

**Implementing Songs as an Incidental Vocabulary Acquisition Strategy: an aim to improve
Learners' Lexical Competences**

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Master in Pedagogical Mediation in English Learning

2022

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A Research Report submitted in fulfillment of the requirements for Degree of Master in
Pedagogical Mediation in English Learning

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Acknowledgements

In the first instance, our thanks go to our Lord because without divine assistance none of this would have been possible. During the development of this research project, which was marked by the times of pandemic due to covid 19; our strength came precisely from God since this path was not easy at all. Many emotional, personal and physical obstacles arose during its realization.

However, we were courageous enough to go ahead and complete this project.

We also want to deeply thank all the tutors who in one way or another contributed to the construction of this research work, especially, our thesis Advisor Edith Lorena Grande Triviño for being a kind professional and providing us with support in all respects. Indeed, we cannot forget our families which were encouraging and understanding during all this time.

Moreover, our research study was possible thanks to our students who hopefully accepted our invitation in order to contribute in some way not only to their academic development but also personal. In addition, we feel grateful to Simon Bolivar school's principal for allowing us to carry out this investigation. Our efforts will continue to renew our teaching methods to benefit

learners wherever we teach.

Abstract

Students' performance in the national standardized test has been of great importance for teachers and schools because of the ranking positions in which schools are placed every year. Results in that test have become an important competencies measurement instrument and good scores a vehicle for entry to higher education. Due to this, the goal is to prepare students to do well on the test through good training in reading comprehension and vocabulary exercises.

The present study founded on the action research approach aimed at investigating and explaining how the Incidental Vocabulary Acquisition Strategy (IVAS) assists a specific group of 11th graders at Simon Bolivar School in the learning of vocabulary through songs with the intention to improve their performance when associating descriptions and vocabulary in section two of the English Saber 11 test. In the pursuit of collecting relevant data, an exploratory questionnaire survey, the teachers' field notes, a diagnostic reading comprehension test, a pre-test and a pos-test were implemented to that end.

The IVAS caused a positive impact on the educational community and gave good results in relation to the level of vocabulary and therefore the degree of understanding by associating it with concepts of 11th grade students of the Simon Bolivar school. Outcomes showed that music can be a tool that successfully affects the acquisition of words and concepts, creates an atmosphere conducive to learning and benefits the performance of students in the test saber 11, especially in part 2 (associating words with descriptions).

Keywords: Incidental vocabulary acquisition, word association, descriptions, songs, standardized tests.

Resumen

El desempeño de los estudiantes en la prueba estandarizada nacional ha sido de gran importancia para los docentes y las escuelas debido a las posiciones de clasificación en las que se ubican las escuelas cada año. Los resultados de esa prueba se han convertido en un importante instrumento de medición de competencias y las buenas calificaciones en un vehículo para ingresar a la educación superior. Por ello, el objetivo es preparar a los alumnos para que salgan bien en el examen mediante un buen entrenamiento en comprensión lectora y ejercicios de vocabulario.

El presente estudio se basó en el enfoque de investigación-acción que tuvo como objetivo investigar y explicar cómo la Estrategia de Adquisición de Vocabulario Incidental (IVAS) ayuda a un grupo específico de estudiantes de grado 11 de la institución educativa Simón Bolívar en el aprendizaje de vocabulario a través de canciones con la intención de mejorar su desempeño al asociar descripciones y vocabulario, en la sección dos de la prueba English Saber 11. En la búsqueda de la recolección de datos relevantes, se implementó para ello un cuestionario exploratorio, las notas de campo de los docentes, una prueba diagnóstica de comprensión lectora, un pretest y un posttest.

La estrategia (IVAS) causó un impacto positivo en la comunidad educativa y dio buenos resultados en relación al nivel de vocabulario y por ende el grado de comprensión al asociarlo con conceptos en estudiantes de grado 11 del colegio Simón Bolívar. Los resultados mostraron que la música puede ser una herramienta que incide exitosamente en la adquisición de palabras y conceptos, crea un ambiente propicio para el aprendizaje y beneficia el desempeño de los estudiantes en la prueba saber 11, especialmente en la parte 2 (asociación de palabras con descripciones).

Palabras clave: Adquisición de vocabulario incidental, asociación de palabras, descripciones, canciones, pruebas estandarizadas.

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Introduction

Learning a foreign language has become a challenge in public schools because of the requirements stated in MEN's standards based on the Common European Framework of Reference (CEFR). In addition, students being in eleventh grade are supposed to comply with specific proficiency levels to deal with the national standardized test. Unfortunately, one common problem in English language learning in official schools is the low vocabulary level students have which proves to be a limiting factor. In order to reach the B1 level according to what the MEN has established, there are many concerns about how this test is managed by students because they have vocabulary issues related to the number of words they know in the foreign language (see Appendix A: Exploratory Questionnaire Survey) which can be counterproductive whilst confronting that test.

This research was carried out in a local school in Sahagún-Córdoba, Colombia, with a target group of 35 students in 11th grade, who are facing difficulties in relation to the vocabulary command which hinders their performance in the Pruebas Saber 11 test annually. The main purpose of this research is to establish to what extent the implementation of the aforementioned strategy can help these learners have significant vocabulary gains and how this would impact their performance when associating descriptions with words, which is related to the second stage of the English Saber 11 standardized test.

Introduction to the Research Study

In order to comply with specific proficiency levels before leaving high school, eleventh grade Colombian students have to deal with the national standardized test Saber 11. Unfortunately, most students from public school do not fulfill those requirements. The present study focused on a population that shows some similarities with the situation explained above. Students being in eleventh grade at Simon Bolivar school do not reach the B1 level the MEN has established.

Results in the test were probably due to the poor learners' lexicon hindering a good development of other abilities. Likewise, vocabulary issues became the main concern in this research project, as well as the relationship between descriptions and vocabulary items.

Context of the Research Problem

This research was carried out in a local school in Sahagún-Córdoba, Colombia, with a target group of 35 students in 11th grade, who are facing difficulties in relation to the vocabulary command which retards their performance in the Pruebas Saber 11 test annually. The main purpose of this research is to establish to what extent the implementation of the aforementioned strategy can help these learners have significant vocabulary gains and how this would impact their performance when associating descriptions with words, which is related to the second stage of the English Saber 11 standardized test.

Hypotheses and Research Questions

English language learning has become more common due to the fact that it is used purposefully worldwide. It has led to many schools trying to prepare students for obtaining proficiency levels and more opportunities after graduation. When it comes to public schools, everything is different and teachers end up getting exhausted in a process whose results are not the expected ones. Despite all methodologies used to make learners better understand lessons, it

seems that they forget things easily due to non-retention techniques, hence learning is not meaningful for them. Therefore, after sixteen years of working for Simon Bolivar educational institution students, it has been so difficult for learners to develop different skills because of their lack of lexical competence. Having a wide range of vocabulary which is important in any language ability. “Several studies have found that learners regard the lack of lexical competence as one of the major hindrances in L2 or foreign language learning”. Folse & Nation (2017, as cited in Naginder, K., 2006, p. 91).

In addition, the context where they live does not offer them a good quality of life, many do not live with their parents, some of them are surrounded by delinquency and drug trafficking. It is also important to express that the sample population belongs to 0, 1 and 2 social strata, most of their parents have no professional education, they are street vendors, housewives and motorbike taxi drivers. Consequently, they do not have access to extra resources such as technological ones, that may contribute to their language skills practice and development so they are only limited to what they can get from the institution. On the other hand, students in general have been influenced strongly by a cultural misconception related to the English language learning because they have no expectations to pursue any academic or professional path not even considering enrolling in university for many reasons, especially socioeconomic and attitudinal ones. Most of them do not consider a foreign language an important aspect in their lives. A good example to illustrate this fact, are the results in school examinations learners have obtained years ago. Being graded quantitatively has not been beneficial neither for teachers nor for students as their scores seem not to improve in most cases.

Besides, students feel fearful and frustrated in classes because they have many gaps in regards to vocabulary, pronunciation and language skills. The lack of English classes in primary

and insufficient time devoted to English classes have been determining factors in their performance; participation has become lame and the class teacher-centered; in other words, the teacher talks most of the time in classes and learners exclusively listen without objection, questions or comments to make the lesson rich and meaningful. Various studies conducted at secondary schools as well as at institutions of higher learning show that lexical paralysis is a major contributor to learners' incapacity to cope with the language skills of listening, speaking, reading and writing. (Naginder et al.,2017, p.91). Therefore, the students' performance in the English class is not good and things appear not to change over time.

Vocabulary acquisition is our main concern in this research, many studies have been carried out due to the fact that it is a common problem, one of these studies is called the effects of songs in foreign language acquisition conducted by Orhan kocaman (2016), he could demonstrate that songs help most of the participants learn many aspects of vocabulary such as pronunciation, spelling, meaning and usage. On the other hand, Baker (1995) expresses that:

Researched incidental vocabulary acquisition from pop songs in and out-of-school contexts in Austria by implementing a survey showed that implicit vocabulary acquisition was possible in and out-of-school contexts by music and songs. In parallel with the findings of the earlier studies in literature, it was found that music and songs were effective tools, which support vocabulary learning. (P. 119).

Based on the problem and the studies' support, previously mentioned, this research aimed at investigating how the implementation of the strategy Incidental Vocabulary Acquisition through listening to songs contribute to improve the performance of 11th grade students from Simon Bolivar school, when associating descriptions with words. Thus, they can do well in the second stage of the English Saber 11 standardized test. In order to achieve this purpose some

collecting data instruments were applied, referring to their music preferences, their favorite English or American singers, aspects of vocabulary they find difficult, strategies or techniques they use to acquire vocabulary among others.

After collecting this information, the research group worked on a project supported by different authors and studies that have been successful in this issue, that is, looking for innovative strategies or techniques that let students improve their vocabulary level through the use of songs to learn vocabulary incidentally, that catch their attention and make them feel comfortable. The idea is that they could make part in the decision-making process taking into account their preference and learning needs.

Research questions

To what extent can the implementation of the strategy Incidental Vocabulary Acquisition through listening to songs contribute to improve the performance of 11th grade students from Simon Bolivar school when associating descriptions with words?

How can the implementation of incidental vocabulary acquisition through listening to songs strengthen 11. grade students' vocabulary command along with description and word association exercises?

Research Objectives

General Objective

To explain how the implementation of the strategy Incidental Vocabulary Acquisition through listening to songs contributes to improve the performance of 11th grade students from Simon Bolivar school when associating descriptions with words.

Specific Objectives

To identify how the implementation of incidental vocabulary acquisition strategy through listening to songs strengthen 11. grade students' vocabulary command along with description and word association exercises.

To describe the relation between the influence of songs through IVAS on English vocabulary acquisition.

Scope and Limitations of the Research

This study focused on the extent the use of the IVAS through listening to songs contributed to improve 11th. grade students' performance from Simon Bolivar school when associating descriptions with words. Taking into consideration the time which was provided to put into practice methodologies and activities, this research covered difficulties students could have in vocabulary acquisition, which was considered an urgent aspect to work on.

On the other hand, the data collection instruments were applied only in a 5% of the total population of the school (1000 students) which means that the population for the study used for the sample did not give accurate information as it was taken in a reduced group, thus perceptions learners may have can be subjective and insufficient. Other elements including time, technological resources and environmental factors are inevitable constraints. Only two hours a week are devoted to English classes which means that this makes it even more difficult to

conduct a deep study. In regard to technological resources, it can be said that the school lacks materials such as: video beams, portable high-quality sound, internet connection, didactic materials and an audiovisual classroom, in addition to this, other teachers from other subjects tend to make use of the few tools at hand. Finally, the classroom environment and learners' willingness can be counterproductive as weather conditions in the afternoon shift and the environment itself can have a negative effect on students' attitudes and comfortability.

Rationale for the Study

For decades, the English language has begun a process of expansion in line with the phenomenon known worldwide as globalization. More and more people are learning to speak the language, and more and more people are relying on it to get a job or prosper in it. The Argentinean professors and researchers Biava and Segura (2010) also state that the use of a foreign language, with an emphasis on English, has gone from being a privilege to being a necessity in the different productive sectors. The process of globalization has been the main reason for which English has acquired importance worldwide, to the extent that it is now considered as the universal language of business. It can be said that it is the language of today's world, which has had repercussions in all countries where English is not spoken, including Spain, so that it has an almost direct impact on the various fields and occupations, and learning it is no longer considered a privilege but an imperative necessity (Jaimechango, 2009 as cited in Chavez et al, 2017).

Although Spanish is the native language of more people than English is, the latter is more learned as a second language to the first. "Recent estimates suggest that some 402 million people speak it as their first language, as it is currently used by more than 1000 million of non-native speakers". (Ortiz, 2013 as cited in Chavez et al, 2017). Therefore, their learning is a priority from

the primary education levels, reaching to the peak of higher education, where their knowledge and qualities in the different aspects of hearing, expression and interpretation must be elevated.

Incidental Vocabulary acquisition is the main topic to be discussed in this proposal, which has been demonstrated as a research problem that deserves to be studied. Baker (1995) affirms that stimulation of prior knowledge allows students to draw on their personal experiences in order to assimilate new information. Teachers often help students to attain the required background knowledge in order to learn essential information or skills. When increasing vocabulary, it is useful to activate learners' background knowledge by considering the match between vocabulary goals and teaching strategies and by encouraging autonomy in lexical learning.

With the purpose of improving students' vocabulary level, this research aimed at investigating how the IVAS through listening to songs contributed to have an impact on the strategies 11th grade students from Simon Bolivar school use to match descriptions to words. The objectives that were intended to be reached have to do with identifying the appropriate techniques to improve English vocabulary level.

Rationale for the Research Problem

This research is relevant to the school's community due to the fact that results from the last six Saber exams, which are the tests given by the Ministry of Education to all 11th graders in the country, show every year learners' low results, barely reaching the beginner level A1 (see Appendix C). As students do not have the required amount of vocabulary to comprehend texts and resolve matching activities in classes, it should be expected that scores are directly related to the lack of vocabulary students have when facing that test.

Hence, this is imperative to find manners that allow students from Simon Bolivar school

retain as many useful words as possible. Thus, motivation and interest in language can be increased as well as vocabulary can be improved in a limited time through the application of the proposed strategy. As stated by Sevki, K. et al (2005). “Music can develop human senses with retrieving knowledge and reducing stress” (p. 113). Giving learners options to learn in a different way instead of traditional lessons. In addition, teaching from an innovative and creative perspective can be useful for the learning process; using songs for different objectives can be advantageous to promote English learning by keeping students involved and interested. (Sevki, K. et al, 2005).

Rationale for the Methodologies to Address the Problem

Incidental Vocabulary acquisition is the main topic to be discussed in this proposal, which has been demonstrated as a research problem that deserves to be studied. Baker (1995) affirms:

Priming background knowledge helps students draw on their personal experiences as a means to understand new information. In many cases, teachers may help students acquire the necessary background knowledge to learn critical information or skills. In facilitating vocabulary growth, it is helpful to activate student background knowledge when considering the match between vocabulary goals and instructional strategies and when promoting word-learning independence. (p. 20).

Literature Review

Introduction to the Literature Review

The following section gives accounts of some studies that recognize the importance of vocabulary in the learning of the target language. Many researchers have found the IVAS a great source to cope with the English language demands, being vocabulary knowledge a pivotal requirement for language broadly speaking as it was already mentioned in the problem statement.

State of the Art

Vocabulary and Incidental Vocabulary Acquisition

The basis of language learning is to have an excellent vocabulary level in order to understand well enough and express our ideas fluently. Torres & Ramos, 2003; Nation, 2001 (as cited in Naginder, K., 2017, p. 90) suggest that “With adequate lexical knowledge and competence, learners are able to cope with the English language because vocabulary acquisition is a requisite and determinant of the extent of learners’ language literacy via the four language skills”. In order to reach this objective, strategies such as the use of songs is a good alternative. It is relevant to take into account students’ needs, interests and likes to choose the best resources that fit with them so that the goals were achieved more easily.

According to some studies, people acquire a great deal of their vocabulary in the early stages of schooling, which is why their memorizing potential should be stimulated when they are in primary school. Baker (1995) quotes that Learners with low lexical proficiency, including dyslexic students, require strong and systematic educational support to become successful independent word learners. For many students, the critical framework that helps pave the way to successful independent learning skills is established early in life through exposure to written language and the development of strong writing and reading skills. (p. 7).

As a way to introduce the concept of Incidental vocabulary acquisition in this paper, Karami, A. (2019) explained that: “Incidental vocabulary learning strategy focuses on incidental acquisition of words without dedicating too much attention to them. This strategy became popular because different researchers reported positive results from its implementation in second/foreign language classrooms”. (p. 61-62).

Despite the fact that Karami’s study focused on the vocabulary knowledge of the second/foreign language learner that can be enhanced incidentally through watching videos and hearing words in meaningful contexts and communication, it is also noticeable that this strategy can be used purposefully according to different settings and available resources, “Incidental vocabulary learning strategy is also based on the view that words can be learned naturally by using different individual senses such as hearing and vision” (Karami, A., 2019, p. 67).

Advantages of using Songs to acquire Vocabulary and Incidental Vocabulary Learning through listening to Songs

It is understandable that learners feel overwhelmed with the fact that most teachers ask them to learn irrelevant lists of words by heart due to the lack of time to teach them in classes because the activity of teaching those words itself is exhausting. Coming up with the idea of using songs in order to enhance students' learning in the classroom so that they become active participants and get vocabulary pleasantly, has caught the attention of several researchers to prove their efficiency when learning vocabulary. “Words and music are so closely related physiologically and perceptually that some theories concerning the origins of music claim that music is in fact a form of heightened speech” (Bernstein 15, cited in Rukholm, V. 2015). In the study conducted by Rukholm, it was stated that not only music or songs serves to retain words but also to awaken emotions as inseparable to human beings “It is logical, therefore, that song

should continue to be utilized as an effective didactic tool throughout adolescence since it continues to play an important role in the emotional and psychological development of youth”

In addition, Çevikbaş et al. (2018) through the development of their research study named “Effects of songs on the development of vocabulary among first grade EFL learners,” suggest that it is evident the use of songs to favor the linguistic development process of the youngest children. Songs are effective because they are rich in vocabulary as well as being attractive. They are based on an everyday theme, which creates a context conducive to vocabulary acquisition. All in all, many studies affirm that there is a positive effect of songs on the acquisition of vocabulary, which forms the basis for the development of the four language skills and needs to be promoted from primary school in order to have an optimal level by the time they enter secondary school.

Though there have been researches about incidental vocabulary acquisition through listening to songs, the tendency is to relate incidental vocabulary gain to the reading ability or incidental vocabulary acquisition through listening to songs using visual aids and actions that were pretaught (Pavia et. al, 2019, p. 746); Vidal (as cited in Çekiç, A., & Demirezen, M. (2020)” found that listening can be a source of vocabulary learning in interaction with the proficiency level and the frequency of occurrence of the target words" (p. 114).

There are two key studies Medina (1993) and Pavia et. al (2019) in which this research project relies on and whose intention is that of looking forward to investigating an almost unexplored area which is vocabulary acquisition incidentally through music as anything concrete has been said about it. As stated in Çekiç, A., & Demirezen, M., (2020) “In spite of decades of research into incidental L2 vocabulary acquisition, only a few” studies have investigated the effects of different modalities (listening and viewing) in incidental L2 learning (p. 110).

Moreover, to contribute to the previous thought, Pavia et. al (2019) mentioned that:

Medina (1993) is the only study to empirically investigate L2 incidental vocabulary learning from listening to songs in a controlled setting, without any deliberate attention or teaching of the target words. This study provided evidence that songs may potentially contribute to L2 vocabulary growth (p. 746).

In addition, “Listening was less studied in incidental vocabulary learning and was initially regarded as an additional input to reading” (Brown et al 2008, Horst et al 1998, Kelly 1992, Webb & Chang 2015) (cited in in Çekiç, A., & Demirezen, M., 2020, p. 113). Pavia et. al (2019) in their study emphasized on “incidental learning of three vocabulary knowledge dimensions (spoken-form recognition, form-meaning connection, and collocation recognition) through listening to two songs” whose results were the following: (a) listening to songs contributed to vocabulary learning, (b) repeated listening had a positive effect on vocabulary gains, and (c) frequency of exposure positively affected learning gains (p. 745).

Another research study whose conclusions are relevant to highlight in the present paper, is the one conducted by Brodarić Šegvić, S. (2019) in which students from Croatian high schools were examined to determine what type of media helped them acquire vocabulary incidentally and influenced their lexical competences. According to the results obtained, it can also be concluded that high school students state that they had relevant gains in English words and definitively improved their performance in formal EFL classes because they listen to music and watch movies. Thus, when it comes to linguistic development, outcomes in this study reflect the relevance of listening to music using lyrics, watching movies, television series, British or American programs in order to broaden vocabulary knowledge. (p. 44).

Despite the fact that the students taken into consideration for this research project do not

have the same possibilities and motivation as Croatian students, in order to improve their lexical competence, technological resources were taken to the classroom to cope with limitations and to continue with the process of helping students with vocabulary issues. Although many teachers utilize songs in classes for different reasons, for instance, entertaining, classroom management, learning styles addressing among others; the fact that songs can be used to learn vocabulary incidentally, especially in the Colombian context intending to enhance learners' reading comprehension ability; it is a matter of attention and a field worth trying. To this end, "In a review of the literature, Marchionda (1995) indicates that the use of song lyrics can be an effective method for teaching reading comprehension, building vocabulary and developing other language abilities and listening skills". (cited in Kouri, T., & Telander, K., 2008, p. 331).

Theoretical Framework

To have a clearer view of what this study attempted to achieve, these four main concepts stand for the keywords that served as guidance for this research: Vocabulary, IVAS, Songs, Descriptions and Word association.

Vocabulary

Vocabulary can be defined as "the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do" (Vocabulary and Its Importance in Language Learning, p. 2). The teaching experience shows that there is a large number of students, especially from public schools whose language competences are so limited that it has become difficult for them to follow the Common European Framework of Reference A1 and A2 levels taught in most high schools. This is primarily due to the lack of word knowledge learners have when they cope with a variety of tasks or activities in classrooms and finally, when they become eleventh graders when facing the standardized test

(Saber 11).

Hence, the powerful conception Wilkins (cited in Ehsanzadeh, S.J., 2020) had in regards to vocabulary, backs up the idea of how relevant it is to the language learning process and outcomes as well, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 2). Furthermore, when talking about proficiency and learning objectives students need to achieve, it comes to the mind the fact that there is a lot to do to help students’ reach high proficiency levels if there is no conviction that vocabulary knowledge is important; “Vocabulary has often proved to be the element that makes a difference in language competence” (Brodarić Šegvić, S., 2019, p. 37).

Songs

On the other hand, the Cambridge Dictionary (n.d) and the Oxford Dictionary (n.d) sequentially give the following definitions of what a song is: “A usually short piece of music with words that are sung”; “A poem set to music”. This component supports the proposed strategy in a precise way as well as the overall study. In order for learners to learn new vocabulary easier and faster, combined with the IVAS, songs can be used as facilitative tools that help classes be more enjoyable and advantageous. According to Gadani (2016, as cited in Kocaman, O. 2015, p.118), “the use of songs in lessons improves learners’ listening and pronunciation skills and it plays a huge role in their overall development”.

Brodarić (cited in Brodarić Šegvić, S., 2019) concluded that “music, film, the Internet and video games are the media that have the greatest impact on the English language competences of high school students” (p. 38). Accordingly, music in the form of a song, can bring about benefits for the learners because they can identify with it, leading to comfortability and taking the students to the path in order to develop certain abilities to be competent.

According to Murphey (1990) pop music in the form of songs can have strong effects on people's language acquisition because they are catchy. When a song is memorized, foreign words appear in the mind while its melody can be listened to; an important aspect to figure out how this happens internally (Brodarić Šegvić, S., 2019, p. 35).

As music has many advantages such as evoke memories, feel satisfaction and express joy; this research study got the maximum out of this amazing and powerful tool to comply with the expected results. Studies already mentioned in this paper have proved to identify positive findings when using songs to teach vocabulary, which was a light that emerged to sustain this research project.

Incidental Vocabulary Acquisition Strategy

For this study, incidental vocabulary acquisition was chosen as the strategy which pretends to assist learners in the learning of vocabulary through songs to help them develop competences while making relationships between descriptions and words. Therefore, it was necessary to understand what is to learn vocabulary incidentally, for instance, Ehsanzadeh, S.J. (2020) explained that: "Incidental vocabulary acquisition is the learning that occurs without conscious focus on the object of the vocabulary learning" (p. 3). This research project attempted to use songs as a supportive tool thus "pretest may happen from learning another language skills such as reading and listening". (Wan, A. & Huah, L., 2020, 267).

Another relevant thought is the one expressed by Van Zeeland & Schmitt (cited in Çekiç, A., & Demirezen, M., 2020) is slightly similar to that of Ehsanzadeh: "Incidental learning is defined as learning occurring when learners acquire new aspects of language without paying special attention to do so" (p. 113). These definitions serve as the compass that guided this investigation whose intention was to help students acquire vocabulary incidentally through the

listening to songs and do matching activities. It is in the teacher's hands to provide learners with the conditions and adequate tools in the classroom and allow learning to happen without learners being told explicitly about it. Hence, Sekelj (cited in Brodarić Šegvić, S., 2019) suggests "the learning process should be seen as a sum of the implicit, mostly unconscious acquisition through language exposure and of the explicit, systematic learning in formal settings" (p. 37). With a striking conception Rieder (cited in Karami, A., & Bowles, F. A., 2019) said that: through IVAS, words can be acquired unintentionally while students find themselves doing another activity concurrently.

Therefore, an important theoretical base for this study on effective incidental vocabulary learning through the listening to songs underlies in the theory proposed by Medina (2019) sustained by Krashen (1989) in relation to his input hypothesis, when new words are acquired by learners when those words mean something to them; this stage is called "comprehensible input" as the learning of the unfamiliar words is accompanied by extra resources to make the vocabulary understandable, especially in oral stories. However, Medina embraces Krashen's theory and instead uses songs as she found them useful. As it was stated: instead of oral stories, other resources such as songs can be used to make the IVAS happen. They have similar characteristics; however, songs possess a musical component while oral stories offer a spoken feature (p. 2).

Description and Word Association

The general objective of this research project was to explain how the implementation of the IVAS through listening to songs contributed to improve the 11th grade students' vocabulary command, so that they are capable of establishing connections between concepts and words. To continue with this paragraph, it is necessary to mention some conceptions from

different points of view. As Richards et al. (cited in İSTİFÇİ, İ., 2010, p. 360) state, the term “word association is a way in which words come to be associated with each other and which influence the learning and remembering of words”. For Miller (cited in İSTİFÇİ, İ., 2010, p. 360) “word associations show the familiarity effect: responses are faster to familiar words and if a word has been presented before, it takes a shorter time to respond to that word”.

Therefore, as a way to guide participants in the learning and the association strategy of the vocabulary chosen, they were supplied with specific words contained in two songs to give them the practice to carry out tasks. As a final goal, learners were given the elements to undertake a test in which they had to look for the relationship between the words and the descriptions presented in two different columns. Metaphorically speaking, this research process can be explained using the following words: Songs were the vehicle and the IVAS became the driver who transported students to a destination: The students’ vocabulary improvement to be somehow more competent in the Saber 11 test.

Conceptual Framework

This chapter describes the types of study chosen for the research, some population’s characteristics, the ethical issues that it involves, the procedures that were applied in the development of the proposal as well as the instruments used in the data collection and validation process.

Rationale of the Research Study on the Literature

The above-mentioned information in the theoretical framework and literature review has its foundations on the present study due to the fact that a specific population of students was investigated because of a lack they have in their vocabulary command. The IVAS through listening to songs pretended to have an impact on the reading comprehension abilities in 11th

grade students from Simon Bolivar school, the objectives that were intended to be reached had to do with identifying the appropriate techniques to improve English vocabulary level as well as verifying if the learners' vocabulary acquisition is close to the level the researchers hope them to obtain and that is defined in MEN standards based on the European common framework. Some data required to be collected so as to get insights into the strategy and its impact on the group of learners. Also, demonstrate advantages of using songs to acquire vocabulary and evaluate the strategy of Incidental vocabulary learning through listening to songs.

Therefore, this research aimed to understand students' lack of lexical skills, especially when they must present standardized tests. According to Kojic-Sabo and Lightbown, 1999 (as cited in Huertas, J. H. & Oyola, L. K., 2017) students should develop strategies that positively influence their performance, these strategies must be linked to a previous objective and must tend towards the acquisition of vocabulary in a natural way, which will be reflected in a better understanding and consequently, better results in internal and external tests.

Having said that, it was pivotal to collect qualitative data and draw some conclusions. Hence, "the qualitative data could allow a global differentiation, based on a high number of known features of the subject, the group, the institution, its history and trajectory over time, meaning and consequences of the characteristics or its context" (García, E., Gil, J., & Rodríguez, G., 1994, p. 181). On the other side, quantitative data administered in the Excel software explain the gains learners may have in regards to the lexical competence.

Research Design

Introduction to the Research Design

This chapter describes the types of study chosen for the research, some population's characteristics, the ethical issues that it involves, the procedures that were applied in the development of the proposal as well as the instruments used in the data collection and validation process.

Methodological Design

With respect to the nature of the research, the use of qualitative and quantitative methods was considered the most appropriate. An effective qualitative study has several features.

Cresswell, 1998 (as cited in Cohen, 2007) states some of them: varied methods for collecting data, reader's engagement, reliability, precision, different standpoints and strict mechanisms (p.173). The researchers carefully selected the research field according to the research purpose that had to do with improving learners' lexicon through the use of an incidental vocabulary strategy that is integrated with songs, the results of this proposal expected to have an impact on the population selected, thus some objectives were stated as well as some hypotheses with the purpose of having success when applying it in the research field.

Research Method

Both experimental and descriptive methods were taken into account for the purpose of this research. To do a content analysis, data were used after the data collection process had been completed which consisted of applying a questionnaire survey to know students' English experience and music preferences. A pre- and post-tests were applied to determine their vocabulary level. To study the results a triangulation technique was applied, Cohen et al (2007) defines it "as the use of two or more methods of data collection in the study of some aspect of

human behavior” (p.141). Thus, the research group had the opportunity to compare the outcomes of a questionnaire survey to those of an observational study of the same phenomena, (learners’ English vocabulary level), the findings expected to have close similar results giving confidence to the researcher and support to the proposal.

Research Approach

This research was based on the action research approach, which is characterized by studying not only the individual but also the socio-cultural context in which he or she develops. The purpose of research focused on producing a change that makes a difference in society.

According to Lewin (as cited in Willis 2014) “the study of a particular context or setting develops knowledge that leads directly to action” (p. 11). In this sense, the researchers took into consideration a mixed approach, quantitative and qualitative information were required to facilitate findings and codify information, with a view to guarantee the success of the proposal’s application.

Context of the Research

This study was carried out in a Colombian school. Simon Bolivar educational institution which is a public school located in Sahagún, Cordoba; with a target group of 35 students in 11th grade. It has been offering basic education in preschool, basic and middle levels since 1908. The pedagogical practice emphasizes Social-Constructivism and as its motto, the institution promotes discipline, sports, and progress for human development. It is an inclusive institution that seeks to train integral students in the formation of values such as respect, tolerance, solidarity and love; capable of facing higher education and being prepared to manage situations on their own.

Participants of this research in general, have been influenced strongly by a cultural misconception related to the English language learning because they have no expectations to

pursue any academic or professional path not even considering enrolling in university for many reasons, especially socioeconomic and attitudinal ones. Most of them do not consider a foreign language an important aspect in their lives.

The main purpose of this research was to establish to what extent the implementation of the aforementioned strategy could help strengthen 11th grade students' vocabulary command along with description and word association exercises, who are facing difficulties in relation to the vocabulary competences which hinders their performance in the Pruebas Saber 11 test annually. Devoting two hours a week to the teaching of English, the language teachers have found in MEN guidelines, for instance, the suggested curriculum, Guide 22, the Way to go and the English, please! textbooks basis for encouraging learners to obtain better scores in the national standardized tests and be engaged in the learning of the foreign language.

Population and Sampling Procedures

The sample of the research proposal included 35 high school students that attend classes in a secondary school in the city of Sahagun, they are in eleventh grade with an average age of

They were selected since the researchers have been teaching them for almost six years. The group consists of 15 boys and 20 girls who are supposed to be taught B2 English level at school. However, they have a low English level due to many factors, among them the few hours they are exposed to the foreign language and the lack of resources to develop their language skills, which represents a clear constraint to have a suitable vocabulary that allows them to have a better comprehension in the foreign language.

Access to the Sample

According to Cohen et al (2007, p. 110)" It is critical for researchers to consider not only whether access is possible but also how access will be undertaken", for this reason, the

researchergroup made sure all the participants consented to participate and count on their parents' permission and of course with the school's administrator since the research proposal took place atthe school.

Researchers' impact

As this study was based on explaining how the implementation of the strategy Incidental Vocabulary Acquisition through listening to songs contributed to improve the performance of 11th grade students from Simon Bolivar school, when associating descriptions with words, it can be said that through this mediating proposal, the study aimed at favoring educational changes in the context of the participants and the schools' community in general. Continuing professional development from the part of the researchers was expected as well as opportunities to keep on growing. Innovative pedagogical practices evidenced how committed was the research group to contributing to the teaching and learning process of students, especially because there was a need to enhance students in the English subject so as to improve their performance in the standardized national test.

Ethical Protocol

In regards to ethical implications, the research group should have been honest enough to carry out the proposal's steps and enable participants to respond all the data collection instruments without any kind of pressure that favors the expected results, the research group counted on the permission and consent of their parents, the identity of the participants was protected and if any of them did not feel comfortable, he or she could opt out to take part without any effect.

On the other hand, researchers had to take into account participants' emotions and feelings, making them feel important and take active part of the process, as stated by Cohen et al

(2007) “Questionnaire respondents are not passive data providers for researchers; they are subjects not objects of research” (p.317). Hence, the learning environment to be generated had to provide all the necessary elements for the learners to be able to develop and produce knowledge with confidence and security.

Data Collection Techniques

To define the needs analysis of the present study, previous observations and examination results were considered by the researchers years ago. In order to collect and analyze relevant data, the following instruments had been taken into consideration for the development of this research proposal, a questionnaire survey (Appendix A) with students to obtain general information from them and select the songs as the main tools used in this project, one reading proficiency test (Appendix B) to make a diagnosis on the students’ comprehension levels, a pretest and a post- test based on the second part of the Saber 11 test design, to determine the lexical proficiency level in students, and class observation sessions which were documented in a field notes diary.

Data was gathered from the target population which consisted of 35 eleventh graders at a secondary school in Sahagun. These instruments are explained as follows.

Description and Rationale of the Instruments

Questionnaire Survey. It is crucial to mention the assertion suggested by Walliman, N. (2011) in regards to data reliability, “you must take care to avoid leading questions, excessive guidance and other factors which may cause distortion” (p. 99). Some information about learners’ preferences is needed for the selection of the two songs. The following concept in relation to a questionnaire survey is suggested by Walliman, N. (2011):

As a method of data collection, the questionnaire is a very flexible tool that has the

advantages of having a structured format, is easy and convenient for respondents, and is cheap and quick to administer to a large number of cases covering large geographical areas (p. 97).

Apart from that, people can feel free to express themselves even if questions are embarrassing as confidentiality is taken into consideration. Therefore, qualitative data is expected from the use of this method as a source of primary data. To be more specific, “open-ended questions are useful if the possible answers are unknown or the questionnaire is exploratory” (Cohen et. al., 2007, p. 321). A questionnaire can be conceived as a breaking the ice task which can open the path for the rest of steps, especially because “an open-ended question can catch the authenticity, richness, depth of response, honesty and candor” (Cohen et. al., 2007, p. 330).

Consequently, a good rapport between researchers and respondents can be developed as a result of the application of a good quality questionnaire with understandable, proper, logical and simple questions.

Participant Observations (field notes) and Transcripts. Helpful information can be collected through the use of this primary data collection method; thoughts, insights, and students' beliefs can provide important data, which contributed to this research in a great manner. We can find that “Observations are recorded in field notes” to give account of what happens in the setting of the objects of study, qualitative data needed to be provided as a matter of describing real- context situations for research purposes only. “The data derived from participant observation are ‘strong on reality’” (Cohen et. al., 2007) p. 405).

The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situ rather than relying on second-hand accounts. (Cohen, et. al., 2007, p. 396).

Moreover, Cohen, et. al., (2007) in this same book 'Research methods in education' make another important statement that points out the beneficial aspects of observations as a pivotal manner of collecting helpful research knowledge: observation can serve as an accessible means to reach out to participants, on the way to obtain extra information, this can become a great resource because researchers have the possibility to discover the population's opinions without feeling timid to express themselves as in particular instruments for data collection that could be overlooked (p. 396).

The sort of information obtained from this method is qualitative, "these kinds of data are therefore descriptive in character. This does not mean that they are any less valuable than quantitative data; in fact, their richness and subtlety lead to great insights into human society". (Walliman, N., 2011, p. 73). Good arguments can be found in the teacher's accounts with the intention to give strong support to the developed theory in the research study; all these after a good observation process (Appendix D).

Tests. Firstly, in order to make a diagnosis of participants' reading comprehension in general terms, a reading comprehension test was applied. Moreover, in an effort to determine students' level of vocabulary, a pretest and a posttest of the second stage of the Saber 11 standardized test were applied as well. Having in mind what Cohen, et. al., (2007) claimed about this, "Diagnostic testing is an in-depth test to discover particular strengths, weaknesses and difficulties that a student is experiencing, and is designed to expose causes and specific areas of weakness or strength" (p. 419). Regardless of learners' notorious vocabulary issues, it is necessary for reliability reasons to apply a pre-test to evaluate vocabulary aspects.

For the purpose of "providing the researcher with information about exactly what a student has learned, what he or she can do", a criterion-referenced pretest was selected.

Nonetheless, the implementation of this method is for quantitative reasons as “summative testing is the test given at the end of the programme, and is designed to measure achievement, outcomes, or ‘mastery’”. (Cohen, et. al., 2007, p. 419). Bearing in mind that students take an exam in the last grade, the chosen tests (diagnostic reading test and pre-test) were original ones that were implemented by the ICFES in 2012. For the analysis of the information, we applied statistical procedures through the use of the Excel software that gave us accurate and reliable data.

Validation Procedures

As a way to construct appropriate data collection instruments, two validation instruments were taken into consideration to evaluate and assess the quality of the data collection instruments. A well-organized checklist provided by the course’s tutor and feedback received from the advisor during a meeting to allow for further refinement of the instruments were used. Important aspects from the expert advisor were consulted in order to make adjustments to the instruments. The instruments were analyzed from the three types of validity: content, criterion-related, and construct.

The above-mentioned instruments were validated taking into account the research objective which is related to implement an innovative strategy that let students learn English more easily, therefore each question of the questionnaire was studied and its relevance was evaluated as well as the implementation of another instrument if it is necessary in case the data collected would not be enough. The research group with the assigned advisor studied all the instruments through skype. There were some suggestions when applying the instruments in terms of motivating the students, giving confidence, explaining with detail the questionnaires so that they can respond honestly and do not feel pressure.

Moreover, to do a content analysis, the quantitative method was used once the data collection process was completed which consisted on applying a questionnaire survey to know students' English experience and music preferences as well as a diagnostic reading test to discover learners' comprehension level, a pretest and a posttest of the second stage of the Saber 11 standardized to determine students' level of vocabulary. To study the results a triangulation technique was applied, Cohen et al (2007) defines it "as the use of two or more methods of data collection in the study of some aspect of human behavior" (p.141). Thus, the research group had the opportunity to compare the outcomes of a questionnaire survey to those of an observational study of the same phenomena, (learners' English vocabulary level), the findings were expected to have close similar results giving confidence to the researcher and support to the proposal.

Pedagogical Intervention and Application

A task-based methodology was applied in the development of this proposal, which is divided in three phases, in the first one, students completed an open-ended questionnaire about general information and music preferences, the second phase is related to student's background knowledge, they took a test to diagnose their reading comprehension level and a pre-test to determine their vocabulary knowledge.

Later on, the researchers chose two songs by using a group poll that reflected learner's English music preferences, some matching, circle the words and fill in the gaps exercises were developed with the purpose to engage students and connect them to the song emotionally. Some extra activities were done to promote participation such as karaoke and learners' own vocabulary concepts construction in collaborative work. The last phase is the post- test which was designed having in mind the vocabulary already presented, students were asked to take an exam based on the second part of the Saber 11 test, with the intention to establish comparisons with pre and posttests' results and draw conclusions.

Although an additional Google questionnaire (Appendix L) is not mentioned at the beginning of this research study, it is fundamental to say that participants answered some questions with respect to the impact of the proposal, materials quality, researchers' interventions, classroom environment, songs as learning tools and the strategy. The researchers agreed to apply this instrument almost at the end of the testing implementation process because perceptions of the students were also important to determine how the proposal could have affected them whether positively or negatively. The form consisted of three steps: evaluation of the research proposal in general, the learners' self-evaluation and research proposal's impact. Only 20% of the population answered the questionnaire (an average of 7 students) probably because of lack of

time or interest and lack of technology at hand. However, thoughts of participants contributed in some way or another to the results of the present research project and to the triangulation process.

The previous methodology description was based on action research, Willis (2014) describe Lewis Kurt's plan for an action research as: a cycle that commences with an idea, some steps are followed in order to give solutions to the problems stated, then an action plan is carried out taking into account a specific population under study; as a final step some conclusions are drawn after results. The application and tasks of the proposal are compared to the results which end up in new insights and the cycle starts once again (p.13).

Bearing this in mind, all the work was collaboratively organized pointing out to the learner's characteristics and specific context, a process of assessment and evaluation was permanent, the strategies and techniques were adjusted according to learners' needs and the partial results of students' performance. To conclude with, it is pertinent to state that the researchers were making use of the field notes instrument and their teaching experience with the participants to support and validate the statement of the problem. The results depended on how the proposal took place and to what extent its methodology motivated learners to take part and get the best from it.

Instructional Design

The above-mentioned instruments were validated taking into account the research objective which was related to implement an innovative strategy that let students learn English more easily, therefore each question of the questionnaire was studied and its relevance was evaluated as well as the implementation of another instrument if it is necessary in case the data collected is not enough. In relation to the open-ended questionnaire, it consisted of thirteen

questions, some questions were modified to allow the students to express their personal perspective and not to divert them to other people, the field notes were not modified and neither were the diagnostic reading test, the pre-test and post-test.

Development of Application

Before the application of the questionnaire survey, a sensitization stage was applied to introduce the document in such a way that the information obtained was reliable and sufficient. Five students participated in the piloting of the questionnaire. Respondents took about forty -five minutes to answer the questions. In terms of the content of the replies obtained, it was satisfactory in accordance with the purpose of the instrument and the project study's tenets.

Before every intervention, motivating and thorough speeches were given to raise awareness and creativity in students. The questionnaire survey was applied in the first intervention. With respect to the application of the diagnostic reading test and the pretest (Appendix E) a considerable time was taken into consideration in a second intervention. In the third intervention, a first song titled 'Thinking out loud' by Ed Sheeran was played and learners had to circle the correct option between two words according to what they listened to (Appendix F). In a fourth intervention, participants were asked to work collaboratively constructing their own descriptions or definitions using target words from the song and a dictionary (Appendix G), later they had to interchange their creations with other students to be completed. In a fifth intervention, participants had to work on a matching activity researchers designed using nouns and verbs from the song which were introduced before. Body parts had to be related to a specific action pertaining to the body part (Appendix H). Apart from that, participants watched the song video and they were asked to make relationships between the video movements and the selected body parts as the performers in the video use body language to emphasize on body parts.

Learners also had a practice karaoke session to get them prepared for the final session.

In a sixth intervention, a second song titled ‘All I want’ by Olivia Rodrigo was played and learners had to fill in some blanks according to what they listened to; a word bank was provided for the completion task. (Appendix I). After that, participants were asked to do a matching activity that involved collocations found in the second song containing a verb and a noun (Appendix J). In the final intervention, learners did the pos-test (Appendix K) and finally they had the karaoke display. They had the opportunity to choose one of the two songs for the karaoke show. The researchers agreed to apply an additional instrument at the end of the pos-testing implementation process because perceptions of the students were also important to determine how the proposal could have affected them, whether positively or negatively. It consisted of a questionnaire in Google and contained three steps: evaluation of the research proposal in general, the learners’ self-evaluation and research proposal’s impact.

Data Analysis and Findings

This chapter describes the analysis of qualitative and quantitative collected data. The use of qualitative and quantitative methods was considered the most appropriate for the present study with respect to the nature of the research. Three collecting data instruments were applied, which consisted of a questionnaire survey to know students' English experience and music preferences as well as a diagnostic reading test and a pre-test to diagnose their reading comprehension and vocabulary level mutually. Nonetheless, an additional instrument at the end of the pos-testing implementation process was introduced to have estimates and impressions from participants. The open coding of information was the process selected to facilitate the analysis of the information obtained through these three instruments. Essential information was classified into categories and in turn into subcategories. Therefore, the data obtained is aligned to the research objectives. Close examination of the information results in naming and categorizing phenomena (Gray, D., as cited in Strauss and Corbin, 2004 p. 331).

Data Management Procedures

In regards to the techniques the research group used several procedures for the complex process of data analysis, they will be mentioned later in this document. However, it is necessary to keep in mind that according to García, E., Gil, J., & Rodríguez, G. (1994) "Data analysis is an activity that involves a set of manipulations, transformations, reflections and examinations carried out from the data in order to extract meaning relevant to a research problem". (p. 183).

For the analysis of the information, the research project applied statistical procedures through the use of a process for open coding of information and the Excel program was selected to facilitate the analysis that gave the researchers accurate and reliable data. Qualitative and quantitative data were expected from the use of different methods as a source of primary data.

For instance, A questionnaire survey, three tests (a diagnostic reading test, a pretest and a post-test), observations and transcripts are the instruments selected to obtain that information.

In this study both approaches were taken into consideration, qualitative and quantitative for administering data results. Field notes, transcripts and the exploratory questionnaire survey played an important role because it allowed the researchers to describe the facts that were observed in all the interventions and then, with the aid of an open coding process as a qualitative data analysis software instrument, it was used to analyze and interpret the information. "People's judgements, feelings of comfort, emotions, ideas, beliefs etc." (Walliman, N., 2011, p. 71) are a source for getting real and important information.

Open codification allows us to find common themes collected in rigorous evidence. This information is later classified and categorized according to commonalities of sources; Bogdan and Biklen (as cited in García, E., Gil, J., & Rodríguez, G. (1994), express that "categories can refer to situations and contexts, activities and events, relationships between people, behaviors, perspectives on a problem, methods and strategies, processes". (p. 190). The main idea was to find patterns and connections through its use that are not possible manually. Furthermore, this technique was chosen in order to reach and present valid, relevant findings and to draw important conclusions and outcomes.

The following stages proposed by García, E., Gil, J., & Rodríguez, G. (1994) were taken into consideration to guide our qualitative data collection process:

It is possible to establish a series of tasks or operations that constitute the basic, common analytical process to most of the studies that work with qualitative data. These options would be: reduction, disposition and transformation, and obtaining results and verification of conclusions. (p. 188).

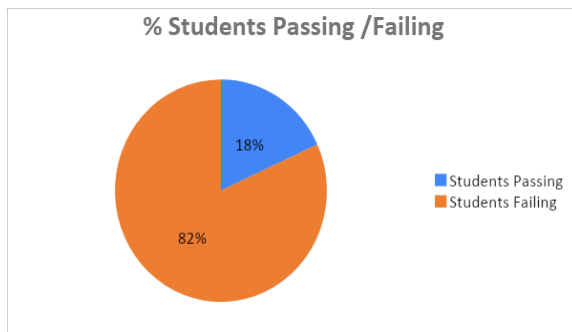
On the other hand, to analyze the diagnostic reading test and the pre- test results, the Excel software was used as an effective tool to measure quantitative data and greatly facilitate the understanding and interpretation of the information, describing the results based on percentages that showed learners' proficiency level in both aspects, reading comprehension and vocabulary.

Diagnostic Reading Test

The diagnostic reading test' results were analyzed with the aim to diagnose the participants' reading comprehension. The sample included 33 high school eleventh grade students from Simon Bolivar public institution (two participants could not do the test). Figures 1, 2 and 3 outline the total average score obtained by the participants, the percentage of correct and wrong answers and the percentage of students that passed and failed the test.

Figure 1

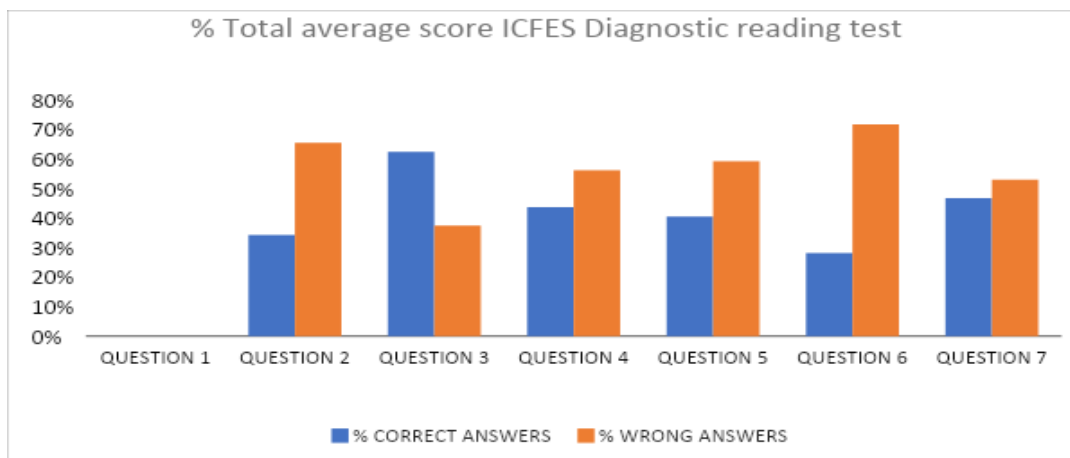
Pruebas Saber 11 diagnostic test score analysis



Concerning figure 2, it can be observed that learners' results in the diagnostic test were very low. Students that passed the test represent an average of 18%, while students that failed the test had an average percentage of 82%. Therefore, there is remarkable evidence of the poor performance the sample has, concerning reading comprehension.

Figure 2*Percentage of students' correct and wrong answers*

	QUESTI ON 1	QUESTI ON 2	QUESTI ON 3	QUESTI ON 4	QUESTI ON 5	QUESTI ON 6	QUESTI ON 7	QUESTI ON 8
CORRE CT	13	11	20	14	13	9	15	11
WRON G	20	22	13	19	20	24	18	22
% CORRE CT ANSWE RS	39%	33%	61%	42%	39%	27%	45%	33%
% WRON G ANSWE RS	61%	67%	39%	58%	61%	73%	55%	67%

Figure 3*Percentage of students that passed and failed the diagnostic test*

In regard to figure 2 and figure 3, it can be realized that most questions were answered incorrectly, only question 3 had positive remarks. Answers in questions 1, 2, 4, 5, 6, 7 and 8 did not exceed 50%, reflecting the lack of competence learners have when understanding that type of text. Results from the diagnostic test were not sufficient to answer the research questions and

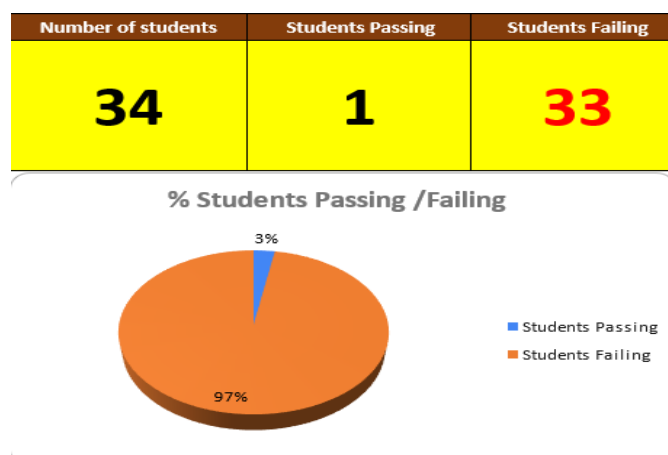
explain how the IVAS contributes to improve lexical competences in Simon Bolivar school eleventh graders. A pre-test and a post-test and different tasks related to the IVAS were applied in the pedagogical intervention with the intention to establish comparisons, analyze results and draw conclusions.

Pre-test

The pre-test's results were analyzed with the aim to determine the lexical proficiency level in students as the test was based on the second part of the Saber 11 test design. The sample included 34 high school eleventh grade students from Simon Bolivar public institution, two participants did not do the test. Figures 4, 5 and 6 outline the total average score obtained by the participants, the percentage of students that passed and failed the pre-test and the percentage of correct and wrong answers.

Figure 4

Pruebas Saber 11 Pre-test score analysis based on part two- Percentage of students that passed and failed the pre-test



Concerning figure 4, it can be observed that learners' results in the pretest were very low. Students that passed the test represent an average of 3% (1 student), while students that failed the test had an average percentage of 97% (34). Performance in this pretest was even worse than the

one learners had in the diagnostic reading test. Thus, the evidence of the poor performance the sample has is significant, concerning descriptions and word association exercises.

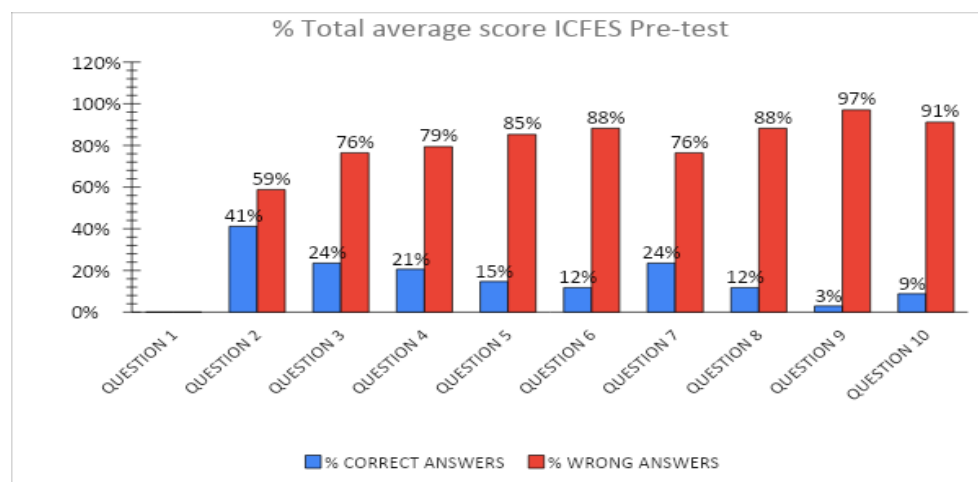
Figure 5

Percentage of students' correct and wrong answers and total score

	QUEST ION 1	QUEST ION 2	QUEST ION 3	QUEST ION 4	QUEST ION 5	QUEST ION 6	QUEST ION 7	QUEST ION 8	QUEST ION 9	QUEST ION 10	TOTAL SCORE
CORRE CT	0	14	8	7	5	4	8	4	1	3	0, 88
WRON G	0	20	26	27	29	30	26	30	33	31	
% CORRE CT ANSW ERS	0%	41%	24%	21%	15%	12%	24%	12%	3%	9%	
% WRON G ANSW ERS	0%	59%	76%	79%	85%	88%	76%	88%	97%	91%	

Figure 6

Percentage of students' correct and wrong answers



In regard to figure 5 and figure 6, it can be realized that most questions were answered incorrectly by almost all students, only question 2 had a better remark in comparison to the rest of questions, representing a 41% which was still a low score. Answers in questions 3,4,5,6,7, 8,9 and 10 did not exceed 24%, reflecting the lack of competence learners have when making

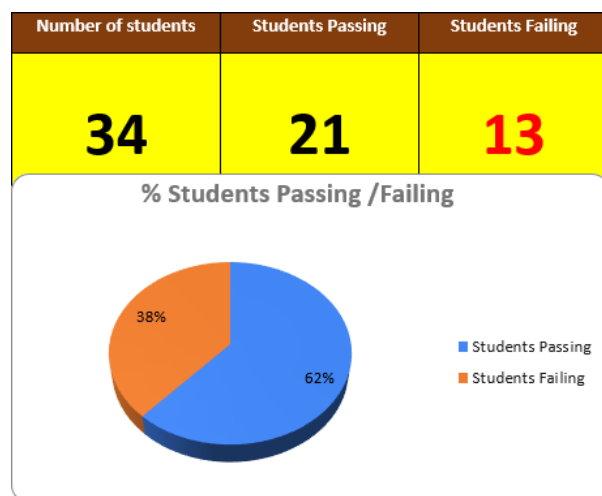
relationships between descriptions and words.

Pos-test

The pos-test's results were analyzed with the aim to establish comparisons with the pre-test, as both tests were based on the second part of the Saber 11 test design. The sample included 34 high school eleventh graders from Simon Bolivar public institution, two participants did not do the test. Figures 6 and 7 outline the total average score obtained by the participants, the percentage of correct and wrong answers and the percentage of students that passed and failed the pos-test.

Figure 7

Pruebas Saber 11 Pos-test score analysis based on part two- Percentage of students that passed and failed the pos-test



With respect to figure 7, it can be observed that learners' results in the pos-test were positive. Students that passed the test represented an average of 62% (21 students), while students that failed the test had an average percentage of 38% (13). Performance in this pos-test were surprising. The sample had a very significant improvement concerning descriptions and word association exercises.

Figure 8

Percentage of students' correct and wrong answers and total score

	QUEST ION 1	QUEST ION 2	QUEST ION 3	QUEST ION 4	QUEST ION 5	QUEST ION 6	QUEST ION 7	QUEST ION 8	QUEST ION 9	QUEST ION 10	TOTAL SCORE
CORRE CT	24	25	15	19	23	24	24	19	24	23	3, 24
WRON G	10	9	19	15	11	10	10	15	10	11	
% CORRE CT ANSW ERS	71%	74%	44%	56%	68%	71%	71%	56%	71%	68%	
% WRON G ANSW ERS	29%	26%	56%	44%	32%	29%	29%	44%	29%	32%	

In regard to figure 8, it can be realized that almost all questions were answered correctly by most students, only question 3 had a lower remark. Answers in other questions outnumbered by 56%, reflecting learners' vocabulary gains so that they could make relationships between descriptions and words successfully. The incidental vocabulary learning gains were seen due to the fact that learners were exposed to the target vocabulary in different manners.

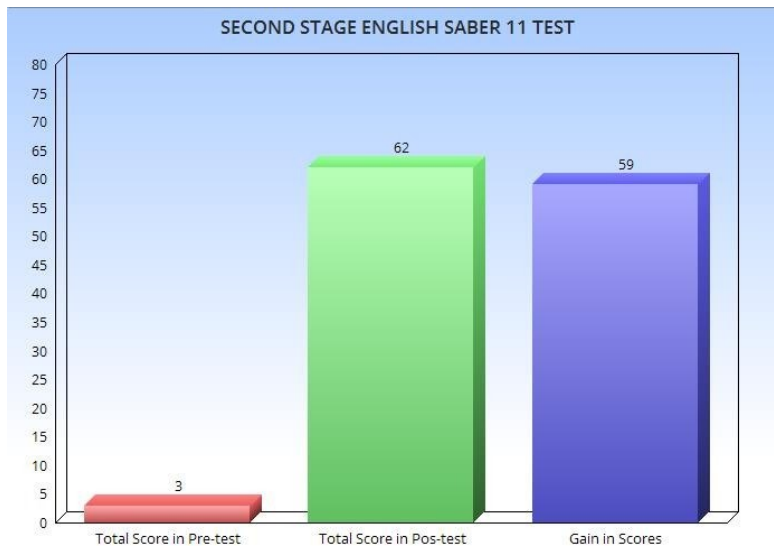
Pretest and Pos-test Analysis

The pre- and post-tests were analyzed in order to find out whether or not the participants had improved their performance in relation to learning of vocabulary through songs to improve their performance when associating descriptions and words in part two of the English Saber 11 test.

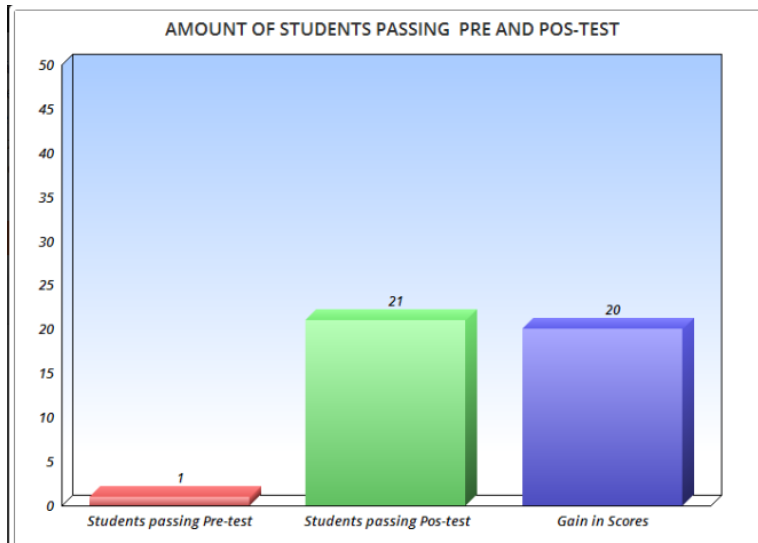
The sample consisted of 34 high school eleventh graders from Simon Bolivar public institution. Figures 9 and 10 outline the total average obtained. Gains can be evidenced in the following figures:

Figure 9

Pruebas Saber 11 Pretest and Pos-test score analysis based on part two

**Figure 10**

Number of students that passed the pretest and pos-test



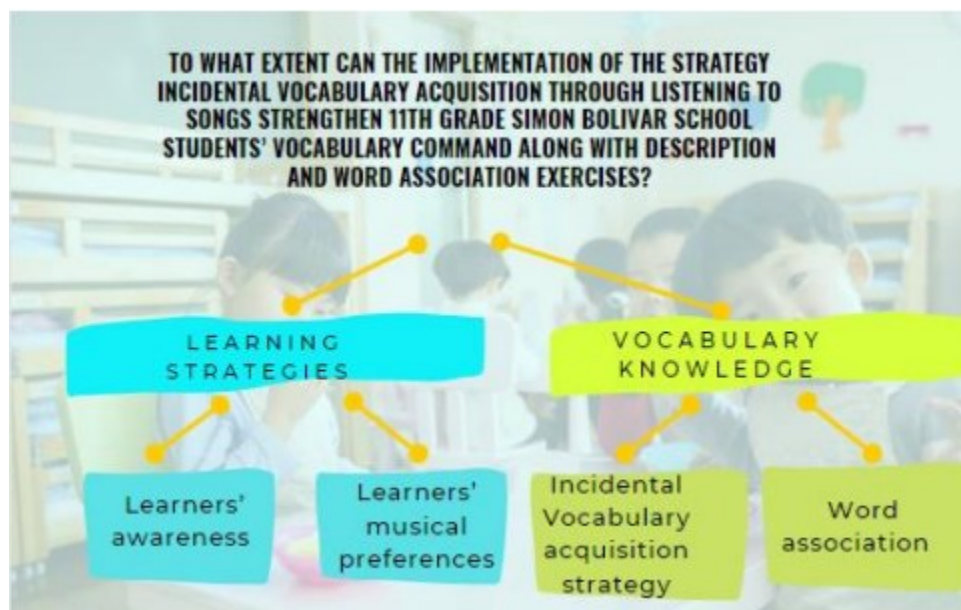
The above figures demonstrate the effectiveness IVAS had in the learning of vocabulary in eleventh grade students from Simon Bolivar public institution. Firstly, learners' outcomes in the pre-test were disappointing because only one participant passed the test. Nevertheless, after the researchers' pedagogical interventions in an effort to help learners acquire new vocabulary in

a short period of time, expectations were met in accord with the research question and objectives. When we look at the results in general, it can be denoted that the sample achieved 59% compared to their pre-test's results. 21 students out of 34 passed the pos-test which was equivalent to the rate of 62% of the total population. In a scale from 1 to 5, during the Pre-test, students' average results were 0,88, while during the Pos-test, students' average results were 3,24, differing by 2,36. Some tasks were designed by the researchers to guarantee the learning and vocabulary gains in learners. Additionally, the pos-test was designed keeping in mind the vocabulary previously taught.

Categories

Discussion of Categories

After applying all the instruments to a population of 35 eleventh grade students in order to obtain precise information, data were classified into categories and subcategories to present more accurate results that supported the hypothesis. Coding has been defined by Kerlinger (as cited in Cohen L, et al 2007, p.369) as "the translation of question responses and respondent information to specific categories for the purpose of analysis". Besides, a second open-ended questionnaire in the last step of the proposal was applied. Unfortunately, very few impressions were obtained from the population probably because of the reasons mentioned above. Only 20% of the total sampling answered the Google open-ended questionnaire. The process of categorical data is shown in the following figure:

Figure 11*Qualitative Data Categories and Subcategories*

Source. Our authorship

Learning Strategies. The research group developed an exploratory questionnaire in order to analyze the experience of the learners with the English language, one of the most important aspects is related to the strategies they use to facilitate their learning, it is worth clarifying that these had to do with metacognition, because they are able to use new methodologies that are beyond the classroom and that ultimately are much more effective in strengthening and producing knowledge. “Metacognition occurs in the condition in which learners make critical judgements on their previous learning behaviors and cognition, by which a meaning retrospection is generated” Taub & Azevedo, (2019 as cited in Zhai., X. et al 2022, p.213).

When analyzing the answers that have been given, we could notice that the participants use technology as a means of learning English since most of them have stated that they usually resort to music and videos or movies that have allowed them to improve their vocabulary level as

well as to reinforce previous knowledge. The following figures explain well the strategies learners normally use to cope with the English language learning and the time allotted to English practice.

Figure 12

Strategies undertaken by learners to facilitate their learning

Strategies used to facilitate the English learning	Number of students	Percentage %
Looking words up in the dictionary (Google translator)	8	23%
Watching videos/movies	4	11.43 %
Listening to songs	5	14.29 %
Repeating and practicing (drilling)	4	11.43 %
Using applications in the web	4	11.43 %
Paying attention to the teacher	4	11.43 %
Memorizing	3	8.57 %
Do not use any specific strategy	3	8.57 %

Figure 13

Time students devote to practicing the language outside the school

Devoted time for English practice per week (classes at school not included).	Number of students
More than 4 hours	2
Three hours	1
Two hours	5
One hour	7
Less than an hour	4
No hours	16

Learners' awareness. 100 percent of the students stated that English is very important, they recognized that this language has become almost a necessity in people's lives, they knew that to pursue higher education they needed to be educated or have some required levels, otherwise they could not graduate. However, a high percentage expressed not feeling motivated because it is difficult for them to understand when they are spoken in English or when they must make a text comprehension. Through the strategy of using songs as a tool to facilitate the acquisition of vocabulary and that this could be reflected in a better understanding of text, the research group sought to keep the students motivated and found a conducive learning environment that allowed them to develop their skills.

Learners' musical Preferences. After analyzing the answers of learners related to their musical preferences, a high percentage expressed that they like to listen to music in English, they coincide in a great majority of favorite singers and preferred genres, based on this information the research group selected the songs that were part of the project and that greatly facilitated its implementation, "Words and music are so closely related physiologically and perceptually that some theories concerning the origins of music claim that music is in fact a form of heightened speech" (Bernstein 15, cited in Rukholm, V. 2015). In the study conducted by Rukholm, it was stated that not only music or songs serves to retain words but also to awaken emotions as inseparable to human beings "It is logical, therefore, that song should continue to be utilized as an effective didactic tool throughout adolescence since it continues to play an important role in the emotional and psychological development of youth". Therefore, it was expected that the results were positive when comparing their level of vocabulary and textual comprehension once the implementation of the proposal was finalized.

Vocabulary Knowledge. The second emerging category was related to vocabulary

knowledge. Data was taken from the respondents' answers in the open-ended questionnaire survey and the diagnostic reading test. What could be seen from those results is the evident lack of comprehension learners have. Only 7 students out of 35 expressed having a good understanding of text in the English language. Moreover, these were the results after the application of the diagnostic reading test, having a population of 33 learners: only six out of thirty students had regular scores; the remaining amount represents 82% of the total population (see figure 1). Results in that test are probably due to the poor learners' lexicon, hence, vocabulary issues were still our main concern. Outcomes in general are explained in the following figure:

Figure 14

Learners passing and failing the pre-test

Number of students	Students Passing	Students Failing
33	6	27

After the application of all instruments and the strategy as such, some reflections from the participants can be evidenced in the following transcriptions taken from the Google open-ended questionnaire, which served as a means to sustain the research study and the pedagogical practice carried out by researchers.

“De gran manera, ya que por medio de las canciones puedo aprender y pronunciar mejor ciertas palabras en inglés”

“In a great way, since through the songs I can learn and pronounce certain words in English better”

(Student 21)

“Mejoré el vocabulario”

“I improved my vocabulary” (Student 5)

Incidental Vocabulary Acquisition Strategy. The subcategory that arose from the Comprehension Abilities category was the IVAS, which is one of the main components of this research. For this study, incidental vocabulary acquisition was chosen as the strategy which pretended to assist learners in the learning of vocabulary through songs to improve their performance when associating descriptions and words in part two of the English Saber 11 test.

In spite of the fact that the sampling population expressed that they did not have plenty of time allotted to the practice of the foreign language, some strategies had been used by learners to cope with different activities. For instance, listening to songs, watching videos and looking up words. After having collected all the information presented in the following figures, the research group continued to use this strategy that may let students improve their vocabulary level through the use of songs to learn vocabulary incidentally, catch their attention and make them feel comfortable. Learners took part in the decision-making process because their music preferences and learning needs were taken into account. Through proper pedagogical interventions, the strategies and techniques were thought to address learners' needs and improve results of students' performance.

Transcriptions of the Google open-ended questionnaire served as a means to sustain the research study and the pedagogical practice carried out by researchers. Some reflections from the participants can be evidenced in the following reports:

“La propuesta de aprender vocabulario a través de canciones me pareció estupenda ya que fue una idea de aprender más fácil y eficaz”

"The proposal to learn vocabulary through songs seemed great to me since it was an

easier and more effective idea to learn"

(Student 19)

“El impacto que tuvo esta propuesta en mi fue que aprendí muy bien los vocabularios dados a través de las canciones”

“The impact that this proposal had on me was that I learned very well the vocabularies given through the songs”

(Student 19)

Word Association. Also, another subcategory that came up was word association as the aspect to be enhanced during interventions. Despite barriers learners face in language learning, one common positive side of the results in the questionnaire survey applied had to do with the learners' outlook in the light of the importance of the learning of English as a foreign language. One hundred percent of the students thought that English is important. Such an idea can be understood as a key factor for the development of the tasks proposed in this project because they attempt to overcome difficulties by using strategies such as looking words up in the dictionary, memorizing, listening to songs, watching videos, repeating and practicing, as the most popular strategies among students and the word association could represent a good alternative to put in practice the vocabulary gains students might acquire throughout the proposal's development (see figure 5).

Hypothesis Testing and Operationalization of Variables

The following hypotheses arise as a result of the analysis and implementation of the research, two kinds of variables are identified in them, the independent (Incidental Vocabulary Acquisition Strategy IVAS) and the dependent one (11th grade students), it is expected that independent variable has a positive effective on 11th graders thus the expected results will be

successful.

H1: The implementation of the strategy Incidental Vocabulary Acquisition through listening to songs contribute to improve the performance of 11th grade students from Simon Bolivar School when associating descriptions with words

H2: The implementation of incidental vocabulary acquisition through listening to songs strengthen 11th grade students' vocabulary command along with description and word association exercises.

Reliability and validity of analysis and findings

The validity and reliability of the aforementioned findings were checked and a process of triangulation of the data collected was carried out. For the analysis of the information, the research project applied statistical procedures through the use of a process for open coding of information and the Excel program was selected to facilitate the analysis that gave the researchers accurate and reliable data. Quantitative data administered in the Excel software explain the gains learners had in regards to the lexical competence.

The results obtained were very useful to verify the level of knowledge of the students, their opinion about the importance of learning English, as well as to know which instruments the researchers needed to continue with the development of the proposal.

Burns 1999 (as cited in Huertas J. H. and Oyola, L. K., 2017) states that "validity is an essential criterion for assessing the quality and acceptability of research" (p. 160). In this sense, to give validity to the analysis, the researchers used various resources such as diagnostic tests, a pretest, a final questionnaire survey and the teacher's diary, which yielded important data to reflect on the research question and how the application of the proposal had a positive impact on the educational community.

Discussions and Conclusions

Introduction to discussions and conclusions

This particular chapter focuses on explaining discussion, significance of results, pedagogical and research implications, limitations, further research recommendations and conclusions. This study aimed at investigating how the implementation of the IVAS through the use of songs strengthened the lexical competences of eleventh graders at Simon Bolivar School, when associating descriptions with words. A process of triangulation was used when the instruments were applied, data found were used for their pertaining analysis and comparison.

Therefore, outcomes after the implementation of the different interventions were more than the expected ones. It is important to state that the positive results are a consequence of the different activities researchers applied so that vocabulary gains in learners were a success. Some specific target words from the songs selected were taught incidentally, however, different tasks were done to guarantee the learning and practice of those words. The posttest was designed having in mind the design of the second stage of the English Saber 11 standardized test and the vocabulary already presented. In other words, the research question and objectives of the present study were satisfactorily attained.

Significance of the results

According to the outcomes of the analyzed data gathered from the aforementioned instruments, primary data obtained from the instrument showed significant facts. In terms of the content of the replies obtained, it was meaningful in accordance with the purpose of the instrument and the project study's intentions. By using songs and IVAS, learners had the possibility to improve their vocabulary knowledge, which also affected their reading comprehension abilities when making relationships between descriptions and words

constructively.

Regarding the diagnostic reading test, it is evident that the results established a connection with the research problem. Most of the participants reflected difficulties when trying to

resolve reading comprehension exams. Therefore, the researchers had the task of proving that the IVAS through listening to songs was effective and could improve 11th grade students' vocabulary command along with description and word association exercises.

Also, the results could prove the proposed hypothesis. Consequently, investigators considered that "learners' lack of vocabulary command may be improved by taking the most out of this strategy" (Huertas, J. H. & Oyola, L. K., 2017).

Pedagogical and Research Implications for the Field of Study

One important aspect to mention was the fact that having taken into account the interests and musical preferences of the majority of learners was a plus point, the instructions for the completion of the first song included a circle the word exercise; after the pronunciation practice most students had positive marks and were able to identify the correct answers in the song after listening. The students were familiarized with the artist and music genre. They also had the chance to be in contact with the target vocabulary unintentionally and were exposed to word occurrence in the practice.

Regarding the strategies students developed through the proposed activities, it could be stated that they were motivated and wanted to complete the exercises and participate actively. The collaborative work was another strength, they shared ideas and points of view, especially when they needed to work in pairs to make associations with words and descriptions and create new material based on the vocabulary they have gained from the songs, the relationship between

teachers and students became a little closer and they were willing to collaborate with the audiovisual material, making sure it worked before the sessions started. As a consequence, the classroom environment became pleasant and promoted learning. Researchers support the idea that research should be focused on providing students with authentic and innovative materials that catch and keep their attention. Songs may be tools which facilitate vocabulary acquisition and help learners to do better in the Saber 11 test second part. However, in real life, the English Saber 11 test examines a wide range of vocabulary which cannot be under total control in a formal setting. As an additional task, learners were supposed to participate in a karaoke session which was unsuccessful. Only one student dared to sing in public although the others hummed during his performance. Researchers had high expectations on this last step of their study. A different methodology could have been used so that participants could feel more motivated and committed when being part of a show.

Coming findings that emerged from the final results of this thesis project may hold useful implications for English teachers looking for different ways to enhance student's vocabulary knowledge, especially because it has been an unexplored area: vocabulary acquisition incidentally through music. The introduction of new vocabulary terms using music may be effective in facilitating participants' use of such words when associating descriptions with words, which is related to the second stage of the English Saber 11 standardized test. Therefore, our results provide empirical evidence of vocabulary acquisition from exposure to songs and activities that allowed word rehearsal.

Research Limitations on the Present Study

The aforementioned research was initially planned to address a broader field related to reading comprehension of descriptive texts. However, since time devoted to the English classes was insufficient, the decision was made to limit it to the acquisition of incidental vocabulary through

songs and how this can be used to establish associations with concepts, also contributing to improve their performance in part 2 of the saber test.

In the implementation of the proposal several inconveniences arose, among them not having an audiovisual classroom that allows us to have all the equipment at hand, not counting on it means having to move the students to another room and improvise a scenario using certain elements that allow us to carry out the proposed activities, as well as losing class time that could be used to advance and strengthen the knowledge acquired. Another limitation was that the intervention schedule was interrupted due to extracurricular activities and public order disturbances. Therefore, it was necessary to agree on new dates to comply with the development of the pedagogical interventions. One last limitation has to do with singing, as this is a hard action and not everyone can do it very well. Learners were apathetic to take part in the karaoke task. Even though the challenge was to make them feel confident to sing, no matter if they were good or bad at it, they were reluctant to participate and just one participant was able to do it.

Recommendations for Further Research

This study has shown to the researchers how the IVAS through the use of songs has given a twist to the English teaching and learning process, offering a different teaching method that can make students feel more motivated to learn a second language; which for many of them is difficult and tedious. Though, most of them feel insecure when participating, so that for future research it would be prudent to delve deeper into how to manage the distrust and insecurity they experience. Working with this strategy implies quite a broad field to address, so it would also be interesting to see what other tools and resources would support it and what other language skills it could impact. Another important aspect is to explore the students' autonomous learning since they continue depending on what the teacher proposes and have not developed metacognitive skills that allow them to be leaders and managers of their own knowledge.

Conclusions

Finding an innovative and effective strategy that can improve the performance level of students in the English foreign language is an arduous task that requires much research and perseverance. Nonetheless, it can be concluded that the IVAS caused a positive impact on the educational community and gave good results in relation to the level of vocabulary and therefore the degree of understanding by associating it with concepts of 11th grade students of the Simon Bolivar school. The most important aspect was to see them enjoy and keep motivated even when most of them did not have singing skills, which shows that music can be a tool that successfully affects the acquisition of words and concepts, creating an atmosphere conducive to learning.

In addition, the results show that it clearly benefits the performance of students in the test saber 11, especially in part 2 (associating words with descriptions) therefore it is necessary not only to use IVAS in grade 11, but to implement it from basic secondary school or even from elementary school in such a way that better results in the development of English foreign language skills can be evidenced.

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Appendixes

Appendix A Exploratory Questionnaire Survey

Cuestionario

Querido estudiante, responde las siguientes preguntas relacionadas con tu experiencia en el aprendizaje del inglés.

1. ¿Desde qué grado empezaste a aprender inglés?

2. ¿Aparte de la escuela, tuvo usted algún acercamiento al idioma antes? En caso de ser afirmativa la respuesta, ¿dónde ocurrió eso?

3. Aparte de las horas en el colegio dispuestas para la clase de inglés, ¿cuántas horas semanales dedicas al aprendizaje del idioma?

4. ¿Consideras que el inglés es fácil de aprender?, explique sus razones por favor.

5. ¿Cuántas palabras promedio usas en inglés?, escríbelas o trata de escribir frases usando estas palabras.

6. ¿Te es fácil entender cuando te hablan en inglés?, explique por qué sí o no.

7. Cuando tu profesor de inglés te pide traducir un texto, ¿comprendes lo que lees?

8. ¿Qué estrategias utilizas para facilitar el aprendizaje del inglés?

9. ¿Has hecho un curso de inglés o has tomado clases particulares?

10. ¿Crees que el inglés es importante, justifica tu respuesta?

11. ¿Te gusta escuchar música en inglés?

12. ¿Quiénes son tus cantantes favoritos que canten en inglés?

13. ¿Qué género de música en inglés es tu preferido?

Appendix B Diagnostic reading test

PAULA RADCLIFFE'S DAY

I'm an English runner who the world marathon six times. I also won four marathons in the USA and three in London. These are the activities I do when I'm not in a competition:

8:30 am – my daughter Vicky comes to our room and says good morning to Gary and me. Later, I have some melon while giving cereal to her. Then, I have a look at the newspaper.

9:45 am- we leave Vicky at her theatre course, then, I run and Gary cycles next to me to keep me close to my time goal. I sometimes surf after this.

12:30 pm- After meeting Vicky at school, we get home and have a big lunch. Then, I play with her. 2:10 pm – Gary usually takes Vicky out while I sleep. When I get up, I boil some water for tea.

7:30 pm – In the evening, Gary gives Vicky tea while I finish doing my exercises. Afterwards, I cook dinner while Gary gives Vicky a bath.

8:20 pm – Vicky goes to bed. I read my friends' messages on the computer, watch volleyball on tv, and have a conversation with Gary.

10:30 pm – Time for bed. I brush my teeth and use some soap for my hands and face. I enjoy reading, but I haven't read much since Vicky was born. I also wish I had time for playing the drums, but it would get Vicky up.

24. Usually Vicky goes to her parent's room to

- A. have a snack.
- B. give them the paper.
- C. wake them up
- D. have a lunch

25. While Paula has her sports practice, Gary

- A. goes surfing.
- B. rides his bicycle.
- C. takes an acting class.
- D. comes to our room

26. Vicky arrives home at

- A. two o'clock.
- B. half past twelve.
- C. a quarter to ten.
- D. three in London

27. In the afternoon, Paula

- A. has a rest.



- B. goes out.
- C. puts Vicky to sleep.
- D. goes to the theatre

28. Who prepares the last meal of the day?

- A. Gary.
- B. Vicky.
- C. Paula.
- D. Gary and Vicky

29. At night, Paula's husband

- A. follows a match.
- B. chats with Paula.
- C. checks his e-mails.
- D. has a big lunch

30. Before going to sleep, Paula.

- A. washes up.
- B. reads a lot.
- C. plays an instrument.
- D. gives tea to Vicky

Appendix C Results from the last six Saber exams

ANÁLISIS DE LOS RESULTADOS INGLÉS

La prueba de inglés evalúa la competencia comunicativa en lengua inglesa del estudiante de Saber 11. ° con el fin de dar cuenta de lo que es capaz de hacer, según lo expresado en el Marco Común Europeo, a través de tareas de lectura, gramática y léxico

Tabla 1

Resultados Agregados de inglés

	2016	2017	2018	2019	2020	2021
I.E. SIMÓN BOLÍVAR	46	48	46	46	41	42
Desviación	6	8	9	8	7	10

Fuente. ICFES (2016- 2021).

El resultado del puntaje promedio global en el área inglés presenta un descenso en los resultados pasando de 2016 que se obtuvo 46 puntos de 100 a obtener en el año 2021, 42 puntos de 100, presentado un retroceso significativo de 4 puntos.

Tabla 2*Resultados por Niveles de Inglés*

INSTITUCIÓN EDUCATIVA SIMÓN BOLÍVAR																	
A-						A1						A2					
016	017	018	019	020	021	016	017	018	019	020	021	016	017	018	019	020	021
4%	1%	1%	2%	1%	4%	0%	7%	7%	8%	7%	8%	%	1%	0%	%	%	%
B+						B1											
016	017	018	019	020	021	016	017	018	019	020	021						
%	%	%	%	%	%	%	%	%	%	%	%						

Fuente. ICFES (2021).

En la Tabla 23, se observan los resultados de los desempeños de los estudiantes en el área de inglés, los cuales en el año 2021 alcanzaron un 74% A-, el cual describe que los estudiantes ubicados entre los puntajes de 1 a 47 en promedio en este nivel no supera las preguntas de menor complejidad de la prueba. El 6% alcanzar el nivel A1 y 2% el nivel A2, en los niveles B1 y B+, se encuentran en el 0%. Se proyecta que los estudiantes en el año 2022, alcancen un Nivel A2 donde sean capaces de:

- Comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.).
- Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales.
- Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como

cuestiones relacionadas con sus necesidades inmediatas.

Appendix D Field Notes

FIELD NOTES	
Observers	Ana Milena Acosta González. Ana Milena Hernández Díaz
Date	March the 3rd
Participants/Group size	35 eleventh grade students.
Duration	1 hour.
Materials	Photocopies.
Class objectives	To complete a questionnaire survey.
Key words	Confidence, motivated, concentration.

Shift/Atmosphere	It was pretty hot, however the students were willing to participate.
Activities	Students were asked to complete the questionnaire.
Narrative/Class observations	Students were concentrated answering the questions, they asked the teachers when having doubts. Teachers walk around and helped students when they needed.
Comments (weaknesses/strengths)	Students did the best and tried to give as much information as they could. The climate was very hot which could influence on students' disposition and motivation.

FIELD NOTES	
Observers	Ana Milena Acosta González. Ana Milena Hernández Díaz
Date	March 24 th
Participants/Group size	33 eleventh grade students.
Duration	1 hour and a half
Materials	Photocopies.
Class objectives	To apply a pre-test.
Key words	Pre-test, diagnosis, reading comprehension, vocabulary level.

Shift/Atmosphere	The weather was nice
Activities	Students needed to solve a reading test to diagnose their comprehension and vocabulary level.
Narrative/Class observations	Students were concentrated on the test, teachers observed them all the time and gave confidence to them encouraging them to do their best.

Comments (weaknesses/strengths)	<p>The climate favored the class environment and students were willing to answer the questions.</p> <p>Some of them asked for the meaning of certain words, they stated to have difficulties trying to understand the text and questions.</p>
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FIELD NOTES	
Observers	Ana Milena Acosta González. Ana Milena Hernández Díaz
Date	Mayo 26th
Participants/Group size	35 eleventh grade students.
Duration	1 hour and a half
Materials	Photocopies. Video beam. Computer. Microphones
Class objectives	To listen to a song and choose the correct word in a songs' line.
Key words	Ed Sheeran, thinking out loud, song, listening exercise.

Shift/Atmosphere	Students felt comfortable because of the classroom conditions. It had air conditioner and the equipment needed were available.
Activities	Listening to a song by Ed Sheeran choosing the correct word in a songs' line.
Narrative/Class observations	Learners listened to the song around three times and most of them chose the correct word according to what they had heard. Teachers were attentive and explained to students what they had to do in each activity.
Comments (weaknesses/strengths)	The classroom conditions influenced positively in the development of the tasks.
	Students looked very excited and wanted to participate all the time. Some of the students were a bit shy to take part in.

FIELD NOTES	
Observers	Ana Milena Acosta González. Ana Milena Hernández Díaz
Date	Mayo 31st
Participants/Group size	35 eleventh grade students.
Duration	1 hour and a half
Materials	Photocopies. Video beam. Computer. Microphones
Class objectives	Matching body parts to actions.
Key words	heart, hand, arms, heart, head, hands, arms, matching.
Shift/Atmosphere	The classroom environment conducted a pleasant class development, students felt confident and their interventions were meaningful.
Narrative/Class observations	Participants were asked to work collaboratively constructing own descriptions or definitions using target

	<p>words from the song and a dictionary, later they had to interchange their creations with other students to be completed.</p> <p>They also participated in a karaoke activity in groups.</p>
Comments (weaknesses/strengths)	<p>The collaborative work was evidence throughout the sessions.</p> <p>Students were motivated and fulfilled all the activities.</p> <p>Most of them were shy to sing in the karaoke task.</p>

FIELD NOTES	
Observers	Ana Milena Acosta González. Ana Milena Hernández Díaz
Date	June 2nd
Participants/Group size	35 eleventh grade students.
Duration	1 hour and a half
Materials	Photocopies. Video beam. Computer. Microphones
Class objectives	Listen to a song to fill in the gaps and match collocations.
Key words	Definitions, collocations, adjectives, concepts.
Shift/Atmosphere	Teachers provided the necessary resources to the students, so that they could develop the proposed tasks successfully. They felt confident and wanted to participate actively.

Activities	<p>Olivia Rodrigo's song: All I want Fill in the gaps.</p> <p>Constructing definitions adjectives</p> <p>Matching:</p> <p>Fall in love</p> <p>Try my best</p> <p>Have high expectations</p> <p>Hold my hand</p> <p>Fight for someone</p>
Narrative/Class observations	<p>Students listened to a second song titled 'All I want' by Olivia Rodrigo, they had to fill in some blanks according to what they listened to; a word bank was provided for the completion task. After that, participants were asked to do a matching activity that involved collocations found in the song containing a verb and a noun.</p>
Comments (weaknesses/strengths)	<p>Students participated and most of them did the exercises correctly. They were concentrated and expressed they liked the chosen song.</p>

FIELD NOTES	
Observers	Ana Milena Acosta González. Ana Milena Hernández Díaz
Date	June 9th
Participants/Group size	33 eleventh grade students.
Duration	1 hour and a half
Materials	Photocopies. Video beam. Computer.
	Microphones
Class objectives	To do a posttest and a karaoke activity.
Key words	Karaoke, posttest, participation, matching, concepts, vocabulary, word association.

Shift/Atmosphere	<p>Students were comfortable due to the classroom's conditions.</p> <p>They seemed to be motivated and eager to participate.</p>
Activities	Karaoke using the 2 songs chosen by students Posttest
Narrative/Class observations	<p>Learners did the post-test and then, they had the karaoke display, choosing one of the two songs for the karaoke show.</p>
Comments (weaknesses/strengths)	<p>Students were concentrated on doing the exam; they counted on enough time to finish it.</p> <p>Even though teachers gave them the opportunity to participate in the karaoke task, most of them did not want to and only one was able to do it.</p>

Appendix E Pre-test

PARTE 2

RESPONDA LAS PREGUNTAS 2 A 6 DE ACUERDO CON EL EJEMPLO

Lea las descripciones de la columna de la izquierda (2 - 10). ¿Cuál palabra de la columna de la derecha (A - H) concuerda con cada descripción?

Una opción (A - H) se usa para el ejemplo. Sobran dos opciones más.

En las preguntas 2-10 marque la letra correcta A - H en su hoja de respuestas.

	A	B	C	D	E	F	G	H
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clothes and accessories

Ejemplo:

0. When you wear this, people can't see your hair very well.

Respuesta: 0. A B C D E F G H

2. A woman carries her things in one of these.	A. pajamas
3. Many girls wear this when they don't want to wear trousers.	B. glasses
4. With this, your neck won't be cold.	C. handbags
5. When people can't see well, they need them.	D. hat
6. These are for your feet.	E. scarf
7. You need this if you want to play tennis.	F. skirt
8. At the end of this there is usually one winner.	G. socks
9. This is a place outdoors where you can play sports.	H. watch
10. If you travel on it, you will do exercise and save time.	A. ball
	B. bike
	C. competition
	D. field
	E. player
	F. prize
	G. stadium
	H. uniform

Appendix F song 'Thinking out loud' by Ed Sheeran

<p>THINKING OUT LOUD</p> <p>BY ED SHEERAN</p> <p>When your <u>legs/arms</u> don't <u>work/play</u> like they used to before</p> <p>And I can't <u>touch/sweep</u> you off of your <u>feet/head</u></p> <p>Will your <u>mouth/hand</u> still remember the <u>taste/fall</u> of my love</p> <p>Will your <u>eyes/heart</u> still smile from your <u>cheeks/feet</u></p> <p>And darling I will be loving you 'til we're 70</p> <p>And baby my <u>heart/arm</u> could still <u>fall/take</u> as hard at 23</p> <p>And I'm thinking 'bout how people fall in love in mysterious ways</p> <p>Maybe just the <u>touch/taste</u> of a hand</p> <p>Oh me I fall in love with you every single day</p> <p>And I just wanna tell you I am</p> <p>CHORUS</p> <p><u>So</u> honey now</p> <p><u>know/take</u> me into your loving <u>hair/ arms</u></p> <p>Kiss me under the light of a thousand stars</p> <p>Place your <u>cheeks/head</u> on my beating <u>eyes/heart</u></p> <p>I'm thinking out loud</p> <p>Maybe we <u>know/found</u> love right where we are</p> <p>II PART</p> <p>When my <u>mouth/hair's</u> all but gone and my memory fades</p> <p>And the crowds don't <u>remember/sweep</u> my name</p>	<p>When my <u>mind/hands</u> don't <u>play/work</u> the strings the same way, mm</p> <p>I <u>know/fall</u> you will still love me the same</p> <p>'Cause honey your <u>soul/legs</u> can never grow old, it's evergreen</p> <p>Baby your smile's forever in my <u>mouth/mind</u> and memory</p> <p>I'm thinking 'bout how people fall in love in mysterious ways</p> <p>Maybe it's all part of a plan</p> <p>I'll just keep on making the same mistakes</p> <p>Hoping that you'll understand</p> <p>But baby now</p> <p><u>know/take</u> me into your loving <u>arms/hair</u></p> <p>Kiss me under the light of a thousand stars</p> <p>Place your <u>cheeks/head</u> on my beating <u>eyes/heart</u></p> <p>I'm thinking out loud</p> <p>That maybe we <u>know/found</u> love right where we are, oh</p> <p><u>So</u> baby now</p> <p><u>know/take</u> me into your loving <u>arms/hair</u></p> <p>Kiss me under the light of a thousand stars</p> <p>Oh darling place your <u>cheeks/head</u> on my beating <u>eyes/heart</u></p> <p>I'm thinking out loud</p> <p>That maybe we <u>know/found</u> love right where we are</p> <p>Oh baby, we <u>know/found</u> love right where we are (maybe)</p> <p>And we <u>know/found</u> love right where we are</p>	<p>THINKING OUT LOUD</p> <p>BY ED SHEERAN</p> <p>When your <u>legs</u> don't <u>work</u> like they used to before</p> <p>And I can't <u>sweep</u> you off of your <u>feet</u></p> <p>Will your <u>mouth</u> still remember the <u>taste</u> of my love</p> <p>Will your <u>eyes</u> still smile from your <u>cheeks</u></p> <p>And darling I will be loving you 'til we're 70</p> <p>And baby my <u>heart</u> could still <u>fall</u> as hard at 23</p> <p>And I'm thinking 'bout how people fall in love in mysterious ways</p> <p>Maybe just the <u>touch</u> of a hand</p> <p>Oh me I fall in love with you every single day</p> <p>And I just wanna tell you I am</p> <p>CHORUS</p> <p><u>So</u> honey now</p> <p><u>take</u> me into your loving <u>arms</u></p> <p>Kiss me under the light of a thousand stars</p> <p>Place your <u>head</u> on my beating <u>heart</u></p> <p>I'm thinking out loud</p> <p>Maybe we <u>found</u> love right where we are</p> <p>II PART</p> <p>When my <u>hair's</u> all but gone and my memory fades</p> <p>And the crowds don't <u>remember</u> my name</p>	<p>When my <u>hands</u> don't <u>play</u> the strings the same way, mm</p> <p>I <u>know</u> you will still love me the same</p> <p>'Cause honey your <u>soul</u> can never grow old, it's evergreen</p> <p>Baby your smile's forever in my <u>mind</u> and memory</p> <p>I'm thinking 'bout how people fall in love in mysterious ways</p> <p>Maybe it's all part of a plan</p> <p>I'll just keep on making the same mistakes</p> <p>Hoping that you'll understand</p> <p>But baby now</p> <p><u>take</u> me into your loving <u>arms</u></p> <p>Kiss me under the light of a thousand stars</p> <p>Place your <u>head</u> on my beating <u>heart</u></p> <p>I'm thinking out loud</p> <p>That maybe we <u>found</u> love right where we are, oh</p> <p><u>So</u> baby now</p> <p><u>take</u> me into your loving <u>arms</u></p> <p>Kiss me under the light of a thousand stars</p> <p>Oh darling place your <u>head</u> on my beating <u>heart</u> I'm thinking out loud</p> <p>That maybe we <u>found</u> love right where we are</p> <p>Oh baby, we <u>found</u> love right where we are (maybe)</p> <p>And we <u>found</u> love right where we are</p>
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Appendix G Construction of Participants' definitions

workshop
Matching Exercise
Do a matching exercise using "the parts of the body"

Discriptions:

1. People use them to see. (p) ✓ A. Mouth.
2. We use them to grab or touch things. (p) ✓ B. eyes.
3. Have lost of thoughts (f) ✓ C. head.
4. We use it to talk and eat. (n) D. hand.
5. an attachment site for facial muscles. (f) ~~E. cheeks.~~
F. Nerd
G. arms.
H. legs.

Jahenys Drozca Respondieron:
Ana Maria Castro. Mervin Cardozo y.
11A. Carlos Pastrana.

my name
Darwin Salgado
WORKSHOP
5
5

→ Matching Exercise
→ do a matching exercise using the "Parts of the body"

1. With this part we think... A. Hair ()
2. I wash it with shampoo every day B. Heart (5) ✓
3. people use it to look C. Cheeks ()
4. You need it to speak D. Mouth (4) ✓
5. Pumps blood throughout the body E. Eyes (3) ✓
- F. Soul ()
6. Mind (1) ✓
- H. Head (2) ✓

marfil

Appendix H Body Parts and Actions Matching

Match the following body parts to an action related to them.

Hand ●	● Touch
Mouth ●	● Work
Feet ●	● Sweep
Eyes ●	● Know
Mind ●	● Play
Heart ●	● Find
Head ●	● Taste
Arms ●	● Remember
Hair ●	● Fall

Match the following body parts to an action related to them.

Hand ●	● Touch
Mouth ●	● Work
Feet ●	● Sweep
Eyes ●	● Know
Mind ●	● Play
Heart ●	● Find
Head ●	● Taste
Arms ●	● Remember
Hair ●	● Fall

Appendix I song titled 'All I want' by Olivia Rodrigo

ALL I WANT

BY OLIVIA RODRIGO

I found a _____, told me I was a

He held the _____ held my

_____ in the _____

And he's perfect on paper but he's lying

to my _____

Does he think that I'm the kinda

_____ who needs to be saved?

And there's one more boy, he's from my
past

We fell in love but it didn't last

'Cause the second I figure it out he

pushes me away

And I won't fight for _____ if you

won't meet me halfway

And I say that I'm through but this song's

still for you

CHORUS

All I want is love that lasts

Is all I want too much to ask?

Is it something wrong with me?

All I want is a good guy

Are my _____ far too high?

Try my _____ but what can I say

All I have is myself at the end of the day

But shouldn't that be enough for me?

Ooh ooh ooh ooh, ooh ooh

And I miss the days

When I was _____ and _____

I thought the perfect guy would come

and find me

Now happy ever after it don't come so

easily

Expectations	Dark
Love	Young
Hand	Best
Door	Naive
Girl	
Star	
Guy	
Face	

All I want is love that lasts

Is all I want too much to ask?

Is it something wrong with me? Oh

All I want is a good guy

Are my expectations far too high?

Try my best but what can I say

All I have is myself at the end of the day

And all I want is for that to be okay

ALL I WANT

BY OLIVIA RODRIGO

I found a **guy**; told me I was a **star**He held the **door** held my **hand** in the**dark**

And he's perfect on paper but he's lying

to my **face**Does he think that I'm the kinda **girl** who
needs to be saved?And there's one more boy, he's from my
past

We fell in love but it didn't last

'Cause the second I figure it out he

pushes me away

And I won't fight for **love** if you won't

meet me halfway

And I say that I'm through but this song's
still for you

All I want is love that lasts

Is all I want too much to ask?

Is it something wrong with me?

All I want is a good guy

Are my **expectations** far too high?Try my **best** but what can I say

All I have is myself at the end of the day

But shouldn't that be enough for me?

Ooh ooh ooh ooh, ooh ooh

And I miss the days

When I was **young** and **naive**

I thought the perfect guy would come

and find me

Now happy ever after it don't come so

easily

All I want is love that lasts

Is all I want too much to ask?

Is it something wrong with me? Oh

All I want is a good guy

Are my expectations far too high?

Try my best but what can I say

All I have is myself at the end of the day

And all I want is for that to be okay

Expectations	Dark
Love	Young
Hand	Best
Door	Naive
Girl	
Star	
Guy	
Face	

Appendix J Collocations Matching

<p>Match the following words to form collocations.</p> <p>Fall ● ● high expectations</p> <p>Try ● ● my hand</p> <p>Have ● ● in love</p> <p>Hold ● ● my best</p> <p>Fight ● ● for someone</p>	<p>Match the following words to form collocations.</p> <p>Fall ● ● high expectations</p> <p>Try ● ● my hand</p> <p>Have ● ● in love</p> <p>Hold ● ● my best</p> <p>Fight ● ● for someone</p>
<p>Match the following words to form collocations.</p> <p>Fall ● ● high expectations</p> <p>Try ● ● my hand</p> <p>Have ● ● in love</p> <p>Hold ● ● my best</p> <p>Fight ● ● for someone</p>	<p>Match the following words to form collocations.</p> <p>Fall ● ● high expectations</p> <p>Try ● ● my hand</p> <p>Have ● ● in love</p> <p>Hold ● ● my best</p> <p>Fight ● ● for someone</p>

Appendix K . Pos-test

PARTE 2

RESPONDA LAS PREGUNTAS 1 A 5 DE ACUERDO CON EL EJEMPLO

Lea las descripciones de la columna de la izquierda (1 -5). ¿Cuál palabra de la columna de la derecha (A - H) concuerda con cada descripción?

Una opción (A -H) se usa para el ejemplo. Sobran dos opciones.

En las preguntas 1 -5, marque la letra correcta A – H en su hoja de respuestas.

BODY PARTS

Ejemplo:

0. When you are old, it tends to fall out

Respuesta: 0. (A) (B) (C) (D) (E) (F) (G) (H)

1. We use them to practice sports such as soccer and skating.	A. arms
2. A person can remember by using it.	B. mouth
3. We use them to touch things.	C. heart
4. With this part, we can taste food.	D. hair
5. This can make our body work.	E. feet
	F. eyes
	G. hands
	H. mind

RESPONDA LAS PREGUNTAS 6 A 10 DE ACUERDO CON EL EJEMPLO

Lea las descripciones de la columna de la izquierda (6 -10). ¿Cuál palabra de la columna de la derecha (A - H) concuerda con cada descripción?

Una opción (A -H) se usa para el ejemplo. Sobran dos opciones.

En las preguntas 6 -10, marque la letra correcta A – H en su hoja de respuestas.

NOUNS

Ejemplo:

0. The belief that something will happen

Respuesta: 0. (A) (B) (C) (D) (E) (F) (G) (H)

6. A female or young woman.	A. love
7. An intense feeling of deep affection.	B. expectation
8. The front part of a person's head.	C. star
9. We use it to enter a house or a building.	D. guy
10. A man or boy.	E. dark
	F. girl
	G. face
	H. door

Appendix L Google Questionnaire to Evaluate the Impact of the Proposal

CUESTIONARIO PREGUNTAS ABIERTA - PROPUESTA DE INVESTIGACIÓN

Preguntas Respuestas **5** Configuración

5 respuestas

Se aceptan respuestas

Resumen Pregunta Individual

Nombre:
5 respuestas

¿Cómo le parecieron las actividades aplicadas y la calidad del material durante la implementación?
5 respuestas

- Excelentes
- Las actividades aplicadas me parecieron super buenas ya que de ellas aprendi mucho
- Estubo muy bueno, excelente todo
- Muy buenas
- Me parecieron buenas

¿Cómo le pareció la propuesta de aprender vocabulario incidentalmente a través de canciones?
5 respuestas

- Excelente
- La propuesta de aprender vocabulario atravez de canciones me parecio estupenda ya que fue una idea de prender mas facil y eficaz
- Muy bien
- Muy buenas
- Una alternativa realmente eficaz

¿De qué manera impactó la propuesta tu proceso en el aprendizaje del Inglés?

5 respuestas

Mejor el vocabulario

El impacto que obtubo esta propuesta en mi fue que aprendi muy bien los vocabularios dados atravez de las canciones

Un mejoramiento

Muy buenas

De gran manera,ya que por medio de las canciones puedo aprender y pronunciar mejor ciertas palabras en inglés.

¿Cómo te sentiste durante las intervenciones con respecto al ambiente del aula?

5 respuestas

Súper bien

Durante las intervenciones me senti muy bien estaba chevere el ambiente

Muy bien .

Muy buenas

Me sentí bien

Teniendo en cuenta la poca participación en la actividad de cierre (karaoke), ¿Cuáles fueron tus razones para no participar en dicha actividad?

4 respuestas

Bueno yo si me identifique mucho con las canciones dadas pero mas con la primera (tinking out loud - by ed sheeran) e incluso intente varias veces hacer el karaoke en privado y lo hize muy bien pero la razon en si por lo que no lo realize fue por la pena de realizarlo en publico

Por pena

Muy buenas

No saber cantar djjsbssbskskn



AUTOEVALUACIÓN DEL ESTUDIANTE



Preguntas Respuestas 7 Configuración

7 respuestas



Se aceptan respuestas



Resumen

Pregunta

Individual

8 respuestas

Se aceptan respuestas

Resumen

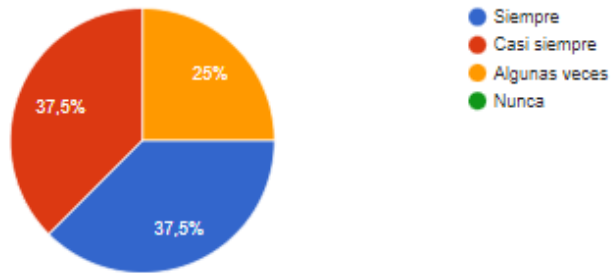
Pregunta

Individual

Las docentes investigadoras permitieron trabajar con otros estudiantes

Copiar

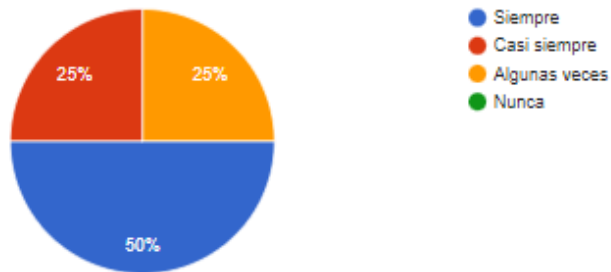
8 respuestas



Los docentes usaron herramientas tecnológicas para apoyar su clase

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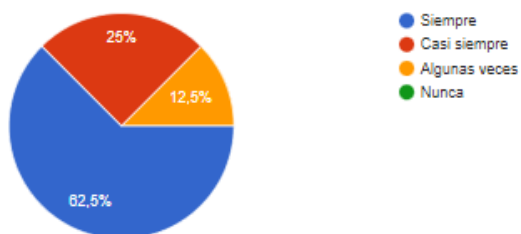
8 respuestas



Los objetivos de la propuesta de investigación fueron dados a conocer

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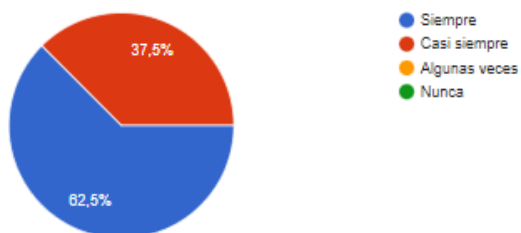
8 respuestas



Las actividades tuvieron una buena organización

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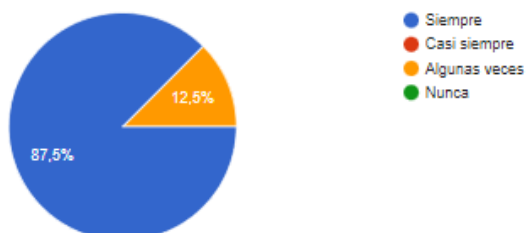
8 respuestas



Los docentes investigadores propiciaron el aprendizaje y la participación de los estudiantes

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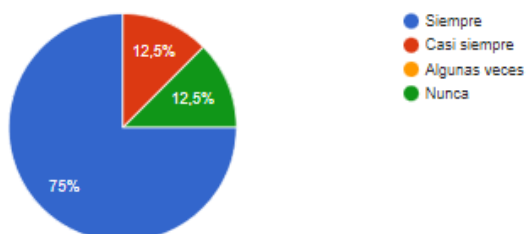
8 respuestas



El tiempo dado para las actividades fue adecuado

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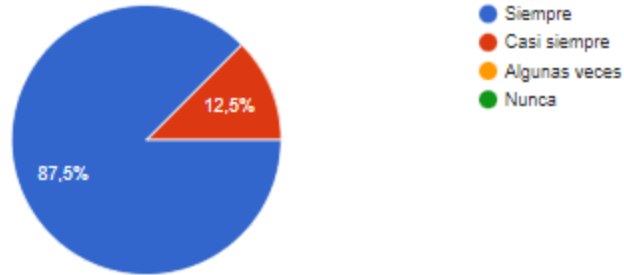
8 respuestas



La estrategia aplicada (IVAS) a través de las canciones fue adecuada para el aprendizaje de nuevo vocabulario

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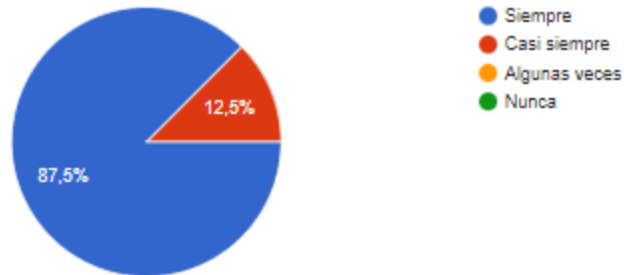
8 respuestas



Las docentes estuvieron bien preparadas y apoyaron a los estudiantes en la realización de las actividades

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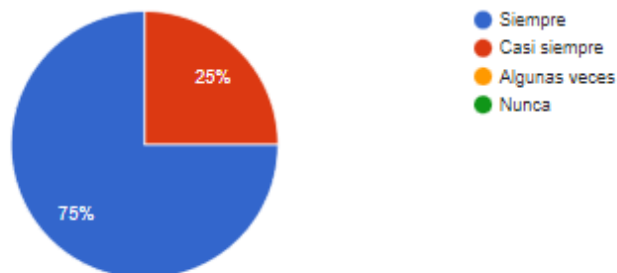
8 respuestas

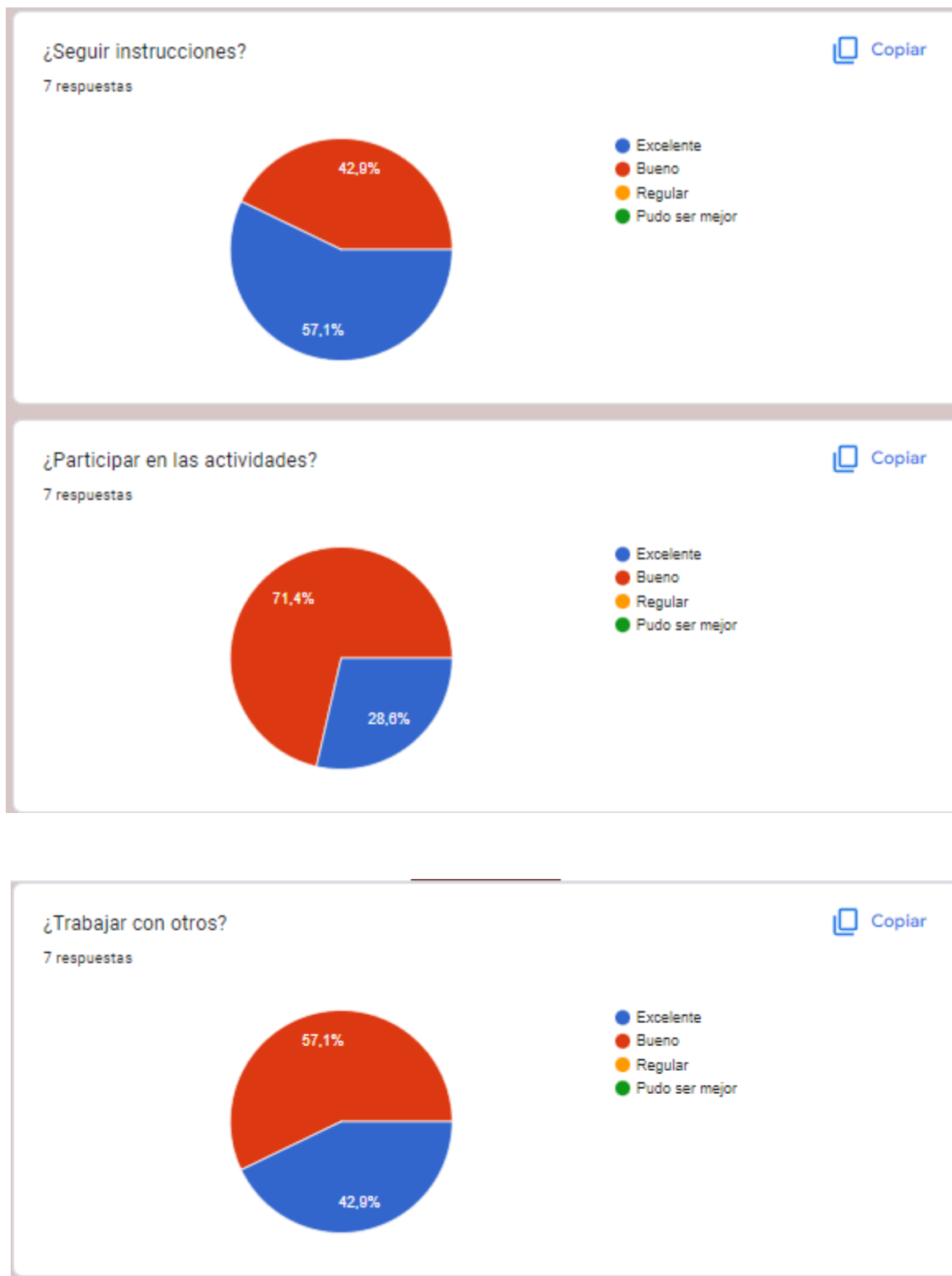


La propuesta fue innovadora y eficiente para ayudarte a aprender Inglés de una forma diferente

 Copiar

8 respuestas





Appendix M Informed Consents**UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA (UNAD) CONSENT TO BE
PART OF A RESEARCH STUDY (PARENTS)****INFORMATION ABOUT THE RESEARCHERS AND THIS STUDY**

Title of the study: Implementing songs as an incidental vocabulary acquisition strategy:
an aim to improve the lexical competences.

Researchers' information:

Ana Milena Acosta González

Student of master's program of pedagogical mediation in English Language Learning

amago2007@hotmail.com

3135208708

Sahagún - Córdoba, Colombia Ana Milena Hernandez Diaz

Student of master's program of pedagogical mediation in English Language Learning

anmihedi@gmail.com

3225450105

Sahagún - Córdoba, Colombia

Your child is invited to take part in a research study. This form contains information that will help you decide whether you want them to join the study.

Things you should know:

The purpose of the study is to contribute to improve the lexical competences of the student through the use of songs and the Incidental Vocabulary Acquisition Strategy.

General information and procedure

If you choose to let your child participate, they will be asked to work on some tasks during the next three months at Simon Bolivar school. A task-based methodology will be applied in the development of this proposal, which is divided in three phases. In the first one, students will complete an open-ended questionnaire about general information and music preferences, the second phase is related to student's background knowledge, they will be taken a pre-test to diagnose their reading comprehension level. The type of reading is a descriptive one, which was used years ago in the saber test.

Later on, the researchers will choose two songs by using a group poll that will reflect learner's English music preferences, some matching and fill in the gaps exercises will be developed with the purpose to engage students and connect them to the song emotionally. Some activities to promote participation such as karaoke and spelling bee contests will be done, as to prove effectiveness to acquire incidental vocabulary.

The last phase is the post- test, students will be asked to take a reading comprehension exam based on the saber test, with the intention to stablish comparisons with preand post-tests' results and draw conclusions.

Learners' participation

The learner may benefit from the knowledge gained from this study as the principal goal of this research is that they can have vocabulary gains. The identity of the participant will be protected and if they do not feel comfortable, he or she will opt out to take part without any effect. The student will not receive personal benefit of any kind for participating in this research project. However, it is expected that the results obtained will show gains in their vocabulary command.

Confidentiality

The use of covering letters before responding to questionnaires will be taken into consideration to comply with reliability during the process to ensure the respondents' confidentiality and ensure the researchers honest and useful answers. All the information obtained and the results of the research will be treated confidentially under the responsibility of the researchers for the purpose of obtaining the master's degree "Pedagogical Mediation in English Language Learning" from UNAD.

Since all information in this research project is kept anonymous, personal results cannot be made available to third parties such as employers, government organizations, insurance companies or other educational institutions.

Possible risks

In terms of risks, psychological ones may come up, the research team must be prepared enough to minimize them. Hence, it is important to avoid harm to the research participants in all instances, Teachers' role will be focused on giving confidence and security to the students so that they can express themselves freely without fear of making mistakes. Progress in the process and goals that they themselves propose to achieve as a result of self-evaluation will be the center of attention.

Taking part in this research project is voluntary. You do not have to agree to your child's participation and you can stop them at any time. Please take time to read this entire form and ask questions before deciding whether to agree to your child's participation in this research project.

INFORMED CONSENT

Title of the study:

IMPLEMENTING SONGS AS AN INCIDENTAL VOCABULARY ACQUISITION STRATEGY: AN AIM TO IMPROVE LEXICAL COMPETENCES.

Researchers' information

Ana Milena Hernandez Diaz

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Sahagún - Córdoba, Colombia

Ana Milena Acosta Gonzalez

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amago2007@hotmail.com

3135208708

Sahagún - Córdoba, Colombia

Purpose of the study

This research aims to explain how the implementation of the strategy Incidental Vocabulary Acquisition through listening to songs contribute to improve the lexical competences in 11th grade students from Simon Bolivar school.

Moreover, researchers seek to enhance their teaching practice so as to assist learners in the learning of the foreign language by using effective and meaningful strategies discovered in the Master degree program at UNAD.

Consent Document

I, _____, give permission for my child _____ to participate in the research project entitled, "IMPLEMENTING SONGS AS AN INCIDENTAL VOCABULARY ACQUISITION STRATEGY: AN AIM TO IMPROVE LEXICAL COMPETENCES." A study that seeks to use the Incidental Vocabulary Acquisition strategy through songs to contribute to improve the lexical competences in 11th graders. I understand what the study is about and my questions so far have been answered. I agree for my child to take part in this study. I understand that my child's right to withdraw from participating or refuse to participate will be respected and that his/her responses and identity will be kept confidential. I give this consent voluntarily.

Parent/Guardian Signature: _____ Date: _____

Researchers' Signature:

Date: _____

**UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA (UNAD) CONSENT TO GIVE
PERMISSION FOR A RESEARCH STUDY (SCHOOL'S
ADMINISTRATORS)**

INFORMATION ABOUT THE RESEARCHERS AND THIS STUDY

Title of the study: Implementing songs as an incidental vocabulary acquisition strategy:
an aim to improve the lexical competences.

Researchers' information:

Ana Milena Acosta Gonzalez

Student of master's program of pedagogical mediation in English Language Learning

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Ana Milena Hernandez Diaz

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anmihedi@gmail.com

3225450105

Sahagún - Córdoba, Colombia

This form contains information about the research project that intends to be applied in the school you are in charge of.

Things you should know:

The purpose of the study is to contribute to improve the lexical competences of the student through the use of songs and the Incidental Vocabulary Acquisition Strategy.

General information and procedure

A task-based methodology was applied in the development of this proposal during the last three months at Simon Bolivar school, which is divided in three phases. In the first one, students completed an open-ended questionnaire about general information and music preferences, the second phase is related to student's background knowledge, they took a diagnostic reading test and a pretest to revise their comprehension abilities and knowledge in vocabulary.

Later on, the researchers chose two songs by using a group poll that will reflect learner's English music preferences, some matching and fill in the gaps exercises will be developed with the purpose to engage students and connect them to the song emotionally. Some activities to promote participation such as karaoke and spelling bee contests will be done, as to prove effectiveness to acquire incidental vocabulary.

The last phase is the post- test, students will be asked to take an exam based on the part two of the saber test, with the intention to establish comparisons with pre and post-tests' results and draw conclusions.

Learners' participation

Learners and the school in general may benefit from the knowledge gained from this study as the principal goal of this research is that they can improve their vocabulary knowledge.

The identity of the participants will be protected and if they do not feel comfortable, he or she will opt out to take part without any effect.

The students will not receive personal benefit of any kind for participating in this research project. However, it is expected that the results obtained will show gains in their vocabulary command and reading comprehension abilities.

Confidentiality

The use of covering letters before responding to questionnaires will be taken into consideration to comply with reliability during the process to ensure the respondents' confidentiality and ensure the researchers honest and useful answers. All the information obtained and the results of the research will be treated confidentially under the responsibility of the researchers for the purpose of obtaining the master's degree "Pedagogical Mediation in English Language Learning" from UNAD.

Since all information in this research project is kept anonymous, personal results cannot be made available to third parties such as employers, government organizations, insurance companies or other educational institutions.

Possible risks

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IMPLEMENTING SONGS AS AN INCIDENTAL VOCABULARY ACQUISITION
STRATEGY: AN AIM TO IMPROVE LEXICAL COMPETENCES.

Researchers' information

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Appendix N Pedagogical Interventions Evidence





