

**ENHANCING VOCABULARY ACQUISITION AND ORAL  
PRODUCTION THROUGH THE USE OF SONGS AND GAMES**

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

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**NOTE OF ACCEPTANCE**

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Signature

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Bogotá, November, 2017

**DEDICATORY**

To all my family on earth, to Marce in heaven.

## **ACKNOWLEDGMENTS**

Firstly, I would like to thank my thesis advisor Zulma Buitrago from Universidad Pedagógica Nacional for her guidance and support along this whole year.

Finally, I thank to all the community in Liceo Femenino Mercedes Nariño, without the guidance of the coordinator, the kindness of the mentor teacher and my students, this work, that tries to transform the reality of English teaching in Colombia, would not be possible.

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<b>2. Descripción</b>
<p>Este proyecto está basado en la aplicación de actividades con canciones y juegos para la adquisición de vocabulario en lengua inglesa y el fomento de habilidades orales dentro del aula. El proyecto se realizó en el Liceo Femenino Mercedes Nariño con estudiantes de diez a once años los días Martes durante dos semestres académicos a quienes se les observó la carencia de suficiente vocabulario para llevar a cabo actividades orales en lengua extranjera. El uso de canciones, de juegos y de actividades para fomentar tanto la adquisición de vocabulario y la producción oral en el aula son los pilares de dicha investigación.</p>

<b>3. Fuentes</b>
<p>Para la realización de este proyecto se consultaron 40 fuentes</p> <p>August, D., Carlo, M., Dressler, C., and Snow, C. (2005). <i>The Critical Role of Vocabulary Development for English Language Learners: Learning Disabilities Research &amp; Practice</i>. Doi: 10.1111/j.1540-5826.2005.00120.</p>

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#### **4. Contenidos**

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

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

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

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

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

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

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

### **5. Metodología**

El proyecto de aula se realizó bajo los parámetros de investigación y acción los cuales sugieren un proceso de observación, de acción y reflexión. Observación. En primer lugar, la población fue observada para entender su naturaleza y detectar el problema de cuanto a la adquisición y aprendizaje del inglés como lengua extranjera. Implementación. La aplicación de la propuesta pedagógica se lleva en dos fases en las cuales las canciones y los juegos buscan mejorar el vocabulario de los estudiantes y fomentar la producción oral en segunda lengua. Análisis. Se analiza la efectividad y el alcance del proyecto en relación a los objetivos y en cuanto a la problemática detectada inicialmente. El practicante reflexiona sobre su intervención y participación en el proyecto.

### **6. Conclusiones**

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

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

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**Abstract**

The following Participatory Action Research project was developed at IED Liceo Femenino Mercedes Nariño in a 5<sup>th</sup> grade classroom with 38 girls from 9 to 11 years old. The identified problem was the lack of vocabulary, which affected students' participation and oral performance during their English class. The project attempted to improve the students' vocabulary while promoting communication inside the classroom; thus, the improvement of communicative competence was the main purpose. Through different data collection instruments such as, surveys, field notes and recordings, the researcher could document an important improvement in students' participation and in the speaking skill in the English class at LFMN.

*Key words:* vocabulary, speaking performance, motivation, participation.

## **Chapter 1: Introduction**

### **1.1 Introduction to the study**

This research aimed at highlighting some issues observed in a 5<sup>th</sup> grade classroom with 38 girls from 9 to 11 years old at IED Liceo Femenino Mercedes Nariño. This work had in its first part, the characterization and the contextualization of the studied population as well as a diagnosis done to identify a main problem, which is also described and justified by the researchers. The idea of this project was created and developed by two students, Héctor Mejorano and María Camila Galvis this last one, had to stop the process during one semester due to a curricular issues. She also changed the local context and so, the population in which the project was being implemented. Following the original idea of the proposal, a main problem was identified and supported by some authors and their previous studies related to motivation, lack of vocabulary, and ludic in the English class.

### **1.2 Context**

#### **1.2.1 Local Context**

The Liceo Femenino Mercedes Nariño is an official institution; it is in San José neighborhood in the community of Rafael Uribe Uribe in Bogotá. Its main branch is located on Caracas Avenue # 23-24 South, it consists of an elementary and a high school, it only has a female population.

#### **1.2.2 Institutional Context**

The mission of the Liceo Femenino Mercedes Nariño is to foster the Liceista women's empowerment, promoting values such as respect, honesty, identity, solidarity, and

autonomy. This is done in order to generate the construction of their life projects oriented to change the contexts where they live, guaranteeing the enjoyment of a full and joyful life.

The vision of the LFMN is to be nationally recognized for its service quality by 2021, the excellence of its students, and the necessary knowledge in foreign languages, English and French, health sciences, and ICT to help in the construction of a respectful society with themselves, as well as with the others.

### **1.2.3 Participants**

The students were a group of fifth graders whose ages ranged between 9 and 11. According to the survey applied ([Appendix C](#)), they were able to help at home by doing complex chores like making the bed or cleaning their bedrooms up.

Students were independent when they were asked to work by themselves. At this age, kids are capable of accomplishing tasks in which logic starts to take place in their thinking process. Students could explain, for instance, where the rainbow came from by using a non-intuitive explanation but their reasoning “el arcoiris viene del suelo o de las montañas, a veces tiene que salir el sol, viento y lluvia para que salga el arcoiris” ([Appendix C](#)), the knowledge they acquired at school was used to explain natural events like the one previously mentioned.

In terms of socio-affective characteristics, students established interactions with students of the same sex. Because of this, they preferred to work in groups rather than competing or working individually. Learners were sensible of others' feelings and showed a cooperative sense. They were conscious of the rules established in the classroom and they were aware of their abilities and weaknesses.

Culturally, students shared activities with their parents, they spent time together by playing and doing housework. Just a small percentage of students participated in extracurricular activities such as sports or culture addressed lessons.

Students did not feel confident with English and they see it as a funny subject. They were able to greet and give personal information in the target language. Basic vocabulary such as numbers, animals, and places was already acquired.

#### **1.2.4 Diagnosis**

For the diagnosis, the researcher implemented field notes to track and follow the foreign language acquisition process in students. Initially a consent letter ([Appendix A](#)) was sent to the parents to have a legal permission to observe their kids during the classes, apply data collection techniques, and to help them when learning at the LFMN. About 4 field notes were filled out in the classroom in order to get the most relevant information and the main issue from the observed classes.

The students were observed in different activities along the observation sessions. Field notes provided not only information about how English was acquired by the students but also their feelings, likes, dislikes, and the rapport among them and their mentor teacher. ([Appendix C](#)). Besides, field notes provided theories to back the research up and let the researcher learn about the learning process of the second language and strategies to promote it effectively. Essentially, what was provided from all field notes was the approach to students, since understanding and knowing them eased interaction and communication among them and the teacher.

The observation period took about two months in which two surveys and one activity were applied. To get information about the level of the language required to kids

from 9 to 11 years old and for creating and directing data collection instruments, the researcher studied the curriculum of the LFMN and *Los Estándares Básicos de Competencias en Inglés* for schools. This information was relevant when detecting and delimiting the main problem in the classroom.

During the observation session, the researcher found that students were not speaking in the target language, students struggled when talking to their teachers and classmates. Having this general issue as a base, the researcher designed surveys, class observations, and diagnostic activities to find and identify the problem.

In one opportunity, the mentor teacher led an activity, students needed to find three classmates and ask them some questions related to their daily routine, students had to complete a chart in their notebooks with the others' responses. At the beginning, it was difficult for the students to understand the instruction, but once they found their three classmates, they did not talk in the target language in order to fill the chart out, students gave questions and answers in their native language ([Appendix B](#)).

According to *Los Estándares Básicos de Competencias en Lengua Extranjera*, fourth and fifth graders are able to hold a conversation in classroom activities and to describe daily routines. Comparing the standards that the Ministerio de Educación proposed to what the researcher observed, the main problem was students' lack of vocabulary because it hampered them to express their ideas.

During the observation of the lessons for several weeks, the researcher found a common problem related to the issue previously identified. When the teachers wanted to get students involved by eliciting answers, few of them raised their hands or just gave the answer to the question in order to participate, while others were not focused or interested in what the teachers were explaining and asking. This action took place in different activities

for several days, the students who showed motivation and willingness to participate were always the same ones.

There was a permanent characteristic in the classroom: There was a group of students that always participated giving answers or guessing. They were the ones that always helped others out providing vocabulary and they sat in different places of the room, the other ones that did not participate used to sit far from the board.

In another session, the first survey was applied to know students' preferences in the English class. For the question about which activities they wanted to do in the class, 98% picked to make groups and compete with others over three options ([Appendix C](#)). This piece of information was essential to understand that students felt comfortable socializing with their classmates. Students found individual tasks like writing or reading not interesting, so they preferred to get together and make teams during games or fun activities. The participation among students increased when games and especially songs were part of the lesson plan.

A second survey was designed to determine firstly, the origin of the lack of participation to speak and secondly, the lack of English usage in common and basic classroom conversations.

A question from the second survey targeted to possible feelings that students could have when they wanted to speak. The results revealed that 17 students' felt shy and timid to speak when the teacher asked a question because they were concerned to give a wrong answer, this amount represented 50 % of the population, another 15% felt afraid of giving answers because they did not feel they had enough vocabulary, so they could not elaborate sentences in the foreign language. The rest of the students, asserted to feel confused and compelled ([Appendix E](#)).

Relating this fact to the information from field notes, students showed that they felt more comfortable with games or fun activities or when concrete activities were proposed.

Observations permitted to establish students' behavior in two different situations. When students worked on guides, most of them did the activity without being conscious of the outcome or when they did not understand the tasks, they started to get distracted. On the other hand, when the teacher started or ended a fun activity, students' attention increased and participation was notable in them.

To verify these differences, the researcher led an activity game where in several times students had to give answers and participate in order to accomplish the goal of the game. The game was about giving ideas using "can" or "can't" with animals and their basic abilities. Students recycled vocabulary of animals and some verbs to create sentences. Most of the students were able to elaborate short but correct sentences, but as they started to ask for some help in Spanish, for some of them it was difficult to complement their sentences with places or time terms, due to lack of vocabulary.

To sum up, the researcher detected a general and common problem in 502 classroom; lack of speaking skill. According to the surveys and observations, this problem was linked to the lack of vocabulary, being this, the main issue that limited students to talk and participate.

### **1.3 Rationale of the study**

When observing kids in the English class, many things were involved in their individual processes and also in groups. During the first phase of the research, the observed classroom evidenced what seemed a lack of motivation to participate in some of the activities proposed by the mentor teachers. As motivation is one of the most important

elements to learn a new language, creating a relaxed and positive learning climate and using various and interesting activities is important. High expectations and using reward appropriately, help teachers to motivate students when learning English.

The research study attempted to implement fun activities such as songs to raise motivation as an important factor when learning a second or foreign language, the construction of a comfortable milieu by using songs may enhance students to participate freely and carelessly while they are participating and working on their communicative competence. Motivation along this research was seen as an important part of the teaching-learning process.

Motivation is not only an intensive desire for learning and acquiring knowledge of English, but also an inner cause that pushes students forward in English learning with enthusiasm and willingness. It is something like the engine and steering wheel of an automobile that can move students from boredom to interest (Kong, 2009, p.146).

On the other hand, after the collection of data through different tools, the researcher found that the lack of vocabulary was one of the main causes of the issue mentioned above. Those who experienced slow vocabulary development were less able to comprehend texts and their performance in class was poorer than the ones who counted on a wider vocabulary storage in general (Snow, 2015). This factor affects usage of the language and what an efficient speaker is, since vocabulary is the raw material in any learnt language.

According to Snow (2015), having little vocabulary is a common issue among many English language learners. And, as it makes part of the needed elements for some students to participate and perform lively in class, there are different strategies that can be used to enhance vocabulary reinforcement like taking advantage of students' first language, if the

language shares cognates with English, ensuring that the chosen activity reinforces their ability to acquire and memorize new words.

Moreover, using songs for teaching the target language can bring to the class several elements. Songs and music itself are not only a way to show cultural expressions but also an element of identification in terms of feelings. Also, songs in English class are a great tool to get students closer to the language and its vocabulary and to promote motivation and interest.

English songs have a set of profitable elements that the teacher and students can make the most of in their teaching and learning process. Songs in classrooms promote the development of multiple intelligences such as musical, kinetic, and linguistic (Gardner, 1993). Dancing, following the rhythm and getting involved in the language presented in a song may be useful to promote second language acquisition through appealing activities to students.

In terms of motivation and participation, which are aspects related to the general problem identified in the classroom at LFMN, songs can become favorable tools when they are taken into consideration in classrooms. One of the results is that songs make students feel comfortable and joyful in the class. This comfort sensation entails students to get interested and change attitudes towards English. Interest and desire ease knowledge acquisition in any field (Lieberstein, 1996).

Learning may be a cooperative and interactional process in which all students take advantage of what others can provide to it. Since students feel identified emotionally with songs, their message and musicality, interaction among them is another favorable result. This sensation of comfort turns the class milieu into a cooperative and interactional environment where students feel relaxed and free to express ideas.

Vocabulary can be meaningfully learnt through songs, students can even practice skill particular and unique phonological features from the foreign language. Once students' vocabulary storage is enriched, their ability to express basic ideas properly, their speaking performance, and their proficiency can improve during the sessions.

#### **1.4 Statement of the Problem**

During the observation period, the researcher found that students were not speaking in the target language. Communication in the target language was not taking place inside the classroom and among students. The students preferred to speak in Spanish when they wanted to respond any question, to ask the teacher for help, and when they wanted to express their needs. Students did not use English to communicate their ideas, feelings, and needs to their teachers and classmates during the class, which is an issue to consider since the LFMN curriculum suggests training of English speakers.

Based on the diagnosis and the evidences, the problem that students in group 502 from LFMN had was a lack of vocabulary to express ideas, and participate willingly in the class. It affected students' participation when oral activities were applied in the class, that is the reason why students preferred to speak in Spanish. Spanish was used most of the time during the class while English was only spoken when students worked on the worksheets or when the teachers led the activities. There was not communication in the target language, there was not enough vocabulary that students could use to carry out short talks and participate.

On the other hand, motivation as well as students' feelings were topics related to the main issue and therefore, they affected the way students learned and used the target language. They did not feel motivated with the activities the book proposed and adding this to the lack of vocabulary, students did not feel attracted to the class which at the same time

affected interaction among students and teachers. This issue was noticed when students did not use the target language in basic communicative acts such as asking for permission, for explanation or giving simple information like the date, the hour or simple answers.

This situation affected the interaction among students and the teacher. The students did not use the target language in basic communicative acts such as asking for permission or giving simple information.

### **1.5 Justification**

As Halliday (2007) states, the language is a set of functions that supplies communicative necessities. The interactional and personal function allows people to express their feelings and interact with others respectively. As for it, English must provide tools to students not only to express their ideas, feelings, and emotions but also to interact with others in the classroom as the LFMN curriculum also establishes it.

The mentor teachers sometimes encouraged students to speak in the target language through activities that they brought to the class or through the ones included in guides or books. The teachers resorted to complementary activities to introduce or conclude a topic, as a result, it is evident that most of the students had different attitudes when games and appealing activities were part of the lesson plan, they felt competitive, willing to participate and excited to respond, the students' attention was for sure caught.

It is noticeable that there was a specific and small group of students that participated properly during the class and were always willing to give the answer that the teachers tried to elicit from them. This issue was related to students' feelings when they were asked and when they felt like speaking. While few students felt willing to talk, the others kept quiet or got distracted; hence, students affirmed to feel shy and timid to provide wrong answers (Appendix E).

These feelings of shyness to make mistakes, entailed the main and specific problem detected: lack of vocabulary. In spite of being able to understand what the teachers said and asked, students did not feel able to construct sentences properly because of this situation. New vocabulary was prone to be forgotten, that is why teaching new words needed to be effective and meaningfully, so students could recycle and reuse previous vocabulary in communicative situations.

The type of activities play an essential role in any kind of classrooms. They are the vehicle to carry students comfortably into new and meaningful knowledge and from there, teachers ensure students understand and acquire topics properly. In this specific case, when teachers and researchers implemented activities like games or competitions, the participation rate increased. The students who often sat in the back of the classroom, or the ones who did not concentrate easily or kept quiet, took up the activity; besides, they enjoyed interacting with their school friends.

By improving this lack of vocabulary, students would be able to carry short but effective conversations with their classmates and their teacher and why not, society out of the classroom. Communication and interaction would allow students to establish relations with others in the foreign language. English would start to accomplish its language appellative-conative and expressive function (Bühler, 1933) and this is how English must be considered, as a tool to exchange ideas, feelings, and information.

This research study intended to improve the communicative skills in students and at the same time, to facilitate the construction of statements and make them an easy task for students. By fomenting participation and motivation, the students may feel confident and secure when participating in the class and even they found themselves in another context such as the break time.

This research attempted to accomplish the goal set by the LFMN curriculum which states the training of an effective speaker who is able to communicate with the current world. This action research project went hand in hand with the communicative perspective that the Liceo Femenino posed as a pillar of its language teaching approach. For this reason, the improvements that the research may provide to the teaching and learning process for students and teacher might enrich the community at the LFMN and why not, teachers in other institutions.

The research meant students to feel secure of themselves when giving answers and participating. The implementation of fun activities such as songs, fostered the creation of a comfortable milieu to the classes. Motivation plays an important role in English teaching, without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals (Dornyei, 2009).

To add, the research was supported by *Los Estándares Básicos de Competencias en Lenguas Extranjera Ingles*. Communicative competence involves a set of sub-competences that all together allow the speaker to communicate effectively as it affirms,

La competencia comunicativa no se puede trabajar aisladamente pues implica un saber/hacer flexible, que se actualiza en contextos significativos y que supone la capacidad para usar los conocimientos acerca de la lengua en diversas situaciones, tanto dentro como fuera de la vida escolar. (Ministerio de Educación Nacional [MEN], 2006, p.12)

According to this, the present research study followed what the authority suggests to schools and teachers when teaching English as a foreign language, which is the development of communicative competence and what it involves.

## **1.6 Research question and objectives**

Having diagnosed the population and received valuable information, the researcher came up with the following question in order to solve the lack of vocabulary when speaking:

**How does the use of songs and games influence on the acquisition of vocabulary and the development of the speaking skills in English of a group of fifth graders at IED Liceo Femenino Mercedes Nariño?**

This researcher proposed the following objectives:

General objective: To analyze the impact of songs and games to enhance vocabulary acquisition and the development of the speaking skills of a group of fifth graders at LFMN.

Specific objectives:

- To determine the effectiveness of using songs as a tool to develop vocabulary acquisition in fifth graders at LFMN.
- To examine to what extent games play a role in the enhancement of speaking skills in students of fifth grade at LFMN.
- To analyse how the implementation of songs and games affect the motivation of fifth graders at LFMN to acquire vocabulary and use it for communicative purposes.

The topics related to the lack of vocabulary are relevant to understand the phenomenon. The students in the English class are struggling with speaking performance, their vocabulary limits their participation and their performance in

classroom conversations and activities. In the next chapter the theory and concepts to support this research will be presented.

## **Chapter 2: Theoretical Framework & State of the Art**

### **2.1 Introduction**

The theory and concepts that are the bases of this proposal are related to vocabulary improvement to foster speaking performance. Vocabulary, as Linse (2005) states, is an important aspect in language development because all the skills and the mastering of them lay on the words that a non-native speaker acquires in his/her language acquisition-learning process.

### **2.2 Theoretical framework**

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

#### **Vocabulary**

Vocabulary is a set of words that makes up a language. As it was mentioned before, it is the raw material that a learner needs when a foreign language process is taken up. Vocabulary can be taken as a set of words that a person uses to build a countless number of meaningful sentences that carry along a communicative purpose. It enables speakers to understand and convey from basic to intricate information and it is essential in social and

academic domains (Silverman & Hartranft, 2015). According to Scrivener (2005), vocabulary is single words or in some cases two or three word combinations. Those words make a user capable of elaborating sentences with meaning. In this research, vocabulary was the most important aspect when learning and using the foreign language. Thanks to it, students were able to create sentences that allowed them to interact with the language itself, with peers, and the teacher. In addition, McWhorter defines that vocabulary is the set of words which is built by the combinations of letters which provide meanings to the word (1989). The development of this linguistic component is important in terms of language acquisition and language learning. When vocabulary is enriched, the speaker can understand more messages from the world. In other words, the speaker advances in their skill development as their array of words increases. On the other hand, Kamil and Hiebert (2005) delineate the construct of vocabulary as types of vocabularies that a person can use according to his/her purpose and the situation in which those specific words are used. In this research, vocabulary was the set of words that helped students to represent and communicate ideas inside the classroom. It is taken as the main component in all the skills since their development is directly related to vocabulary. The development of vocabularies, as Kamil and Hiebert (2005) named, is a process extended across lifetime, it means that vocabulary cannot be completely developed since there is a countless amount of words that are not in the context in which the person is. There is a set of words that the speaker does not frequently use. For this reason, vocabulary cannot be completely mastered since it implies time to be learned and practiced. The authors mentioned above, classify words into two groups: Oral Vocabulary and Print Vocabulary. In the first group, the meaning of words is already acquired and the person frequently uses them especially when the student speaks and writes. Print Vocabulary means non-frequent words. When a person listens and

reads, the student finds known words, but she does not use them since they are not meaningful in the speech and context. Additionally, vocabulary can be taken in two perspectives: Receptive Vocabulary and Productive Vocabulary. Receptive Vocabulary is understood and recognized when listening or reading. This type of vocabulary is less frequent in use; students may not feel familiar with it and it is not spontaneously used. Contrarily, Productive Vocabulary is the vocabulary which speakers feel familiar with. This set of words are well-known and frequently used in writing and speaking performance. To expand, it is relevant to bring some explanations that complement the vision of this construct in this research. Firstly, learning vocabulary in a second language is an ongoing process that takes time and practice. Therefore, vocabulary acquisition requires continual repetition to learn words effectively (Nakata, 2006). Vocabulary acquisition is not something a student can spend time learning or memorizing like grammar. Acquisition requires the learner to work on words in order to remember the ones that are used the most and put them into his/her long-term memory.

According to Nation (2005) he defines high frequency words as words that occur quite frequently in the language, such as *the, a, man, and woman*. High frequency words take place so regularly in daily conversation that if students understand these words, they are able to write and speak in comprehensible English. Low frequency words, as described by Nation (2005), are words that deal more with academic studies, words that appear throughout all academic texts and courses, but not very often in regular daily speech.

To sum up, vocabulary allows learners to perform in any language. A speaker is exposed to print or oral vocabulary, and the understanding of words depends on the knowledge he/she has of them. At the same time, vocabularies enable students to actively

live the language and master language skills. The language proficiency that a student can reach, depends at first base on their vocabulary storage.

### **2.2.1 Classroom Speaking Performance**

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

Firstly, Speaking is considered as a productive skill that requires vocabulary, pronunciation, and grammar features that jointly combined allow students to express ideas. This definition assumes the importance of vocabulary in the development of the speaking performance skill, and as Wilkins (1972) states, a person without grammar structures accomplishes little, and a person with no vocabulary accomplishes nothing. Hence, the importance of vocabulary when learning and speaking a foreign language. As it was mentioned above, Classroom Speaking Performance takes into consideration a definition that supplements what Speaking meant in this project. It is stated by Burns and Joyce (1997) who define speaking as a building process that implies delivering and information exchange. This interactive process allows the speaker to carry on an effective and competent conversation with specific purposes inside the classroom. In addition to this definition, speaking is a language skill developed in childhood which is firstly produced by the listening skill (Tarigan, 1990). Based on *Los Estándares Básicos de Competencia* (2006), speaking is one of the four basic competences that students should acquire well and it should be promoted since it has an important role in communication. This concept was

highly considered because of the age of the population in this research and the LFMN curriculum objectives.

To narrow down, the six tasks that are relevant for defining Classroom Speaking Performance are the ones identified by Douglas Brown (2001). These oral production tasks are expected to be carried out by students inside the classroom. They are a guidance for teachers when doing activities to enhance and foster speaking abilities in the pupils. These tasks are explained as follows to provide further information. The first task is called Imitative in which the student repeats or imitates words or phrases to focus on elements of the language as pronunciation and intonation. Intensive tasks belong to the second group of drills where little speaking performance is carried out to practice grammatical and phonological aspects of the language. This first two tasks are the first steps when a foreign language starts to be taught and learnt. To continue, the Responsive task implies answering questions and replying comments, which requires a complex elaboration of ideas and statements. It takes place in short and simple dialogues or conversations but when specific information is conveyed more than responded, Transactional tasks are involved and consequently more completed dialogues are established.

The complexity of these tasks leans on how much information is shared and exchanged. While the last two tasks are meant to share information, the following tasks are more than complex and have a specific purpose: maintaining social relationships by interacting with others. Interpersonal tasks imply more than transmitting facts or pieces of information. Slang, sarcasm, and casual register are involved which make it difficult for EFL students to understand. Reports, speeches and monologues belong to Extensive tasks, since advanced levels of skills are required from the speaker. These tasks are related to students' level, age, context, and abilities. In this research, the students at LFMN carried

out Intensive and Responsive tasks. The improvement of vocabulary aims to enhance and master these tasks when participating in classroom activities. The encouragement of this tasks are related to the use of songs for enriching learners' vocabulary and promote Classroom Speaking Performance.

Assuming the importance of vocabulary in the development not only of speaking skills but also listening, writing, and reading, Classroom Speaking Performance leans on vocabulary, pronunciation, and orthography as the first tasks to work on. The use of language and its four macro skills start to be enhanced by accomplishing micro skills and tasks as the ones mentioned before and proposed by Douglas Brown. To close the wide definition of speaking in this research, it is essential to mention that some students do not have the possibility to experience and practice English language in real spoken contexts, and they also have limited exposure to native speakers of English. This was one of the reasons in this project to provide more situations and activities for students to strengthen their speaking competence training while supplying them initially with vocabulary.

### **2.2.2 Games**

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

Since games belong to Ludic, it is necessary to define Ludic in this construct. It implies not only games but it also involves a conception of comfort where activities take up

to promote the learning process inside the classroom. Ludic is strongly connected to games and its conception embraces two main axes. Firstly, ludic is assumed as a dimension for the development of the human being, and secondly as a methodological support in the teaching practice.

Ludic can be represented in so many activities and human expressions like dancing, singing, and telling poems as Moreno (2003) cites. Ludic takes place in kids' development at an early age but it continues having a relevant role in someone's lifetime and can be used by the teacher for teaching students of any age. As motivation is one of the secondary issues detected in the population, and the proposal was based on songs, this construct was essential for the research. Furthermore, emotions cannot be segregated from ludic, not even from teaching and learning processes. Students' feelings undoubtedly play an essential role in education. Good or bad feelings can positively or negatively have an influence on it. Having this in mind, and according to the diagnosis, the students at LFMN did not feel encouraged, and found English sessions somehow boring. This was one of the problems that affected English language acquisition, and one of the aims to tackle by using songs.

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

Considering another important contribution regarding games, Bruner (1988) outlines some advantages when using games in teaching activities. In this project, the

activities were addressed to the enhancement of vocabulary through games as practice.

Some of the advantages sketched by this psychologist and pedagogue are:

- The game makes possible the development of a centered student pedagogy.
- The game facilitates and encourages activities of knowledge construction.
- The game respects the diversity in learning since each pupil makes progress at his/

her own pace, and it claims the apprehension of autonomy.

To continue differentiating Games from Ludic, Maria Toth (1995) states games as activities with rules and objectives. She categorizes game activities in two types, the ones where the teams compete in order to achieve a goal, named Competitive Games, and the ones in which the team cooperatively works to aim at a common target. In this research both types were considered to have students practice new vocabulary. Games were considered because they increased motivation and participation in the students at LFMN while observing them. The students' attitudes and behavior when games are implemented is something to pay attention to when teaching and learning a foreign language.

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

- Affective Benefits: They diminish the affective filter, they promote the spontaneous use of language. They foster communicative competence, encourage children to learn and use what they learn, and they are fun.

- Cognitive Benefits: They are used to reinforce, review, and broaden. They focus on grammar in a communicative way.

- Dynamic Benefits: Games are centered on students; the teacher is a facilitator. They build cohesion in class, foster class participation and healthy competition.

- Adaptability benefits: Games are easy to adjust according to age, level, and interests.

Those benefits were a solid support for this research since the vocabulary activities based on songs and designed in a playful way were expected to raise vocabulary storage, oral participation, and motivation. In brief, “Games provide one way of helping the learners to experience language rather than merely study it” (Wright, Betteridge and Buckby mention, 2006, p. 2). Learning a language can be a difficult work since it requires efforts to memorize, understand and repeat language features accurately. For this reason, games facilitate this process especially to students who struggle with English for different reasons such as motivational, emotional or learning difficulties. Games help students from all ages to keep encouraged and interested. Games involve benefits for students, and allow teachers to transform their practice into meaningful activities that provide great experiences for both parts. Creativity, encouragement, and transformation must be a constant in teachers’ role along their work.

### **2.3 State of the art**

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

<b>Title</b>	<b>Year</b>	<b>Scope</b>
<b>Encouraging Vocabulary Learning Process Through Songs as Authentic Material [Recurso Electrónico] Rodríguez, A.</b>	2015	Universidad Pedagógica Nacional

<p><b>A Methodological Strategy Related to Music with The Purpose of Promoting English Vocabulary Acquisition and Improving Speaking and Listening Skills in Second Grade Students at IED Liceo Femenino Mercedes Nariño Franco, V.</b></p>	<p>2012</p>	<p>Universidad Pedagógica Nacional</p>
<p><b>Jazz Chants: Una Propuesta Metodológica que Contribuye al Aprendizaje de Vocabulario en Inglés como Lengua Extranjera Florido, D. Gómez, E. Rozo, M.</b></p>	<p>2012</p>	<p>Universidad Libre, Bogotá</p>
<p><b>La Música como Herramienta Didáctica para la Enseñanza Aprendizaje del Vocabulario en Inglés como Lengua Extranjera Bonilla J. Herrera M. Leal G. Parra D.</b></p>	<p>2007</p>	<p>Universidad de La Salle, Bogotá</p>
<p><b>The Role of Music and Songs in Teaching English Vocabulary to Students Kuśnierek, A.</b></p>	<p>2016</p>	<p>Poznan, Poland</p>
<p><b>The Use of Songs as a Didactic Resource in Teaching English as a Foreign Language in Primary Education Hernández, L.</b></p>	<p>2016</p>	<p>Universidad de Cantabria, Santander, Spain</p>
<p><b>Influence of Songs in Primary School Students' Motivation for Learning English in Lima, Perú. Aguirre, D. Bustinza, D. Garvich, M.</b></p>	<p>2016</p>	<p>Universidad Peruana de Ciencias Aplicadas, Lima, Perú</p>

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

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

A third paper named Jazz Chants, *Una Propuesta Metodológica que Contribuye al Aprendizaje de Vocabulario en Inglés como Lengua Extranjera*, was applied to third grade students in Bogotá. In the project, the implementation of Jazz Chants as a methodological strategy looked for the improvement of vocabulary learning. It claimed that Jazz Chant songs features facilitate the retention and application of vocabulary. Students find jazz chants amusing when they sing and follow the rhythm. On the other hand, the teacher used songs to relate class topics simultaneously providing a comfortable milieu. Using songs as

a teaching tool resulted in a strategy to relate grammar and class topics. At the end foreign language learning became meaningful to students.

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

The fifth research project called *The Role of Music and Songs in Teaching English Vocabulary to Students*, was applied in a primary school. It pointed to the exploration of songs in English when teaching English. The research offered accounts of the willingness and motivation increase when students earned this foreign language. The students' participation raised when classroom activities were amusing and appealing. This sort of activities engaged students with their learning process. Motivation represented an essential factor when learning and teaching the foreign language. For this reason, motivation became a relevant aspect to pay attention to since students at LFMN did not feel encouraged to learn English, due to lack of vocabulary to express their ideas.

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

memorization. This thesis mentioned that students kept words in mind due to song features such as musicality, rhythm, meaning, and repetition. The research suggested a detailed selection of songs whose grammar, content, and vocabulary contributed to students' learning process. Although the population covered was different from the one at LFMN, this study was relevant when observing how songs could be used in a ludic and motivational way in tasks inside the classroom.

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

Information from previous investigations and their findings, statements from authorities of the linguistic field provided the researchers of this action research project with theoretical arguments in order to come up with a plan to supply the needs that the students of LFMN have in terms of vocabulary and the use of it in oral participation within classrooms activities. In the next chapter, the type of research, the data collection instruments, data organization, and managing procedures are presented in order to explain how this research is carried out.

### **Chapter 3: Research Design**

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

#### **3.1 Type of Study**

Qualitative Research is the type of research used along this project. It attempts to understand the nature of population experiences in certain situations (Draper 2004). Qualitative Research provides the object, the reasons, and the matter of a reality to analyze and describe a population's belief and especially its behaviors when new methodologies are applied to solve or improve a problem. Additionally, the results in qualitative research projects are **subjectively** analyzed (Barbour 1999). It is descriptive since numbers are not implemented to examine data. The conclusion does not respond to the research question by measuring or counting, but it accounts for results by giving reasons, interpretation, and insights of an issue while broadening and promoting further than qualitative research.

#### **3.2 Research Method**

Participatory Action Research as Koshi (2010) claims, is an approach that contributes to the enhancement of a population's reality and practitioner teaching performance. In this regard, Action Research follows a cyclical model created by Stephen Kemmis (1998), where planning, observing, acting, and reflecting stages spin around to solve, formulate, and explain a reality. It enables researchers to reflect upon the procedures and results

attained from the initial plan. If it is required, the researcher goes through re-planning, re-doing, and reflection again.

On the other hand, Participatory Action Research embraces two main aspects, the first one sets out the Collaborative Research since the practitioner teacher and students provide evidences about an ongoing process of change. Secondly, Participatory Action Research promotes learning and knowledge among the participants. As Lewis (1951) states, the best way to get information from a phenomenon is by getting immersed in, by observing, and by changing it in its own natural place. The data collected are analyzed through different techniques such as triangulation, chart comparing, and categorization. The first technique is Triangulation, as Phillips and Carr, (2010) describe and it embraces three elements that point out to the issue: observation, data collection, and analysis. The second technique applied is chart comparing. A set of descriptions prior observed make contrast to what this research attempted to improve: vocabulary and classroom speaking performance, finally, taking into account what was observed along the students' process, the researcher came up with the categories and subcategories shown in the following chart.

### **3.3 Categories of Analysis**

<b>UNIT</b>	<b>CATEGORY</b>	<b>INDICATORS</b>
<b>Speaking Classroom Performance</b>	<ol style="list-style-type: none"><li>1. Vocabulary acquisition through the use of songs and games.</li><li>2. Students' development of speaking skills</li></ol>	<ul style="list-style-type: none"><li>- Students' relating words to meanings when acquiring new vocabulary</li><li>- Students' retrieval of the acquired vocabulary</li><li>-Students' use of newly acquired vocabulary in different activities</li><li>-Students' building up of sentences by incorporating the acquired vocabulary</li><li>- Students' production of statements in song activities to communicate</li><li>-Students' use of target language while interacting with others</li></ul>

### **3.4 Population and Sampling**

The population was made up of 10 to 11-year-old girls who attended English classes at Liceo Femenino Mercedes Nariño on Tuesday mornings. At the beginning of the research, they were observed in the first semester of their fifth grade, passing to the second semester of the year. For the sampling population, 30 students were picked up randomly, the level of English or class performance were not considered.

### **3.5 Data Collection Instruments**

In consonance with the research and the type of method, instruments such as observations, field notes, and artifacts were used to collect data from the activities designed for the implementation phase. They were used to extract from each indicator and each

category the most relevant information to analyze the unit of study and the scopes of the pedagogical design.

### **3.5.1 Observations**

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

### **3.5.2 Field Notes**

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

### **3.5.3 Artifacts**

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

### **3.6 Conclusion**

This research project followed the principles of Qualitative Research and Participatory Action Research provided the bases in terms of how to come up with the categories and subcategories and analyze the data. The objectives of the research and the project proposal were achieved through trustworthy and reliable tools. In the next chapter the pedagogical intervention is presented. The timetable and achievements will be set in order to plan the acting phase

## **Chapter 4: Pedagogical Intervention and Implementation**

Along this chapter, the pedagogical approach and methodology applied in this research project are presented. The stages and activities carried out along the implementation phase are addressed within the Communicative Approach framework. The student and teacher's role in the Communicative Language Teaching are presented as the timetable gives an account for the activities established.

### 4.1 Pedagogical Approach

According to the LFMN guidelines, communication is the skill that allows people to interact with others while they get immersed in the society by using the language as a tool. Relating this language conception to the issue identified in the classroom, the Communicative Approach is taken as the bedrock theory of the pedagogical proposal. Likewise, LFMN backs up its methodology in this approach with the purpose of developing an efficient English speaker. As Hymes (1972) states, language is perceived as communication. For this reason, Communicative Language Teaching is the approach that guided the implementation of the activities to accomplish the main goal of this research, and with the purpose of fostering and improving speaking classroom skills. As Richards and Rogers (2001) mention, CLT fosters the expansion of communicative competences inside the classroom. For Chomsky (1965), a speaker can communicate with others by producing accurate statements, but Hymes (1972) expands this task towards the cultural field. In this perspective, the speaker is a social and interactive being. For this authority, a speaker must be grammatically and communicatively competent to interact in his/her community. Considering this statement, vocabulary has an important role in this competence since due to the use of words, a speaker is able to communicate.

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

Language does not only take place in the English class. Spoken language exists in daily events out of the classroom and students must be aware of this fact since people are constantly exchanging ideas, intentions, and feelings in social, academic, and work contexts. Hence, the importance of sharing with students the conception of English as a multipurpose language in the current globalized world. As Canale (2013) affirms, the human being is not alone, he or she lives together with others and his or her necessity of establishing social relations and experience cultures are given by interacting with others through language, generally spoken language. As a tool for creating communicative and speech acts, the speaking skill requires not only a solid-grammar structure and listening skills to be effective, but it also demands an array of words and expressions that provide the message with the suitable and exact meaning. Furthermore, a person must be in contact with the language in social situations and English classes must foster these simulations. Language is the vehicle to communicate ideas. The culture lays on language due to its social feature, and because of that, communication takes place in real, natural, spontaneous, and social events.

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

- Language is a system for the expression of meaning.

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

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

To establish a clear vision of language learning for this project according to the communicative approach and Richards and Roger’s perspective, the language learning process takes place and it is developed using language in communicative situations, in this case, in the classroom. That is why the activities must have a communicative aim, providing students with the vocabulary to participate in games which involve interaction and communication. For CLT, the teacher’s role is described in three words: facilitator, promoter, and guidance for pupils. The authority model fades to give importance to the students without overlooking their participation and intervention in the learning process when it is required. Besides being a guidance, the teacher is a resource himself. The teacher learns and does research to provide the pupils with the appropriate resources for the development of communicative skills (Nigora, 2016). For CLT, students are the center of the class since they are the focus of attention. The training and development of tasks lay on

the students since resources must be designed for them to take advantages of the activities. The pupils must feel motivated to speak; hence, their participation and willingness are responsible for their own practice and performance. Girls at LFMN find English a fun subject; however, their speaking classroom performance is limited by activities on the board and the notebook. Due to their cognitive style and their relationship among them, games and competitions provide a space in which students become active performers. They are the ones who must keep up with the resources and tasks under the teacher's advice and guidance. Teachers, as well as pupils, concur with collaborative work. Among them, cooperation takes place, being task-based activities responsible for this milieu. As Richards and Roger (2001) define, activities in CTL must have the primary role of promoting communicative language use. The material must not constrain students to individual and non-interactive performance. All the classroom members, even the class material, work cooperatively and hand in hand to nurture communicative and interactional moments. Assessment, as a pedagogical practice, requires the definition of constructs, objectives, and indicators that guide the proposal for implementation. The purpose of this tool is to allow the teacher to reflect upon the learning process in the students. Both vocabulary use and speaking classroom performance are assessed through the activities aiming at the proposed main objectives.

#### 4.2 Implementation Phases

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

### 4.3 Academic Program

#### Liceo Femenino Mercedes Nariño

#### Implementation Phase in group 502

<b>Date</b>	<b>Learning Objective</b>	<b>Activity</b>	<b>Indicator</b>
<b>February 21<sup>st</sup>, 2017</b> <b>“Who am I, Who are you”</b>	To understand and produce basic affirmative, negative, and interrogative sentences with some pronouns and conjugations of the verb Be, as well as adjectives vocabulary.	Make a drawing of a recognized artist and then write some basic characteristics about her.	The students learn vocabulary to describe themselves.
<b>March 14<sup>th</sup>, 2017</b> <b>“yummy or yucky”</b>	To realize about the way we express preferences through “like and dislike” structures, as well as basic questions with “Do you...”	Play the song “Do you like pizza?” analyze the vocabulary related to food and practice it.	The student learns new vocabulary about food and meals.
<b>March 28<sup>th</sup>, 2017</b> <b>“Say hi to my family”</b>	To describe one of the student’s family members using the verb Be and some of the adjectives seen in previous classes.	Display a poster in order to give an example about introducing a family member and then listen to the rest of the group doing the same with their own poster.	The students are able to use comparative and superlative structures while providing information. The students can provide information about their physical description and compare with others.

<b>Date</b>	<b>Learning Objective</b>	<b>Activity</b>	<b>Indicator</b>
<b>August 15<sup>th</sup>, 2017 “In summer”</b>	To create sentences in the Present Progressive. To know more words related to seasons from memory and in context.	Play and sing the 1 <sup>st</sup> part of the song <i>In summer</i> from Frozen. Play Jeopardy with some vocabulary related to summer and spring.	The students remember and use accurately the previously vocabulary presented in songs. They also use these vocabularies to participate in different activities.
<b>August 29<sup>th</sup>, 2017 “In Summer II”</b>	To recognize, pronounce, and use in sentences words learnt through the song.	Play and sing the whole song and play a memory game with flash cards and images on the board containing the vocabulary of the song.	Students remember and use accurately the previous vocabulary presented in songs. They also use these vocabularies to participate in different activities.
<b>September 09<sup>th</sup>, 2017 “I know my body”</b>	To learn vocabulary related to the body and practice numbers.	Complete a worksheet with different parts of the face and body. Create a “monster,” draw it, and identify its different parts and characteristics, prepare a brief presentation.	Students learn vocabulary of the body. Students identify and describe some parts of their bodies.

#### **4.4 Lesson Plan**

Since the practicum at LFMN requires the application of the methodology prescribed, it is framed within a speaking emphasis; then, LFMN suggests some relevant components a lesson plan must contain. The first items are the objectives to be reached in the class, the steps to follow along the lesson. Lessons must contain a warming-up activity, a presentation of the class, a practice in which activities are always involving the four skills and complementary activities, being this last one the implementation of this research.

Additionally, lesson plans contain the strategies to apply, the materials required, and the assessment activities for each session purpose (See Appendix F).

With the vision of learning and the timetable set, the project moves forward to the search of results that contribute the researcher task. The activities sited on the prior chapter guides the application phase to successful and enriching objectives not only in terms of the research project, but also in terms of teacher formation and practice as well as English class strategies. In the next chapter, data analysis will take place considering a triangulation process with the data collection instruments and each category and subcategory.

## **Chapter 5: Data Analysis**

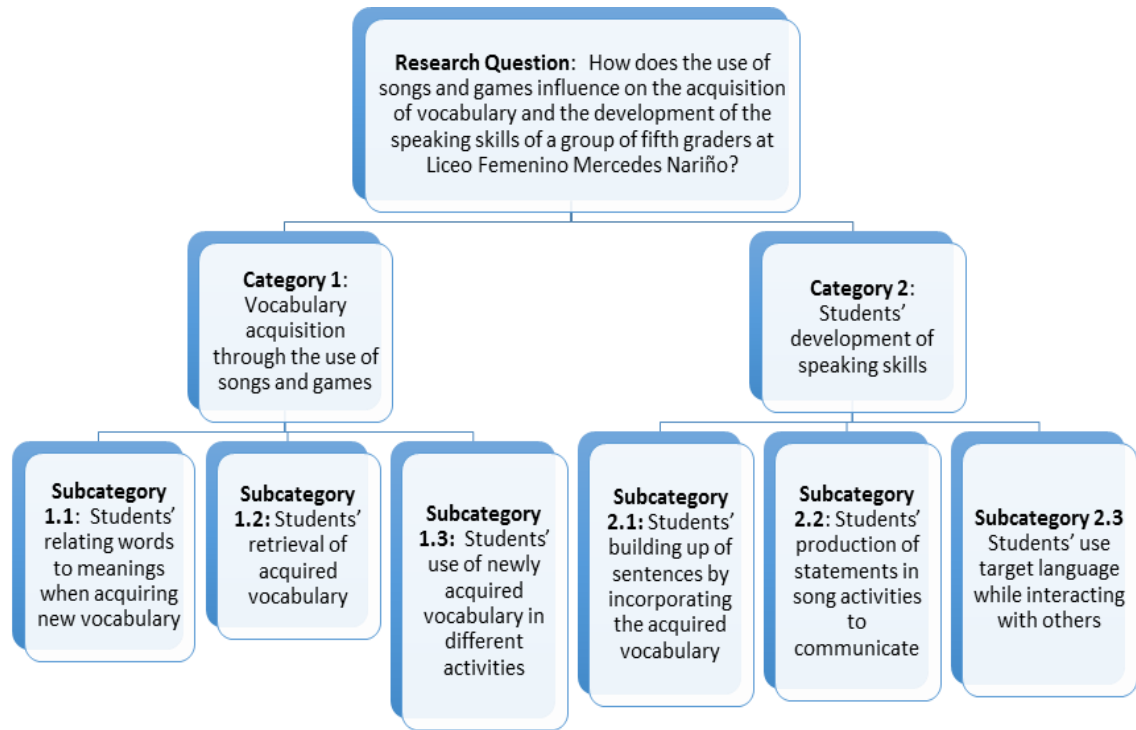
After the application phase, the gathered data were analyzed to understand the scopes of the research project. The achievements and limitations that took place along the implementation phase with the population are described. This chapter explains if the project accomplished the main goal by analyzing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

### **5.1 Analysis Management**

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

### **5.2 Data Analysis**

According to Freeman's (2015) A priori approach, what was observed along the students' process allowed the researcher to come up with the categories and subcategories that are shown in the following diagram.



### **5.2.1 Category 1: Vocabulary acquisition through the use of songs and games**

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

#### **5.2.1.1 Subcategory 1: Students' relating words to meaning when acquiring new vocabulary**

This first subcategory proves the students' capacity to relate new words to their meanings through pictures. As teaching new vocabulary cannot be isolated from topics and

students' contexts, the internalization of words took place through meaningful resources such as pictures that helped students to relate and understand meanings. Showing visual resources helped students memorize the new vocabulary.

The strategies used in this indicator were pictures, posters, slides, and videos which are appealing resources to pupils especially in the first years of school. The researcher focused her attention on high frequency words contained in songs' lyrics in order to ease word learning in the students. This criterion was important when picking words from the lyrics, and picking the songs. This way, the vocabulary allocated was contextualized and meaningful for the students. As Griffiee (1992) states, songs permit to introduce vocabulary since they provide meaningful contexts. Taking this into account, resorting to visual material for designing song activities was an enriching complement. When pictures of the selected words were displayed to students, they wanted to know their meaning. This way students related meanings to words according to the context given, since contextualizing helped students relate them.

*Teacher: [showing the picture]. What does Olaf blow?*

*Student 1: [recalling the lyrics of the song] He blows a dandelion.*

*Teacher: And what's a dandelion?*

*Student 2: [inferring] "Diente de León" Students: [in the back] "Ahh  
Dandelion es diente de león"*

Transcription of recording, September 12<sup>th</sup>, 2017.

In other words, as it is shown in this previous activity, not only pictures supported activities for learning new vocabulary, but also memory games, including vocabulary of the songs, helped students infer meanings and foster oral skill when the teacher addressed the resources to this purpose. By asking questions students started to link what they listened to and read the objects presented in the visual helps. Some students were able to realize the

meaning of the word faster than others. When some students did not understand, the others gave the meaning or showed the picture.

When displaying pictures, and reading songs, students had tools to infer and deduce meanings. It differs from the instance in which songs are just used for listening and students try to catch words.



Observation. September 26th, 2017.

In another activity, where visual materials were not employed, some of the vocabulary was contextualized since the presented song had to do with a movie, seen by most of the girls. However, many of the words were forgotten due to a lack of ludic elements during the class, motivation for developing the activity was also affected in a negative way.

Field Note N°5. August 29<sup>th</sup>,2017

Each of these three examples of activities could show how students eventually got to relate the words to their actual meanings, even though when they kept using Spanish sometimes to translate some words, they could recognize their concepts.

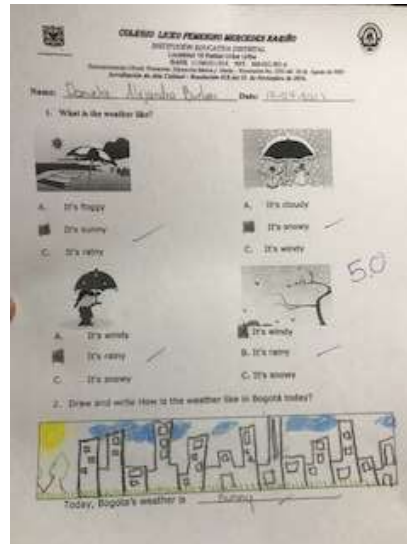
### **5.2.1.2 Subcategory 2: Students' retrieval of acquired vocabulary**

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

In one game activity called “The memory contest,” students were asked to select the right word when showing them some pictures. Most of the students selected the right words, except for two groups. Another situation in which students did not remember words was at the term assessments, some words related to the weather were not remembered even when they were already given and explained. In conclusion, vocabulary tends to be forgotten when students do not use it in different types of activities

Field note N°5, August 29<sup>th</sup>, 2017

As Sökmen (1997) suggests, more effective learning of words happens when recalling or retrieving them, not by simply exposing them or seeing them over and over. All the activities carried along the implementation phase had an opening and a closure activity that resorted on other skills like writing or reading to introduce, review, practice, and assess vocabulary. Complementary activities such as a poster elaboration, in which an evident solidify acquisition of new vocabulary was observed taking into account that students actually did the posters, they had to be directly related to the listening, writing and oral reproduction of the words they were working on, after the activity was completed, a worksheet assessing those words they had been working with was given and developed as it is shown in the following example:



Artifact No. 3. September 9<sup>th</sup>, 2017

Another conclusion drawn from this subcategory has to do with the frequency and the exposure to language. Although memorization processes and study habits were not matters of study in this project, they affected the progress that students could make when learning and internalizing grammar structures and vocabulary, for example, something that was also observed by the researcher was that a short song used to catch students' attention was quickly memorized by the whole classroom, since they listened to it four times, they memorized and became able to reproduce it almost every class as it is shown in the following recording sample:

-Teacher: *I drink...*

-All the students: ... *Coffee, I drink tea, I want you, to look at me...*

Transcription of a recording August 15<sup>th</sup>, 2017

Assessing became useful to guide activities scope, track students' vocabulary learning, and make changes. Taking into consideration the outcome from this subcategory,

the way the teacher engaged students to word introduction, through pictures and vocabulary reinforcement, through worksheets, all of this fostered oral participation. Vocabulary could not be completely acquired by students since they forgot some words.

### **5.2.1.3 Subcategory 3: Students' use of newly acquired vocabulary in different activities**

Along the research implementation, vocabulary supply was linked to classroom activities.

The activities and instruments were meant to help students reinforce vocabulary acquisition and internalization; likewise, they used the new vocabulary for communicative purposes.

Some of the activities corresponded to developing worksheets and playing games that eased vocabulary learning. Students worked on those activities individually or with peers,

For example, in one activity, random words were given to the students, who were organized in small groups of four, the students could use those words in short sentences, which might prove that they understood the meaning of the word and could combined it with other words in order to create statements. The researcher verified the correct word usage from the sentences produced by students and feedback was given. They correctly wrote down sentences and used the words. Some students who were not concentrated enough, misunderstood some words, but when they listened to other students or after the teacher's explanation, they could infer the meaning of the words.

Observation. September 5<sup>th</sup>, 2017.

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

For example, in one opportunity the students were teamed up in order to complete a song's lyrics. This cooperative and group task allowed students to discuss the meaning of words when they were not sure. This activity, permitted students to practice the vocabulary through it allowing a posterior socialization among them as well as with the teacher when they started asking about meanings.

Artifact N° 4 (See Appendix G), October 3<sup>rd</sup>, 2017

On this same activity, it was evidenced, how the teacher could elicit answers from the students to explain and contextualize the grammar. Reading the lyrics allowed students to get closer to some structures. Although this kind of oral questionnaire from the teacher fostered students' participation, some shy students or the ones with difficulties did not participate and they did not answer those following-up questions as it is shown as follows:

- Teacher: *Alright girls, so, do you remember what is the meaning of "brush the dust"?*
  - Student 1: *cepillar...?*
  - Student 2: *sacudir el polvo?*
- Teacher: *yes, but please NO Spanish, do the mimics (TPR) repeat my movement (brushes the dust from her waist)*
  - (students repeat the movements and repeat the sentence in English)
  - Transcription of a recording. October 3<sup>rd</sup>, 2017

This situation needed to be well controlled by setting rules since some students faded others participation.

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

### **5.2.2 Category 2: Students' development of speaking skills**

The lack of speaking skills in the classroom was seen at first as the main issue detected when observing the population but then, it seemed to be just a consequence of the lack of vocabulary. The students did not have enough oral practice in the class, and they had difficulties to speak due to the lack of vocabulary, which made of classroom speaking performance an issue to work on. The indicators in this category provide evidence of how game activities fostered this skill. The activities aimed to create and provide a milieu to promote oral and communication skills by using the vocabulary studied in songs.

#### **5.2.2.1 Subcategory 1: Students' building up of sentences by incorporating the new acquired vocabulary**

According to Snow (2015), the students with little vocabulary tend to feel alienated from the activities, which hampers their language learning and their skill development. The students with an enough storage of vocabulary have the wish to make progress in their learning; because of this, vocabulary eases the learning process and language skill development, giving those students the opportunity to become confident and proficient in the second language. Hence, the importance to help students to develop the vocabulary domain.

The strategy in one of the activities was to review some parts of the body previously learned from the song *This is me* from EFL learning and then create a monster.

The activity was designed to make students produce information about the monster's physical appearance by using the vocabulary from the song and creating short statements according to the given example. Consequently, many students could produce statements and present their monsters using some of the vocabulary they had already learned.

Field Note N° 7. October 3<sup>rd</sup>, 2017

As well as in the following picture, that shows, at the end of the activity, all the monsters the students created and then presented orally in front of the whole group:



This oral participation was the one expected from the students since some of them tend to speak their mother language in the class especially in oral activities as it is shown as follows::

-Teacher: *Good Sara, thank you, now let's listen to Dulce.*

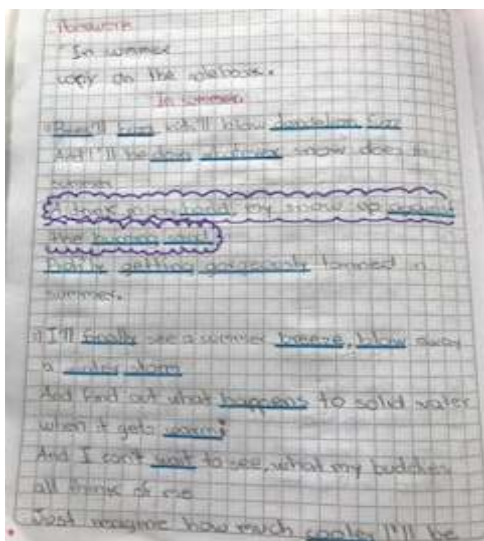
-Student 2 (Dulce): *Good morning, my name is Dulce, I am once years old, today, I'm going to talk about my monster, my little monster is called Or, It's five years old, mide setenta centimeters, its hand and feet are white, it has one mouth, I has four eyes of different colors, it has golden nose.*

-Teacher: *Good Dulce thanks. But please don't use Spanish, "I am eleven years old, It is seventy centimeters tall)*

Transcription of a recording. October 3rd, 2017

In other activity that fits as an example for this subcategory, in which having students responding questions right after displaying a song resulted shocking for them, for instance, when the song *Summer* by Olaf (character from Disney's movie *Frozen*) was used, isolated vocabulary was given and questions were asked without letting them prepare answers. The participation was little since they did not understand the vocabulary, as a result of it, they became decentralized. On the contrary, when new vocabulary was highlighted and activities like drawing the unknown words, acquisition was reinforced, students had better

possibilities to produce information. Writing activities helped students to prepare and build ideas. Although this technique is not really a spontaneous way to foster classroom speaking performance, it resulted very useful for building sentences under grammatical rules.



Observation. October 10<sup>th</sup>, 2017

The instrument above, displays the vocabulary from a song activity that worked with random words used for a short sentence writing activity. Students were asked to take out the new vocabulary, draw the meanings, then write sentences using them on the board and finally memorize and say them in front of the whole class. The use of short length writing exercises allowed students to use verbs and other words given following syntax and grammar structures accurately. At the same time, this activity was a “speaking preparation” moment which gave students the opportunity to get familiar with a short text and it guided them to know how to state this type of information. This activity helped meaningfully to those students who struggled with spontaneous speech in the target language and emotional issues like shyness and lack of encouragement. Finally, when students were asked orally, they had more possibilities to provide information using new and learned vocabulary.

Paving the way to students by categorizing vocabulary and writing, not only eased their oral production, but also made them feel confident. In conclusion, asking students to talk spontaneously resulted shocking for the ones that were shy and timid and with poor vocabulary, and it gave the opportunity to students with rich vocabulary to explore the target language better. Resorting to other skills and techniques helped the teacher and students to work them Integrating skills for this indicator, proved that intensive speaking requires writing and pre- speaking activities for students to build and internalize grammar rules and use vocabulary. Additionally, when students were provided with vocabulary linked to grammar topics such as the Simple Present, it facilitated the comprehension and memorization of verbs in that tense and students were able also to complement ideas.

#### **5.2.2.2 Subcategory 2: Students' production of statements in song activities to communicate**

According to a survey made when detecting and narrowing the main issue, students affirmed that they did not have the vocabulary required to respond when the teacher asked them questions. As vocabulary cannot be taught by just memorizing and assessing, the instruments were designed to give students a set of words to be used in statements. This way, the researcher made sure that the words given were correctly used in statements. Creating the worksheets and the tasks proposed in them was not enough to make students accomplish the indicator. Educational printed material results helpful when teaching and learning languages in all ages, since they permit students to practice and reinforce new learnt information. Little or much can be fulfilled when using them as a resource; therefore, the way those materials are managed and explored determine their success. Keeping this idea in mind, the researcher designed worksheets and games just to prepare students to talk

and internalize the vocabulary, as it is shown in the following artifact, a worksheet in which students had to find the words of one song of the movie *FROZEN*.



Artifact N°6. August 22nd, 2017

The usefulness and effectiveness of the worksheets and games employed depend on the way how the researcher applied them in the lessons, in this case, after completing the exercise, they listened to the song, and they already knew the words and the meanings, started to create short statements using them with good structure and pronunciation.

In a later activity, the students had the opportunity to listen to the song *Snowman* also from *FROZEN* then a game called “Hangman” was played on the board in order to review some of the unknown words. Then, students were asked to give examples containing the word placed on the game. In the activity, vocabulary about seasons and some verbs was use.

*-Teacher: ... Give me a sentence using “snow”*

*-Student 1: the snow is white*

*-Student 2: the snow is beautiful*

*-Student 3: the snow is cold*

Transcription of recording September 9th 2017

Students were able to relate song themes with their daily life, for example, at the end of the activity, the researcher gave them oral examples of what they could do in summer (or when it's hot weather) like, "In summer, I can swim in the pool" they immediately associated summer with vacation, and some of them started to contribute with their own ideas, "In summer I can play in the park", " In summer I can use dresses" etc.

Observation. September 9<sup>th</sup>, 2017

In other words, as it is shown in the las two examples above, if students' get to know and internalize words through activities like games (See appendix I), and socializations, they might be able to complement their learning process and so, their oral production of true and correct statements according to the sense the word makes for them.

### **5.2.2.3 Subcategory 3: Students' use of target language while interacting with others**

One of the reasons to bring game and song activities to the classroom was the necessity to promote a space where students felt comfortable and willing to participate.

According to the diagnosis, filling blanks activities in guides and worksheets in some of the sessions made students felt bored and consequently, they started to play and get distracted.

Game and competition activities were used as instruments to catch students' attention and promote classroom speaking performance while providing the students with real situations to express and communicate themselves in the target language. The games or group

competition activities contained the vocabulary that was initially given through songs and practiced with worksheets, then worked in an appealing way so they could feel motivate to participate and learn, for example, in one activity, a strange character made by the researcher called *Gulum* the alien, was taken to the class, some parts of its body were

spelled backwards for example, “Eyes” was “S-E-Y-E” Students had to find out the answer and point it on the character.



Observation.October 10th, 2017

Students got really excited about being the first with the answer, they asked each other, and the teacher, giving different possibilities in the target language interacting in a spontaneous way.

- Teacher: *please point on the “H-T-E-E-T”*
- All the group asking each other: - *mouth? – No, Knee, - Head?*

Transcription of a recording (October 10<sup>th</sup>, 2017)

The games had the purpose to reinforce vocabulary acquisition and make students use the vocabulary for achieving the goal activities. From basic games such as Jeopardy or Hangman, to filling the gaps, students showed willingness and excitement to participate.

In this way, motivation, oral participation, and vocabulary reinforcement were fostered with these activities. According to Douglas Brown (2001), imitative speaking takes place when short chunks of oral production are practiced.

In the classroom, it was relevant to use expression such as *So far, so good, Go bananas, Yes you can! from Zero to Hero!*

Field Note No. 7 October 10<sup>th</sup>, 2017

These short attempts of speaking classroom performance were the ones the research wanted to achieve. When observing students, they used the target language to say basic statements as *How can I say* or *What's the meaning of*. Because of the implementation of game activities inside the classroom, long chunks of conversation were not expected from students; on the contrary, small attempts of spontaneous conversations or commands were the aims of this indicator. Asking students to use the target language caused many students to start asking for the translation of words; this action is time consuming and teachers may feel unable to pay attention to the things taking place at the same time inside the classroom. Hence, the importance of providing students with vocabulary and model expressions that they could spontaneously use along the activities.

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

### **5.3 Summary of the Results**

While diagnosing students, it was detected the lack of oral participation when the teacher led speaking activities. Students resorted to Spanish for accomplishing certain tasks like games or contests, which evidenced that students did not have enough vocabulary to express themselves in order to face those activities. Although motivation was not a matter

of study in this project, this factor undoubtedly takes place in any educative context, and for this reason, it was highly considered in order to build the pedagogical design.

Songs and games were identified as engaging elements due to the students' preferences. They were implemented to foster vocabulary acquisition in students and to create spaces where students could put into practice these words through oral activities. Songs were used as a vocabulary supplier and games were implemented as a meaningful practice where students worked on classroom speaking skills. Songs and games provided also comfortable environments to make students feel encouraged to use the acquired words. Oral skills embrace aspects such as grammar usage, fluency, and the language domain. Classroom speaking performance guided the communicative aims in students. Imitative and intensive tasks were expected from students along the activities. With this intention, and considering the lack of vocabulary, students were initially provided with vocabulary. To work on the categories, the first step was to design materials and activities to take advantage of songs, due to their didactic and ludic features. Students' reactions and attitudes were essential to redesign and address correctly both activities: the songs and the materials. In those activities, the students had as a goal the acquisition of new words and the improvement of speaking classroom performance.

In relation to the category on Vocabulary Acquisition Through the use of Songs and Games, the construction of vocabulary storage was not possible by only providing students with songs with gaps to fill and then assess them. Although, this traditional way is appealing and effective for a random class activity, students tend to forget new vocabulary. The researcher looked for strategies to make of the vocabulary learning process a significant way to help students memorize the words by using them in meaningful contexts. The games and worksheets implemented supported those processes. Also, the activities

proved that visual elements such as pictures, flashcards, and posters make vocabulary learning appealing and meaningful. The way the vocabulary was presented eased learning in students. Through inferring, deducing, guessing, and selecting tasks, students could reinforce word learning. However, along the data analysis, it was discovered that students tended to forget some of the words. This outcome was highly considered to conclude and reflect upon the strategies carried out for the research and coming studies.

Regarding the second category, Students' Development of Speaking Skills, the students felt motivated and they enjoyed working with songs. The researcher extracted from songs not only vocabulary but also activities in which the speaking skill, which was the actual goal, was enhanced as well. Besides, songs were useful to present both contextualized vocabulary and grammar structures while students practiced pronunciation, improved their fluency, and attempted to sing the whole songs.

As Murphey (1992) states, the song-stuck-in-my-head phenomenon becomes educational for learning vocabulary. Songs turned more enjoyable when they told a short story and when they were used as an excuse to play games. It was proved that songs are good engaging and educational elements to teachers to motivate students and to provide the class with cultural and language reproductions.

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

## **Chapter 6: Conclusions**

After analyzing each research indicator, category, and subcategory, the outcomes obtained from the implementation phase are related to the objectives that were initially set in order to guide the research project, and to attempt to solve the detected problem at first: the lack of vocabulary which hampered the students' classroom speaking performance. In concordance to the first specific objective, *to determine the effectiveness of using songs as a tool to develop vocabulary acquisition in fifth graders at LFMN*, the songs implemented provided students with new words and they were useful elements to introduce topics and grammar structures. The students related contextualized words while approaching topics. As it was mentioned along the paper, teaching and learning vocabulary is not a memorization task; thus, songs resulted appealing and meaningful for students to learn vocabulary.

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

However, some of the students tended to forget words due to the lack of practice and review. This outcome was relevant to the researcher, who concluded that assessing is not enough to guarantee vocabulary acquisition, autonomous work at home is required from students since the frequency of the sessions -once a week- and the curriculum at LFMN demand to go over several topics in a decent pace. Furthermore, going over previous taught vocabulary may help word memorization since word usage helps its internalization and

acquisition. To continue, in regards to the second specific aim, *to examine to what extent games play a role in the enhancement of speaking skills in students of fifth grade at LFMN*, the research draws the conclusion that the vocabulary given in the sessions improved oral skills since they had the raw material to build short length productions of language when they used to speak in Spanish in oral activities at first. Students practiced and reinforced the new vocabulary through oral activities, including games, while being given the opportunity to speak in English and feel motivated by these.

As it was established in the previous objective, part of the vocabulary learned was forgotten by some students. The enhancement of vocabulary storage in classroom oral activities with games took place, but the activities were not meaningful enough for students to internalize and enhance their vocabulary storage according to the assessment activities implemented. Hence, it was important to connect topics and vocabulary with games because it helped students to retain words.

In relation to the third objective, *to analyze how the implementation of songs and games affect the motivation of fifth graders at LFMN to acquire vocabulary and use it for communicative purposes*, the researcher settles that providing students with vocabulary and having them practice it through games or song activities, created a milieu in which students used words meaningfully. The words given were used by students in order to accomplish doing activities as game goals. As the students were not speaking the target language for oral and communicative purposes, games created the space and the necessity for them to express imitative performance and in some activities intensive performance. Besides, the practitioner concludes that songs motivated students and if the activities were well-addressed, they fostered communicative skills; however, when implementing them, the teacher needed to be aware of the students' behavior and participation.

Moreover, emotional reactions such as over excitement produced acts of misbehavior; however, an environment of motivation, acts of cooperation, and team work were noticed too; then, rule setting was helpful when doing games.

To conclude, in terms of the general objective, *to analyze the impact of songs and games to enhance vocabulary acquisition and the development of the speaking skills of a group of fifth graders at LFMN*, the research project achieved to foster speaking skills in students by giving contextualized vocabulary through songs and games. Songs were implemented as a vocabulary resource and games, as the way to practice the language orally and meaningfully. Based on the first implementation sessions, vocabulary required to be presented visually to make students feel attracted to it, and to give girls more elements to be discussed and explored orally. The way the practitioner worked with songs and games helped to foster not only classroom speaking performance skills but also vocabulary techniques as an integration of writing, listening, reading, and social skills such as rules of completion and cooperation. The idea to incorporate the research project to the LFMN curriculum was helpful to both parts in terms of pedagogical objectives. Students connected previous knowledge and reinforced topics by combining elements from both. However, learning words and the language itself, depend on the milieu, the frequency, and the significance girls give to them. Students, as in any learning context, are the responsible ones of their learning process and the ones who decide what to learn and reuse according to what they need and like the most.

### **Recommendations**

In terms of time, the teachers' strike in May of this year reduced the time which altered the design application a little. On the contrary, along the period 2017-2, most of the

lessons were given, since there was not limitation in regard to times off or cancelled days, except for one parents' meeting conference.

Some topics from the LFMN program took much more time than it was expected, due to their complexity and students' difficulties. To continue with the limitations, behavioral and attitudinal acts took place along the implementation.

The application of songs and games resulted so meaningful and motivating to students, that in some opportunities they got unfocused or over thrilled causing misbehavior. However, the use of rules, agreements on values and manners, signs, and a bell helped to control the students' behavior was controlled. Some competition games gave the opportunity to the students to learn how to compete and play individually or collectively.

Overall, the implementation was carried out positively. The research itinerary was not affected by not days without classes or non-attendance cases. Students' misbehavior was a minimal limitation, even though the girls were urged to be controlled by setting rules from the very beginning, and reinforcing them along the semesters. Parents' lack of collaboration and commitment were negative aspects to accomplish all the pedagogical objectives in benefit of the population.

As they were many students and very few video beams and computers, it was difficult to access to digital resources in order to watch videos or play online games, these, would definitely have been enjoyable scenarios for the classes. Most of the material was designed and elaborated by the researcher, students also contributed with posters and songs to make the classes richer in terms of environment and pedagogical tools.

Music and games are sources that not only enhance motivation but also different language skills in students, along this research it has been studied how vocabulary and

speaking skills could be fostered using them, but taking into account the impact that activities with songs or games have on children's skills, listening might be highly reinforced too, it would be worth that further research would focus on this.

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## **Appendix A: Consent Letter**

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



**UNIVERSIDAD PEDAGÓGICA NACIONAL  
FACULTAD DE HUMANIDADES  
DEPARTAMENTO DE LENGUAS  
Práctica Pedagógica  
CONSENTIMIENTO INFORMADO**

Yo, \_\_\_\_\_ acudiente de la estudiante \_\_\_\_\_, del curso 502 J.M. del Liceo Femenino Mercedes Nariño, por medio del presente documento AUTORIZO a MARÍA CAMILA GALVIS LOPEZ, docente de Inglés en formación de la Universidad Pedagógica Nacional para que – como parte de su proceso formativo- acopie información académica y pedagógica de las actividades realizadas con el curso de mi hija.

Esta información, recogida en el marco del proyecto de investigación titulado: *Enhancing Vocabulary Acquisition and oral production through the use of songs*, va encaminada a la realización de su trabajo de grado para optar al título de Licenciado/a en Humanidades con Énfasis en Español y Lenguas Extranjeras, exclusivamente.

Asimismo, manifiesto que conozco que la identidad de las niñas participantes será protegida, omitiendo los nombres propios y empleando –a cambio- una codificación numérica para cada estudiante y que todos los datos que se recojan serán manejados de manera confidencial y con fines exclusivamente educativos. Del mismo modo nos fue indicado que, de ser necesario, mi hija puede retirarse del proyecto cuando lo consideremos pertinente.

En constancia de lo expuesto se firma el presente a los \_\_\_ días del mes de \_\_\_\_\_ de 2017, en la ciudad de Bogotá, D.C.

\_\_\_\_\_  
FIRMA DEL ACUDIENTE

C.C. N° \_\_\_\_\_

**Appendix B: Field Note**

Sample of Field Note made from the observation and diagnosing phase

FIELD NOTES No 4				
<b>SCHOOL:</b>	Liceo Femenino Mercedes Naiño	<b>GRADE:</b>	502	
<b>STUDENT-TEACHER:</b>	Maria Camila Galvis Lopez	<b>DATE:</b>	March 19th 2017	
<b>TUTOR:</b>	Zulma Buitrago	<b>MENTOR-TEA</b>	Janeth Alvarac	
ACTIVITY (Description)	TEXTUAL MARKERS	ANALYSIS (Meaning)	INTERPRETATION (Categorization)	OBSERVATIONS AND PROPOSAL
<p>The teacher reviews on some animals seen in previous classes and tells them that teacher Camila (me) has an activity for them. I proceed to introduce the activity which consisten on a memory game in which they had to match the image with the name of the animal shown. some verbs like "jump, walk, swim, climb" as well as CAN and CAN'T were explained and some examples with animals were given in order to show some animal's abilities, finally the were asked to produce ideas with the animals, can or can't and the abilities previously seen.</p>	<p>kids didn't copy anything on their notebook, except for some of them. All of them listened with attention to the explanation and they seemed happy because they understood the topic very easily. as the images were colorful and big, one of the kids started to draw them on a piece of paper, not following the instruction. however He answered properly when I ask him to give an example.</p>	<p>Most of the kids understood the topic, they participated actively and most of them were not afraid about asking questions repeating or making comments . I tried to create a comfortable environment of learning.</p>	<p>the principle of "Automaticity" or "Automatic processing with perpherial attention to language forms (McLaughinlin 1991). Children don't overanalyze language, they don't think too much about its forms, they just make a relation between their previous knowledge, images and produce logical ideas.</p>	<p>so kids feel more motivated t</p>

## Appendix C: Survey 1

Survey Sample used for identifying and contextualize the population. It was done in Spanish due to the students' level. Information acquired from this survey is described in the contextualization part.



### **COLEGIO LICEO FEMENINO MERCEDES NARIÑO**

INSTITUCIÓN EDUCATIVA DISTRITAL

Localidad 18 Rafael Uribe Uribe

DANE 111001011819. NIT. 860.022.901-6

Reconocimiento Oficial: Preescolar, Educación Básica y Media – Resolución No. 2592 del 28 de Agosto de 2002

Acreditación de Alta Calidad – Resolución 018 del 23 de Noviembre de 2016.



¡Hola! Ayúdanos a responder estas preguntas. Utiliza lápiz y borrador.

1. ¿Cuáles de las siguientes actividades haces para ayudar con las tareas de la casa?

- Tender la cama.  Arreglar tu cuarto.
- Alimentar la mascota.  Limpiar tus cosas y Zapatos.

2. ¿De dónde crees que viene el arcoíris?

---

---

3. Cuando entro a clase de inglés me siento:

- Feliz y cómodo porque estoy aprendiendo más de algo que me gusta.
- Aburrido porque no me gusta.
- Desesperado y quiero salir ya.

4. ¿Cuál de estas actividades te gusta hacer en la clase de inglés?

- Hacer grupos con tus amigos y competir con los demás.
- Sentarte y concentrarte en tus tareas.
- Jugar y competir tu solo contra los demás.



5. ¿Cuáles son las actividades que realizo con mis papás y mis hermanos?

---

---

6. ¿Estás inscrito o asistes a Clases de bailes, de música, de pintura de actuación u otras? Dinos cuales son.

---

---

7. ¿Cuál de estas actividades te gusta realizar en la clase de inglés?

- Escribir a cerca de ti o de tu rutina diaria.
- Escuchar canciones.
- Hablar con tus compañeros y con tu profesor en inglés.
- Leer cuentos, párrafos y oraciones en inglés.

8. ¿Considero que soy bueno en inglés?  SI  NO

9. ¿Soy capaz de saludar, presentarme y describir cosas en inglés?  SI  NO

☺☺☺ ¡MUCHAS GRACIAS! ☺☺☺

## Appendix D: Survey 2

Survey Sample used for identifying the main issue. At first, it was thought the issue was related to motivation and participation but this survey guided the diagnosis until detect the problem.



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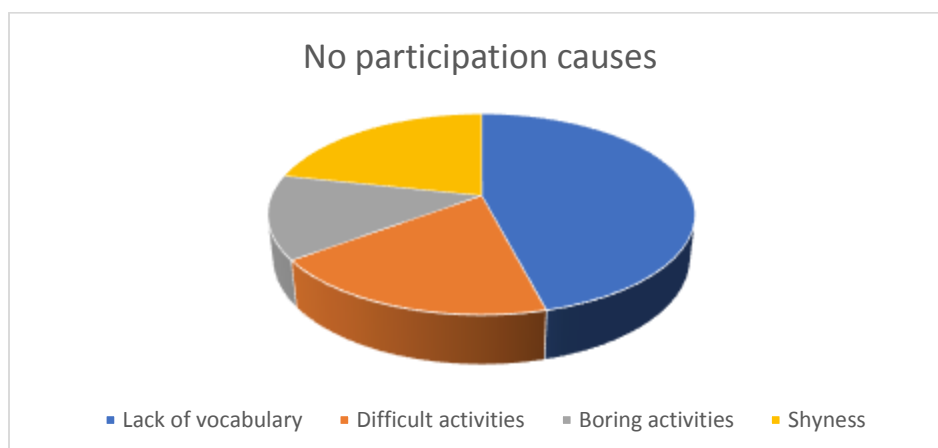
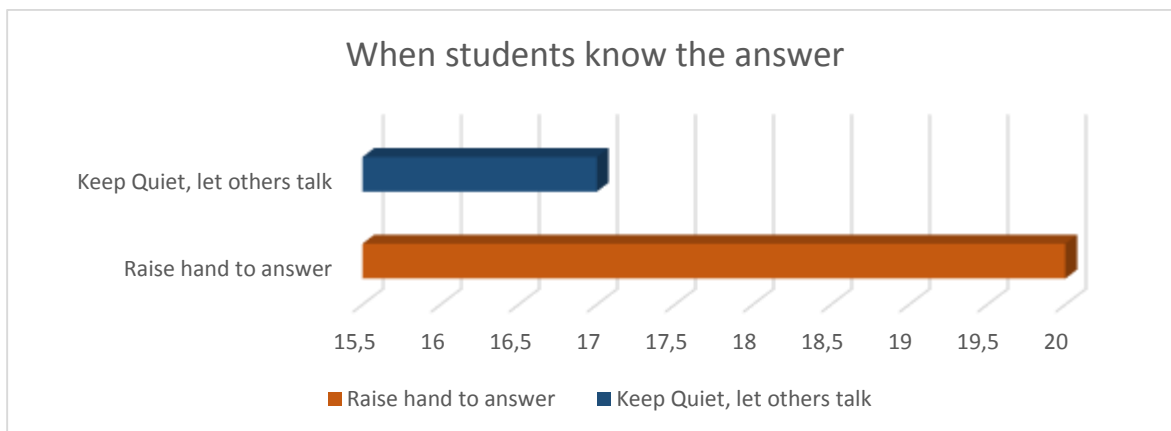
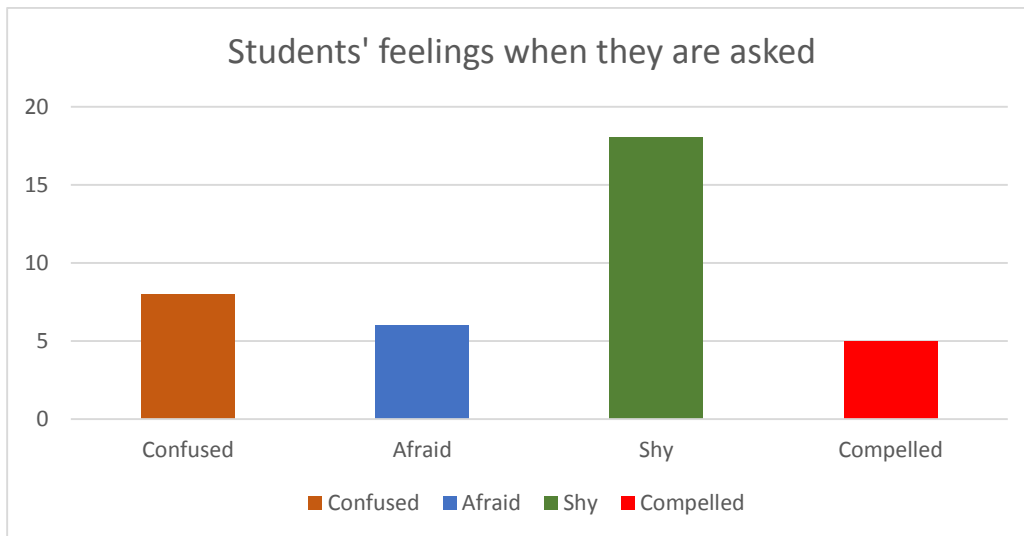
*Responde las siguientes preguntas.*

1. Cuando me hacen preguntas en inglés, me siento:
  - a. *Confundido porque no entiendo lo que me preguntan.*
  - b. *Asustado porque no sé cómo dar la respuesta en inglés.*
  - c. *Tímido porque siento que mi respuesta no será correcta.*
  - d. *Obligado a responder y por eso, me queda callado.*
2. Cuando sé la respuesta a una pregunta:
  - a. *Me quedo callado porque sé que mis compañeros la van a decir*
  - b. *Levanto la mano para dar la respuesta antes de que alguien más responda.*
3. La razón por la que a veces no participo es porque:
  - a. *Carencia de vocabulario expresar mis ideas correctamente.*
  - b. *Las actividades no son interesantes.*
  - c. *Las actividades son muy difíciles de hacer.*
  - d. *Soy muy tímido y me da pena.*
4. ¿Me gustan las canciones de las películas, aunque sean en inglés y quisiera cantarlas?  
**SI** **NO**  
¿Me gustaría que en la clase se incluyeran actividades con canciones de películas?  
**SI** **NO**
5. ¿Cada cuánto vas a cine o ves películas animadas en casa?  
Una vez al mes \_\_\_ Dos veces al año \_\_\_ Una vez al año \_\_\_
6. ¿Has trabajado alguna vez con películas en las clases de inglés? **SI** **NO**
7. Danos cuatro ejemplos de canciones de películas que te hayan gustado  
\_\_\_\_\_  
\_\_\_\_\_
8. ¿Sí las actividades en clase incluyeran canciones de películas, me sentiría a gusto para participar y hablar en inglés?

GRACIAS ☺

### Appendix E: Survey's result

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



## Appendix F: Lesson Plans

Lesson plan sample

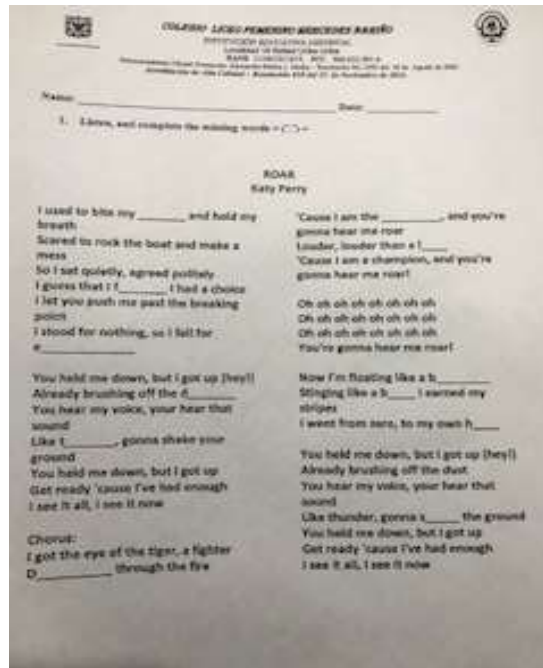
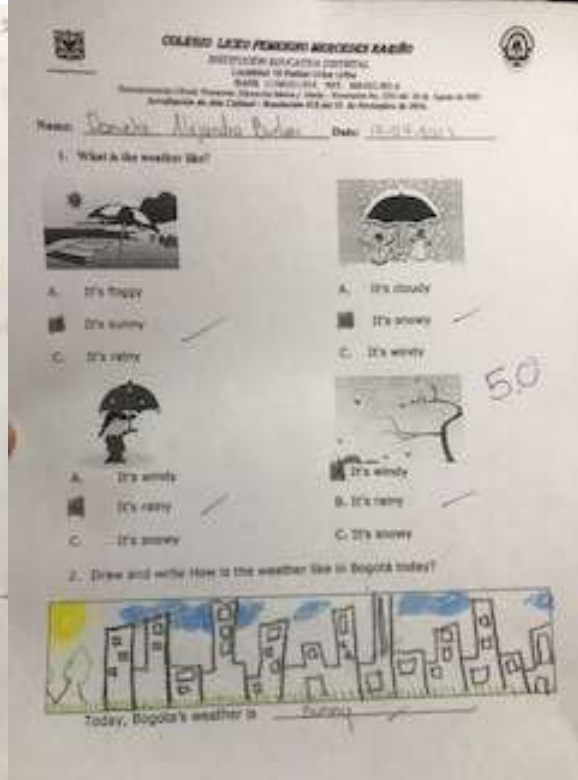
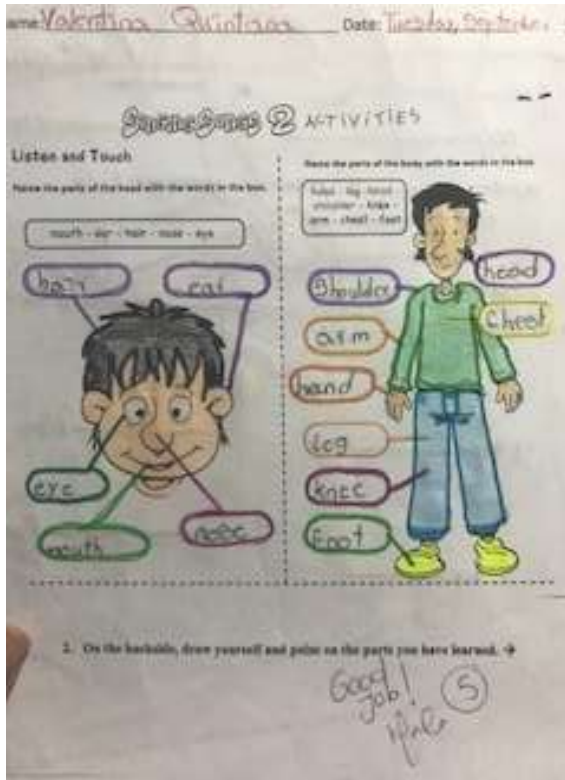
PRE-SERVICE TEACHER'S NAME: Maria Camila Galvis Lopez I.E.D.: Liceo Femenino Mercedes Nariño

LESSON PLAN No. \_7\_ DATE: \_3rd October 2017\_

PROFILE		
Name of the Lesson: Olaf <b>Introducing my monster</b>	Subject: <b>Body parts, has got</b>	Grade Level: 502
Number of students: <b>38</b>	Duration: 60 minutes	Instructional Settings: Whole group work
General description of lesson: The S's will do a short presentation of a created monster		
OBJECTIVES		
By the end of the lesson, the S's may be able to describe a third person talking about parts of the body.		
MATERIALS	AUDIO-VISUAL RESOURCES	
Hand-made Monsters		
PROCEDURE		
<p>- Warm up:</p> <p>To start the lesson, the S's will stand up and follow a total physical response sequence about the difference between the words "Hungry" and "Angry" that the teacher is going to show them, they will repeat it at least 5 times before they go back to their seats.</p> <p>- Presentation:</p> <p>After practicing the TPR sequence, the students go back to their desks and listen to the teacher while she presents Her own Monster.</p> <p>-Practice:</p> <ol style="list-style-type: none"> <li>1. The girls will ask questions about the teacher's monster.</li> <li>2. Then, voluntarily 8 students will be chosen to present their monsters.</li> <li>3. The presentation must follow the structure previously shown on the last class which is:                             <ul style="list-style-type: none"> <li>- Good morning, my name is _____</li> <li>- I am ____ years old.</li> <li>- Today I'm going to talk about my monster, its name is...</li> <li>- It has got... (parts of its body)</li> </ul> </li> <li>4. all the mosnters will be displayed on the board.</li> </ol> <p>- Homework:</p> <p>Check it's favorite English song and bring its lyrics on a paper (1 point)</p>		

Appendix G: Worksheets

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



## **Appendix H: Transcripts**

Recordings were used as an instrument to collect data. Recordings were analyzed in order to see how students performed oral tasks like asking for meanings in English, giving information or interacting among themselves.

The following transcript has to do with an activity in which voluntarily, girls had to describe and present a monster.

**-Teacher:** Good morning, today is our Monster's presentation, Sara is going to be the first so please listen to her.

**-Student 1 (Sara):** Good morning teacher, good morning class, Today I want present my monster called Rocco. (laughs) Rocco has five eyes, His body is color Yellow (teacher: yellow color) and has five feet.

**-Teacher:** Good Sara, thank you, now let's listen to Dulce.

**-Student 2 (Dulce):** Good morning, my name is dulce, I am once years old, today, I'm going to talk about my monster, my little monster is called Or, It's five years old, mide setenta centimeters, its hand and feet are white, it has one mouth, I has four eyes of different colors, it has golden nose.

**-Teacher:** Good Dulce thanks. But please don't use Spanish, "I am eleven years old, It is seventy centimeters tall)

**-Student 3 (karen):** Good morning, my name is Karen Alvarado, my monster it has nine eyes, six hearts, it lives in the galaxy, its name is golden.

**-Student 4 (Sofia):** Good morning class, my name is Sofia Jaramillo, He is my monster, my monster is called Kuzu, has eyes, three hands, three shoulders, one head, three ears, two nose, one mouth, big teeth, ten legs, ten knees, ten ankles, and He is purple and green. Something funny in it is fat your ears are in your arms, my monster is lovely and fun, is a little ugly, but doesn't matter, your big heart. Thank you class, thank you teacher.

**-Student 5:** Good morning this is my monster, your name is john, it is black, it is beautiful, it is even arms and its color grey.

### **Appendix I: Games**

Activities including games like board games sort, role play or competition games like Jeopardy and even crosswords, helped the students to establish communication among them and practice the vocabulary given.

