

**THE IMPLEMENTATION OF SONGS TO PROMOTE
VOCABULARY LEARNING IN THE PRIMARY CLASSROOM**

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LICENCIATURA EN LENGUA INGLESA

PEREIRA

2016

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**Trabajo de Grado presentado como requisito parcial para obtener
el título de Licenciado en Lengua Inglesa**

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Acknowledgements

We want to give thanks to our families that have always supported us. Special thanks to the teachers that conducted the courses related to this project inasmuch as they have given their knowledge in order to growth both personally and professionally. We want to thank our advisor Isabel Cristina Sanchez whose guidance allowed us to accomplish important aspects regarding this project. Finally, we want to thank all the people involved in this learning and teaching experience.

Abstract

This classroom project was carried out by two pre-service teachers of English as a practicum in a public primary school and the target population was third graders. The main object was to implement English song in order to explore, report, and reflect upon young students' understanding of vocabulary. In this implementation, the theoretical framework involved remarkable notions about how to teach vocabulary from authors such as, (Howard, 2000), (Alali and Schmitt, 2012) and (Grigg, 2012), and using music in the classroom by (Arntson, 2013), and (Murphey, 1990). The literature review considered different investigations related to using songs to teach vocabulary. Based on practitioners and the observer's reflection after the implementation it was discovered that the usage of music particularly English songs had a positive effect in learners' attitude and learning in the classroom. The results showed that learners took advantage of this implementation when the songs proposed were carried out taking into consideration their proficiency level, and also when the classes were conducted using modeling as well as visual aids. Thus, the adaptation of songs as a tool to teach English should not be taken for granted inasmuch as learners responded positively towards it during the proceedings. Also, this project created a remarkable environment in which students were engaged as well as involved during the learning process.

Resumen

Este proyecto de aula se llevó a cabo por dos profesores de inglés practicantes en una escuela primaria pública con estudiantes de grado tercero. El objetivo principal fue utilizar canciones en inglés con el fin de explorar, informar y reflexionar sobre la comprensión de vocabulario de los estudiantes. En esta implementación, el marco teórico implicado develó conceptos notables acerca de cómo enseñar vocabulario por parte de autores como (Howard, 2000), (Alali y Schmitt, 2012), y (Grigg, 2012), y el uso de la música en el aula por (Arntson, 2013), y (Murphey, 1990). Además, la revisión de la literatura muestra diferentes investigaciones relacionadas con el uso de canciones para enseñar vocabulario. Con base a la reflexión de los practicantes y del observador después de la aplicación se descubrió que el uso de la música en inglés tuvo un efecto positivo en la actitud de los alumnos y el aprendizaje en el salón de clase. Los resultados mostraron que los estudiantes tomaron ventaja de esta implementación cuando las canciones propuestas se llevaron a cabo teniendo en cuenta su nivel de competencia, cuando se usaron modelos, y también al utilizar ayudas visuales. Por lo tanto, la adaptación de canciones como una herramienta para enseñar inglés no debe ser ignorada puesto que los alumnos respondieron de manera positiva durante el proceso. Además, este proyecto proporcionó un ambiente favorable en el que los estudiantes se mostraron estimulados e interesados durante el proceso de aprendizaje.

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INTRODUCTION

Through ages, different approaches, procedures, methods, and techniques have been implemented in order to strengthen learning and teaching of English as a target language. Various tools to teach English have been used so that learners can acquire and learn a foreign language such as using music; nevertheless, even though different theories suggested that using music in the classroom has a positive impact, there have been very few studies on the subject. That is why this project seeks an alternative option in which primary state schoolers learn vocabulary in English by taking advantage of songs' components such as intonation, rhythm, pitch and so forth. In that way, teachers can use vocabulary and repetition to build habits in order to avoid translation of every single word into the students' mother tongue.

The current classroom project aims at having students to acquire vocabulary through songs by taking into consideration their proficiency level. It seeks to promote learners comprehension of simple phrases including giving instruction and commands aided by simple patterns and body language. Working with a song's vocabulary to carry out a class should minimize the usage of L1 to generate an environment where students are in contact with the language as much as possible, and also it will show teachers alternative ways to conduct a class.

This project was developed under two general objectives regarding the integration of songs in the classroom in order to explore the impact on students' attitude and recall of words. These objectives are: exploring other alternatives to teach vocabulary to young learners and considering which influence this can have on vocabulary retention. Throughout the implementation these aspects will be considered in order to relate and understand better the theory, insights, and ideas that support this classroom project.

In the methodology section relevant information about this implementation such as school, grade, type of population, and so forth will be expounded thoroughly. This classroom project was implemented in primary school by two pre-service teachers as their practicum for the language teaching program where 2 hours per week were scheduled for 3 months. All the data, theory, reflection formats, and materials considered were dissected and taken into consideration when it came to analyze the experiences and results.

To sum up, implementing songs in the classroom to teach English proved to be useful. More information regarding positive and negative aspects of the implementation of songs in primary school will be explained in detail, and last but not least, to summarize what has been covered in the proceedings important facts are highlighted at the end in the conclusion.

1. JUSTIFICATION

According to a research carried out by a specialized agency of the United Nations, second language is taught at early stage of schooling in developing countries such as Asia and Africa, this entails the necessity of having a language as a medium of instruction and this is worth noting. This offers up learners the opportunity to be exposed to contact hours, stimulated towards learning, and reinforced in relation to knowledge of the language. With that been said, in order to provide contact hours and real context practice it turns out that when language is used as a means to communicate it happens to emerge a precise and efficient way of teaching. On the other hand, in these countries the second language plays a remarkable role in terms of language instruction, and taking into consideration the great variety of conditions, many people have learnt English effectively and early. Undoubtedly, the adoption of a common language is regularly discussed worldwide; nevertheless, in some countries different factors either political or cultural strive to empower first the instruction of the vernacular (the spoken language as one's mother tongue).

Different programs have been established to include English as a second language in various contexts nationally. These programs have been adjusted and changed through years in order to fulfill and achieve the exigencies of the country. It is just apparent that changes and adjustments have influenced the way population contemplates the learning of a second language in terms of skills and opportunities. In Colombia, English proficiency level entails significant variables in relation to students, teachers, and universities. In 2014, 2.62% of 11th grade students obtained pre intermediate level B1 (longed level). 1% of the above percentage corresponds to students of public institutions according to Saber Test (11) 2014. 48% of senior year students of bachelor degree in languages achieve Intermediate B2 level (minimum level required), while 8% of students attending university from different programs, achieved Intermediate B2 level

(minimum level required). There are 15,300 graduated teachers of bachelor degree in languages, linked with the official sector, 50% of whom have tested their English (2013). 43% out of 50% of those teachers have B2 intermediate level (longed ideal goal). Additionally, there is a deficit of more than 3,200 English teachers in secondary schools so that 3 hours of classes per week in each grade can be conducted. Similarly, there is a high percentage related to universities which do not provide support to learners for the improvement of English. On the other hand, training programs for English teachers from bachelor degree in Languages offered by universities, graduate only 50% of the graduates with English Intermediate B2 level (ideal level Intermediate / Advanced C1)

In the Colombian context, public institutions are not well equipped nor are the teachers regarding the implementation different procedures in order to achieve the standards assigned by national and international programs; this has to do with the lack of materials, time, tools, and equipment in these institutions. Since traditional methods to teach English as a foreign language are still used in many public schools, alternative ways to guide a class are left aside. As young learners do not fully understand the importance of learning English, it is not worth telling them reasons to learn; it becomes imperative, then, that they can be exposed to the language through activities, games, and striking tasks in order for them to make the best of the learning opportunities until they can see the relevance for themselves. According to (Brewer, 1995) in order to enhance teaching actions and activities, the usage of music intentionally in the learning environment will generate a proper setting to achieve various aims.

To reinforce the field of English language teaching in the Colombian context, this project strives to empower the usage of other ways of addressing L2 subject-matter to enhance learners'

bilingual development taking as reference national programs for primary state schoolers where they are asked to communicate based on their proficiency level. Even though the guidelines stated by an international framework (CEFR) is quite clear in relation to second language learners' proficiency level and in what they are supposed to do in the target language, there is a lack of procedures and strategies so that students can receive enough input and eventually they can communicate efficiently afterwards in the Colombian context. In addition, our project will contribute to fulfill the aims established by "Programa Nacional de Inglés" which portrays important factors about the proficiency level the Colombian population should achieve towards English as a foreign language. Intrinsic and extrinsic motivation for students and teachers are also to be influenced through the implementation of new strategies so that learners obtain and improve the required skills to deal with the exigencies of this modernized world in terms of the communicative competence.

A study carried out by (Collins, 2013) in South Mississippi is considered as reference for this project inasmuch as the use of music to teach vocabulary through interactive play over rote memorization method affected positively young students. Besides, regarding learners' and teachers' disposition to learn English, it is taken into consideration as reference a study conducted by 35 people, three of whom were the main researchers in 12 municipalities of Risaralda. They reported important aspects about teaching and learning in local institutions; however, the lack of dynamism and striking ways to conduct a class are not that encouraging for students. (Arias, Ramos, and Cardenas, 2013) claim in their inquiry that didactical material combined with the guidance and learning skills in the classroom needs to be included for the professional growth, complacency, multiculturalism, and the access to knowledge by different means. According to (Salcedo, 2010), when combining learning vocabulary through songs as

well as other aspects of language, such as structure, form, and meaning, beginners of a foreign language are getting the accurate utterances rather than the non-native articulation of words they make while they read. Thus, it will be more meaningful for learners to listen to the precise pronunciation of a word before they are ready to produce any kind of speech.

As in some Colombian institutions learners are not exposed to English as a target language until they reach higher grades and as in some of those institutions there is lack of resources, this project intends to explore new alternatives in order to address and introduce L2 vocabulary as well as common expressions to primary state schoolers. This L2 vocabulary comes from songs which have, particularly, current lexicon. Music is around us nowadays more than ever: in shopping malls, in our cars, at sports events, in restaurants, and cafés. It might seem that the only place in which music slows down a bit is in schools” (Tim Murphey, 1992). However, it is right there, in schools, where we can take advantage of the various items songs offer, but this lead us to the question what can we do with songs in the classroom? We could simply answer that by saying “the filling the gap in the lyrics”, but there is much more we can do while working with music in regards to pedagogical purposes, such as: Listening, read, study grammar, talk about the singer/group, write dialogues using songs, do role-plays, have fun and so forth(T. Murphey, 1992).With that said, the purpose of this project has to do with taking into consideration those activities that can be implemented in the classroom by using songs. Throughout the usage of songs to teach vocabulary, students can be exposed to the target language in context. Therefore, learners can be guided through the development of the four skills while having them engaged and encouraged at the same time.

In a public institution as part of their practicum, two pre-service teachers conducted English sessions in 3th grade to carry out this project. Two songs per session accompanied by

simple instructions were implemented during the development of this classroom project. It was intended throughout the process to promote the use of the L2, and leaves the usage of L1 when really needed, for instance when giving instructions if students had not understood whatsoever. In order to put aside the use of ineffective techniques, it was necessary to reduce the usage of the mother tongue and implement strategies such as body movement, mimic, gestures, and illustrations in order to create an engaging environment where both teachers and students can take advantage of the relaxing components of music, and exposure of hours in the target language as much as possible in the learning environment.

1.2 Objectives

1.2.1 Teaching

- Explore alternative ways to teach vocabulary to primary state schoolers.

- Use idioms, phrases, verb patterns, linking words, and other utterances for vocabulary practice.

1.2.2 Learning

- Discover the influence of songs in primary state schoolers' vocabulary retention.

- Characterize third graders' preferences about English songs.

- Use songs to promote vocabulary development in the primary classroom based on students' proficiency level.

2. THEORETICAL FRAMEWORK

2.1 Conceptual framework:

This classroom project entails two components that will guide the development of the implementation; the first one has to do with the concept of vocabulary and how this should be integrated as well as implemented in a learning environment according to some authors. The second one deals with music, which involves how English language teachers can adjust this element as a tool in the classroom so that both teachers and learners can take advantage of it. In the current document vocabulary will be considered through the contributions stated by (Howard, 2000), (Alali & Schmitt, 2012), and (Grigg, 2012), and music in the classroom by (Arntson, 2013), and (Murphey, 1990).

According to (Howard, 2000) is imperative to make distinctness between ‘lexis’, ‘lexicon’, and ‘vocabulary’ in one side and dictionary in the other. A dictionary is only a selecting recording of a word stock at a given point of time while the other three have to do with the total word stock of the language. These authors say that vocabulary is “the set of words that form a language” and learning is a lifelong process. Also, they stay that vocabulary is defined as a list or collection of the words or phrases of a language, all of the words known and used by a person, and words that are related to a particular subject need to be acquired by the speaker in order to convey a well-constructed message.

To support the concept of vocabulary, (Alali & Schmitt, 2012) say that it is important to consider vocabulary not only as meaningful elements of speech but to recognize that words bring into existence different items as well, such as *lexical chunks* which are phrases of two or more words, for instance: *pleased to meet you or Good afternoon*. Phrases like these have more than one word; nonetheless, these have a clear meaning and establish significant aspects in English so

that it plays a remarkable role of written and spoken language use. These utterances are key to English vocabulary learning and it is worth noting that teachers focus on this as they introduce new words in the ESL classroom. Similarly, Lewis reaffirms the importance of teaching lexical chunks to learners by saying that "Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic, ways"(Lewis & Gough, 1997).

As mentioned by (Grigg, 2012), there are two types of vocabulary, passive and active; with passive vocabulary, you can listen and understand. When being exposed to vocabulary through prompts you recall its meaning. In other words, you are being prepared to recall it. On the other hand, active vocabulary involves vocabulary that a person can recall and use at will when needed. The person actively relates the word with its meaning and brings it from memory. That is to say that, a learner knows and recognizes a word just simply because the meaning is understandable when other person is saying it. When it comes to speak to someone it happens that learners find themselves stuck considering vocabulary they cannot recall rapidly. It does not mean they will not be able to remember a certain word while speaking, perhaps they need five seconds to do it, but in a face to face interaction, hesitation and pausing happen to be too long even for 3 seconds. The author highlights the fact that in relation to passive vocabulary the information students are looking for is already in their brain, but a sort of 'boost' is necessary to make it come out. Then, by introducing new words in context students get ideas based on common English language speech which in turn strives to empower active vocabulary. (Grigg, 2012) also states that when an ESL learner is involved in a situation to interact, it might happen that he/she is unable to recall some words, but if a term is associated with context like places, smells, items, people, actions, activities and so forth, it will be easier to remember. According to

the author, by providing students with these opportunities of learning experience, understanding and second language learning will be improved.

To sum up, (Howard, 2000), (Alali & Schmitt, 2012), and (Grigg, 2012) argue that in language there is a set of words humans own or have to build (in case they are learning a second language) in order to interact with others. Vocabulary has to do not only with elements of writing or speech but phrases and utterances as well. Active vocabulary needs to be promoted so that learners can both take advantage of the new knowledge they are being exposed to and remember this new knowledge based on a particular situation. Therefore, vocabulary entails significant items of language without which communication cannot take place, but there is more to it than that. It is worth pointing out that adjusting this body of words by including new resources in the classroom will aid learners and teachers during the learning process.

Specific ways music can be used in the classroom

2.2 Music in the classroom

There are various ways music can be applied to a learning environment; one of them has to do with increasing verbal participation actively. Let us begin with this quote “Sing a simple song that kids can simply sing!” Apart from being quite logical, this phrase suggests us that by using simple vocabulary learners recognize in their mother tongue, they can relate it as it is common for them because they have already seen it; therefore, the vocabulary proposed, for instance daily routines, generates high interest among young learners (Arntson, 2013). Another way songs can be used in the classroom, according to this author, has to do with frequent language repetition where learners can develop aspects such as intonation, pronunciation, verb patterns and so forth, while they are stimulated by common vocabulary-focused language. As

media is part of our daily life more than ever, there are some examples of visual verbal participation active tools teachers can use, for example carrier phrases and repetition, books containing rhythm and rhyme, posters, picture songs sheets, and video modeling with songs.

According to (Murphey, 1990) there is a phenomenon named “song stuck in my head” (p. 55). Empirical studies have been carried out regarding the relation between memory and music. The constant repetition of lyrics accompanied by rhythm may enhance vocabulary retention as well as grammatical structures learning. In fact, many neurologists argue that both musical and language processes occur in the same area of the brain; hence, music can be used as a tool in second language acquisition. There is a growing body of research regarding music and genre, and there are several types of tunes that can be used in a classroom; as a matter of fact, different songs are made for learning purposes. As learners have different styles, they understand topics in a different way. For example, a learner identified with ‘aural/musical’ denomination will take advantage of learning vocabulary through songs. His/her competences can be strengthened by playing instruments, remembering lyrics, singing, recalling sounds, etc. It does not mean that learners with different capacities will not have an impact on their learning process, but it depends on the activities to be carried out in the classroom.

Taking into consideration the insights of the authors previously mentioned, vocabulary is considered a cornerstone when it comes to speak and learn any language, yet it is not that easy to remember a big amount of words. That is why implementing songs as an alternative technique to promote learning in young students brings the mental engagement needed to have a positive effect on them in and outside the classroom.

Based on the definition about vocabulary provided by different authors, there is a clear idea about what this concept stands for. Definitions about vocabulary might not vary, nor might its usage around the globe; however, the way vocabulary is presented to learners happens to be different. In this literature review, we will revise two investigations carried out by authors who show us views of the usage of music to teach vocabulary; and this contributes to a deeper understanding of this implementation. We will see the case studies from different parts of the world and with different population. We will check some of the main findings which may enrich the conception of acquiring vocabulary by alternative means and the understanding of why, how and when people do it. As (Collins, 2013) noted, various teachers still rely on the common rote memorization method, whilst there are different strategies for teaching foreign language vocabulary; for instance, music through interactive playing benefits students' retention in primary school. Additionally, the effects of songs in the foreign language classroom on text recall, delayed text recall and involuntary mental rehearsal research by (Salcedo, 2010) reflects upon the way that songs should be connected with teaching in order to compare words learned using songs and words learned in spoken form. Music, thus, could be a great tool for teachers to achieve schooling aims.

In the first study carried out by (Collins, 2013), she reports on an investigation of 38 students drawn from the public first grade classes in Oak Grove primary school in Mississippi, age average between students was six and seven. In order to consider learners' prior knowledge regarding Spanish vocabulary each student had, a pretest was handed in, and scores were established for each student as well as an average for every class. A posttest was given a week after instruction in order to establish the vocabulary retention rate of every class and every student as well. Scores were contrasted using simple descriptive statistics, that is to say,

students' scores were charted, as well as averages of students and classes (the averages for both classrooms for each test were determined by adding all the students' scores and dividing that number by the number of students in each class: 17 in the test classroom and 21 in the control classroom).

Regarding the findings, it was found that teaching vocabulary through music combined with interactive play enhanced and impacted students' lexis retention. (Collins, 2013) expresses it this way: "Students who were taught the vocabulary words with music through interactive play had a higher increase in scores than those students that learned the vocabulary through rote memorization" (p.38). Moreover, students who were taught Spanish vocabulary in the test classroom had higher total posttest average. However, not all students showed an increase according to the posttest score given the fact that many students involved in this research still have problems while reading texts because of their age. It was suggested that a more mature population should be researched in order to obtain different results.

Following the idea of using music to teach vocabulary, (Salcedo, 2010) also conducted a similar study but with different techniques. Her research examined how songs may contribute to the process of learning through text recall and involuntary mental rehearsal. Based on this author's insights, songs and teaching should be together in order to compare words learned using songs and words learned in spoken form. The study was implemented taking into consideration the term "din". According to Salcedo and other scholars like (S. D. Krashen, 1983), involuntary mental rehearsal (din) "refers to a phenomenon occurring after a period of contact with a foreign language in which the new information repeats without the speaker's intentional effort". Thus, this phenomenon may aid recall and production.

Salcedo's study was guided by three principal questions. First, is there any increase noticeable in terms of text recall when songs are used to learn text? Second, is there a significant distinctness in delayed text recall when using songs and spoken recordings to learn text? Third, is there a significant distinctness in the occurrence of "din" (involuntary mental rehearsal) while listening to a song instead of text?

(Salcedo, 2010) explored these three areas by studying students whose ages range from 17 to 41 and the mean age of 22. They were in total 94 students 61 female and 33 male; in the Southern United States University learners were placed in four beginning level college Spanish classes where all of them were assumed to be novice learners. Three groups were used in the research group A "the music group, group B "the text group", and group C the control group. The first one was given a commercially recorded song in Spanish. The second was assigned the same song in recorded speech format (to record the spoken lyrics it was used a native speaker from the same gender and nationality of the song's artist), and the third was group C the control group (this group received no treatment). Students were aided with the understanding of lyrics, and were allowed to see the song's words throughout the class. The A group had the option of singing aloud, whilst the B group had the chance of read aloud. By the end of six treatments all students were administered a cloze text even though the control group was not exposed to the material, and a post- treatment questionnaire was given in order to report the occurrence of "din". Furthermore, the statistical procedures in order to measure the interaction effects among variables, comparison between the treatment groups, significance of percentage comparisons, occurrence of "din", different tests such as ANOVA, SAS, and chi-square categorical analysis were used.

Based on the findings, the improvement of text recall varied in relation to the song. In songs 1 and 3 had a certain increase, while in song 2 had not. When the material was taught with songs rather than text there was a significant difference; students who were involved with musical treatment reported higher occurrence of “din” rather than those who were involved with text only. In addition, the findings showed that in terms of delayed text recall no one from the groups retained the material taught. Nevertheless, more tests should be implemented in order to know whether the benefits of the usage of music/language integration fit student’s styles, or just some of them. More data collection is required as well as more time of exposure for the groups in which music material is carried out. Furthermore, it is necessary to measure student’s vocabulary recall in long a term period. After each session the occurrence of the “din” should be tested and not at the end of the semester instead in order to establish which type of song is better to activate the phenomenon in the participants.

According to (Collins, 2013) the students who were taught Spanish vocabulary in the experimental classroom with music and interactive play increased their test score rate over their counterparts. (Salcedo, 2010) stated that music contains an apparent pedagogical value. Songs influenced the practice of activities in a foreign language classroom inasmuch as they provided memory recall, “din” experience, pronunciation practicing, and sub-vocal (an unarticulated level of speech comparable to thought) language practice. Even for people who have not been exposed to constant musical involvement, songs are useful to arrange language input effectively. To sum up, the results of the studies mentioned above showed that memorization is a common way to present vocabulary to learners; however, it does not mean that it is the only way to introduce new knowledge. When teaching vocabulary, alternative meaningful strategies, such as songs,

interactive play, and hands-on activities need to be incorporated to have students encouraged and interested during their process of learning.

3. METHODOLOGY

3.1 Description

This project was aimed at presenting vocabulary by alternative means. The pre-service teachers used English songs related to students' proficiency level and background knowledge. For example, the song 'Happy', which is well known by many kids, was used; as this song is part of the soundtrack of a movie called "despicable me" it is known worldwide. Songs that are designed for this type of population in terms of language instruction were used as well. Through the pedagogical practicum, the pre- service teachers used music along other techniques in order to achieve the objectives; for instance, it was used in every session a main song with a particular vocabulary which was accompanied by videos, images, flashcards, audios, lyrics and so forth. In order to make the tasks proposed easier and meaningful for learners, the classes were carried out in English mostly. The integration of body language, activities, and expressions took place during the process as well. Switching to students' mother tongue was done when it was really needed; for example, it was utilized to remind learners about the ground rules as soon as they started to misbehave.

3.2 Context

The implementation was carried out in a public primary school named Remigio Antonio Cañarte; the course assigned to develop the project was the third grade (room 2). The classroom was divided up into 5 vertical lines with 5-6 chairs per line and each learner had a work's table in front of them. In relation to the classroom conditions, it was not that warm as there were windows which admitted air and light. Learners' schedule was stuck on the wall as well as a

calendar, and the alphabet. The room had a broom, a dustpan, and a basket of rubbish. The room had some resources, such as stereo, a library storing books, class supplies and some posters related to different subject-matters which were made by students. As the economic status in this institution was low, there were few resources available such as markers, a TV, but each classroom had a board. In-service teacher was in charge of conducting every single class through the day. Unfortunately, English teaching at this school was oriented by neither the standards propounded by MEN (Ministerio de Educación Nacional) nor guía N° 22 estándares básicos de competencias en lenguas extranjeras: inglés EL RETO. In-service teacher used a varied strategy to conduct English classes different from a curriculum, for example she took some words from a web page named Duolingo to teach learners new vocabulary, and phrases. She showed interest in, and enthusiasm for, any subject matter to be taught. She was very patient with learners and she adopted various roles when it came to talk, ask, and have students to work.

3.3 Participants

3.3.1 Students

The current classroom project was focused on 24 children of primary school, specifically third graders. The range of age is between 8 to 11 years old; their socio economic status is low, and their native language is Spanish. The students of this grade are supposed to have an English A1 level of proficiency according to Estándares Básicos de Competencias en Lenguas Extranjeras. However, their proficiency level was not A1 as determined by the low completion of tasks and the little experience and background knowledge students had had in the English

language. It is important to highlight that they had to handle writing and pronunciation in English which sometimes happened to be difficult.

3.3.2 Practitioners

The English instruction was conducted by 2 practitioners of ninth semester from the English Licenciatura program from Universidad Tecnológica de Pereira. The teachers in development were in charge of implementing the techniques and procedures planned. The time scheduled for the implementation was approximately 4 hours per week. The observer and both facilitators were present when designing the material used.

The role of the two pre service teachers carrying out the session varied in regards of the topic and/or activity taking place. That is to say, the facilitators took turns either to give instructions or to monitor students during a lesson. In a whole group activity, they led the class from the front and acted as controllers, but when students were in small groups, the pre service teachers acted as a source, that is, as (Harmer, 2001) points out, it is not about answering every single question of what a phrase or word means, but direct the learners to other sources such as a dictionary, a model and so forth. The other teacher in development observed the whole class and was in charge of collecting relevant information during the sessions. Besides, he listened to students as well as payed attention to the overall pace of the lesson, took notes, and filled observation formats during the learning process.

3.4 Design

The focus of this classroom project involved the usage of English lyrics to get students of primary school to acquire vocabulary in English. Throughout this project, the use of various interactive activities, such as games related to the songs, TPR activities, and videos were quite important in order for students to be motivated, relaxed, and focus on the classes.

The lessons were framed into the ESA teaching sequence (Engage, Study and Activate) since it is a quite dynamic way to expose learners to comprehensible input through interactive activities rather than getting them to focus on how a piece of grammar works (Harmer, 2007a). In this model, it is necessary to catch the students' attention, focus on the use of a particular structure, and have students to fulfill tasks. Based on the input received, learners produced some utterances in the target language.

3.5 Implementation

In the execution of our classroom project, it was necessary to use material such as: lesson plan, images, worksheets, lyrics and so forth. The use of images was remarkable during this process inasmuch as students could find easily a relation between a picture with a word from the lyrics (see appendix 1). For the stage of engage, the lesson was introduced by using a song taking into consideration the level of children as well as students' interests. First, the students were asked some referential and display questions in order to elicit information, for instance: 'what is this? How do you feel? What do you think?' and so on. Some key words about feelings were presented. In the stage of study, pre-service teachers played the song (Happy), learners listened to the song twice, and they sang along with the lyrics projected on the board. Students were

handed over some sheets of paper with words and images from the lyrics; then, they were asked to pronounce them one at a time. The meaning of the words was explained through gestures and images (see appendix 2). When the students were done, the teachers provided feedback on some mistakes. A list of images previously explained was stuck on the board and learners were given some words; students had to work in pairs to find the relation between these images and the words previously given. Then, a pair was selected to come over to the board and match the word with the correct image and try to pronounce it. If they did it accurately, the pair received a point. When every single one participated the activity finished. Finally, worksheets were given and explained through modeling in order to check students' comprehension and learning (see appendix 3).

3.6 Reflection stage

While preparing the classes, various activities were implemented to have learners to understand vocabulary from songs, for example games, team work, solo work, etc. Anticipated problems and solutions were considered as these impact considerably not only lesson planning but also the development of a class, for instance when handling electronic devices, dealing with classroom management, addressing disruptive behavior, and so forth (see appendix 4).

For the collection of data tools such as observation formats, worksheets, and journals were used.

Throughout the implementation, observation formats were considered in order to gather information in relation to the learners' reaction about the material, the environment, and activities. Some features, for instance classroom management, participation, interest, and

communication were taken into consideration. Consequently, this tool was considered an item quite important in this process not only to collect information but to reflect and analyze key aspects of the implementation.

Journals were considered for writing insights through the process in order to take advantage of every item related to the teaching part, such as successes, failures, and experiences in order to adjust it to students' needs, and as Dr. (Farrell, 2007) states, keeping a journal about the classroom aids the facilitator to be able to understand his/her teaching practices and gain a very important quality, such awareness of what, how, and why people do things, and that aids a lot in order to improve. This was also necessary when selecting the material to be taught since it unfolded a general view, description, and examination of the students' needs.

After the implementation the information was collected and analyzed under 3 categories: professional development, student's responses, and linguistic outcomes. Taking into consideration what practitioners put in practice in order to overcome challenges in the implementation; they could reflect upon their practices in the classroom. By carrying out the classes, they developed different strategies that happened to be strengths and led to professional growth. Besides, learners showed interest in, and enthusiasm for, any subject matter taught. Most of learners happened to be very active and participative; they showed motivation to study. Some students were encouraged to participate most of the time as they were not considered risk takers. Also, they demonstrated respect when the pre-service teachers showed authority. Even though there were not some resources at the school, students and practitioners managed to be involved in the different activities carried out. It is important to highlight that in spite of learners' level and age, they were able to write well.

4. RESULTS

This paper considers the reflection of the implementation in regards to three main categories: Professional development, students' responses, and linguistic outcomes. In relation to professional development various aspects were considered in order to recall and evaluate the process carried out. Those aspects were classroom management, lesson planning, learning strategies, and personal growth. Learners' reactions and attitudes towards the implementation were considered as well given the fact that this allowed the observer, pre-service teachers, and learners to make the best of the whole process. Finally, linguistic results were considered through summative and formative assessment as the observation of oneself, others, and team teaching took place.

4.1 Professional growth

Teaching English through songs has brought remarkable events to reflect upon professional development that surely enriched our competences in general. When using songs as a way to teach vocabulary, as a group, the practitioners and the observer considered what went well and what did not go so well. Strengths and challenges were taken into account regarding classroom management, lesson planning, learning strategies, and personal growth.

4.1.1 Classroom management

4.1.1.1 Strengths

During the process, various aspects that influenced positively the development of this classroom project were evidenced, for example grouping techniques and code-switching.

In order to avoid predictable activities, practitioners used grouping techniques. This was regarded as strength during the process because students participated more actively, and they had the opportunity to build certain autonomy since the teacher was not monitoring every move. When integrating grouping techniques during the implementation, despite the fact that these type of learners are kinesthetic, practitioners had to implement different activities to have students to work on their own, in groups or in pairs. For example,

In one occasion, in the engage part, images were shown based on some words from the lyrics of the song “respect” to elicit/teach new vocabulary. Colorful flashcards along with some words were handed to students and displayed, and referential questions were asked to know if students knew these words’ meaning. The meaning of some words learners were not aware of was clarified. Then, learners were asked to stand up and look for a classmate who had the same flashcard they had been given. Once they found their partner they were assigned to sit next to him/her half an hour. During the implementation, these activities were assisted and monitored for the knowledge learners had about the target language was quite limited. As (Harmer, 2009) points out learners can be organized differently in the classroom; that is, they can work individually, in groups, whole class or in pairs. He also explains that each one of these have benefits the teacher can take advantage of. For instance, both group-work and pair-work foster collaborative learning. Practitioners and observer learnt that grouping techniques were an effective strategy as they could exploit cooperative and controlled practice throughout the process.

Besides the growth in grouping techniques and their importance, another strength in the implementation was identified through reflection of classroom events; it is code-switching since its usage facilitated learners’ comprehension. According to different scholars code-switching has

been found as a primordial tool for a variety of conversational function for teachers as well as for students. For instance, in the study stage of some sessions, the instructions were explained in order for learners to match and complete some sentences. However, students did not understand what they were supposed to do. They started to stand up and ask their classmates for help. Through gestures and images learners were given extra explanation, but they still had doubts. As a consequence, it was needed to switch to Spanish. Once they listened to the instructions in Spanish they started working on the material provided at ease. When using code-switching in the classroom, it is needful to adjust it in such a way that it becomes helpful when teaching the language and/or content subjects since most of foreign language learners may present, in particular occasions, an absence of proficiency (Then & Ting, 2009). Pre-service teachers and the observer learnt that code-switching fulfilled a pedagogical function throughout this process when it was challenging to make subject matter comprehensible to students, when the students needed to be reminded the ground rules of the class, and when instructions needed to be clarified. It is important to mention that in spite of the fact that Spanish was used in the specific cases mentioned before, the students were motivated to use English as much as possible, and that the use of Spanish was limited to 10% of the class.

4.1.1.2 Challenges

There are distinct variables that needed to be handled in order to manage a class efficiently. Controlling students' behavior was one of them. Throughout the implementation, pre-service teachers had to handle some situations where learners did not want to behave properly. This happened to be a challenge because the environment in the classroom was rather noisy, and

learners did not want to pay attention. For example, in some classes, students were organized in groups and they talked too loud. Rather than working on the activities provided, some of them were doing other things like joking, chatting, and even playing. Besides, some of them were even yelling at their classmates when they wanted to ask for school supplies. Then, practitioners had to focus on the seating arrangement in order to handle this issue. They asked learners to stop what they were doing and change the position of their chairs so they could work on their own. According to (Harmer, 2009), orderly rows seem a bit restrictive, but first the teacher has clear view of the group; second, it makes lecture delivery easier; and last but not least, they can walk down and up to watch what student are doing. Practitioners found out that by changing students' position in the classroom they could control and monitor students easily when discipline issues emerged. Besides, it was necessary to vary the way learners were organized in the classroom to avoid repetitive disruptive behavior.

4.1.2 Lesson planning

4.1.2.1 Strengths

In relation to the sequence of every class, when planning, practitioners took advantage effectively of the flexible organization of activities.

During the class procedures, the format of the lesson itself contained the sequence of activities that made up the class. The sequence of the class was the ESA procedure proposed by (Harmer, 2007b). This aided the facilitators as three stages of the didactical sequence were suggested and explicitly followed to plan the classes of this project. Harmer suggests that learners react differently to the stimuli they receive in the classroom, so each stage of his

teaching sequence contains certain characteristics and elements which learners can take advantage from. He goes on to state that in the engage part, students' attention is caught, in the study part, a particular structure is used and reviewed, and last but not least, based on what students have studied they are involved in language activation. The way we adapted the ESA procedures was the following: in the engage part of one of the lessons, vocabulary about animals was introduced. Through onomatopoeic sounds and mimic learners were encouraged and motivated to participate by imitating pre-service teachers. In the study stage, flashcards were used to introduce the words from lyrics. Besides, drills were conducted to check students' pronunciation. The song was played twice and learners were invited to sing along. In the last stage, students were assigned a worksheet in order to practice what they had learned during the lesson. Then, they had to match animals' images and complete some words. Throughout the process, pre-service teachers realized that following this teaching sequence was useful in this project because the proceedings during the classes happened to be easier. It was a remarkable tool given the fact that this sequence could be modified and adjusted during the process, and as Harmer says this is not a fixed procedure which should follow the same order. Also, practitioners took advantage of its flexibility to conduct the lessons in order to support learners' needs.

4.1.2.2 Challenges

A challenge was evidenced when it happened to develop the lesson plans this had to do with the adjustments made to the lesson plan. It had a negative effect on some classes, but practitioners and observer could learn from them.

In some of the classes, certain issues were evidenced regarding some activities and tasks implemented. Students came back from recess, and they were quite restless. Given the fact that the students were unquiet, it took more time than expected to have them focused on the material planned. For instance, in the study part of one session, an activity which involved video song was used in order to repeat and reinforce the pronunciation of some classroom objects. After that, by using an audio, learners were assigned to express whether the classroom objects and their meanings were true or false. During this part learners were supposed to stand up if they thought statement was true and sit down if it was false. However, some learners were wandering around the room when the practitioners gave explanation. Also, students did not pay attention to the purpose of the activity and only cared about standing up. Even some of them either jumped or stood up on their chair. Practitioners made the decision of stopping the activity and doing a different one that would not require students' physical movement. According to (Halliwell, 1992), when carrying out a class a teacher needs to know which activities stimulate children and which calm them down. As the activities were designed to motivate learners by asking them to stand up, it was necessary to modify this parts of the lesson plan whenever inappropriate responses were perceived. Practitioners noticed that copying tended to settle a class down. Then, learners were handed over worksheets to work on. They were assigned to identify classroom objects, match them with some images, and complete some sentences; in the meantime, learners were monitored by pre-service teachers.

4.1.3 Personal growth

4.1.3.1 Strengths

The practitioners and the observer found out that they enhanced a lot in relation to personal growth when it came to monitor learners.

Monitoring took place when students were asked to work in groups, pairs, and individually. Learners needed the support of the facilitator either to answer their questions or to give them feedback; pre-service teachers acted as a guide in the classroom in order to help learners when necessary. In every session the teachers monitored in order to check what learners were doing. When it was necessary they repeated relevant information in group or individually. For example, in one of the sessions, students showed difficulties to comprehend a reading. Then, a text about sea animals was read again along with handmade figures and some examples were drawn on the board as well. Also, teachers promoted students' relation of meanings by using images and gestures in order to avoid translating every single word. After the explanation learners had a clearer idea about the text, and as (Halliwel, 1992) states children's message interpreting skill is part of the way they learn new words, concepts, and utterances in their mother tongue. Pre-service teachers and the observer realized that during the implementation it was needed to monitor learners in order to guide them when necessary. Besides, they learnt that even though children' ability to grasp meaning was outstanding, it was important to be close to the each student in order to intervene when s/he had doubts or questions.

4.1.3.2 Challenges

Creating a stimulating learning environment happened to be a difficulty through the implementation carried out.

In some sessions the learning environment was not that encouraging for learners. Practitioners were forced to bring different electronic devices to the classroom in order to carry out the different English sessions inasmuch as the institution lacked of speakers, recorders, proper cables and so forth. For instance, technological resources as video beam and laptop were at the school's facilities but practitioners never asked for them since the in-service teacher told them about several situations that had happened where it was very difficult to request these devices because of school's policies. According to (Brewer, 1995), a multi-stimulant atmosphere should be created by teachers where a learning environment engages children's multiple senses, increase their motivation, improve their ability to learn. As there was a lack of resources in the institution, pre-service teachers realized they had to encourage students as much as possible, and also to have them exposed to a variety of materials. Then, they had to use their imagination to design the material and include elements to make a class enjoyable and meaningful for the students. They also had to obtain different tools from other sources. As a matter of fact, practitioners had to borrow different teaching aids from different sources such as video beam, proper cables, laptop, realia, etc.

4.2 Students' responses

In relation to students' responses, strengths and challenges were observed during this classroom project. Learners showed interest in, and enthusiasm for, any subject matter taught. A strength evidenced was that learners happened to be very active and participative when they were

introduced to the vocabulary through visual aids. Also, students were motivated to increase their autonomy by imitating their classmates' self-directed studying activities. As one point of improvement, we identified low self-esteem, anxiety, and low encouragement, which created a certain situation that happened to be a challenge during the proceedings. Similarly, it was evidenced that learners found difficulties to recall vocabulary taught.

4.2.1 Strengths

Students' attitude towards this implementation brought remarkable aspects the practitioners and the observer could learn from: the implementation of technology to bring visual aids into the classroom, and building autonomy.

Students' reaction towards the usage of the video beam to portrayed videos, images, texts, and flashcards was impressive. When the material for the class was studied through this electronic device, students were attracted and interested towards the subject matter taught almost the whole time. As (Wilson, 1998) points out, a task or situation becomes more authentic when it is presented through visuals. He also notes that if the language subject matter to be presented is supplemented through visual aids, the teachers' message is clarified inasmuch as teachers offer learners the possibility to see immediate meaning in the language. In a certain occasion, it was noticed that learners showed active involvement when the vocabulary of the class was shown through the video beam. Students' reaction was quite positive when a music video with subtitles was portrayed. They seemed joyful as the vocabulary they saw in the opening part was put into context. The song was played and learners sang along by following the lyrics. In fact, they seem engaged because they had to imitate what a character from the video was doing. Another aspect

worth noting had to do with the worksheets handed out to students. A model of a worksheet was portrayed on the board and learners were explained what they had to do by carrying out one of the tasks. Since they had to take into consideration both words' form and meaning, it was quite valuable for learners to have the material presented visually. Once the explanation was clarified, learners got to work and they finished the assignments with few errors. Practitioners and the observer realized that using technology to teach vocabulary was a key element because students were not used to be taught like that way. Thus, by implementing this as a tool to portrayed visual aids, it was possible then to use alternative ways of teaching which turned out to have a positive effect on students.

Progressive improvement was evidenced during the process in regards to building autonomy. As the implementation progressed, every class started by showing a video about a specific topic. The music video for the engage part was played twice, and students were attentive. It was noticed that some students were writing down in their notebooks some sentences which were not assigned. It was, then, decided to encourage this behavior, for instance by using body language the practitioners made themselves understood and said: "look at your classmates let's write these sentences from the song in your notebooks". Another instance worth mentioning had to do with the organization learners applied to the material provided. Mainly, at the end of each session, learners were asked to open their notebooks in order to revise homework. It was notable that learners had stuck on their notebooks most of the worksheets, drawings, and assignments required. They had even the pieces of paper handed for grouping. According to Taylor, 'agency' is a word borrowed from social sciences and it is something alike the agent of a passive sentence, that is, the person 'that does'. Putting this term into context, based on this author's words, it has to do with some responsibility students take either to make some decisions

or to make suggestions about what is going on in the classroom (as cited in (Harmer, 2001). Practitioners found out that students brought to the English sessions some habits they had built in other classes, that is, sticking in their notebooks every photocopy they received. This helped learners during the process since every time they forget something they were asked to look at their notebooks to clarify.

4.2.2 Challenges

At the end of the implementation, it was evidenced in the observations that both affective filter and reviewing previous knowledge happened to be difficult to handle in some sessions.

(Stephen Krashen, 1981) stated that there is certain variable (affective filter) which have a non-causal role. He went on the point out that variables such as attitude, motivation, anxiety, and self-confidence have a positive or negative effect in relation to second language acquisition. With that said, at the beginning of the implementation, in certain session, a student, practitioners had not much information about, was invited to participate. The student was asked to go to the front of the classroom in order to share the part he liked the most about the class. At first it seemed that this learners could do it; nevertheless, all of the sudden he felt bad about sharing information with his classmates and he started crying. The pre-service teachers found out that this learner was not that motivated, nor was he encouraged enough so that he could cope to the assignment he was being asked. Thus, in following sessions it was necessary to support the learner. He was counseled by either highlighting his strengths or acknowledging his work in the class in order for him to succeed towards second language acquisition.

Another aspect which was rather a flaw was reviewing previous knowledge which was found to be a challenge from which there was a lot of learning. Having vocabulary available to be used based on the certain situations happened to be a difficulty for learners as practitioners reviewed previous knowledge. In one session, for example, in the engage state, students were asked some referential and display questions in order to elicit information from the last class, for instance: “Can someone tell me today’s date? Do you remember the fourth month of the year? How many months does a year have? And so forth. Just some students recalled the vocabulary from the previous class. It was quite apparent this had to do with the fact that learners were not in contact with English during two weeks because of holidays as well as institutional meetings. Therefore, students had forgotten some words and even their pronunciation. According to (Thornbury, 2002), in order to remember new lexis and retain words, it is needed to put in practice what has been taught in the classroom. Practitioners learnt that it was necessary to help and support young learners to create a great store of words during the learning process. But students needed to practice these words frequently so that they could use them in longer periods of time. It was agreed to stick on the classroom’s wall mainly the flashcards of the vocabulary taught. So, learners had a permanent visual aid in order for them to recall the vocabulary they have been exposed to before. Besides, drills, songs, and matching activities were carried out both at the beginning and at the end of most of the sessions so that learners could constantly review, reinforce, and practice vocabulary.

4.3 Linguistic outcomes

The current document is aimed at reporting different elements that made up the process of a classroom project in regards to assessment. Learners' linguistic outcomes were observed through summative assessment in order to check student's learning at the end of the process. Besides, as the most common method of assessment is a test, alternative assessment was considered to help students' second language development and to see if students met the four skills. Nevertheless, students' lack of awareness about the sound-spelling correspondences and the introduction of lexis happened to be challenges.

4.3.1 Strengths

The evaluation of students regarding linguistic improvement was continuous where summative assessment took place. This was more product-oriented in which students were asked to complete tasks and assignments (Baxter & Seligson, 1997). For example, we took into consideration the knowledge learners picked up throughout the formal process. In the last session of this project, they were given a worksheet about a character's daily routine. Students were asked to match the daily routine with a description. Also, they were asked to write down some words to complete the sentence in the "organize your routine" section. Similarly, they were asked to color, and add aspects about someone else's daily routine, such the time and the day. As soon as they finished, students were invited to come to the front and either tell or read (one at a time) what they had done (the whole activity was monitored to support learners as much as possible). In order to achieve the goal of this assignment, learners were supposed to recognize aspects such as telling the time, the four times of the day, the days of the week, and some

numbers. The observer and practitioners found out that learners showed understanding of most of the parts of the assignment as it was noticed that they managed to complete the task not only by adding isolated words, but also by writing the sentences expected. The outcomes were also observed with oral responses in which students read what they had done on the worksheet. Those who happened to have difficulties still could pronounce the vocabulary accurately. As a matter of fact, just few students had poor grade in relation to this task's overall rubric.

During the implementation, it was not only sought to teach vocabulary by using songs and interactive material but also alternative ways of assessment as it is integrating the four skills in a worksheet. Our purpose was to integrate assessment by considering learners' styles; in this way, practitioners could point out performance, recognize positive traits, and conduct formative assessment. For instance, in one of the sessions, a song about the weather was played in order for learners to acquire the pronunciation of the vocabulary to be taught. Flashcards were stuck around the classroom with a short sentence and a number. Learners were assigned sheets of paper with numbers. As soon as the practitioner said a number, students were supposed to head to the flashcard based on the piece of paper they received. Then, they were asked to read a sentence (this part was monitored in order to support learners). In the latter part of this session, by using a model students were explained what they had to do with the worksheets. Practitioners checked learners' understanding by having one of them to give the instructions to the rest of the group in their mother tongue. Students were given out worksheets where they had to match some words based on some images. They were asked to take into consideration some numbers and some image so that they could write a sentence, for instance "It is rainy" Those who finished first were asked to color the worksheet based on the model previously given. Meanwhile, one of the practitioners was calling students one by one in order to ask them orally some questions about

the worksheet, for example: “look at the image N°1, how do I P-R-O-N-O-U-N-C-E this?” As it was previously mentioned, students’ linguistic outcomes were also observed in relation to the acquisition of vocabulary, the pronunciation of words, and the learners’ ability to write sentences in context (see appendix 7). This last accomplishment is important to be highlighted since this shows a change about the traditional way in which English is usually taught; this means, in this project vocabulary was never taught isolated, and that because of students exposure to meaningful contexts students could produce complete sentences using the vocabulary discuss in class. Pierce and O’Malley explain alternative assessment as “any method of finding out what a student knows or can do that is intended to show growth and inform instruction and is not a standardized or traditional test” (Pierce & O’Malley, 1992). It was learnt, thus, that this way of assessing provided students the possibility to progress and at the same time to recognize the material used during the proceedings. Besides, this helped students to feel comfortable because traditional testing procedures happened to cause great deal of anxiety among them.

4.3.2 Challenges

Throughout the implementation, spelling and introduction of lexis happened to be downsides in relation to linguistic outcomes.

The process of writing the letters of the vocabulary taught happened to be difficult for learners. When students were asked about specific vocabulary, they showed understanding; however, it was evidenced that most of them wrote the words inaccurately. For instance, in one occasion, in the study part, learners were introduced the vocabulary about some parts of the house through flashcards in order to have learners to focus both on word form and its

pronunciation. Practitioners invited to the board some learners and they assigned them to match a part of the house with its name. Then, learners were explained through a model what they had to do with a worksheet. The model was pretty much the same thing students did in the matching activity. Learners who finished first were asked to count the elements each part of the house had and write some sentences such as: “This is the living-room; this is the bathroom, this is the bedroom etc.” Up to this point everything was right, but when pre-service teachers checked the worksheets, it was noticed that learners wrote the sentences phonetically. It happened to be the same for the numbers, some of them wrote the vocabulary by taking into consideration how it was pronounced in the song, for example: “uan, tu, tri”. (S Krashen, 2002) stated in the Comprehension Hypothesis that aspects such as vocabulary, knowledge of the sound-spelling correspondences, the ability to write based on certain styles, and the way we create complex syntax is the product of reading. In other words, according to this author, reading is the way we acquire (subconsciously absorb) vocabulary, spelling, writing and grammatical competence. As this author points out in order for students to get use to the target language they need to be exposed to reading as much as possible. However, at the end of the process, it was evidenced that since some of the learners happened to misspell the vocabulary taught they needed extra support, but the time scheduled for each session was limited. Practitioners decided, then, to push learners gently to write short sentences on their worksheet by following a model. Also, they decided to have learners to read short sentences from the book named “Mis primeras 1000 frases en inglés”.

As it was mentioned previously both learners and practitioners took advantage of songs to learn vocabulary; however, songs contain collocations, chunks, and formulaic expressions which happened to be an issue while carrying out this project. Scholars like Widdowson suggested that in the learning process the usage of lexical chunks is necessary, but it is needed to ‘show how

they need to be grammatically modified to be communicatively effective' (Widdowson, 1990). At the beginning of the implementation, a song named "Respect" was used; in order for students to understand the vocabulary from the song, some images were shown through the video beam. After that, small flashcards containing both an image and a short sentence were delivered among learners. Although display and referential questions were made in order to know if students were aware of all the flashcards meaning, some students still expressed misunderstanding about the meaning of some sentences, for instance: "just a little bit". Then, learners were asked to lift the card they received whenever they heard it, and the song was played. Just one student happened to lift the card during this part. Practitioners and the observer realized that every time they used songs containing collocations and formulaic expressions learners had comprehension difficulties. Then, it was decided to use only songs in relation to learners' proficiency level throughout the implementation.

5. CONCLUSIONS

This classroom project was aimed at teaching vocabulary through songs in a public primary school in Pereira. Fundamentally, this implementation sought to explore alternative ways to teach vocabulary to primary state schoolers. The purpose of this implementation had to do with discovering the influence of songs in primary state schoolers' vocabulary retention, too. This classroom project sought to discover third graders' preferences about English songs. Furthermore, it was intended to use idioms, phrases, verb patterns, linking words, and other utterances for vocabulary practice. The practitioners and the observer conclude after the implementation that:

Students' willingness to interact in the classes was observed when learners were introduced subject-matter in such a way that they got connected with it immediately, for instance by using visual aids and playing games. Also, they were interested to participate actively when they had to follow commands and sing along. In one of the classes, learners' attitude was remarkable when they were exposed to the song named "Move left" as they were asked to follow some movements from the song and sing. Once students were introduced the vocabulary through the song, the practitioners involved them in an activity. The game "Pin the tail of the donkey" was carried out. A student was blindfolded and the rest of the class helped her by giving directions which way to go, for instance, left, right, up or down. The winning student was the one that placed the tail close to the accurate position. Besides, the usage of idioms, linking words and other utterances for vocabulary practice did not go so well as this type of population found these very difficult to pronounce, recognize, and remember. Learning new words entails more than just knowing about form and meaning. Learners need to be exposed to 'contextual' types of word knowledge when they are learning vocabulary. However, those words which are difficult to address need a large

amount of exposure (Nation, 2001). With that said, learning lexis is a process which needs time as well as content exposition, but practitioners only had few hours per week during the implementation. Throughout the classes learners were exposed to illustrations, demonstrations, examples, and stories in which an item happens; nevertheless, some aspects which are part of learning could not take place, for example, synonyms, antonyms, associated ideas, connotations, etc. Moreover, the effect that songs had in third graders' vocabulary recall was just moderately accomplished inasmuch it was noticed that some learners could remember how words sounded, but they found problems in relation to spelling. When learners had to put into practice the vocabulary studied, they could only do it if this was supported by using resources such as videos, flashcards, imagery, realia, etc. Another aspect worth pointing out had to do with trying to work from students' interests. As in learners' context English songs were not promoted, characterizing these students' preferences regarding songs was difficult. Nevertheless, it was noticed that students were familiarized with songs coming from cartoon movies, and it was possible to exploit this in some sessions. In addition, the usage of songs happened to be an excellent tool in order to introduce and work on new vocabulary. For instance, in one of the sessions, in the engage stage, it was necessary to stimulate learners a bit since they were very quiet. A music video in which a character was getting dressed was shown. This happened to be successful because each student was involved by using the vocabulary from the song. Learners' attitude towards the song was quite remarkable. Students seemed motivated as they were asked to sing and carry out some movements; even, most of them requested to listen to the song three times. After that, a student was invited to the front in order to practice the vocabulary reviewed. The volunteer was dressed up by using adult size clothes. The clothing items were pulled out one at a time and the clothing was elicited/taught/sang/chorused. Learners seemed amused by observing

one of their classmates dressed like that way. As a matter of fact, when this activity was brought to an end, they clapped along.

To sum up, even though it has been shown the benefits that music can have in the learning environment, the use of songs for vocabulary development in the primary classroom must consist on a balance between students' proficiency level and interactive techniques. It had to do with preparing several dynamic activities and tasks in order to have learners engaged and motivated by all means; therefore, they could see the relevance and usefulness of the new words they are been exposed to.

Based on the results of this classroom project, the following recommendations for future researchers are: future teachers should continue to study the effects of English songs to teach vocabulary. It is necessary to donate more time to implement songs as a teaching and learning tool inside the classroom; that way learners' comprehension of vocabulary will happen to be more meaningful. In addition, further research in Elementary School should be needed to discover the effects of songs to teach vocabulary. Moreover, it is necessary to take into consideration the material and the resources to be used in the classroom since they will affect or benefit the opening of a class, the format of the lesson itself, the pace of a lesson, and last but not least, the concluding parts.

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APPENDIX 1

"Happy"

[Verse 1:]



It might seem what I'm about to say

Sunshine she's here, you can take a break

I'm a hot air balloon that could go to space



With the air, like I don't care by the way

[Chorus:]

Because I'm happy

Clap along if you feel like a room without a roof



Because I'm

Clap along if you feel like happiness is the truth



Because I'm

Clap along if you know what happiness is to you

Because I'm 

Clap along if you feel like that's what you want do

[Verse 2:]

Here come  news talking this and that, yeah,


Well, give me all you got, and don't hold it back, yeah,

No offense to you, don't waste your time

Here's why

[Chorus]

(Happy)

Bring me 

Can't nothing

Bring me 

My level's too high

Bring me down

Can't nothing

Bring me



I said (let me tell you now)

Bring me down

Can't nothing

Bring me down

My level's too high

Bring me



Can't nothing

Bring me down

I said

[Chorus x2]

(Happy) [repeat]

Bring me



... can't nothing...

Bring me down... my level's too high...

Bring me



... can't nothing...

Bring me down.

APPENDIX 2

Sad



Happy



Bad



Down



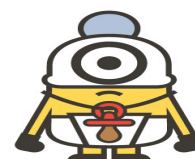
Crazy



In love



Baby



APPENDIX 3

Circle and write

happy or sad



He is

mad or in love



She is

crazy or calm



He is

happy or sad



She is

bad or good

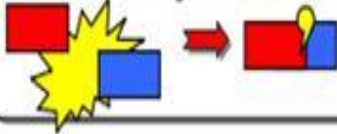


He is

Eddy English says



He is can be changed to He's and She is to She's.



He is hungry. → He's hungry.
 She is sad. → She's sad.

APPENDIX 4

Name of Teacher: Santiago Betancur Ortiz – Steven Eduardo Gutierrez – Oscar Florez	
Institution: Lengua Inglesa UTP	Class number: 5
Date : 28/10/15	Length of class: 1:00:00
Group: 3	Room: 2
Number of students: 24	Average age of Students: 8 - 11
<p>Learning Aim for the lesson:</p> <p>By the end of the lesson learners will recognize and use some adjectives (feelings) and create at least one yes/no question and answer.</p> <p>Sub aims:</p> <ul style="list-style-type: none"> - SS will take advantage of images to guess adjectives' meaning. - SS will be presented some statements about feelings. - SS will listen to a song called “happy”. <p>Estándares guía 22 (nivel A1):</p> <ul style="list-style-type: none"> - Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos. - Sigo la secuencia de una canción corta apoyado en imágenes. - Entiendo la idea general de una biografía contada por mi profesor cuando se apoya en movimientos, gestos y cambios de voz. - Relaciono ilustraciones con oraciones simples. - Recito y canto rimas, poemas y trabalenguas que comprendo, con ritmo y entonación 	

adecuados.

- Pido que me repitan el mensaje cuando no lo comprendo.
- Participo activamente en juegos de palabras y actividades de grupo.
- Respondo brevemente a las preguntas “qué, quién, cuándo y dónde” cuando se refiere a oraciones simples.

Linguistic Aim:

Use simple tenses to try to express short statements and yes/no questions.

Use words, phrases, and images in order to relate meanings.

Pragmatic Aim:

Identify and analyze key elements of a song.

Formulate display and referential questions to activate learners' background knowledge and involve them into the tasks.

Use intonation, paralinguistic features, and so forth. To provide feedback on oral production (mostly at the end of the class so that the students feel free to use the target language).

Sociolinguistic Aim:

In regards of the song, foreign genre as well as cultural factors will be taken into consideration.

During the class to be implemented, learners can interact:

By express opinions about what they like about the song. Suggestion will be taken into consideration for future sessions.

Identify the context and population to provide effective feedback in regards of speaking, reading, listening and writing if needed.

Professional aims:

By the end of the class I expect:

- To have a class focus on learning - centered perspective.
- To scaffold the way students need to learn how to ask for information they need about a specific topic.
- To encourage learners to participate actively.
- To trigger learners listening skills.
- Well timing.
- Understanding of the topic from the students.
- To avoid being most of the time a controller teacher and do it just if necessary.

Assumed knowledge:

I assume most learners have some previous knowledge about: The sentence structure, the days of the week, the months, numbers, simple present, adjectives, nouns, and at least simple phrases.

Description of language item / skills Materials:

- Lesson Plan
- Photocopies
- Worksheets, flashcards
- Notebooks, markers, board
- Speakers and laptop

Anticipated problems

Anticipated solution

- Some learners might not be able to work clearly using the correct form.
- Learners are possibly not familiarized with the material proposed.
- The laptop and speakers might not work.
- Students start to misbehave.

- More examples will be carrying out in order to get learners to understand.
- A model will be handed over related to what learners should do.
- Check out if the cable is plugged in. Flashcards will be used if needed.
- Learners will be reminded the ground rules as well as commitments previously established. Also the students will be asked to raise their hands and the teacher will tell them that the class will not continue until everyone is paying attention.

Stage (skill practice)	Aim of the Activity	Procedure(description in detail of the activity) Student & Teacher activity	Time and interactio n	Comments
ENGAGE Speaking /Listening	To engage students into the lesson and activate their prior knowledge.	Teacher will greet students and will take the attendance. Learners will be asked some yes/no questions in order to review the topic from the previous class. In this part of the class learners will be explained some actions by using phrases which are related to a song named “if you’re happy”. Then, the song will be played and every single student will be encouraged to participate.	15 min F-S	
STUDY Reading/ Speaking	To identify key words in the lyrics.	Some flashcards related to this session’s topic will be stuck on the board. Everyone single one will be told to close and cover their eyes. A card will be removed. Students will be told to open their eyes and look for the missing flashcard. The song “happy” will be played and the lyrics will be	10 min F-S	

		<p>handed over. The gaps of the lyrics will contain images so that learners can relate the meaning of some words.</p> <p>Some images will be shown based on the words from the lyrics. The images will contain an adjective as well as a short phrase, for instance “she is happy” “he is sad” “they are bad”, etc. Display questions will be asked so that learners understand the connection between question and answer, for example are you happy? Yes, I am.</p> <p>Implicitly learners will be explained the structure of the sentence to create yes/no question and answer. The sentences will be shown along with some images to get students to understand the subject easily.</p>	<p>10 min F/S</p>	
<p>ACTIVATE Writing/ Speaking</p>	<p>To get students to participate actively by</p>	<p>The facilitator will stick some images on the board with question as an example; such images contain the adjective</p>	<p>20min F/S</p>	

	using the vocabulary introduced.	and a question. Then, students will be asked to work in pairs and associate one statement and question based on the model (support by the pre-service teacher will be provided when needed). To strengthen this part, learners will be asked to share what s/he has associate with the rest of their classmates.		
Reflection part Speaking	To reinforce what has been carried out during the class.	By stating YES/NO questions a short review (It is quite general) will be made in order to summarize the subject of this session.	5 min F/S	

APPENDIX 5

LESSON PLAN 5 REFLECTION		
Professional development	Description	Reflection
Classroom management Lesson planning Personal growth	<p>Handling how a sense of movement is achieved within the lesson was not that effective as monitoring took much time as well as keeping the instructions short and simple.</p> <p>In the study part, as learners were lost regarding this topic, it was necessary to switch to students mother tongue to clarify some key words.</p> <p>Subsequently, students were shown images from the movie “Despicable me” which contained feelings and emotions. They were asked some display questions to elicit information about the images, for instance what is this? What is the minion feeling? How does he look like? Can you see</p>	<p>When the pre service teachers arrived to the classroom students were not prepared to attend to the class, so it took more time to develop the engage part.</p> <p>It was necessary to consider that these students are starting to understand the pronunciation in English; thus it took more time to have students to recognize the vocabulary from the song they were working on and its sounds. Learners did lose focus as the instructions were not addressed detailed, short, and simple in some parts of the class.</p>

	<p>his face?</p> <p>All of this was accompanied by gestures.</p> <p>When the practitioners showed the lyrics students were not following the song.</p> <p>In another part of this lesson, students were asked to make groups of three. The practitioners were passing around in order to review what learner wrote down in the papers handed over previously.</p>	<p>Then, the observer and practitioners jumped to the conclusion that although the key vocabulary had been explained with comprehensible input, learners found problems relating the content expounded in the engage part with the song introduced in the study part. Then, it was needed to use visual aids like flashcards in order for learners to understand.</p> <p>The practitioners and the observer learnt various aspects that enriched their learning process as well as their competences. According to Harmer (2009), many commentators define a teacher by the term “<i>facilitator</i>” who is the kind of person who acts more as a source rather than a transmitter of knowledge. Also, he states that there are</p>
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	<p>The activity used when it came to the part of closure resulted successful given the fact that the whole topic of the class was summarized by using yes/no questions. However, it was necessary to reflect upon what should pre-service teacher should do different next time.</p>	<p>different kinds of roles related to teachers that seek to facilitate the learning, those roles include controller, prompter, participant, resource and tutor. During the process, it was necessary to adapt various roles in order to support students when needed.</p> <p>Learners were quite receptive towards the latter part of the lesson as they expressed the part they liked the most from the session.</p> <p>In the latter part of the session which is the closure, learners were eager to leave the room.</p> <p>At the end of the session it was noticed that the engage and study part took much time. Since some parts planned for this lesson were not covered, those were finished as soon as recess ended.</p>
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LESSON PLAN 5 REFLECTION		
Students responses	Description	Reflection
<p>What went well?</p> <p>What did not go that well?</p>	<p>The goal and content for this lesson are teaching vocabulary about feelings. Images were presented to introduce the song "Happy". The purpose of this activity was to introduce the topic of the class and engage learners.</p> <p>In the study part of this session, some flashcards were shown based on words from the lyrics. The images contained an adjective as well as a short phrase, for instance "she is happy" "you are sad" and "they are bad". Implicitly learners were explained the structure of the sentence to create yes/no question and answer. Display questions were asked so that learners could understand the connection between question and answer, for</p>	<p>In the beginning of the lesson learners knew some images which were included in the song's lyrics. Such images were taken from the movie "Despicable me" and students wanted to discuss about that.</p> <p>As the lyrics of a song were handed over, the first thing learners recognized was the images of the minions. In that moment they felt free to share that with rest of the class, and even one of the students mentioned that a brother of his always listened to the song.</p> <p>This part of the session was moderately effective since learners were not following the words highlighted. Students were losing interest</p>

	example are you happy?	<p>and their attitude changed towards what the facilitators were saying.</p> <p>Even some of them were doing different things while the pre service teachers gave explanations about the topic. As the song was played accompanied by gestures and a video, learners attitude changed.</p> <p>It was noticed that they were amused because they imitated some movements from video.</p> <p>Students did not seem to understand well enough the instructions when the facilitators were speaking in English. In fact, learners seemed lost. Then, the practitioners switched to Spanish to say some key words. In addition, It was indispensable to explain the same subject once more by using images and gestures.</p>
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	<p>The study and activate part happened to take more time than expected and learners' attitude was not that positive.</p>	<p>Some parts of the lesson exceeded the time proposed and students seemed stressed. They were chatting with their classmates and standing up. This could happen given the fact that the instructions explained to get learners to work on the session were done in English and students were not following the idea.</p>
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LESSON PLAN 5 REFLECTION		
Linguistic outcomes	Description	Reflection
<p>Students' production</p>	<p>Learners were asked some yes/no questions in order to review learning from the previous session.</p>	<p>Previous knowledge played an important part in this session. In the opening part of the class learners relate knowledge from previous classes. This had to do with sentence structure. This was evidenced in the activate part of this session. Learners were able to relate information to what they recognized and know, that is why the knowledge from the previous class (the latter</p>

	<p>In the beginning of the lesson learners related the song with a movie's characters.</p> <p>It seemed that in some students' background the song proposed was known and they recognized some words.</p> <p>When conducting those concluding parts of the</p>	<p>class topic "introduce yourself") aided them to practice new vocabulary, for instance when creating a sentence based on the song "<u>I am</u> happy".</p> <p>It was important to take into consideration students' interest about animated characters from movies. By doing this learners were connected and focus on the topic explained and this was evident when they completed a matching activity.</p> <p>Students knew about some words of the vocabulary planned for the class before they were given the worksheets. When the assignment was provided including highlighted key words, learners could relate the known words with other expressions based on</p>
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	lesson, by handing over the worksheets learners could review and reinforce what they studied throughout the class.	images. As a matter of fact, this aided them because almost every single one completed the worksheets with few mistakes.
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APPENDIX 6

Match the words below with the correct image. Then, write a sentence, for example: "It is sunny"

Windy Cloudy Sunny Rainy

1 2 3 4

It is rainy It is sunny It is cloudy It is windy