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Topic:

THE DEVELOPMENT OF ENGLISH ORAL SKILLS THROUGH THE USE OF
MUSIC WITH THREE YEAR OLD CHILDREN AT MI PEQUENO MUNDO DAY
CARE CENTER

Disertación de Grado previo a la obtención del Título de Licenciada en Lingüística
Aplicada con Mención en Enseñanza de Lenguas

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Los amo.

ABSTRACT

The following dissertation is a study of the effects that music has on human beings, especially on children and the way they learn. Teachers have used several methodologies and approaches in order to teach a foreign language, and music has been one of them. However, this powerful instrument can be explored and used more deeply in order to get better results. This work offers ideas on how to use songs, music and rhymes so as to improve listening comprehension and oral production in children.

Due to the fact that language is acquired by oral exposure to it, and that children have to be surrounded by a motivating environment which promotes learning, this work is a proposal for teachers to use music in the classroom not only to get children's attention but also and most importantly to transmit knowledge to students.

Music is widely enjoyed by children who feel free to express themselves through it. The author proposes the use of songs because of the high level of confidence that it provides to children. It is the author's wish that all the information contained in this work can be used in the class in order to see music as another teaching strategy rather than considering it as a complementary activity in the teaching-learning process.

RESUMEN

La presente disertación es un estudio de los efectos que la música produce sobre los seres humanos, especialmente sobre los niños y la manera en la que ellos aprenden. Los maestros han usado varias metodologías y técnicas con el objetivo de enseñar una lengua extranjera, y la música sin duda ha sido una de ellas. Sin embargo, este instrumento poderoso puede ser explorado y usado más profundamente para conseguir mejores resultados. Este trabajo ofrece ideas sobre cómo usar canciones, música y rimas con el fin de mejorar la comprensión y producción oral en los niños.

Dado el hecho de que el lenguaje es adquirido por medio de la exposición oral y que los niños necesitan estar rodeados por un ambiente motivador que promueve el aprendizaje, este trabajo es una propuesta para que los maestros usen la música en clase no solamente para captar la atención del niño, sino también y sobre todo, para transmitir conocimiento a los estudiantes.

La música es ampliamente disfrutada por los niños quienes sienten libertad de expresarse a través de ella. La autora propone el uso de canciones debido al alto nivel de confianza que éstas promueven en los niños. Es también el deseo de la autora que la información contenida en este trabajo pueda ser usada en clase para ver la música como otra estrategia de enseñanza, en vez de considerarla solamente como una actividad complementaria en el proceso enseñanza-aprendizaje.

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CHAPTER I

Theoretical Framework

1.1. Language Acquisition.

Language acquisition is known as the cognitive process by which human beings acquire the capacity to notice, produce and use the structures and words in a language in order to communicate.

Language acquisition usually refers to the first language. Children acquire their mother tongue collectively with all the phonetic, syntactic and semantic features of it. Linguists make a difference between language acquisition and language learning. The former refers to a natural and unconscious process which is carried out during early childhood. The latter suggests that there is a formal and conscious process of learning before using language at any age.

The ability to acquire and use a language is restricted to human beings. No other living organism in the world is capable of doing it. Language is the major tool of communication. Throughout the centuries, human beings have been able to express their feelings, thoughts and opinions using a language.

As describes above, language is a very powerful instrument. Some experts have given certain characteristics to it:

- Language is universal: Every person, in every part of the world has a language system to make use of.
- Language is systematic: It owns its characteristics, which are not shared by other languages.
- Language is not regular: Even though all languages present their rules of use, there will always be exceptions to them.
- Language is creative and functional: It enables speakers to create, innovate and understand new utterances.
- Languages change: There is not a language that has remained the same since its beginnings. New words are created and added to the lexicon every time.
- Only human beings, as we previously said, can acquire and learn a language.
- Language can be verbal and non-verbal.
- There is a tight relationship between languages and the culture they share.
- There is not possible way in which language can exist without thought. They are related.

All the characteristics presented make every language unique. And although languages seem to be very complex systems, children do not show any problem at the time of acquiring them.

The process of first language acquisition demands some special requisites. The most important appears to be interaction. The family and the environment play a fundamental role in the acquisition of the mother tongue. When the need for communication appears in children, acquisition takes place.

However, the subject of language acquisition has caused some controversy. Many theories have been provided in order to explain the way in which people acquire their mother tongue.

1.2. History of Language Acquisition

The study of the language has early beginnings with the Egyptians in the 7th century. Egyptians believed that children were inborn with language, and even though they do not have any contact with the outside world, they will be able to develop the language they were born with. King James V of Scotland, more than 10 centuries later, supported this theory assuring that he isolated some children, and they spoke Hebrew.

On the other hand, Akbar emperor of India was interested in discovering the way in which language is acquired. He proposed the idea that language is acquired by contact and interaction. He wanted to prove his theory and isolated two infants in two different houses. Two mute nurses were sent to look after the children. After some time, neither of the infants acquired the language which seemed to demonstrate that his theory was valid.

Many centuries later, advanced studies have let some other theories arise. The Nativist position, for instance, suggests that language development is a matter of maturational factors, and that it is a phenomenon which only occurs in human beings.

This theory also states that people are born with a special structure that makes it possible for them to acquire a language. One of the supporters of the theory is Lenneberg who explains that there is a synchrony between language and motor skills development. He sustains that children cannot develop and acquire language until they achieve *a certain level of physical growth and maturation* (Lenneberg, 1967).

Another nativist viewpoint referring to the way children learn their language is proposed by linguist Noam Chomsky (1965), who established that children can produce and understand utterances because of the innate language capacity with which they are born. He proposes the existence of a *Language Acquisition Device*, which is a set of innate mechanisms that allow children to analyze and decode any language input and produce a response.

He supports the existence of a *universal grammar*, which can be seen as the innate properties and parameters that are available to all human languages, and that are selected carefully by the speaker according to the rules of his/her own tongue. According to this view, languages share common characteristics and they are set in the person's brain at the time of birth. Experience, the environment and interaction help this grammar develop and grow with time.

Another perspective referring to the language acquisition process has been raised by the Behaviorists. One of its exponents is B. F. Skinner. He tried to demonstrate that

language acquisition is a process that occurs due to reinforcement and generalization rather than innate mechanisms. (Skinner, 1953)

He considered that all the actions performed by any organism are behaviors, and this theory also includes language. Skinner maintained that language is not a cognitive behavior. Language is learnt by reinforcement, and it is shaped with every day experiences.

For Skinner (1953), the child needs to experiment with the language. Every time the child tries to use the language, he can either fail or succeed, and he will continue trying until he can use the language effectively.

The reinforcement that children need in order to improve their knowledge about language comes from the environment: parents, relatives, friends, teachers. Progressively and thanks to exposure, the child will refine his language and make it accurate.

Skinner proposed two types of verbal behavior which also serve as reinforcement. The first occurs when the child expresses something he wants. As long as he can make himself clear, he will receive what he asked for, being motivated to use language again. The second type occurs when the child imitates other people's words. He is learning new vocabulary and at the same time he is receiving positive reinforcement from them.

Mowrer (1960) is another behaviorist who claimed that language is learnt since the baby is born. He supports the idea that babies start the process of language learning when they

are exposed to speech, especially the mother's. The baby associates his mother's voice with protection and satisfaction.

When the baby starts the babbling process, he tries to imitate the sounds his mother produces. Every time the baby imitates a sound, the mother will reinforce this behavior encouraging the child to learn new patterns.

Behaviorists and Nativists were concerned with the acquisition of the grammatical structures of a language, but they did not consider the set of rules that involve its social use. This is the reason why a position towards language acquisition is presented by sociolinguists who try to explain how language is employed in social contexts.

Children acquire the structure of a language, and at the same time they have to acquire the knowledge about when to use the language and when not to. According to Hymes (1967), children also have to learn to discriminate the linguistic code they are about to use and the people they will use this code with.

Neither of these theories can be considered as definite. All of them have contributed, and will continue helping other linguists and people interested in language acquisition to propose new theories and viewpoints referring to such a complex process.

1.3. How Does a Child Learn a Language?

Before starting to explain the process that children follow to acquire language, it is important to have a general idea of what language is. Human language is an extraordinary mental faculty that helps human beings to communicate ideas, feelings, thoughts, likes, dislikes, etc. There is not any other form of communication which transmits so much information in such a short period of time. It is even more extraordinary that in three short years a child can hear, imitate, explore, practice, and finally, acquire and use a language.

Language is a system of signs which serves people to convey a message. The mother tongue is acquired when the baby is exposed to such system. This exposure occurs every day when the mother baby-talks with her child, asking questions and giving the answer herself. After this first stage, the child will be in contact with the language every single day. This fact will allow him to hear and repeat new words, realizing their meaning on his own by making associations between sounds and objects or actions.

Every language has a different sound system. Every sound in isolation lacks meaning, such as the sounds a baby makes. However, after some time when the child is ready to put the sounds he acquired together, those isolated sounds become words that now have meaning for the speaker and the person who hears them.

A young child is a human being who, unlike his elders, is engaged in the fundamental process of developing the major portion of his mental capacity. At least eighty percent of his intellectual aptitude is acquired during the first six years of his life.

Language develops differently for every person; however, most children develop ninety percent of their vocabulary at the age of three. During this period, his brain grows and develops in accordance with the intellectual stimulation provided by his environment (<http://www.newbanner.com>).

Since birth, the baby is able to recognize suprasegmental phonemes. By his sixth month, it is possible for him to babble and coo, and make every noise that comes to his mind. A one year old baby is now able to attach meaning to words, having a vocabulary of about fifty words.

According to the online article *How do children learn language?* (Bainbridge, C., 2009), language learning occurs naturally since babies are born in three stages: the first one has to deal with the process of acquiring sounds. During this first stage, the baby can only hear and later imitate such sounds which in every language are known as phonemes.

Stage two deals with word formation. Carol Bainbridge assures that the baby will reproduce isolated phonemes until he is ready to put them together to produce morphemes. At this stage, the baby is actually adding meaning to the sounds he previously learnt, recognizing where one word begins and ends, which is called word boundaries.

Finally, the author speaks about a third stage which has to do with sentences. Children, after having recognized the morphemes that accompany a language, are ready to join them together in order to express complete ideas and thoughts. Even though, their sentences are not grammatically correct, they manage to make themselves understood.

It is important to consider that children and adults learn in a very different way. While the former exercise subconscious effort to learn a foreign language, the latter apply conscious attention to understand, retain and use the same foreign language (Brown, H. Douglas. *Teaching by Principles*. p. 87).

This fact then, defines two kinds of attention. Focal or conscious attention held by adults and in consequence, the awareness of language forms; versus the spontaneous or peripheral attention that children show when learning.

Children learn a foreign language without actually realizing it. This, apart from being an obstacle, can be an opportunity, if the teacher knows how to approach the group and make them feel interested in what they are doing.

1.4. Child Development

Children development has been studied for many experts who believe that children have certain characteristics since birth. One of these authors, Robert Owens (1988) explains this process from the very first month, where babies prepare their way, physically and cognitively in order to be ready to produce their first word.

One month babies are not physically ready to produce speech. The only communication tool they manage is their crying. They can move their limbs unconsciously, and most babies can lift their head when they are lying down on their stomach, however, until their third month, they will not be able to support their head when they are held straight.

By the third month, babies start to sit with help. They try to reach objects and grasp them. Three months babies start to discriminate objects and recognize their mother. Babies coo and produce certain vowel sounds.

Four months babies have more control over their heads. They start to pay more attention to the faces surrounding them, smile and laugh. When babies reach their fourth month, they start to babble more consonants and play with the pitch. These babies enjoy when people speak at them.

During their fifth and sixth month, babies develop more strength in their bodies. Their heads are stronger, and they start to roll from stomach to back. At this stage, everything is about mouthing. Babies can reach and inspect objects. By this time, they know who the parents and even the siblings are. Babies like to experiment with sounds, volume, pitch, and rate in a variety of ways. They vocalize in front of their toys, expressing pleasure, excitement, and anger.

When babies become 7 months old, they also become experimenters. During this period, babies have started to eat solids. Some of them will soon have their first tooth, and this is when their humor starts to vary. Babies pay more attention to other people vocalizing, so they can add and produce more sounds.

By their ninth month, babies can stand alone briefly and sit without help. They like to produce different patterns of intonation, and they enjoy playing with their tongue.

During their tenth, eleventh and twelfth month babies have learnt to drink from a cup, get up and climb up and down stairs, and take their first steps. Babies can search for an

object they lost in a familiar environment. By this time, they want to do everything on their own. They enjoy being independent. Their emotions vary according to their mood, and they will always seek for approval.

Ten month babies try to imitate adult speech, and they follow some commands. When they turn eleven months, they start to imitate rhythms and facial expressions. By their first year of life, babies can produce one, two or more words, and they react to the tone of the word *no*.

At the age of two, children have developed many physical abilities and have acquired many cognitive, social and communicative aspects. Children are now able to do more complex actions like jumping, singing, dancing, walking at various speed levels, etc.

When children are two, their vocabulary is expected to have 200-300 words approximately. Children now like to tell experiences using pronouns *I and mine*. Their sentences are incomplete and short but still understandable. Prepositions like *in, on* are now part of their conversation. Plurals and gerunds start to become familiar for them as well.

1.4.1. The Three Year Old Child.

As presented so far, there are certain characteristics that are exclusive to each year of children's life. A one year old child will never act as a two year old, and three year olds will always be different from four or five year olds. All these features help children grow and mature, at the time that give children the tools to learn constantly.

Augusto Burneo (no year) states in his book *Psycholinguistics* that the three year old child is a more independent, active and moreover curious person. He has become a problem solver, and he can now do more things without help such as dressing (except for shoe tying) and feeding

During this stage his memory has increased, allowing the child to do more observation and imitation. However, they cannot understand yet the concepts of *yesterday and tomorrow*.

Children can recognize circle, square and triangle, and they can draw the two first. A single picture often represents many things. Colors are not a problem since they can distinguish among primary and secondary colors (many children can recognize tertiary colors as well).

Their days are busy exploring the world. They like to discover new things and enjoy acquiring new knowledge. That is why children at this age enjoy being told short stories, singing songs, and remembering rhymes and chants. They like to ask many questions, especially the ones with the words *who, what and why*.

Sentences follow a subject-verb-object format. Their vocabulary has increased until reaching 1,000 words and they have already mastered the vowel sounds. Children can manage nasal consonants first, and clusters are still difficult.

A three year old child is able to start and finish a sentence, and combine them to explain a situation or tell an anecdote. Their speech is more understandable; however, sometimes they find it troublesome to pronounce difficult words. Some verbs in the past are not properly used, such as go-goes; or in Spanish traer-trajo; since the child is formulating language rules.

Three year olds reflect the aspects of their daily experiences. This can be noticed in the use of adult intonation when calling the attention to somebody and the use of swear words.

At this stage children show a great development of motor and language skills, and their experiences with the environment play a big role in their conversation.

1.5. Motivating Children in the EFL Classroom

Behavioral and cognitive psychologists agree that motivation is the essential factor for learning. It is influenced by internal or external factors, and it can start, sustain, intensify or discourage behavior (Reeve, 1996).

Internal factors include the individual characteristics or dispositions that students bring to their learning, such as their interests, responsibility for learning, effort, values and perceived ability (Ainley, 2004).

The external factors, which schools can affect, are those variables in learning conditions and environment that can activate, support, or change student motivation.

Children do many things because they want to do them. No other person tells them to, they only behave because they are making their own choices. This is the result of their intrinsic motivation. This attitude brings satisfaction to the child, and makes him want to continue doing it. For instance, when they choose what they want to wear that day, or when they decide what game they are going to play (Carlton, M., 2003).

Children also act and join in some activities because adults tell them to do so. Children feel that they have to please the other person, be it the teacher, the parents or some friends, being then extrinsically motivated. When this kind of motivation occurs, the child needs to feel satisfied in a different way, maybe with a candy, a toy or any other kind of reward. This type of motivation is more difficult to sustain for a child, since the base is an outside force.

When children are intrinsically motivated, learning occurs more easily since the experience itself is rewarding for the children. It is more natural for them to do an activity they actually enjoy, and they want to do rather than doing something they are required.

There are some characteristics that indicate the level of motivation of children. First of all, we find the persistence. This is the ability to stay with a task for an extended period of time. A highly motivated child will get involved in the activity and stay longer doing it.

Along with the article, we find that the second characteristic of motivation is the choice of challenge. If children experience success in achieving a challenge, they will be willing to welcome a new one. On the other hand, if the challenge was not completed successfully, they will lose interest. Every time we offer a challenging activity to the children, it is important to make sure that the task is not too difficult or too easy either. If that occurs, children can develop frustration or a very low amount of satisfaction.

Teaching experience has shown that another indicator of motivation is the amount of dependency on adults. A highly motivated child does not seek help constantly. He shows more independence and confidence in the way they develop a task. A child with a lower level of motivation will try to find approval for every step he takes in a task. It is very important to grow independence in children, allowing them to make their own decisions, to invent their own games, and guiding instead of giving orders.

The last indicator of motivation is emotion. Motivated children show more enjoyment when doing a task. The children that are not interested in what they do, will appear quiet or bored.

Motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents. Behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation.

Being motivation a critical point in the education process, it has been viewed and analyzed from different points. According to Skinner (1953) and his theory, motivation can be related to a reward. This behavioral view suggests that students are motivated to complete a task by being promised a reward of some kind. Skinner emphasized on the role of reinforcement in learning, showing that organisms tend to repeat actions that are reinforced, be it with a praise or a motivating phrase.

The Cognitive views of motivation state that human behavior is influenced by the way people think about themselves and their environment. This view is based on Jean Piaget's principles of equilibration, assimilation, accommodation, and schema formation(1972). Piaget explains these principles by suggesting that children manage a sense of organization and balance which is known as equilibration. Cognitive theories of motivation focus on learners' beliefs, expectations, and needs for order and understanding. Beliefs about the capability of completing specific tasks influence learners' perseverance and willingness to accept challenges (Biehler/Snowman, 1997)

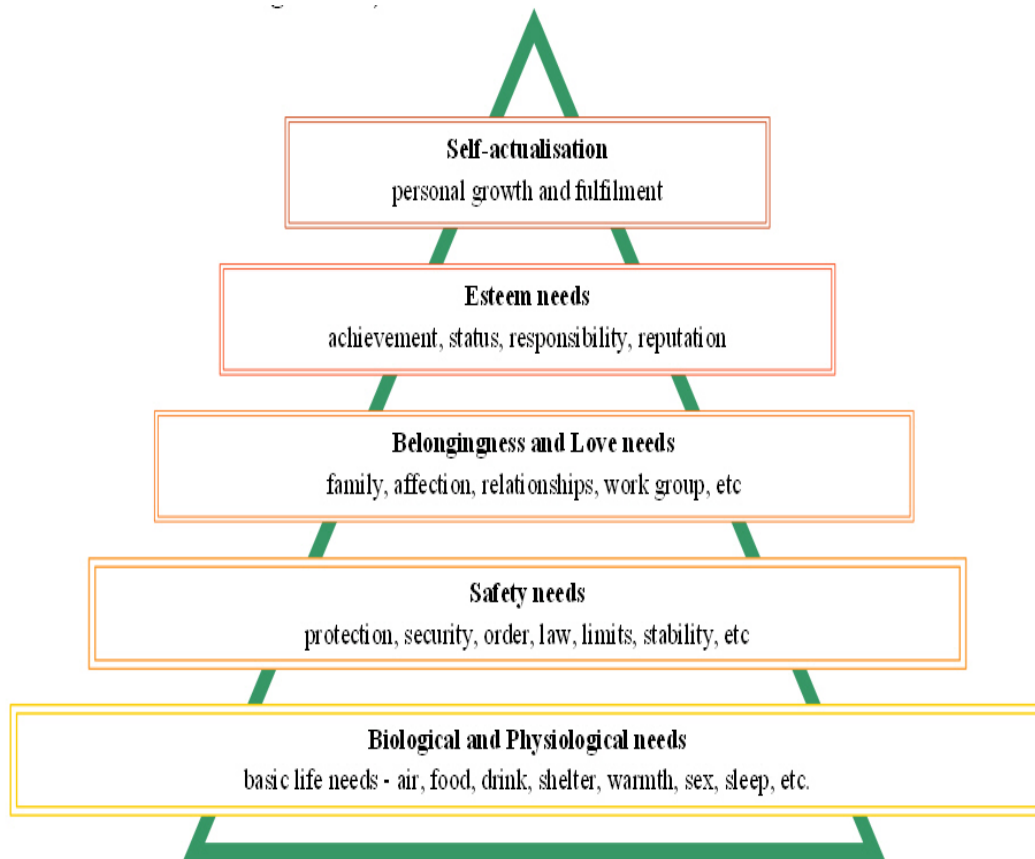
Another view of motivation comes from Maslow (1943). He thought that behaviorists were becoming too objective, forgetting the human side itself. He concluded that healthy individuals are motivated to seek their objectives and reach them. For this reason, he classified the human needs into categories by hierarchy, beginning with survival and

safety needs, progressing through belongingness and esteem needs, and ending with intellectual and aesthetic needs.

Survival needs have to do with the basic things that people require to be alive, such as water, food, breathing, sleep, and so on. Safety needs deal with the security that people want to feel about their bodies, jobs, family, etc. Belongingness needs make people feel part of a group, whereas esteem needs serve people to create confidence in themselves. Finally, the last category is self-actualization, where people are supposed to grow internally and become more independent and mature.

Humanistic views of motivation focus on the learner as a whole person and examine the relationships among all the needs in the hierarchy. A positive classroom climate and caring student–teacher relationship are essential to the development of student motivation.

The following pyramid (Graphic 1) is an interpretation of Maslow’s hierarchy of needs, with the most basic needs at the bottom. When all these needs are fulfilled, the individual is highly motivated and ready to reach their objectives.



Graph..1. Alan Chapman. Based on Maslow's Hierarchy of Needs. 2001-2004

As we have previously seen, all these views about motivation can help us to find a positive way to encourage our children to develop their own learning style. Combining the three of them (Behaviorism, Cognitivism and Humanistic View), it is possible to maintain the equilibrium in the classroom. Let us remember that the more comfortable our students feel, better results we are going to obtain.

Motivating learning in young children is not a very difficult task. Children learn from every single experience they have throughout the day. They are naturally curious. They

like to explore and experience things themselves. If that experience brings pleasure and success, they will want to continue discovering.

Learning a foreign language does not differ from this view. When children feel curiosity about what they are hearing and experimenting in a foreign language, their will to find out and learn is going to increase.

A child's development (affective and intellectual) is greatly influenced by factors in his or her environment and the experiences he or she has. Three-year-olds learn primarily through exploring, using all the senses. While playing, they are better able to ignore distractions and focus on the task at hand. They will even persist in completing something that is a bit difficult and can think more creatively and methodically when solving problems.

Another important factor is the affective. It is true that adults may feel inhibited when learning a foreign language because they want to avoid situations in which they feel incapable or ridiculous. This occurs because adults are conscious when acquiring and using new structures in the target language (Brown, H. D., 2001)

However, children are not excluded from this problem. On the contrary, since children are extremely sensitive, any challenge that cannot be accomplished can mean a breakdown for them.

Children have shown to be more fragile than adults. Furthermore, their personalities are being shaped, so that any failure to understand or use a foreign language can be a negative stimulus for them. This is the reason why it is extremely important to motivate

children to acquire a language, and transform the learning experience into a comfortable and enjoyable process.

The experience of teaching English to children shows that group work can be an excellent tool in order to improve students' confidence. By building and strengthening confidence in children, the teacher is at the same time increasing the child's self-esteem; an internal motivation undeniably positive within the learning process. Music, songs and rhymes can contribute to build this environment in class, having all the children participate in the activity without being questioned or feeling less capable than their peers.

It is well known that teachers cannot explain grammatical rules to children, not only because they will easily get bored, but also because they will barely understand what they are being taught.

Three year olds do not understand abstract concepts. This is the reason why it is extremely important to find other ways to teach them. A lesson should include a variety of activities to keep interest and attention alive.

Children expect a person that likes to play, sing, and also exert a good amount of discipline. Remember that the teacher is not a clown. The teacher is the person in front of the class who can transform a boring vocabulary lesson into an interesting learning experience.

Children may feel motivated by any small and apparently insignificant detail. As we previously saw, a prize or a reward can be a good tool to retain their attention and make them participate.

However, it is not recommended to use this technique in every occasion, since children, after some time of applying this strategy, will not find surprising the fact of receiving something in exchange for their efforts.

This chapter has explained the ways in which children acquire a language in order to clarify the idea that not every person learns in the same way, and that there is a process that has to be respected and followed patiently. Some motivation theories have been presented so the teacher can find the task of providing children with knowledge, confidence, discipline and enjoyment easier.

CHAPTER II

Music and Children

2.1. Music

2.1.1. The History of Music

People have found it hard to give a proper definition of the word *music*. Many experts have established several opinions about its meaning, but all of them have been subject of discussion.

Every person, in every country and depending on their backgrounds, will be able to give a definition of the word music. Certainly for each one of them, music will be the purest expression of the spirit, combined with a variety of sounds, rhythms and melodies.

Etymologically, the word *music* comes from the word *mousike*, a Greek word used to refer to any of the arts or sciences governed by the Muses (<http://www.etymonline.com>).

This unique creation varies according to the individual's characteristics, likes, dislikes, and daily experiences. Even for the person who hears it, music is going to sound differently due to culture and social context.

Music has been seen as a tool of expression, a way of speaking out what is hidden in our minds. Thousands of years ago, music emerged to give the human being the pleasant

sounds that make him feel comfortable. Music is universal, and yet it is also diverse in every element that makes part of it.

It represents a very important part of daily life for many people and cultures. In ancient times, music was used with sacred purposes. Egyptians used instrumental music for their religious services (<http://www.library.thinkquest.org>).

The Greek philosopher Plato wrote that "*Rhythm and harmony find their way into the inward places of the soul,*" showing that they were convinced that music has the power to evoke the deepest feelings and emotions (<http://www.healingmusic.org>).

India has proven to be the place with one of the oldest musical traditions in the world. Archaeologists have found certain instruments in its caves which are thought to belong to the Paleolithic era. The most common are some flutes, which were made out of bones with lateral holes.

Hebrews, Greeks and Romans used to combine music with theatre, and they used music to pray as well. Greeks formed choruses to entertain, and musicians and singers were highly appreciated.

The most notable culture in using music as we have seen was the Greek. They started using music with spiritual purposes, but later they extended it to education, having children learning music at the age of six. Greek music was a big influence for other cultures at that time becoming the base for classical music (<http://www.library.thinkquest.org>).

Before getting into the relationship that nowadays exists between music and education, it is important to understand the history of music in order to have a clearer idea of the influence that it has had throughout the centuries.

2.1.2. The Periods of Music

Experts have classified music into some periods, according to the times and trends. All of them have contributed to make music evolve along with the societies.

It is precise to look back at the Prehistoric Period, where natural sounds, the human voice, whistling and similar methods were used to create pleasant rhythms to the ear (<http://www.mfiles.co.uk>).

During the Medieval Period, music was used mostly by the Roman Catholic Church. Chants, known as the Gregorian Chants, and prayers characterized this stage.

From 1400 to 1600 the Renaissance Period takes the lead. It is similar to the Medieval Period; however, it shows a little more sophistication. During this period music started to be printed on paper.

New instruments appeared apart from the flute and the harp. It is possible to find trumpets, panpipes and tambourines. The invention of the press facilitated the process of writing music and it helped to make more copies of it and to spread it more quickly across a larger area.

After this period, music becomes more complex and dominant. The influence that the church had over music started to decrease. The Baroque Period grants the composers the opportunity to rebel against the traditions and customs predominant during the Renaissance Period.

Several European monarchies employed composers at their events, where they were expected to play their best compositions. One of the most famous music writers of this time was Johann Sebastian Bach, followed by Antonio Vivaldi, to whom it is attributed the creation of the *opera*. This period later became the base for the Classical Music period, which started from about 1730 to 1820.

Music during this stage appeared to be more stable and presented well-defined forms and rules. Aristocracy at that time was demanding some type of elegant music, something which could evoke the image of the Classical Greece.

Vienna became the musical capital of Europe. Composers from everywhere settled here to develop and formalize their styles. The symphony took place and the most important music virtuosos from this era included Wolfgang Amadeus Mozart and Ludwig van Beethoven.

Beethoven is also seen as one of the first composer during the Romantic Period, which took place until 1910. In the Romantic period, musicians left the classical rules behind to start composing from their hearts. Music became now more emotional and expressive (<http://www.mfiles.co.uk>).

Music includes subjective perspectives of life. It talks about heroes, far away and unknown places, and of course, inaccessible love.

The creation of new instruments helped composers to write longer musical works and to expand the size of the orchestra. They were no longer servants of the monarchies as it happened during the Baroque Period. They were independent and they lived among the celebrities of the time.

Many of the melodies of this time resembled the culture of the countries. Symphonies started to tell stories and ordinary people could play music as well. Composers included Schubert, Schumann, Tchaikovsky, and Wagner among some others.

During the last decades until our days, composers have been trying to find more exciting ways of expressing their music. This is the music of the Twentieth Century period.

Musicians have been combining different styles taken from all over the world in order to create novel and original pieces. This is a time of experimentation for musicians since all of them feel free to compose and combine tones as they feel (<http://www.mfiles.co.uk>).

2.2. Music and Education

Music has been the door for many people to find peace and harmony, to feel comfortable only by listening to it. Music has also proven to be a subtle way of transmitting knowledge. People who listen to music in their own language can learn new words that

they have never heard before and experiment a period of acquisition without even realizing it.

According to the article *The Effects of Music Upon Second Language Vocabulary Acquisition* published by Suzanne L. Medina, Professor of Graduate Education at the California State University, music can help students to retain information easily and it benefits the memorization process.

This fact can become an advantage for students, because in this way they will be able to recover past information only by remembering the rhythm and the lyrics of the song. When memorization occurs in a natural way such as music, the student does not feel any pressure to learn, on the contrary, he enjoys the process of memorizing a song, and acquiring information that otherwise can be difficult to retain.

Actually, Carolyn Phyllips (2006) suggests that people who have been exposed to early musical training develop brain areas involved in language and reasoning. (<http://www.schoolmusictoday.com>)

A song can be used as a warm up activity, as a wrap up activity or it can be used as the tool to introduce a topic for the first time. When children hear a song for the first time, they feel curious about it. The second time, they will recognize it and the third time they will try to sing it.

When children learn the song, they will want to sing it, and whenever they hear it again, it will be a natural thing for them to sing and dance to it.

Kenneth Beare, author of the article *Music in the ESL Classroom*, states that the use of music in the classroom can make the entire learning process more enjoyable and can stimulate brain learning.

2.3. Music and its Importance in Language Acquisition.

Kevin Schoepp (2001), suggests three main reasons to use songs in the classroom: they are the affective, cognitive, and linguistic reasons. Krashen (1983) explains that the affective factors strongly influence language learning. The student needs to have a positive attitude towards learning, seek language input and of course, be open for language acquisition. For this reason, teachers must provide a positive atmosphere which can conduct the student to language learning.

Saricoban and Metin (2000) state that songs develop the four skills in a foreign language, which are listening, speaking, reading, and writing. Authors such as Lo and Li (1998) say that songs provide a stress-free atmosphere in the classroom helping students work better on the development of the four skills.

Some other authors consider that songs and enjoyment go together, and this fact helps to reduce the level of anxiety and pressure that students may feel in every class.

As we previously mentioned, songs are a good tool for students to develop automaticity, which is the most important cognitive reason to use them in class. Gatlinton and Segalowitz (1988) define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses."

Songs make the task of speaking in a foreign language easier, since the language presented in every song tends to be repetitive. This, apart from being an obstacle can be an advantage, because students listen to the phrases and words in the song over and over again and they remain in their memory to be used as they need.

The final reason given by Schoepp (2001) is the Linguistic. He mentions that the use of songs in the classroom gives students the opportunity to know colloquial English, which is not presented in text books.

These three reasons, affective, cognitive and linguistic are tied together. If the students are exposed to songs they enjoy, their learning is more likely to occur and speech will flow more easily.

Many scholars think that songs are among the best ways of teaching a foreign language. Any student, be it a young learner or an adult enjoy the fact of listening to music in the language class.

Certain students will enjoy studying with or through music more than their classmates, but definitely all of them will feel more confident about studying a language with songs or rhymes.

Brian Cullen (1998) states in his article *Music and Song in Discussion* that music presents an internal structure: melody, harmony, rhythm, and instrumentation, so it can have an emotional effect over the listener.

The student can practice the foreign language in several ways if the teacher uses music. According to the group, the tasks with songs can be analyzed more deeply. Students can

consider the tone of voice used by the singer to express anger, happiness, or other emotions. Songs teach not only vocabulary, but also idioms and phrases that native speakers use every day.

In his article, *Musical Activities for Young Learners of EFL*, Abdulvahit Cakir says that songs, rhymes, chants, and musical games are excellent materials for the teacher. He mentions some of the virtues that using these materials have.

They are a fantastic way of teaching stress and intonation patterns of English. Cakir also mentions the fact that music is a source of enjoyment, and it can also help students to remember and imitate words that otherwise would be difficult to internalize. Cakir says that songs trigger emotions which contribute to socialization, to develop an aesthetic taste and mostly to create pleasure.

When teachers use music in class, they are not only providing the class with a relaxing atmosphere, but also they are teaching something in a different way. It is important to remember that language, music and culture go together. Since music is communication, it becomes the vehicle to show people some aspects of the day-to-day, likes, dislikes and lifestyles of towns and countries.

2.4. Children and Music

Research states that there is substantial evidence indicating that babies are aware of and respond to music and different sounds inside their mother's womb. The womb is a warm, watery place where the baby enjoys solitude, but not complete isolation. The

baby's senses are gradually developing, and it will experience sensations relating to taste, smell, sight, sound and touch before entering the outside world. Hearing becomes an important intellectual link, delivering clues from the world after the womb. The baby will react to loud noises by the ninth gestational week, and by the end of the second trimester, its hearing is fairly developed (Butler, G., 2011)

From very early stages of life, children respond to music in a positive way. It has been the method used by hundreds of thousands of mothers who find music as one of the best techniques used to calm children and make them stop crying.

Babies listen attentively when there is a musical sound around, and if it is the mother who sings, the baby will be able to find the confidence he was asking for and then he will remain quiet and happy.

Singing to a baby can bring many benefits for him/her. Colic can be relieved, and the baby can feel a bit better. If bedtime is a problem for the parents, a lullaby can put the little one to sleep.

Abdulvahit Cakir, author of the article *Musical Activities for Young Learners of EFL*, states that children have a natural music taste and that play is the only activity they take seriously.

For children, music is a synonym of play, and fun. They have a natural love for music. Two, three, and four year olds dance, sing, clap and move their bodies at the day care when listening to Hi5 or Barney. Even though the song is unknown for them, they will try to sing it anyways.

Children prefer tunes with an energetic beat. It brings happiness to their lives. Children can modify their mood just by listening to some music. The effect of music on children is immediate.

It becomes difficult to imagine a child who is not surrounded by music, traditional chants, rhymes or cradlesongs. Children from everywhere, even from the smallest communities grow up surrounded by sounds and chants that show their culture.

Karen Sibal (2004) explains that music is enjoyable and fun. She mentions that research has shown that exposing children to music stimulates their overall intelligence and emotional development. The author says that when children listen to different types of music, their self-esteem is nurtured, and their creativity, self-confidence and curiosity are encouraged.

Music is an inherent part of who we really are, and children show that when they sing, dance or simply move their heads to the tone they hear. Experts assure that music contributes to increase overall intelligence by shaping the types of attitudes, interests and discipline within children.

Studies show the benefits of the Mozart Effect, which is the effect that listening to classical composers has on a child's intelligence. When some students were exposed to this music before performing certain tasks related to spatial-temporal reasoning, they showed a short-term improvement which experts consider as a significant discovery related to music (Campbell, D., 1997)

Some people claim that listening to this kind of music since early childhood makes children smarter but, this theory has not been proved yet. What is sure about the Mozart Effect is that it does help children relax and feel more comfortable when listening to it.

Playing instruments have shown many benefits, too. According to Brenda Hanna-Pladdy (2011), "Musical activity throughout life may serve as a challenging cognitive exercise, making your brain fitter and more capable of accommodating the challenges of aging. Since studying an instrument requires years of practice and learning, it may create alternate connections in the brain that could compensate for cognitive declines as we get older."

Music can also help children gain confidence. Singing is a group activity that involves all the students at the same time. The kids share the experience of repeating a song and dancing to it with their classmates, and this fact makes it less awkward for the children to get involved in this type of activity.

For Kimberly L. Keith (2011) music makes children smarter since they experience a unique integration of body and mind. When this sensory integration happens, the child is getting ready for schooling. Music has been proven to contribute to the development of the spatial-temporal reasoning in children, a process that is needed to understand mathematics.

Teaching experience has shown that childhood is the period of life where every person shapes his/her attitudes, character, and emotional foundations which will accompany us for the rest of our lives. It is a critical period surrounded by happy thoughts, extraordinary adventures and thousands of creative ideas.

The gift of music is something that our children have to receive as early as possible. Those children who have been exposed to music since very early stages of life, and are used to dancing to it and singing are more self-confident and participate more in class than the ones who have not.

Ciares and Borgese (2010) sustain that when children are around three years old, they begin to take a real interest in music activities of all kinds. The authors suggest that this is the perfect time for parents and teachers to start working with games that require body movement, clapping, waving, jumping and in general, dancing.

When parents and teachers participate actively in children's learning process, it is going to become easier and more fun. As it was said before, using music in the form of a song, a rhyme, or instrument can be an undeniable tool of progress.

Campbell (1997) says that there are musical qualities in all of us. And since children are natural musicians, it is our job to encourage them and educate through it.

It is not necessary to be a good singer to sing. It is a matter of expressing with rhythm what you feel inside. It has been said that music possesses many characteristics, but its simplicity is what makes it more enjoyable.

2.5. Music and the Theory of the Multiple Intelligences.

Multiple Intelligence Theory was developed in 1983 by Dr. Howard Gardner, Professor of Education at Harvard University. This theory suggests that people possess different kinds of intelligence and everybody is intelligent in certain field and in diverse ways.

Gardner suggests that students show different kinds of minds and therefore learn, remember, perform, and understand in different ways. He proposes the idea that we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences, and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains (Gardner, 1991).

According to Gardner (1991) people do not learn the same materials in the same way. Students would achieve better results if disciplines were presented in a number of ways and learning could be assessed through a variety of means.

As teachers, we have students with different personalities and character every time. Since early schooling, children show those features which make them unique and which will accompany them through all their lives.

Gardner's theory (1983) can be seen and understood in these kids. Some of them love playing with their hands, others like to draw and color, and others enjoy singing and dancing. There are even the ones who are afraid of talking to the teacher or making

friends, and those who love to be the center of the class and have friends everywhere. Although these features seem to be insignificant, they have an enormous effect on their learning process.

Gardner (1983) thought that the idea of measuring intelligence by applying an I.Q. test is too restricted, so he proposed eight primary intelligences, where an individual may excel in one, two or even three of these, but nobody is good at them all.

Every individual owns the eight intelligences, and each person can be strong at some and weak at others. These intelligences have been developed based on the individual's learning style and they are: Visual-Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic, Logical-Mathematical and Naturalistic.

The Visual-Spatial intelligence involves the ability of people to visualize with the mind's eye. The person with this type of intelligence interprets any incoming information that deals with anything visual, be it pictures, maps, plans.

This intelligence helps people to decode apparently simple information as remembering how to go from one place to another, identifying where the kitchen is placed, or what road you have to take if you want to get somewhere.

A person with the Spatial Intelligence is able to play with images in his brain. This person can analyze the images in his mind. Making things rotate, giving them a new color and saying if it will be good or not, decorating a house just by giving it a quick look. To summarize, spatial functioning gives individuals the facility to perceive the visual world accurately and manipulate images mentally.

Gardner (1983) also thought about the people who are able to control their bodily motions and capacity to handle objects skillfully. He decided to name this intelligence as Bodily-Kinesthetic. People that own this intelligence have a sense of timing; they are good at any activity that includes a physical action, which demands quick responses and reflexes.

People with a kinesthetic ability have a high degree of fine-motor control and they can also use whole body motions successfully. These people love movement, sports and/or dance. Kinesthetic people like building things and they are good at it. They prefer to stay active and they learn best through movement and experimentation.

The next intelligence that Gardner (1983) mentions is the Interpersonal. Human beings are social individuals, who live, share, grow and get involved with others. This intelligence involves the ability to interact with others, understand them, and interpret their behavior. Gardner says that interpersonal intelligence is seen in how we notice distinction among others, in particular, contrasts in their moods, temperaments, motivations, and intentions.

People with this intelligence make excellent politicians, leaders, presidents, heads of companies, and similar occupations. They enjoy team-work where they can learn through interaction and dialogue.

The Interpersonal Intelligence allows people to be empathetic and extroverted. Since they like to be surrounded by other people, social events are important for them.

Teachers also possess this intelligence. To be a teacher it is needed to enjoy working with groups, and interacting with the students. It is also required to assess the emotions, motivations, desires and intentions of those around them.

Opposite to this intelligence we find the Intrapersonal Intelligence. It is characterized by a deep knowledge of the self. People with this intelligence have the ability to analyze themselves and figure out their feelings, motivations and goals. They are also introspective and seek understanding, learning best if they are alone.

The intrapersonal intelligence allows the person to make decisions based on an accurate picture of oneself. Since the person knows himself/herself very well, dreams, goals, strengths, limitations, moods, and desires are managed with caution.

The next intelligence is the Linguistic. As the name suggests, this intelligence has a strong link with language ability. It is defined as the capacity to use language, be it the native or other languages, and words, spoken or written.

People with linguistic intelligence are good at reading, writing, telling stories and memorizing words and dates. These people learn foreign languages very easily since they can manage syntax without any problem.

It is not complicated for people with this intelligence to understand literal and figurative meanings of words, as well as to use language for different purposes.

After this ability, Gardner (1983) mentions the next intelligence which is characterized by the talent to use reasoning capabilities in real world. People who possess this

intelligence can recognize abstract patterns, perform complex calculations, solve problems and be precise of thought.

The seventh intelligence is the Naturalistic. Defined as the intense interest in the plant and animal species of the world, this intelligence helps people to observe patterns in nature and appreciate it.

People that have this kind of intelligence dislike pollution and enjoy being in contact with nature getting involved in activities like camping, hiking, walking or climbing.

Finally Gardner (1983) observed the last intelligence: Musical, which is the ability to understand rhythms, tones, or melodies which is going to be explained deeply in the following topic.

2.4.1. The Musical Intelligence.

As it was previously mentioned, this intelligence has to do with sensitivity to sounds, rhythms, tones and music.

People with this intelligence are able to sing, play musical instruments, or compose music. Any activity that is related or involves any of these activities provides a great opportunity for learning to occur.

People with the Musical Intelligence are able to meet their deepest feelings and develop calm and harmony for their lives. These people tend to be very spiritual, and they

appreciate the emotional power of music. Even though they do not want to, they move to music.

The musical intelligence is central to human experience. Actually, it is the earliest of the intelligences to emerge; even babies can produce rhythmic structures (Piper, C., 2003.)

Lazear (1992) describes the benefits of the musical intelligence:

- It provides the knowledge of how to lower stress.
- It can promote greater creativity.
- It may help people develop capacities for learning and remembering information.
- It can be useful to deepen personal relationships with others.

The teacher can help a child develop the musical intelligence. That intelligence must be awoken, reinforced and related to real life experiences.

Throughout this chapter we have met music from its very beginnings until nowadays. As we mentioned above, music has been part of the human race and it will continue being among us. Music is not only a way to express the deepest emotions, but also a way to improve learning and social abilities. For these reasons, children, who possess an innate musical ability, have to receive the parents and teacher's help in order to strengthen it and develop a better environment to absorb knowledge and grow.

CHAPTER III

Implementing Songs and Rhymes in the Classroom

3.1. Implementation Process

In this chapter, the process of implementing songs and assessing the results in English with three-year-old children at Mi Pequeño Mundo is going to be explained.

Every class will be presented through class plans which contain the activities, songs and the way these songs are used.

The process was carried out with a group of students who attended the summer course at Mi Pequeño Mundo day care center. All the students were about 3 years old. The course lasted one month, for one hour (sixty minutes) a day, from Monday to Friday.

The topics that children studied were: animals, my body, fruit and means of transportation. Each topic was practiced for one week (five days), and four songs were used to develop the vocabulary, one song per topic.

At the end of every class plan, a short commentary about the reactions that the teacher got from the children after the class will be posted.

DAILY PLAN 1

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: The Animals

Date: July 11, 2011

OBJECTIVE: - Children are introduced to the use of vocabulary of the animal world by singing the song *I bought me a cat*.

- Children will be able to recognize the word *cat*.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher places animal pictures on the board. Students try to recognize them while singing the song.	Speaking and Listening	CD, flashcards
40'	The teacher gives the children a big picture of a cat to color.	Pre-writing, Listening	Worksheets, crayons
10'	Wrap up: Children try to sing the song once more before the end of the class.	Listening and Speaking	CD, flashcards

CONCLUSION: Children enjoyed dancing the song. It was new to them. They liked the flashcards, too. Flashcards helped to complement the song as a visual aid to make vocabulary tangible. Although the song seemed too difficult for them, they tried to sing it. In order to make the class fun, the song Old McDonald's farm was also presented, which was an easier option for them, since the lyrics are easier and the song is shorter.

DAILY PLAN 2

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: The Animals

Date: July 12, 2011

OBJECTIVE: - Children practice the song *I bought me a cat* in order to remember the word cat.

- The teacher will introduce the word *duck* by adding it to the song.

TIME	ACTIVITY	SKILLS	RESOURCES
15'	Warm up: The teacher places the flashcards on the board, and asks students to find certain animal. Children identify the animals on the board and sing the song <i>I Bought me a cat</i> .	Speaking and Listening	CD, flashcards
35'	The teacher gives the children one paper plate and a yellow circle folded into two parts, which has been previously cut. The teacher glues the bottom part of the plate so children can stick the circle. She also puts glue on the top of the plate so they can stick the yellow yarn which will become the hair of our duck. When it dries, the teacher draws the eyes with a blue marker and the duck's nose.	Pre-writing, Listening	Paper plate, cardboard, yellow yarn, glue, scissors, a blue marker.
10'	Wrap up: children play with their mask while singing the song <i>Old MacDonald's farm</i> . They use the words cat and duck.	Listening and Speaking	CD, flashcards, mask

CONCLUSION: Children loved making the mask. They were singing *Old MacDonald's farm* while working. This song seems to be easier than *I bought me a cat*. However, children do the miming of this song, even though they cannot repeat it yet (See Annex 1)

DAILY PLAN 3

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: The Animals

Date: July 13, 2011

OBJECTIVE: - Children will be introduced to the new vocabulary word *pig*, which will be included in the songs that they are learning.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher hides the flashcards in the classroom, and asks students to find them before the song <i>I Bought me a cat</i> ends. When the song finishes all the kids must return to their chairs.	Listening	CD, flashcards
40'	The teacher gives each student a piece of white cardboard which they have to color pink. When it is ready, the teacher helps students to make a pig by gluing ears and a tail made with pipe cleaners. A pink button is used for the nose, and the eyes are drawn with a black marker.	Pre-writing, Listening	White cardboard, pink crayons, glue, pipe cleaners, scissors, a black marker, a pink button
10'	Wrap up: Using animal puppets, the teacher asks children to sing the song <i>Old MacDonald's farm</i> , according to the puppet she is showing up.	Listening and Speaking	CD, puppets

CONCLUSION: Children started to sing pieces of the song *I Bought me a cat*, but the song *Old MacDonald's farm* is still more successful. They did not color the cardboard properly, since they have not managed this skill completely. However, they liked the pig very much (See Annex 2)

DAILY PLAN 4

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: The Animals

Date: July 14, 2011

OBJECTIVE: - Children will reinforce the vocabulary they have learnt so far while they meet the new word *sheep*.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher places the animal pictures on the board. She sings any strophe from the song <i>I bought me a cat</i> and the kid she calls has to identify the animal the teacher mentioned.	Listening	CD, flashcards
40'	Using white and black paint and a green cardboard, children make a sheep using their fingers.	Pre-writing, Listening	White and black paint, cardboard
10'	Wrap up: children sit in a circle and the teacher stands in the middle. She shows the kids different animals at different speeds, and they have to say the name of the animal aloud.	Listening and Speaking	Flashcards

CONCLUSION: Children liked both songs, they enjoyed repeating *Old MacDonald's farm* and they liked dancing and doing the miming of *I Bought me a Cat*. Working with paint was interesting for the kids. However, the activity took longer than what was expected.

DAILY PLAN 5

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: The Animals

Date: July 15, 2011

OBJECTIVE: - To introduce the new word *hen* to the vocabulary children have learnt so far.

- To evaluate children's progress through the week.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: Students sing the song Bought me a cat according to the animal the teacher shows in the flashcard. She will introduce the word <i>hen</i> after the known vocabulary.	Speaking and Listening	CD, flashcards
40'	The teacher gives the children a big picture of a hen to color.	Pre-writing, Listening	Worksheets, crayons
10'	Wrap up: Children hold their worksheets on the wall so their work can be seen by everyone. While they do this, teacher plays the song <i>Old MacDonald's farm</i> . The topic evaluation is carried out by asking students to recognize the pictures individually.	Listening	CD

CONCLUSION: Children showed progress in the knowledge of the vocabulary. Coloring pages seem to work very well for the group, as well as dancing and miming songs.

DAILY PLAN 6

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: The Human Body

Date: July 18, 2011

OBJECTIVE: - To give children a general idea about the new topic *The Human Body*.

TIME	ACTIVITY	SKILLS	RESOURCES
15'	Warm up: The teacher draws a circle on the board. She asks students to draw eyes, a nose, a mouth, ears and hair to it. They sing the song <i>Head and Shoulders</i> .	Speaking and Listening	CD, a board marker.
35'	Children are asked to draw eyes and a mouth to a clown. They color the picture.	Pre-writing, Listening	Worksheets, crayons, markers.
10'	Wrap up: In a circle, the teacher asks children to touch a part of their faces or bodies individually. Once they feel familiar with the topic, the teacher introduces the song <i>The Hockey Pockey</i> .	Listening, speaking.	CD

CONCLUSION: Once more, children enjoyed dancing and miming songs, even though they cannot repeat them completely yet. Drawing parts of the face was a bit difficult for them, so it was necessary to help them to finish the activity. (See Annex 3)

DAILY PLAN 7

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: The Human Body

Date: July 19, 2011

OBJECTIVE: - To introduce vocabulary about the face: eyes, nose, mouth, and ears.

TIME	ACTIVITY	SKILLS	RESOURCES
15'	Warm up: The teacher plays the song <i>the Hockey Pockey</i> and uses the flashcards to illustrate what body part children have to put in or out.	Speaking and Listening	CD, flashcards.
35'	Children are given some colored playdough. The teacher asks them to make a big ball, and three little ones for the eyes and nose. The teacher helps students to make the mouth and ears.	Pre-writing, Listening	Colored playdough
10'	Wrap up: Children go to the board in order to draw a friend in the classroom. Each child will draw only one body part of that friend. While they draw, the teacher sings the song <i>Head and Shoulders</i> .	Pre-writing, speaking.	CD, board marker.

CONCLUSION: Thirty five minutes were not enough to finish the activity with playdough, so it was necessary to use time from the wrap-up activity (See Annex 4). Unfortunately, the time left was not enough to do the last activity.

DAILY PLAN 8

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: The Human Body

Date: July 20, 2011

OBJECTIVE: - To practice previous vocabulary and introduce new words: hand, and foot by playing the Hockey Pockey game.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher places the flashcards on the board, and singing the song <i>This is the way</i> , she asks children one by one to touch the body part she names i.e., <i>This is the way I touch my eyes</i> .	Speaking and Listening	Flashcards.
40'	The teacher gives a paper puzzle to the children. They color the paper, and then the teacher cuts the pieces out so the kids can solve the puzzle.	Pre-writing, Listening	Crayons, scissors, worksheet
10'	Wrap up: Children sit down in a circle, and the teacher puts all the flashcards face down to the floor. The teacher plays <i>The Hockey Pockey</i> and the body part they are going to play with will be the one that is discovered by the teacher.	Speaking.	CD, flashcards.

CONCLUSION: It was a bit difficult for the kids to solve the puzzle. However, they could do it with the teacher's help. Children liked playing *The Hockey Pockey*, but it was easier for them to sing *Head and Shoulders*, since the miming involves only pointing at the same body parts several times.

DAILY PLAN 9

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: The Human Body

Date: July 21, 2011

OBJECTIVE: - To reinforce all the vocabulary that has been practiced, and add the word *hair*.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: the teacher sings the song <i>This is the way</i> again, and asks students individually to give the name of the body part they want to sing with. The teacher will start with the word <i>hair</i> .	Speaking and Listening	Flashcards.
40'	Children are asked to draw their faces into a circle. Once it has been finished, the teacher will give them some yarn tied by the middle, and children will have to paste the yarn as the hair of the face.	Pre-writing, Listening	Paper circles, markers, yarn, glue.
10'	Wrap up: Standing up in front of the teacher, children sing the song <i>Head and Shoulders</i> . They have to look at the teacher; however, they are not going to follow her actions. The teacher will say a body part in the song, but she will touch another one. The children with fewer mistakes will be the winner.	Speaking, Listening.	CD.

CONCLUSION: Children enjoyed singing the wrap up song. They had a lot of fun when making mistakes. Some of them, however, did a very good job. The activity was easy for the children to do, but it did demand the teacher's help.

DAILY PLAN 10

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: The Human Body

Date: July 22, 2011

OBJECTIVE: - To review all the vocabulary that has been studied in order to test students' knowledge.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher divides the class in couples. Children are going to dance the <i>Head and Shoulders</i> song, but instead of touching their own heads, shoulders, knees, toes, they are going to touch their partner's.	Speaking	Cd.
40'	The teacher gives the students a worksheet containing a body puzzle. Children have to color it, and with the teacher's help, they will cut the pieces out and put them together properly.	Pre-writing, Listening	Worksheet, crayons, scissors, glue.
10'	Wrap up: children sing the song <i>This is the Way</i> a last time, and then the teacher carries out the evaluation of the project.	Speaking, Listening.	Flashcards.

CONCLUSION: Children loved dancing in couples. However, they made several mistakes, and it was hard, that is why it was so funny! The evaluation was satisfactory. Children showed improvement, although it was less successful than the previous one.

DAILY PLAN 11

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: Fruit

Date: July 25, 2011

OBJECTIVE: - To present the topic *Fruit* to the children, in order to give them a general idea of what they are about to study.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher sings the song <i>Let's go to market</i> while placing the fruit flashcards on the board.	Listening	Cd, flashcards.
40'	The teacher gives the students a paper plate which they have to color red so they can make an apple. Leaves and stem are made using brown and green cardboard.	Pre-writing, Listening	Paper plate, red paint, paintbrush, scissors, cardboard.
10'	Wrap up: The teacher takes the pictures of an apple and a banana and have two kids help her holding them. The teacher starts singing the song <i>Apples and Bananas</i> and encourages students to follow her.	Speaking, Listening.	Flashcards.

CONCLUSION: Children liked working with paint. Painting a paper plate was an activity that did not take much time and replaced the traditional coloring activity. Children tried to follow both songs because they are easy to sing.

DAILY PLAN 12

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: Fruit

Date: July 26, 2011

OBJECTIVE: - To introduce the new vocabulary word *pineapple*.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher gives the flashcards to some children. The teacher sings the song <i>Let's go to market</i> , and the children holding the flashcards have to show them up when they hear the name of the fruit they are holding.	Listening	Cd, flashcards.
45'	The children will use their hands and some yellow and green paint to create a pineapple. The teacher will paint the fingers green and the rest of the hand yellow. The fingers will be the leaves and the palm will be the pineapple itself.	Pre-writing	Yellow and green paint, paper, a permanent marker.
5'	Wrap up: Holding their pineapples up, the kids learn a new song called <i>Ten Juicy Pineapples</i> .	Speaking, Listening.	Pineapples.

CONCLUSION: Making the pineapple was very easy and fast. There was some time left for the wrap up activity. Children learnt *Ten Juicy Pineapples*, and since it is a repetitive song, it was not difficult for them to follow. As there was some spare time, it was possible to conclude the class singing *Let's go to market* and *Apples and Bananas* as well, to reinforce vocabulary in different ways.

DAILY PLAN 13

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: Fruit

Date: July 27, 2011

OBJECTIVE: - To make children aware of the vocabulary word *grapes*.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher encourages the kids to sing the song <i>Let's go to market</i> . While everybody sings, the teacher draws some fruit pictures on the board. Children have to guess what fruit the teacher is drawing and use it to sing along.	Listening	Cd, a board marker.
40'	Using playdough, children will make some small purple balls in order to make some grapes. The teacher will help them to stick their work on a piece of cardboard.	Pre-writing	Purple playdough, glue, some cardboard.
10'	Wrap up: The teacher organizes the kids in two lines in front of the board where the flashcards have been placed. The teacher will start the song <i>Apples and bananas</i> changing the names of the fruit. When the two first children hear the names of the fruit the teacher mentions, they will have to run and touch the correct picture.	Listening.	Flashcards.

CONCLUSION: Children enjoy being part of games where they can compete for a happy face. Singing instead of just speaking out the names of the fruit, increases the level of excitement in the kids, which makes it even more fun.

DAILY PLAN 14

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: Fruit

Date: July 28, 2011

OBJECTIVE: - To facilitate the internalization of the word *banana*.

TIME	ACTIVITY	SKILLS	RESOURCES
15'	Warm up: The teacher places 5 chairs in the middle of the classroom. Six children will have to dance around the chairs while they listen to the song <i>Let's go to market</i> . When the music stops, they have to sit down. The child without a chair is out of the game.	Listening	Cd, chairs.
40'	Children will prepare a banana popsicle just by placing a stick in one side of the banana, rolling the banana over some yogurt, and adding a topping of their choice.	Listening	Some bananas, some yogurt, toppings, sticks
5'	Wrap up: Children sing the song <i>Apples and bananas</i> , while enjoying their popsicle.	Speaking.	Cd, Cd-player.

CONCLUSION: The warm-up activity helped children get ready for the class. Singing, dancing and playing was a combination that made kids laugh. Children enjoyed preparing the banana popsicle on their own and eating it later. Including food preparation in the class was an experience that children really liked (See Annex 5)

DAILY PLAN 15

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: Fruit

Date: July 29, 2011

OBJECTIVE: - To present children the word *pear*.

TIME	ACTIVITY	SKILLS	RESOURCES
15'	Warm up: The teacher places the pictures of the fruit face down on the board. The teacher gives clues to the children like the color of the fruit and the shape. Kids have to guess what fruit is that. After discovering all the fruit, children sing the song <i>Let's go to market</i> .	Listening, speaking	Flashcards, Cd.
40'	The teacher gives students the picture of a pear and green crepe paper. Children make green paper balls and stick them all over the pear. When it is ready, the teacher helps them to cut it out and paste it to a stick.	Listening, pre-writing	Green crepe paper, sticks, glue, worksheet
5'	Wrap up: The teacher sings the song <i>Let's go to market</i> . Every time she says the word <i>pear</i> , students stand up from their chairs and shake their pears.	Listening.	Pears.

CONCLUSION: Filling the pear with paper was an easy and fun activity. Children love songs where they can make some movements and miming. The wrap-up activity worked very well. After using the word *pear*, the teacher used the other words children learnt during the week.

DAILY PLAN 16

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: Means of Transportation

Date: August 1, 2001

OBJECTIVE: - To introduce the topic Means of Transportation to children, specially the word *car*.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher sings the song <i>Transport</i> while placing the pictures of a car, boat, plane, train and bus on the board.	Listening, speaking	Flashcards, Cd.
40'	The teacher gives students the picture of a car, which can be folded in order to have a two sided car. Children color it. When it is ready, the teacher cuts it out and folds it.	Pre-writing	Worksheet, crayons, scissors.
10'	Wrap up: The teacher plays the song <i>Transport</i> . One by one, children stand up and mime the song according to the means of transportation that the song indicates.	Listening.	CD.

CONCLUSION: The activity of coloring and folding the car worked well with children. However, 40 minutes for this activity was too much. The teacher devoted the rest of the time to practice the new vocabulary and sing the song.

DAILY PLAN 17

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: Means of Transportation

Date: August 2, 2001

OBJECTIVE: - To present students the word *boat*.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher mimes the means of transportation, and asks children to guess which one she is miming. If children get the right answer, they all sing the song <i>Transport</i> .	Listening, speaking	CD.
40'	Children use crayons to color a sheet of paper on both sides. Once it has been colored, the teacher helps children to fold it in order to get a boat.	Pre-writing	Sheet of paper, crayons.
10'	Wrap up: Children learn the song <i>Row, row, row your boat</i> .	Listening, speaking.	CD.

CONCLUSION: The song *Row, row, row your boat* was simple and easy for kids to learn. The paper boat was also very easy to make. Children had the chance to fold it with the teacher's help, and they enjoyed seeing the final product (See Annex 6)

DAILY PLAN 18

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: Means of Transportation

Date: August 3, 2001

OBJECTIVE: - To help students internalize the word *airplane*.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher plays the song <i>Transport</i> . Every time children hear the word <i>airplane</i> , they have to clap.	Listening.	CD.
40'	Using sticks and some glue, students create an airplane. They glue 3 sticks together vertically so their plane becomes thicker. Later, they glue the last stick horizontally to make the wings of the plane.	Pre-writing, listening	Sticks, glue
10'	Wrap up: Children sing the song <i>Ten little planes</i> .	Listening, speaking.	Planes.

CONCLUSION: Children started to internalize the song *Transport*. They sang some parts and they definitely mimed the mean of transportation they heard. Since the wrap-up song was easy, the kids were able to follow it.

DAILY PLAN 19

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: Means of Transportation

Date: August 4, 2001

OBJECTIVE: - To present students the word *train*.

TIME	ACTIVITY	SKILLS	RESOURCES
10'	Warm up: The teacher places the flashcards on the board and shows children which of them is the train, by using the song <i>Transport</i> .	Listening, speaking	Flashcards.
40'	Children bring empty match boxes. They color the boxes, and with the teacher's help, children join the boxes using some yarn.	Pre-writing	Match boxes, yarn, paint.
10'	Wrap up Children learn the rhyme <i>The little train</i> , while going around the classroom pretending they are all wagons of a train.	Listening, speaking.	Trains

CONCLUSION: Children were able to repeat the rhyme because it was short. Going around the classroom pretending to be a train made them laugh and enjoy. The yarn that was going to be used for the train was replaced by sticks because the yarn was too soft.

DAILY PLAN 20

Students' age: Three years old

Teacher's name: Ana Cristina Ortiz

Project: Means of Transportation

Date: August 5, 2001

OBJECTIVE: - To introduce the word *bus*.

- To practice the word *bus* and the rest of the words about transport which have been learnt so far.

TIME	ACTIVITY	SKILLS	RESOURCES
15'	Warm up: Children learn and mime the song <i>Wheels on the bus</i> .	Listening, speaking	Flashcards.
35'	The teacher gives students the picture of a bus which they have to color, while singing the song.	Pre-writing	Worksheet, crayons
10'	Wrap up: The teacher places the pictures of all the means of transportation on the board. The teacher plays the song <i>Transport</i> and sings it along with the children, in order to evaluate their progress.	Listening, speaking.	CD, flashcards.

CONCLUSION: Children liked the song *Wheels on the bus*, and they tried to do the miming, even though it was the first time they heard it. At the end of the class children tried to remember as many songs and rhymes as possible referring to the topic of the week, however, the time was too short and only a few songs could be practiced. (See Annex 7)

To this point, it has been possible to discover the ways in which the songs and rhymes were applied with the children. The process that was carried out for one month in order to use music as the means to conduct knowledge was shown in the previous daily plans.

Kids found the classes more entertaining and interesting, and the songs and rhymes were the vehicle to achieve good results.

The complimentary materials such as flashcards, pictures and puppets were important in order to clarify the mental picture of words that children need. These musical classes gave children the opportunity to enjoy a different way of learning English and improving their oral skills.

CHAPTER IV

Analysis of results

4.1. Introduction

This chapter contains the information that concerns the results that were obtained at the end of the summer course at Mi Pequeño Mundo Day Care Center.

The course was divided into four projects. One project was assigned to each week: animals, human body, fruit and means of transportation. The course was carried out for one month with ten three-year old children who attended it. These children were observed in order to gather data at the beginning and at the end of each project.

Children were evaluated in listening comprehension and speaking. Due to the age of the students and the duration of the course, children's listening comprehension was evaluated to a maximum of four words and a minimum of zero words. For the same reasons, it was considered as a good result if children could produce at least one word of vocabulary in the target language; and failure if children could not produce any.

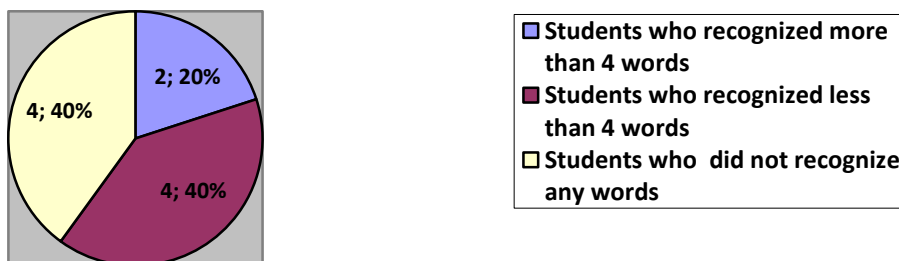
The knowledge that children showed at the beginning of the project and the results at the end of it, after applying songs and rhymes was observed and measured by Cristina Castro, English teacher who works at Mi Pequeño Mundo in the EFL area with Pre-school students. The checklists used to measure the results are shown as annexes at the end of this work. All the information and results are presented and analyzed as follows in the next topic.

4.2. Analysis of Results at the Beginning and at the End of the Projects.

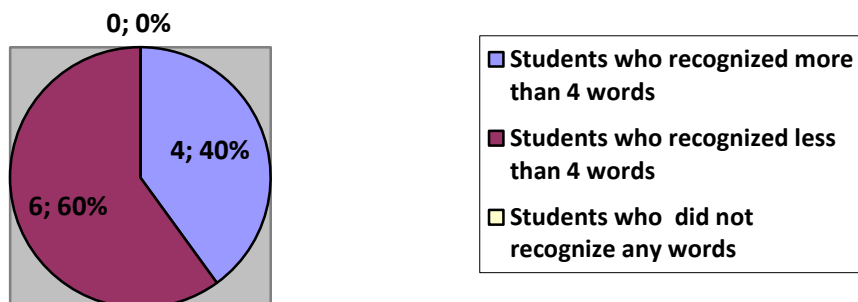
4.2.1. Listening Results at the Beginning and at the End of Project 1: Animals.

According to the data obtained from the project Animals, it is possible to observe that at the beginning of this project twenty percent of the students were able to recognize four words or more, forty percent recognized less than four, and the other forty percent could not recognize any of the words. After a week using songs to practice vocabulary, forty percent of children improved their knowledge and were able to identify four words or more. Sixty percent recognized less than four words, and zero percent of the students did not recognize any words. As we can notice, the results show improvement of knowledge in a 40 percent of the children (See Annexes 8 and 9)

LISTENING-RESULTS AT THE BEGINNING OF PROJECT ANIMALS



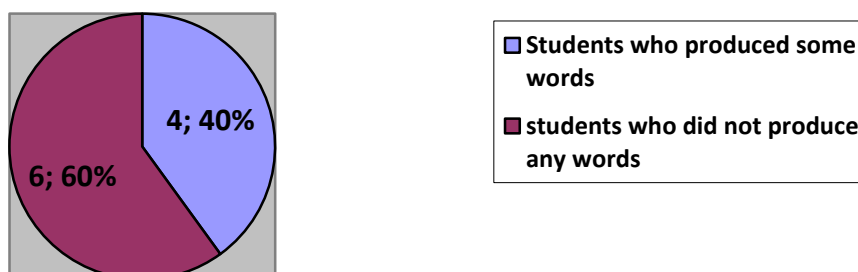
LISTENING-RESULTS AT THE END OF PROJECT ANIMALS

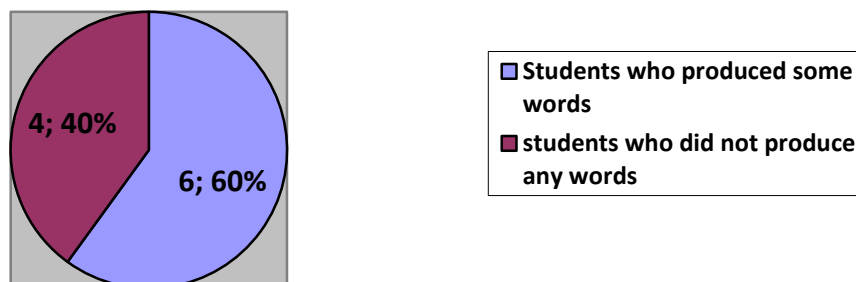


4.2.2. Speaking Results at the Beginning and at the End of Project 1: Animals.

As the graphic shows, at the beginning of the project *Animals*, forty percent of children were able to produce some words of vocabulary, whereas 60 percent did not produce any words. At the end of the project, sixty percent of children were able to reproduce the vocabulary in English, against the forty percent left who did not produce any. At the end of the project we can notice a progress in twenty percent of children who improved their abilities in speaking. (See Annexes 8 and 9)

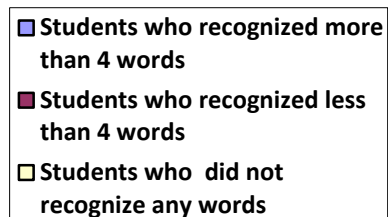
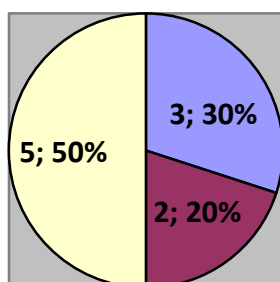
SPEAKING - RESULTS AT THE BEGINNING OF PROJECT ANIMALS



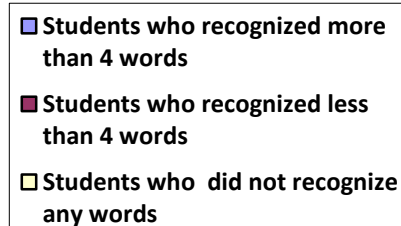
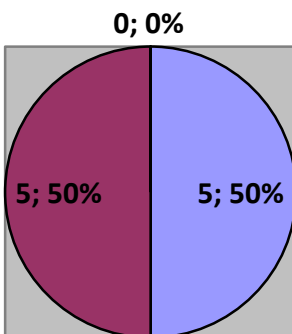
SPEAKING - RESULTS AT THE END OF PROJECT ANIMALS**4.2.3. Listening Results at the Beginning and at the End of Project 2: The Human Body.**

According to the data showed below from the project *The Human Body*, we can notice that thirty percent of students started the project knowing four words or more; twenty percent recognized less than four words and fifty percent of children were not able to recognize any vocabulary words. Some days later, and after using songs and vocabulary fifty percent of children were able to recognize four words or more, another fifty percent recognized less than four words and zero percent were not able to recognize any words from this vocabulary. The results show an improvement of a fifty percent. (See Annexes 10 and 11)

LISTENING-RESULTS AT THE BEGINNING OF PROJECT HUMAN BODY



LISTENING-RESULTS AT THE END OF PROJECT HUMAN BODY

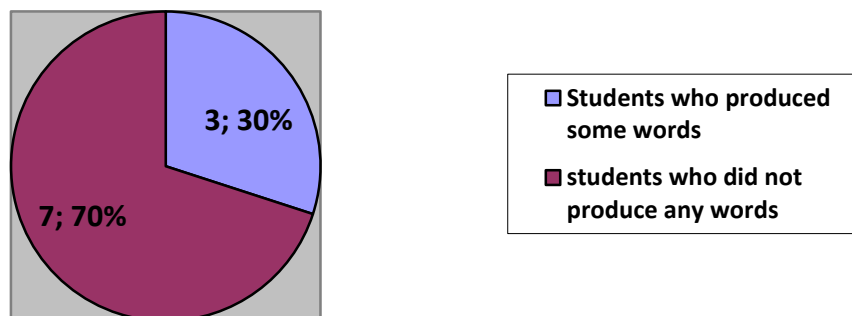


4.2.4. Speaking Results at the Beginning and at the End of Project 2: The Human Body.

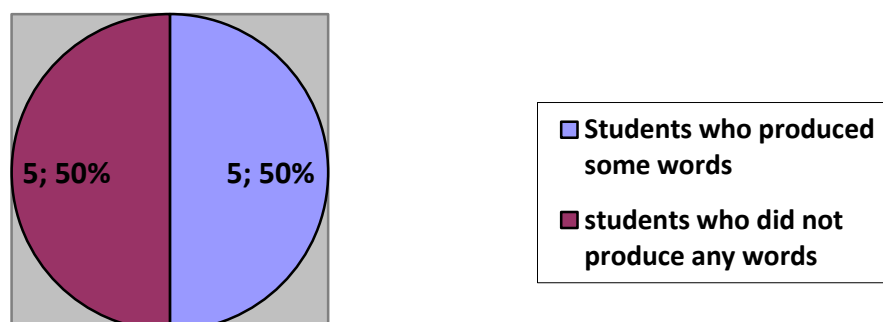
The circumference shows that at the beginning of the project *The Human Body*, thirty percent of children produced some words of vocabulary, and the seventy percent left were not able to produce any. A week later, fifty percent of children could produce vocabulary of this project, and another fifty percent could not produce any. It is

possible to observe an improvement in speaking in a twenty percent (See Annexes 10 and 11)

SPEAKING - RESULTS AT THE BEGINNING OF PROJECT HUMAN BODY



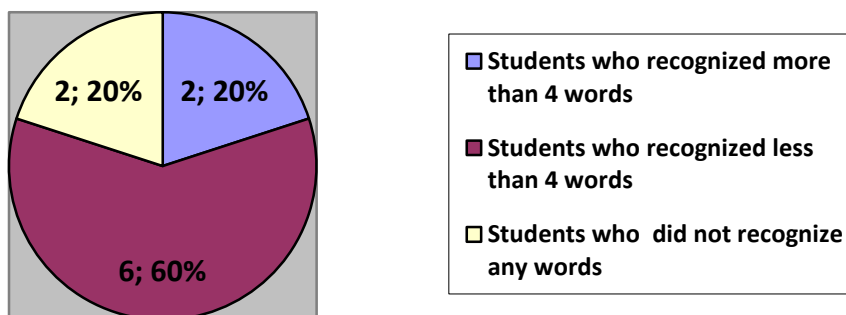
SPEAKING - RESULTS AT THE END OF PROJECT HUMAN BODY



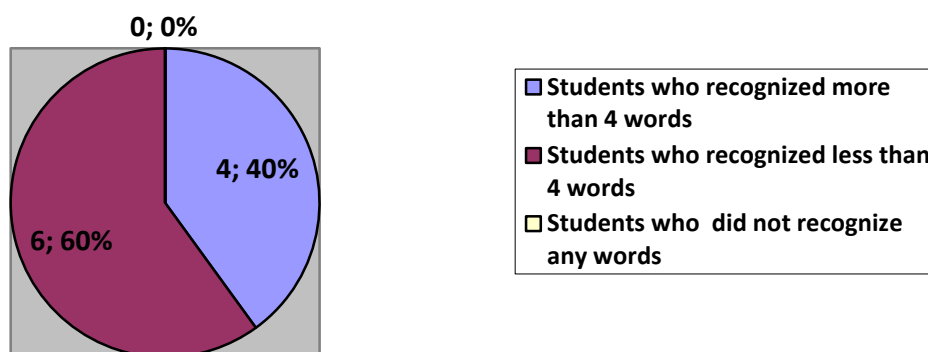
4.2.5. Listening Results at the Beginning and at the End of Project 3: Fruit.

The graphic shows that at the beginning of the project *Fruit*, twenty percent of children were able to recognize four words or more; sixty percent of children recognized less than four words, and another twenty percent of children did not recognize any words of this vocabulary. At the end of the week, forty percent of children recognized four words or more, against a sixty percent of the class who recognized less than four words. This means that students showed a progress of twenty percent (See Annexes 12 and 13)

LISTENING-RESULTS AT THE BEGINNING OF PROJECT FRUIT



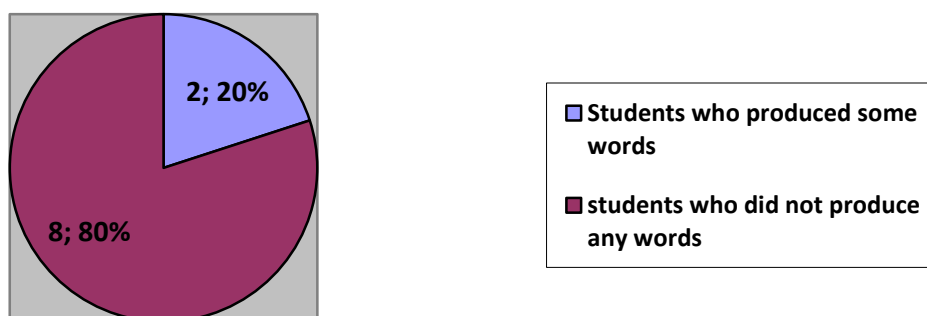
LISTENING-RESULTS AT THE END OF PROJECT FRUIT

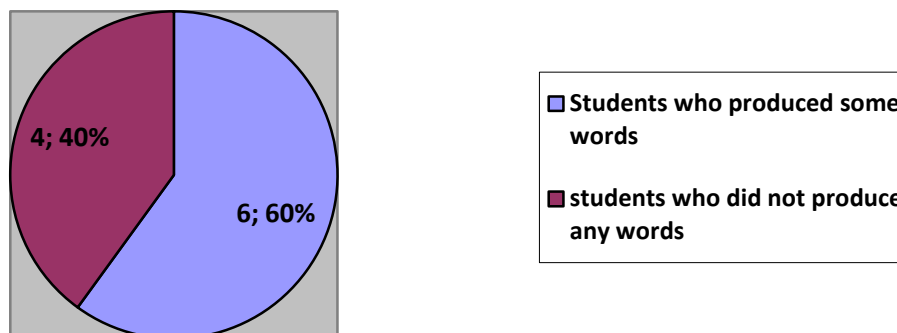


4.2.6. Speaking Results at the Beginning and at the End of Project 3: Fruit.

According to the diagram, twenty percent of the students produced some words when the project *Fruit* started. Eighty percent of children were not able to produce any words of vocabulary. At the end of the project, sixty percent of students could say at least one word of vocabulary; whereas still forty percent could not produce any words. However, it is possible to notice improvement in a forty percent (See Annexes 12 and 13)

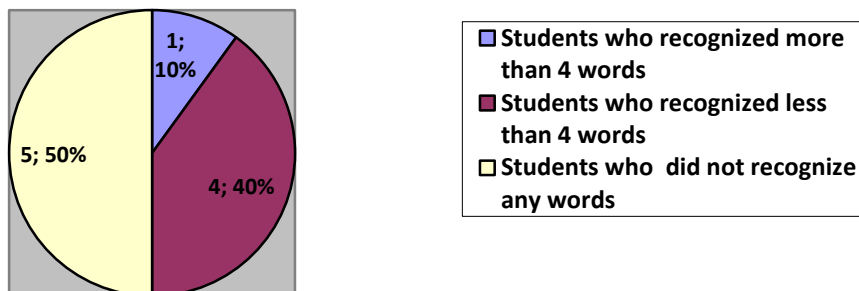
SPEAKING - RESULTS AT THE BEGINNING OF PROJECT FRUIT



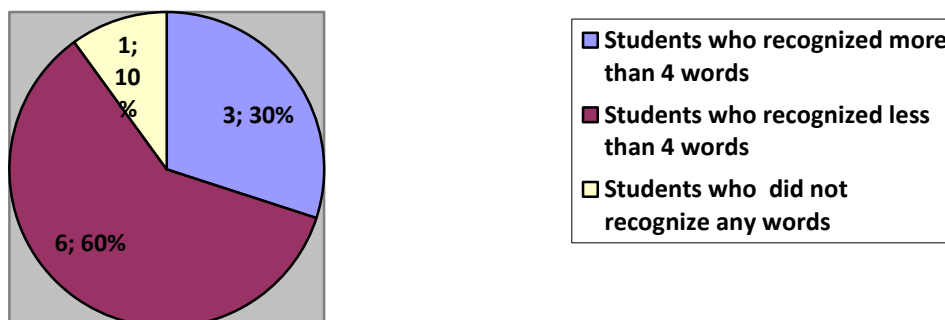
SPEAKING - RESULTS AT THE END OF PROJECT FRUIT**4.2.7. Listening Results at the Beginning and at the End of Project 4: Means of Transportation.**

According to the diagram, ten percent of children recognized four or more words in the project *Means of Transportation*; forty percent were able to recognize less than four words, and fifty percent did not recognize any words. After a week of applying songs and rhymes, thirty percent of children recognized more than four words; sixty percent of children could identify less than four words, and only ten percent of the students did not recognize any word. As the results illustrate, when the project ended children showed about a forty percent of progress (See Annexes 14 and 15)

LISTENING-RESULTS AT THE BEGINNING OF PROJECT MEANS OF TRANSPORTATION



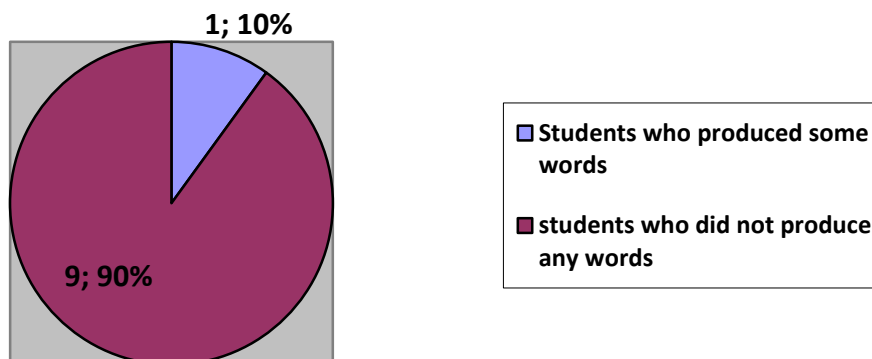
LISTENING-RESULTS AT THE END OF PROJECT MEANS OF TRANSPORTATION



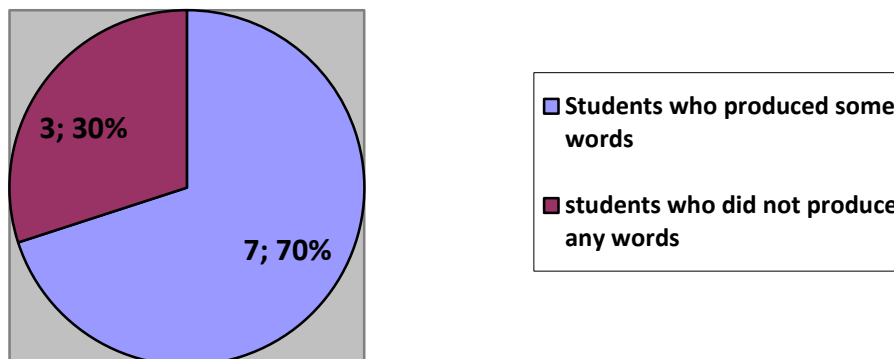
4.2.8. Speaking Results at the Beginning and at the End of Project 4: Means of Transportation.

In the last project *Means of Transportation*, ten percent of children were able to produce some words in English, and ninety percent of the students were not able to produce any words from the vocabulary. By the end of the project, seventy percent of children could produce some words, against a thirty percent who did not produce any vocabulary (See Annexes 14 and 15)

SPEAKING - RESULTS AT THE BEGINNING OF PROJECT MEANS OF TRANSPORTATION



SPEAKING - RESULTS AT THE END OF PROJECT MEANS OF TRANSPORTATION



As it has been observed throughout this chapter, the results obtained at the end of each project were successful. Several students improved their oral skills: listening and speaking.

Using songs and rhymes during the course in order to teach vocabulary had a very positive impact on children. The percentages show that children were able to recognize and produce words that at the beginning of the projects were not familiar to them.

As it can be seen, the musical motivation that was used in the class served not only to create a fun learning environment, but also to make learning happen easily. Music demonstrated to be the tool that teachers may need in order to attain excellent results and motivated, self-confident learners.

CHAPTER V

Suggested Songs and Rhymes to be used in the class.

5.1. Ideas on how to use songs and rhymes.

This chapter is going to present some songs and rhymes classified by topic, and some ideas about the use that the teacher can give to them. Most of the songs do not have an author since they have been popularized by people. All the songs marked with an star (*) are the songs whose author is unknown.

The topic for which the song can be used is suggested, followed by the students' age, and the objectives for each class, vocabulary to be taught, as well as some activities that will help the teacher to obtain the best results. The topics have been chosen according to the needs of Mi Pequeño Mundo Day Care Center, which can be adapted according to the context and the children's performance. The topics that are taught at Mi Pequeño Mundo Day Care Center are divided as follows:

- My School: Greetings, School, Weather Conditions
- My Body: Body Parts
- My Family: Family Members
- The Animal World: Animals
- Food: Fruit, Vegetables
- Daddy's Job: Occupations
- The Little Train: Means of Transportation.

Now, the songs and rhymes recommended for every topic are going to be presented as follows.

5.2. My School

In this topic, children study greetings, weather conditions and their new home: School. These songs are suggested in order to teach these topics in the best way. The teacher is going to find the song's name, the age of students with whom it is possible to work with, the objectives when teaching the song, the vocabulary that the song teaches, and the suggestions to use it.

5.2.1. Song: Good morning *

Student's age: 2+

Objective: To teach children how to say hello in the morning.

Vocabulary: Good morning, teacher, How are you?

Suggestion:

- The teacher can bring a puppet to the class on the first day in order to show students how to sing this song. Repeat the song twice before asking children to try to follow it.

Good Morning Dear Teacher

Good morning dear teacher,

Good morning how are you?

I'm very glad to see you,

And say hello to you!

Turururu (clap, clap)

Turururu (clap, clap)

Turururu, turururu, turururu (clap, clap)

5.2.2. Rhyme: Hello, what's your name? *

Student's age: 3+

Objective: To help students introduce themselves using music.

Vocabulary: Hello; What's your name?; How are you?; Fine, thanks; My name is....

Suggestion:

- The teacher needs to illustrate this song so the children can follow it. The best way to do this is to bring two puppets, one being the teacher and the other one a student. The puppets will sing the song first. Then, the teacher sings the song only with one of the puppets, and later with the students.

Hello, what's your name?

Hello! What's your name?

How are you today?

Fine, thanks. My name is.....

Would you like to play?

5.2.3. Song: Start the Day With a Smile *

Student's age: 2+

Objective: To present children the initial activities before starting the class.

Vocabulary: Smile, shake a hand, sit down, listen

Suggestions:

- The teacher asks students to stand up and choose a partner. Holding their index finger up, children start singing the song to their partners. The teacher mimes the song and children follow him/her.

Start the Day With a Smile

This is the way we start the day
Start the day, start the day,
This is the way we start the day,
So early in the morning.

First we smile and shake a hand,
Shake a hand, shake a hand,
First we smile and shake a hand,
So early in the morning.

Then we sit down quietly,
Quietly, quietly,
Then we sit down quietly,
So early in the morning.

We listen very carefully,
Carefully, carefully,
We listen very carefully,
So early in the morning.

5.2.4. Song: Oh! Mr. Sun *

Student's age: 2+

Objective: To help students identify a sunny day.

Vocabulary: Sun, Golden, Shine down.

Suggestions:

- The teacher can make Mr. Sun using yellow foamy and movable eyes. Paste a long stick at the back of the sun so it can be moved while singing the song. The teacher can give Mr. Sun to a child in the class. This child will be in charge of singing the song and making the movements in front of the class. Stand next to this child to make him feel confident. The next day choose a different child to do the same and so on. In this way, children will not be afraid of singing and they will be happy to hold Mr. Sun.

Mr. Sun

Oh Mister Sun, Sun,
Mister Golden Sun,
Please shine down on me

Oh Mister Sun, Sun,
Mister Golden Sun,
Hiding behind a tree...

These little children
Are asking you
To please come out
So we can play with you

Oh Mister Sun, Sun,
Mister Golden Sun,
Please shine down on me!

5.2.5. Rhyme: Rain, Rain go away! *

Student's age: 2+

Objective: To introduce the concept of a rainy day.

Vocabulary: Rain, go away

Suggestions:

- When the weather is rainy, the teacher asks students to stand in a circle. Children start to walk to their rights while chanting the song.
- The first time children sing this song, the teacher can hang a big piece of paper on the board. Using blue paint, the teacher asks children to come to the board and cover the paper with blue fingerprints to represent the rain. While doing this activity, the teacher sings this song so children can remember it.

Rain rain go away,

Rain rain go away,

Come again another day.

Little Johnny wants to play;

Rain, rain, go to Spain,

Never show your face again!

5.2.6. Rhyme: It's raining, it's pouring! *

Student's age: 2+

Objective: To make students aware of the meaning of the phrase *It's raining*.

Vocabulary: It's raining

Suggestions:

- The teacher can make some flashcards to teach this song. In the first one, include a picture of some rain. Then an old man who is lying down, followed by the same old man falling down. In the last flashcard, draw a sunny morning and the old man still sleeping despite the noise of the birds.

It's Raining, It's Pouring

It's raining, it's pouring,

The old man is snoring.

He bumped his head, and he went to bed,

And he couldn't get up in the morning.

5.3. My Body

5.3.1. Song: Head, shoulders, knees and toes *

Student's age: 2+

Objective: To use repetition in order to teach vocabulary about body parts.

Vocabulary: Head, shoulders, knees, toes, eyes, ears, mouth, nose

Suggestions:

- This song is very fun and easy to sing. Before playing the CD, pre-teach the vocabulary so children know it when singing. Children touch their body parts according to what the song says. The first verse is sung completely. Then, the second time, students hum the words *Head and shoulders*. The third time, students hum *Knees and toes*, and so on until the whole song is hummed.
- Some variations for this song can be the speed. The teacher can sing it faster or slower, or change the pace without announcing it. The teacher can also sing the song and touch a different part of her body. For example, the song goes *Head, and shoulders, knees and toes*; and the teacher touches his/her hands, stomach, hips and knees instead. If the students follow him/her incorrectly, they lose.

Head, Shoulders, Knees and Toes

Head, shoulders,
Knees and toes x 3
Head shoulders,
Knees and toes

Eyes and ears and mouth and nose,

5.3.2. Song: Looby Loo *

Student's age: 3+

Objective: To present vocabulary about body parts.

Vocabulary: Left, right, foot, leg, hand

Suggestions:

- This song is sung in a circle. Children hold hands and move to one side. When the song asks children to put some body part in or out of the circle, they stop and follow the song. When the chorus starts, children move to the other side.

Looby Loo

Here we go Looby Loo
Here we go Looby light
Here we go Looby Loo
All on a Saturday night.

You put your right foot in,
You put your right foot out
You give your food a shake shake shake
And turn yourself about.

Verse 2

Put your left leg in....

Verse 3

Put your right hand in...

Verse 4

Put your left hand in

Verse 5

Put your whole self in...

5.3.3. Song: Hokey Pokey *

Student's age: 3+

Objective: To help children internalize vocabulary about body parts.

Vocabulary: Left, right, hand ,foot

Suggestions:

- Children stand in a circle to sing this song. Pre-teach left, right, hand and foot so children can find the song enjoyable and not confusing. When the song starts, children have to follow the orders and put some body parts in or out of the circle.
- The teacher can use some yarn to help children discriminate between left and right. Some green yarn will serve to teach *right* and some red yarn will help children recognize *left*.
- The teacher can add more body parts to the song, and make it more interesting by having children sing with the words nose, eyes, ear, hair, and so on.

The Hokey Pokey game

You put your right foot in,
 You put your right foot out;
 You put your right foot in,
 And you shake it all about.
 You do the Hokey-Pokey,
 And you turn yourself around.
 That's what it's all about!

The teacher can change the word *foot* by any other body parts, according to children's needs.

5.3.4. Song: Mulberry Bush *

Student's age: 2+

Objective: To help students identify their body parts and actions related to them.

Vocabulary: Wash hands, brush teeth, wash face, comb hair

Suggestions:

- The teacher can draw a bush on a big piece of paper and ask students to color it in order to clarify the word. Once it is finished, the teacher places it on the floor and asks children to stand around it holding hands. When the song starts, children go around the picture singing, and stop when they hear *This is the way we...* The teacher does the action and children have to imitate him/her.

Here We go Round the Mulberry Bush

Here we go round the mulberry bush
The mulberry bush, the mulberry bush
Here we go round the mulberry bush
On a cold and frosty morning.

This is the way we wash our hands,
Wash our hands, wash our hands,
This is the way we wash our hands,
On a cold and frosty morning.

Chorus: Here we go...

This is the way we brush our teeth...
This is the way we wash our face...
This is the way we comb our hair...
(and so on...)

5.3.5. Song: If you're happy *

Student's age: 2+

Objective: To reinforce vocabulary about body parts.

Vocabulary: Happy, hands, feet, head

Suggestions:

- The teacher asks students to stand up and pre-teaches the vocabulary. She starts singing the song and students follow her.
- Before teaching the song, the teacher can put a big piece of paper on the floor, and call students one by one to stamp their hands on it using some paint.

If You're Happy

If you're happy and you know it, clap
your hands x 2

If you're happy and you know it
And you really want to show it,
If you're happy and you know it
Clap your hands.

If you're happy and you know it
Stamp your feet...

If you're happy and you know it
Nod your head...

Last Verse

If you're happy and you know it
Do all three

If you're happy and you know it
And you really want to show it
If you're happy and you know it
Do all three!

Instead of this last verse, you can
continue to other actions such as:
Touch your nose
Slap your knees, etc.

5.4. My Family

5.4.1. Rhyme: The Family *

Student's age: 2+

Objective: To introduce vocabulary about the Family.

Vocabulary: Mommy, daddy, brother, sister, baby

Suggestions:

- Use the fingers for this rhyme. The teacher can print some pictures of the family members and add some paper strings to the sides of each picture. Children color and use them as finger puppets to clarify the idea about the family.

The Family

This is mommy, kind and dear
(Point to thumb)

This is daddy, standing near
(Point to pointer finger)

This is brother, see how tall!
(Point to middle finger)

This is sister, not so tall
(Point to ring finger)

This is baby, sweet and small
(Point to little finger/pinky)

These are the family one and all!
(Wiggle all fingers)

5.4.2. Rhyme: Five little monkeys *

Student's age: 2+

Objective: To wake up students' interest about family through a kinesthetic song.

Vocabulary: Mommy, daddy, bother, sister, baby

Suggestions:

- The students sing this song using their fingers. One finger for each monkey. The teacher sings the song and does the miming first and then children follow him/her.
- The verse *Mommy called the Doctor* might be changed by Daddy, brother, sister, or baby, according to students' needs.

Five little monkeys

Five little monkeys jumping on the bed,
One fell off and bumped his head! (Ow!)
Mommy called the Doctor, and the Doctor said,
No more monkeys jumping on the bed!

5.4.3. Song: Mommy loves you (Copyrighted 2000-2001 Cassie Kay Deis)

Student's age: 2+

Objective: To reinforce vocabulary about the family members

Vocabulary: Mommy, daddy, brother, sister, baby

Suggestions:

- The teacher may use flashcards in order to sing this song. To the tune of Frere Jacques, the teacher starts the song and asks children to follow him/her. The teacher may change the word *Mommy* by any other family member. Use the pictures and ask students to identify the person in the picture. When children do so, everybody sings the song.

Mommy Loves You

By Cassie Kay Deis

Mommy loves you

Mommy loves you

Yes I do

Yes I do

Mommy, mommy loves you

Mommy, mommy loves you

Yes I do

Yes I do

5.4.4. Rhyme: A Family Fingerplay *

Student's age: 2+

Objective: To show students a fingerplay which can help them remember family vocabulary.

Vocabulary: Mother, father, sister, baby, dog

Suggestions:

- The teacher can use paper finger puppets to play this game with children until they recognize which finger plays what role and can play without this help. The teacher can use this rhyme every day before starting the class. When children can remember it they will certainly repeat it even after class.
- To complement this activity, the teacher can give students some family handouts for them to recognize the family members and color them.

A Family Fingerplay

This is a family (*hold up one hand*)
 Let's count them and see,
 How many there are,
 And who they can be (*count 1, 2, 3,*
4, 5)

This is the mother (*pointer finger*)
 Who loves everyone
 And this is the father (*big finger*)
 Who is lots of fun.

This is my sister (*ring finger*)
 She helps and she plays,
 And this is the baby (*little finger*)
 He's growing each day.

But who is this one? (*thumb*)
 He's out there alone,
 Why it's Jackie, the dog,
 And he's chewing a bone. (*wiggle thumb.*)

5.4.5. Rhyme: Finger family *

Student's age: 2+

Objective: To help students recognize vocabulary about the family by using their fingers.

Vocabulary: Father, mother, brother, sister, baby

Suggestions:

- As the other fingerplays, the teacher has to explain the vocabulary they are about to use first, and illustrate the words *father, mother, brother, sister, and baby* by using pictures.
- After playing this game a few times, the teacher can give each student a magazine and ask them to find as many family members as they can and later stick them on a sheet of paper. Students can decorate their family using drawings, or stickers.

Finger Family

This is the father short and stout

This is the mother with children all about

This is the brother, tall as you can see

This is the sister, with a dolly on her knee

This is the baby still to grow

This is the family all in a row.

5.5. The Animal World

5.5.1. Song: Old MacDonald's farm *

Student's age: 2+

Objective: To facilitate the internalization of vocabulary about animals.

Vocabulary: Chick, cow, pig, geese, horse (vocabulary can be added)

Suggestion:

- Students sit down in a circle. The teacher chooses one child to stand in the middle. Everybody sings and the student in the middle has to do the miming according to the animal in the song. Children may take turns so everybody can participate.

Old MacDonald

Old MacDonald had a farm, E I E I O,
And on his farm he had some chicks, E I E I O.
With a chick chick here
and a chick chick there,
Here a chick, there a chick,
everywhere a chick chick.
Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,
And on his farm he had a cow, E I E I O.
With a moo moo here
and a moo moo there,
Here a moo, there a moo,
everywhere a moo moo.
Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,
And on his farm he had a pig, E I E I O.
With an oink oink here
and an oink oink there,
Here an oink, there an oink,
everywhere an oink oink.
Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,
And on his farm he had some geese, E I E I O.
With a honk honk here
and a honk honk there,
Here a honk, there a honk,
everywhere a honk honk.
Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,
And on his farm he had a horse, E I E I O.
With a neh neh here
and a neh neh there,
Here a neh, there a neh,
everywhere a neh neh.
Old MacDonald had a farm, E I E I O.
More animals can be added...

5.5.2. Song: Bingo the dog *

Student's age: 3+

Objective: To introduce the word *dog*.

Vocabulary: Dog

Suggestions:

- The teacher brings a dog puppet to the class and sings the song.
- Once students have learnt the song, the teacher may vary the lyrics, and change the word dog by cat, pig, cow and other animals in order to teach more vocabulary.

Bingo

There was a farmer had a dog,
And Bingo was his name-O.
B-I-N-G-O!
B-I-N-G-O!
B-I-N-G-O!
And Bingo was his name-O!

There was a farmer had a dog,
And Bingo was his name-O.
(Clap)-I-N-G-O!
(Clap)-I-N-G-O!
(Clap)-I-N-G-O!
And Bingo was his name-O!

There was a farmer had a dog,
And Bingo was his name-O!
(Clap, Clap)-N-G-O!
(Clap, Clap)-N-G-O!
(Clap, Clap)-N-G-O!
And Bingo was his name-O!

There was a farmer had a dog,
And Bingo was his name-O.
(Clap, Clap, Clap)-G-O!
(Clap, Clap, Clap)-G-O!
(Clap, Clap, Clap)-G-O!
And Bingo was his name-O!

There was a farmer had a dog,
And Bingo was his name-O.
(Clap, Clap, Clap, clap)-O!
(Clap, Clap, Clap, clap)-O!
(Clap, Clap, Clap, clap)-O!
And Bingo was his name-O!

There was a farmer had a dog,
And Bingo was his name-O.
(Clap, Clap, Clap, Clap, Clap)
(Clap, Clap, Clap, Clap, Clap)
(Clap, Clap, Clap, Clap, Clap)
And Bingo was his name-O!

5.5.3. Song: I Bought me a cat *

Student's age: 3+

Objective: To present vocabulary about animals through repetition.

Vocabulary: Cat, hen, duck, goose, sheep, pig, cow, horse and dog.

Suggestions:

- The song uses repetition in each strophe. This is going to help students internalize the vocabulary and train their memory at the same time. The teacher can bring pictures of the animals in the song and give one to every student. When the class sings the song, the student(s) holding the picture of the animal that is being mentioned stands up and show the picture to his/her partners.

I Bought me a Cat

Bought me a cat and the cat pleased me,
I fed my cat under yonder tree.
Cat goes fiddle-i-fee.

Bought me a hen and the hen pleased
me,
I fed my hen under yonder tree.
Hen goes chimmy-chuck, chimmy-
chuck,
Cat goes fiddle-i-fee.

Bought me a duck and the duck pleased
me,

I fed my duck under yonder tree.
Duck goes quack, quack,
Hen goes chimmy-chuck, chimmy-
chuck,
Cat goes fiddle-i-fee.

Bought me a goose and the goose
pleased me
I fed my goose under yonder tree.
Goose goes hissy, hissy,
Duck goes quack, quack,
Hen goes chimmy-chuck, chimmy-
chuck,
Cat goes fiddle-i-fee.

Bought me a sheep and the sheep
pleased me,
I fed my sheep under yonder tree.
Sheep goes baa, baa,
Goose goes hissy, hissy,
Duck goes quack, quack,
Hen goes chimmy-chuck, chimmy-
chuck,
Cat goes fiddle-i-fee.

Bought me a pig and the pig pleased me,
I fed my pig under yonder tree.
Pig goes oink, oink,
Sheep goes baa, baa,
Goose goes hissy, hissy,
Duck goes quack, quack,
Hen goes chimmy-chuck, chimmy-
chuck,
Cat goes fiddle-i-fee.

Bought me a cow and the cow pleased
me,
I fed my cow under yonder tree.
Cow goes moo, moo,
Pig goes oink, oink,
Sheep goes baa, baa,
Goose goes hissy, hissy,
Duck goes quack, quack,

Hen goes chimmy-chuck, chimmy-
chuck,
Cat goes fiddle-i-fee.

Bought me a horse and the horse
pleased me,
I fed my horse under yonder tree.
Horse goes neigh, neigh,
Cow goes moo, moo,
Pig goes oink, oink,
Sheep goes baa, baa,
Goose goes hissy, hissy,
Duck goes quack, quack,
Hen goes chimmy-chuck, chimmy-
chuck,
Cat goes fiddle-i-fee.

Bought me a dog and the dog pleased
me,
I fed my dog under yonder tree.
Dog goes bow-wow, bow-wow,
Horse goes neigh, neigh,
Cow goes moo, moo,
Pig goes oink, oink,
Sheep goes baa, baa,
Goose goes hissy, hissy,
Duck goes quack, quack,
Hen goes chimmy-chuck, chimmy-
chuck,
Cat goes fiddle-i-fee

5.5.4. Rhyme: Five little monkeys *

Student's age: 2+

Objective: To practice vocabulary about animals and numbers.

Vocabulary: Monkey, counting down from five to one.

Suggestion:

- This song can be sung with the fingers. Each finger is a monkey. The miming is done in the following way:

Five little monkeys (*Hold up five fingers.*)
 jumping on the bed. (*Jump up and down.*)
 One fell off (*Hold up one finger and then move your hand down towards the floor.*)
 and bumped his head. (*Tap your head with your hand.*)
 Mama called the doctor and the doctor said, (*Pretend you are holding a telephone.*)
 "No more monkeys jumping on the bed!" (*Children put on an angry face and shake
 their heads in disapproval.*)

Five little monkeys

Five little monkeys jumping on the bed,
 One fell off and bumped his head!
 Mommy called the Doctor, and the
 Doctor said,
 No more monkeys jumping on the bed!

Four little monkeys jumping on the bed,
 One fell off and bumped his head!
 Mommy called the Doctor, and the
 Doctor said,
 No more monkeys jumping on the bed!

Three little monkeys jumping on the
 bed,
 One fell off and bumped his head!

Mommy called the Doctor, and the
 Doctor said,
 No more monkeys jumping on the bed!

Two little monkeys jumping on the bed,
 One fell off and bumped his head!
 Mommy called the Doctor, and the
 Doctor said,
 No more monkeys jumping on the bed!

One little monkey jumping on the bed,
 One fell off and bumped his head!
 Mommy called the Doctor, and the
 Doctor said,
 No more monkeys jumping on the bed!

5.5.5. Rhyme: Doggy Doggy where's your Bone *

Student's age: 2+

Objective: To reinforce vocabulary about animals through a fun game.

Vocabulary: Dog, monkey, bone

Suggestion:

- Play this game with children sitting down on the floor in a circle. One object in the classroom will be the bone (clothes or small objects) Choose one child from the class to be the doggy. This child stands in the center of the circle with his eyes closed. While the rest of the class chants the song, the teacher gives the bone to one of the children in the circle. The doggy has three guesses to know which person has the bone. If he misses, another child has the opportunity to be the doggy.

Doggy, Doggy, where's your bone?

Doggy, Doggy, where's your bone?

Somebody stole it from your home.

Guess who! Maybe you...

Maybe the monkey's from the zoo.

Wake up doggy, find your bone.

5.6. Food

5.6.1. Song: Apples and Bananas *

Student's age: 2+

Objective: To introduce vocabulary about Fruit

Vocabulary: Eat, apples, bananas

Suggestion:

- The teacher draws an apple and a banana and pastes them on a long stick. He/she hides these pictures behind him/her, and whenever he/she mentions these words, he/she takes them out by one.
- The teacher may also give one apple and one banana to each child to be colored. Paste these pictures on a stick and ask students to follow. They will also sing the song using some visual aids which can be used whenever they want. The teacher may change the words *apples and bananas* for any other kinds of fruit.

Apples and bananas

I like to eat, eat, eat, apples and bananas

I like to eat, eat, eat, apples and bananas

I like to eat, eat, eat, apples and bananas

I like to eat, eat, eat, apples and bananas

5.6.2. Chant: I love cheese *

Student's age: 2+

Objective: To increase students' knowledge about food

Vocabulary: Love, cheese, tummy

Suggestion:

- The teacher draws a big heart on a piece of paper and asks students to color it. Students color the heart, and later the teacher gives each student a picture of food. The teacher has a picture too. After clarifying vocabulary, the teacher begins the chant naming her item. The chant continues with every student's food picture, which later will be pasted into the heart.
- The teacher can change the word *cheese* by any other types of food.

I Love Cheese

I love cheese, yes, I do.

I love cheese, yes, I do.

I love cheese, yes, I do.

And my tummy loves it, too.

5.6.3. Song: If all the raindrops (Barney's version)

Student's age: 2+

Objective: To use students' imagination in order to teach vocabulary about food.

Vocabulary: Lemon, gum, candy bars, milkshakes, ice-cream

Suggestion:

- The teacher gives students some blue paper for them to tear it out and make little paper balls. On a different piece of paper, students paste these little paper balls to create a rainy day. Once this concept is clear, the teacher begins to sing the song and show additional pictures (lemon, gum, candy bars, milkshakes) along with the song.

If all the raindrops

If all the raindrops were lemon drops
and gumdrops
Oh what a rain that would be.
Standing outside with my mouth open
wide.
Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-
ahh.
If all the raindrops were lemon drops
and gumdrops
Oh what a rain that would be.

If all the snowflakes were candy bars
and milkshakes
Oh what a snow that would be.
Standing outside with my mouth open
wide.

Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-
ahh.

If all the snowflakes were candy bars
and milkshakes
Oh what a snow that would be.

If all the sun beams were bubble gum
and ice cream
Oh what a sun that would be.

Standing outside with my mouth open
wide.

Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-
ahh.

If all the sun beams were bubble gum
and ice cream
Oh what a sun that would be.

5.6.4. Chant: One potato, two potato *

Student's age: 2+

Objective: To help students internalize words about food and reinforce numbers as well.

Vocabulary: Potato, one, two, three, four, five, six, seven

Suggestion:

- This song can be chanted with the fists. Every time students mention a potato they put a fist over the other until the song ends. The teacher can choose to change the word *potato* by any other vocabulary words.

One Potato, Two Potato

One potato, two potato,

Three potato, four,

Five potato, six potato,

Seven potato, more!

5.6.5. Chant: Juicy Pineapples *

Student's age: 2+

Objective: To practice vocabulary related to fruit and numbers.

Vocabulary: Pineapple, numbers from one to ten

Suggestion:

- The teacher can draw a pineapple on a sheet of paper and make nine copies of it. When the pictures are colored, the teacher cuts them out. Every time the teacher mentions the word *pineapple*, he/she hangs one on the board until the song ends. Children count the pineapples at the end of the song.
- The teacher can substitute the word *pineapple* by any other fruit.

Juicy Pineapples

One juicy, two juicy, three juicy pineapples,

Four juicy, five juicy, six juicy pineapples,

Seven juicy, eight juicy, nine juicy pineapples,

Ten pineapples for sale!

5.7. Daddy's job

5.7.1. Chant: Dr. Denise the Dentist *

Student's age: 2+

Objective: To introduce the word *dentist*.

Vocabulary: Dentist, teeth, brush, smile

Suggestion:

- The teacher can give students a handout of a dentist, and ask them to color it. While children are coloring, the teacher starts singing the song until they finish. By the end of the activity, children will remember some of the words in the song.

Dr. Denise the Dentist

Sung to: "Rudolph the Red-Nosed Reindeer"

Dr. Denise the Dentist

Helps me keep my teeth so white.

Dr. Denise the Dentist

Teaches me to brush just right.

Dr. Denise the Dentist

Always wears a super smile.

Dr. Denise the Dentist,

I'll be your friend a long, long while.

5.7.2. Song: What is my job? *

Student's age: 2+

Objective: To make students analyze the characteristics of certain jobs.

Vocabulary: Doctor, mailman, chef, vet, teacher, police officer

Suggestion:

- The first time the teacher introduces this song to children, it is possible to use flashcards that can give children a clue of what occupation it could be. If the phrase is *I help people get well*, the teacher can draw a stethoscope. If the phrase is *I can teach you new things*, the teacher can draw a board and a desk.

What is my job?

Sung to: "Are you sleeping?"

What is my job?

What is my job?

Can you guess?

Can you guess?

I help people get well.

I help people get well.

Who am I?

Who am I?

*Other verses: I can fix the water pipes. I deliver letters. I make tasty meals for you.
I keep your pets healthy. I can teach you new things. I can help if you get lost.

5.7.3. Rhyme: Helpers *

Student's age: 3+

Objective: To have children practice vocabulary about jobs through a finger-play.

Vocabulary: Doctor, nurse, dentist, postman

Suggestion:

- This rhyme is chanted using the fingers. The teacher can make little flashcards with each of the occupations mentioned in the song and pre-teach the vocabulary. Once it is clear, children can start singing the song.

Helpers

This is Dr. Bell who keeps us well. (thumb up)

This is Nurse Rick, who cares for the sick. (index up)

This is Dentist Health, who cares for our teeth. (middle up)

This is Postman Dale, who delivers our mail. (ring up)

This one here -- hey, that's me! (pinky up)

We all work together for our community!

5.7.4. Song: The Community Worker Song *

Student's age: 3+

Objective: To introduce vocabulary about jobs in plural form.

Vocabulary: Firemen, police officer, barbers, doctors, dentists, bakers.

Suggestion:

- The teacher can make copies of different community workers for children. Give some children the firemen, others will have the police officer, others will color the barbers, and so on. When they finish, hang all the pictures on the wall by groups and start singing the song, so children can notice the difference between singular and plural nouns.

The Community Worker

Sung to: "The Farmer In The Dell"

The firemen are brave.
The firemen are brave.
Heigh-ho what do you know,
The firemen are brave.

Other possible verses: Barbers cut our hair /Doctors keep us well/Dentists check our teeth/Bakers bake our bread/Policemen stop the traffic.

5.7.5. Rhyme: If I were *

Student's age: 4+

Objective: To show children different jobs and the activities that these jobs imply.

Vocabulary: Baker, bake, secretary, answer the phone, vet, care, dentist, check teeth, hair dresser, wash, cut hair.

Suggestion:

- This is a rhyme which can be used in more than one class. Every day, the teacher can prepare a different activity for children. The first day will be the *baker's day*. Using some flour, water, and salt, children can prepare some dough and pretend to make cookies. The second day will be the *secretary's day*. Children can bring a toothpaste box to decorate as a telephone. Day number three will be the *vet's day*. Children can be asked to draw and color their pets on a piece of paper. On day four, children will be *dentists*. With the teacher's help, and using big newspaper pages, children can have a dentist apron by gluing and sticking the sides, leaving a hole for the head, and two holes for the arms. On the last day, the *hair dresser's day*, the teacher can give students some yarn so they tie it in one side as a wig. These activities are fun and will help students understand the concepts to be taught.

If I Were

If I were a baker (pretend to put on a hat and apron)

What would I do?

Bake lots of cookies (make a circle with thumb and forefinger)

For me and you. (point to self and a friend)

If I were a secretary, (pretend to type and write on a notepad)

What would I do?

Answer the phone, (hold pretend phone to ear)

"How do you do?"

If I were a veterinarian, (pretend to put a stethoscope in ears)

What would I do?

Care for your pet (pretend to examine a cat or dog)

It's special to you.

If I were a dentist, (look in mouth of friend)

What would I do?

Check those teeth (pretend to check friend's teeth)

That's good for you!

If I were a hair dresser (pretend to comb a friend's hair)

What would I do?

Wash and trim your hair (pretend to wash & cut a friend's hair)

"Oh, pretty!" for you!

5.8. The Little Train

5.8.1. Song: The Wheels on the Bus *

Student's age: 2+

Objective: To introduce students the word *bus*.

Vocabulary: Bus, wheels, wipers, door, horn, money, baby, mommy, people

Suggestion:

- The teacher can draw a bus on a big piece of paper and ask children to color it. Make little pictures of the other elements of this song (wheels, wipers, door, horn, money, baby, mommy or people), and put some tape at the back. While children sing the song, stick these pieces on the main picture. You can ask students to place the little pictures on the bus, too.

The wheels on the bus

The wheels on the bus go round and round

Round and round, round and round

The wheels on the bus go round and round

All through the town.

Other verses:

The wipers on the bus go "Swish, swish,

swish,

The door on the bus goes open and shut,

The horn on the bus goes "Beep, beep, beep

The money on the bus goes "Clink, clink, clink,

The baby on the bus says, "Wah, wah, wah!

The mommy on the bus says, "Shh, shh, shh,

The people on the bus go up and down

5.8.2. Rhyme: Row, row, row your boat *

Student's age: 2+

Objective: To present students the word boat.

Vocabulary: Row, boat

Suggestion:

- The teacher can give students a piece of paper to fold. With the teacher's help and following her instructions, children make a boat with which they can sing and play.

Row, row, row your boat

Row, row, row your boat,

Gently down the stream,

Merrily, merrily, merrily, merrily,

Life is but a dream!

5.8.3. Song: 10 Little Airplanes *

Student's age: 2+

Objective: To make students practice the word *airplane* and numbers until *ten*.

Vocabulary: Airplane, numbers from one to ten.

Suggestion:

- Using some paper, students can make little airplanes to make them fly while singing the song. The teacher can take ten of these airplanes and stick them on the board one by one while children sing the song.

Ten Little Airplanes

One little, two little, three little airplanes,

Four little, five little, six little airplanes,

Seven little, eight little, nine little airplanes,

Ten little airplanes flying in the sky!

5.8.4. Rhyme: The Little Train *

Student's age: 2+

Objective: To teach students the word *train*.

Vocabulary: Train

Suggestion:

- Ask students to make a line one behind another pretending they are on a train. The teacher is the first wagon and children follow him/her. While walking, children recite the rhyme as many times as they want.
- To complement this activity, the teacher may ask students to bring match boxes. Using some string, children join them together to have a nice little train that they can take home.

The Little Train

The little train,
Goes up the track.
It says, "Toot, toot",
And comes right back

5.8.5. Rhyme: Vroom, Vroom (by Leanne Guenther)

Student's age: 2+

Objective: To introduce students the word *car*.

Vocabulary: Car

Suggestion:

- In order to present this song, the teacher can give students a handout with a little car on it. Children can use any material they have at hand to decorate it. Later, children will sing the song along with the teacher.

Vroom Vroom

by Leanne Guenther
tune of Twinkle, Twinkle Little Star

Vroom-vroom! Zoom-zoom little car,
How I wonder where you are.

Driving down the streets all day,
Stop, then go -- you never stay.

Vroom-vroom! Zoom-zoom little car,
How I wonder where you are.

Throughout this chapter, some ways in which songs and rhymes can be used have been discovered. When the teacher knows the group well, it is easy to know what their needs are.

Songs and rhymes are very good to teach vocabulary in a non-tedious way. Children will definitely have an amazing time discovering new words through music, and complementing this knowledge with the activities that the teacher prepares for class.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

From this work it can be concluded that music is a significant instrument of help inside the classroom. Teachers can use it whenever they want, and they will obtain excellent results with children, improving their capacity to discriminate sounds and produce vocabulary words.

Songs and rhymes are an extraordinary source of vocabulary. Since music is an interesting and fun activity that children enjoy, they will be able to build the confidence that they need in order to acquire new knowledge.

The results that were obtained from the observation in the summer course demonstrates that music helped children who had never been in contact with the language before, not only to identify and produce words in the target language, but also to understand the meaning of these words.

Music creates an appropriate learning environment in which children can develop their capacities to their maximum, because they learn without realizing it. By combining music with other visual elements and a proper class plan, the teacher can be sure that children are learning, enjoying and discovering a new world through language.

RECOMMENDATIONS

It is highly recommended to teachers to use songs, rhymes, chants, and everything that has to do with music during the class all the time, since the results show that it will not be a waste of time.

It is also recommended to use different strategies to apply songs; this is for example, using visual aids such as pictures, children's drawings, flashcards, toys, or puppets, so that the image children create about the word they are learning is clear. This also avoids using Spanish unnecessarily.

Every child is a different world, and the teacher has to be prepared for this reality. It is recommended to vary the techniques that are used along with the songs in the classroom. Singing in groups, individually, dancing, or standing steady, every method will depend on the number of students, character, needs, family situation, and so on.

Every time teachers use music to improve learning, it is necessary to do it correctly. Enjoy the activities yourself and children will enjoy them too. Bring happiness to the classroom with a positive attitude and a lot of energy, because music demands the teacher to do so.

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ANNEXES.

Annex 1. A Day of Class with the Children.



Annex 2. A Little Pig



Annex 3. A Clown



Annex 4. A Colorful Face



Annex 5. Cooking with children



Annex 6. A Paper Boat



Annex 7. A day of class with children



Annex 8. Data Collection Sheet: Listening and Speaking Results at the Beginning of
Project 1: Animals

TOPIC: ANIMALS

BEGINNING OF THE PROJECT

DATE:.....OBSERVER:.....

LISTENING COMPREHENSION:

Student	Does the student recognize:		
	4 words or more	Less than 4 words	None of them
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

SPEAKING:

Student	Does the student produce any words from the vocabulary?	
	YES	NO
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Annex 9. Data Collection Sheet: Listening and Speaking Results at the End of Project 1:

Animals

TOPIC: ANIMALS

END OF THE PROJECT

DATE:.....OBSERVER:.....

LISTENING COMPREHENSION:

Student	Does the student recognize:		
	4 words	Less than 4 words	None of them
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

SPEAKING:

Student	Does the student produce any words from the vocabulary?	
	YES	NO
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Annex 10. Data Collection Sheet: Listening and Speaking Results at the Beginning of
Project 2: Human Body

TOPIC: HUMAN BODY

BEGINNING OF THE PROJECT

DATE:.....OBSERVER:.....

LISTENING COMPREHENSION:

Student	Does the student recognize:		
	4 words or more	Less than 4 words	None of them
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

SPEAKING:

Student	Does the student produce any words from the vocabulary?	
	YES	NO
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Annex 11. Data Collection Sheet: Listening and Speaking Results at the End of Project 2:

Human Body

TOPIC: HUMAN BODY

END OF THE PROJECT

DATE:.....OBSERVER:.....

LISTENING COMPREHENSION:

Student	Does the student recognize:		
	4 words	Less than 4 words	None of them
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

SPEAKING:

Student	Does the student produce any words from the vocabulary?	
	YES	NO
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Annex 12. Data Collection Sheet: Listening and Speaking Results at the Beginning of
Project 3: Fruit

TOPIC: FRUIT

BEGINNING OF THE PROJECT

DATE:.....OBSERVER:.....

LISTENING COMPREHENSION:

Student	Does the student recognize:		
	4 words or more	Less than 4 words	None of them
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

SPEAKING:

Student	Does the student produce any words from the vocabulary?	
	YES	NO
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Annex 13. Data Collection Sheet: Listening and Speaking Results at the End of Project 3:

Fruit

TOPIC: FRUIT

END OF THE PROJECT

DATE:.....OBSERVER:.....

LISTENING COMPREHENSION:

Student	Does the student recognize:		
	4 words	Less than 4 words	None of them
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

SPEAKING:

Student	Does the student produce any words from the vocabulary?	
	YES	NO
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Annex 14. Data Collection Sheet: Listening and Speaking Results at the Beginning of
Project 4: Means of Transportation

TOPIC: MEANS OF TRANSPORTATION

BEGINNING OF THE PROJECT

DATE:.....OBSERVER:.....

LISTENING COMPREHENSION:

Student	Does the student recognize:		
	4 words	Less than 4 words	None of them
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

SPEAKING:

Student	Does the student produce any words from the vocabulary?	
	YES	NO
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Annex 15. Data Collection Sheet: Listening and Speaking Results at the End of Project 4:

Means of Transportation

TOPIC: MEANS OF TRANSPORTATION

END OF THE PROJECT

DATE:.....OBSERVER:.....

LISTENING COMPREHENSION:

Student	Does the student recognize:		
	4 words	Less than 4 words	None of them
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

SPEAKING:

Student	Does the student produce any words from the vocabulary?	
	YES	NO
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		