendizaje del idioma inglés, en los estudiantes de octavo y noveno año de educación básica de la Unidad Educativa “Antonio Ante”, durante el año lectivo 2013-2014 (Tesis de licenciatura).*

Universidad Técnica del Norte. Recuperado de <http://repositorio.utn.edu.ec/handle/123456789/4185>

**Annex 7. Group and individual observation checklist format for eighth-grade students
at the Unidad Educativa Particular Batalla de Jambelí**



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**FORMATO DE FICHA DE OBSERVACIÓN APLICADA A LOS ESTUDIANTES DE
OCTAVO GRADO DE LA UNIDAD EDUCATIVA PARTICULAR BATALLA DE
JAMBELÍ**

**OBSERVATION SHEET FOR THE USE OF SONGS IN ENGLISH LANGUAGE
LEARNING**

Objective. To evaluate students' performance during English classes through the observation of their participation, pronunciation, listening comprehension, and vocabulary use.

Institution: Unidad Educativa Particular Batalla de Jambelí

Level: 8th grade

Number of students: 14

Instrument: Checklist (direct observation)

Observation indicators

It is recommended to mark Yes (1) or No (0) according to the evidence observed during the activities.

No. Observable indicator Yes (1) No (0)

1. Recognizes basic words related to the unit topic (school vocabulary, routines, animals, etc.).

Yes () No ()

2. Participates actively in listening activities based on songs.

Yes () No ()

3. Follows simple instructions given by the teacher in English.

Yes () No ()

4. Repeats words or phrases from the song with understandable pronunciation.

Yes (____) No (____)

5. Uses basic grammatical structures (e.g., there is / there are, present simple, past simple, can/can't) according to the unit studied.

Yes (____) No (____)

6. Produces simple sentences related to the class topic.

Yes (____) No (____)

7. Interacts with classmates using basic expressions in English.

Yes (____) No (____)

8. Show interest and motivation during musical activities.

Yes (____) No (____)

9. Correctly associate images with words or phrases heard.

Yes (____) No (____)

10. Memorize fragments of the song (chorus or repetitions).

Yes (____) No (____)

11. Demonstrate progressive improvement in pronunciation during the unit.

Yes (____) No (____)

THANK YOU FOR YOUR COOPERATION

Annex 8. Group observation checklist of the eighth-grade students at the Unidad Educativa Particular Batalla de Jambelí



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

FORMATO DE FICHA DE OBSERVACIÓN APLICADA A LOS ESTUDIANTES DE OCTAVO GRADO DE LA UNIDAD EDUCATIVA PARTICULAR BATALLA DE JAMBELÍ

OBSERVATION SHEET FOR THE USE OF SONGS IN ENGLISH LANGUAGE LEARNING

Objective. To evaluate students' performance during English classes through the observation of their participation, pronunciation, listening comprehension, and vocabulary use.

Institution: Unidad Educativa Particular Batalla de Jambelí

Level: 8th grade

Number of students: 14

Instrument: Checklist (direct observation)

Observation indicators

It is recommended to mark Yes (1) or No (0) according to the evidence observed during the activities.

No. Observable indicator Yes (1) No (0) *Group observation*

1. Recognizes basic words related to the unit topic (school vocabulary, routines, animals, etc.).

Yes (11) No (3) *Most students recognize basic vocabulary from the song a few need visual support or repetition.*

2. Participates actively in listening activities based on songs.

Yes (10) No (4) *Majority of students participate actively, some remain passive at the beginning of the activity.*

3. Follows simple instructions given by the teacher in English.

Yes (8) No (6) *More than half follow instructions in english others require gestures or brief explanation in Spanish.*

4. Repeats words or phrases from the song with understandable pronunciation.

Yes (10) No (4) Students repeat words with acceptable pronunciation

5. Uses basic grammatical structures (e.g., there is / there are, present simple, past simple, can/can't) according to the unit studied.

Yes (11) No (3) Several students use basic structures correctly during guided activities

6. Produces simple sentences related to the class topic.

Yes (10) No (4) Most students produce simple sentences with teacher support.

7. Interacts with classmates using basic expressions in English.

Yes (3) No (11) Students interact frequently, but mostly in Spanish
The use of English is limited.

8. Show interest and motivation during musical activities.

Yes (13) No (1) The student's motivation is good and improves during the development of the class

9. Correctly associate images with words or phrases heard.

Yes (8) No (6) Many students associate images with words.
• visual aids support comprehension

10. Memorize fragments of the song (chorus or repetitions).

Yes (13) No (1) Most students memorize the chorus and repeated parts of the song.

11. Demonstrate progressive improvement in pronunciation during the unit.

Yes (11) No (3) Progressive improvement in pronunciation observed throughout the activities.

THANK YOU FOR YOUR COOPERATION

Annex 9. Individual observation checklist of the eighth-grade students at the Unidad Educativa Particular Batalla de Jambelí



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

FORMATO DE FICHA DE OBSERVACIÓN APLICADA A LOS ESTUDIANTES DE OCTAVO GRADO DE LA UNIDAD EDUCATIVA PARTICULAR BATALLA DE JAMBELÍ

OBSERVATION SHEET FOR THE USE OF SONGS IN ENGLISH LANGUAGE LEARNING

Objective. To evaluate students' performance during English classes through the observation of their participation, pronunciation, listening comprehension, and vocabulary use.

Institution: Unidad Educativa Particular Batalla de Jambelí

Level: 8th grade

Number of students: 14

Instrument: Checklist (direct observation)

Observation indicators

It is recommended to mark Yes (1) or No (0) according to the evidence observed during the activities.

No. Observable indicator Yes (1) No (0) *Individual Observation*

1. Recognizes basic words related to the unit topic (school vocabulary, routines, animals, etc.).

Yes () No ()

- 3 students had difficulty recognizing basic vocabulary and needed images or repetition.
- Some students identified words using only images and the song.

2. Participates actively in listening activities based on songs.

Yes () No ()

- Four students showed limited participation.
- They participated more when the teacher addressed them directly.

3. Follows simple instructions given by the teacher in English.

Yes () No ()

- Six students required gestures, repetition or brief explanations in Spanish to follow instructions.
- Some students who understood the instructions and the students helped their classmates during the activity.

4. Repeats words or phrases from the song with understandable pronunciation.

Yes () No () Four students showed unclear pronunciation when repeating words and improved after several repetitions.

5. Uses basic grammatical structures (e.g., there is / there are, present simple, past simple, can/can't) according to the unit studied.

Yes () No () 3 students had difficulties with grammar and needed support.

6. Produces simple sentences related to the class topic.

Yes () No ()

- 4 students hesitate to produce sentences.
- Teacher prompts are needed
- Most students respond after modeling.

7. Interacts with classmates using basic expressions in English.

Yes () No ()

- Interaction among students is frequent.
- Most interaction occurs in Spanish.
- Limited use of English expressions.

8. Show interest and motivation during musical activities.

Yes () No ()

- Motivation increases as the activity progresses.
- A student appears more reserved when developing the activities.
- One student who usually has attention difficulties starts singing early.

9. Correctly associate images with words or phrases heard.

Yes () No ()

- Six students struggle with new vocabulary
- Visual aids and gestures support comprehension.
- Association improves with repetition.

10. Memorize fragments of the song (chorus or repetitions).

Yes () No ()

- Most students remember the chorus.
- Repetition helps memorization
- One student shows early recall of the song.

11. Demonstrate progressive improvement in pronunciation during the unit.

Yes () No ()

- 3 students show limited progress:
- Repetition supports pronunciation
- Most students show improvement over time.

THANK YOU FOR YOUR COOPERATION

Annex 8. Images of the application of interviews, survey form and check list

