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APPLIED LINGUISTICS SCHOOL

THESIS REPORT:

***THE USE OF SONGS IN THE ENGLISH LANGUAGE TEACHING-
LEARNING PROCESS OF THE 6TH LEVEL BASIC EDUCATION
STUDENTS AT “FRANCÉS” PRIVATE EDUCATIONAL
INSTITUTION IN ESMERALDAS, 2016***

THESIS DE GRADO:

***EL USO DE CANCIONES EN EL PROCESO DE ENSEÑANZA
APRENDIZAJE DEL IDIOMA INGLÉS EN ESTUDIANTES DEL
SEXTO NIVEL DE EDUCACIÓN BÁSICA EN LA UNIDAD
EDUCATIVA PARTICULAR “FRANCÉS” EN ESMERALDAS, 2016***

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CARLA ALEJANDRA ANDRADE SÁNCHEZ

ADVISOR:
PhD. HAYDEÉ RAMÍREZ LOZADA

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DISSERTATION COMMITTEE

As members of the Dissertation Committee at PUCESE, we certify that we have read the dissertation prepared by CARLA ALEJANDRA ANDRADE SÁNCHEZ entitled THE USE OF SONGS IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS OF THE 6TH LEVEL BASIC EDUCATION STUDENTS AT “FRANCÉS” PRIVATE EDUCATIONAL INSTITUTION IN ESMERALDAS, 2016

And recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in Teaching English.

Reader 1

Reader 2

School Director

Thesis Director

Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Thesis Director

STATEMENT BY THE AUTHOR

I, Carla Alejandra Andrade Sánchez, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCESE.”

Carla Alejandra Andrade Sánchez
080314196-8

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ABSTRACT

In order to analyze how songs may contribute to the improvement of the English language teaching-learning process in the sixth level Basic Education Students at “Francés” Private Educational Institution in Esmeraldas, a descriptive investigation was carried out by using the deduction and induction methods, the analysis and synthesis and the hermeneutic method; besides, some techniques such as observation and surveys were applied to a population of 30 students of the sixth level of Basic Education at “Francés” Private Educational Institution, whose ages varied from nine to ten years old; also, the participation of the English teacher of these students was required. The results revealed that the students enjoy listening to songs during their English lessons; they feel relaxed and motivated to learn English after singing and listening to a song. The English teacher uses songs in her lessons, however, there is a lack of knowledge about how to apply the songs in the class. Therefore, the teacher did not use neither a methodology for using the song in the class nor a song related to the vocabulary of the unit. This research coincided with a number of investigations done in relation with the use of the Ludic Methodology, making emphasis on the use of games, drama, and songs, but not with the use of songs as a methodology to teach the contents of the textbook. That is why some methodological orientations for using songs in the sixth level of Basic Education students at “Francés” Private Educational Institution in Esmeraldas were provided as a proposal of this investigation.

Key words: songs, Ludic Methodology, English language teaching-learning process, methodological orientations, teaching children.

RESUMEN

Para analizar cómo las canciones pueden contribuir al mejoramiento del idioma inglés en el proceso de enseñanza - aprendizaje en los estudiantes de sexto año de educación básica en la Unidad Educativa Particular “Francés” (U.E.P.F.) en Esmeraldas, se llevó a cabo una investigación descriptiva usando los métodos de deducción e inducción, análisis y síntesis y el hermenéutico; además, las técnicas de observación y encuestas fueron aplicadas a un grupo de 30 estudiantes de sexto año de básica en la U.E.P.F. en Esmeraldas, sus edades variaban entre los nueve y diez años de edad; también se requirió la participación de la profesora de inglés. Los resultados revelaron que los estudiantes disfrutaban escuchar canciones durante sus clases de inglés; ellos se sienten relajados y motivados a aprender inglés después de cantar y escuchar una canción. En adición, la profesora de inglés usaba canciones en sus lecciones. Sin embargo, hay una falta de conocimiento sobre cómo aplicar las canciones en la clase. Es por esto que la docente no usaba una metodología para el uso de las canciones en la clase ni una canción relacionada con el vocabulario de la unidad. Esta investigación coincidió con un número de investigaciones hechas antes relacionadas con el uso de la Metodología Lúdica, haciendo un énfasis en los juegos, drama y canciones. Estas últimas, sin embargo, no se usaban como una metodología para introducir los nuevos contenidos del libro de texto. Es por esto que se elaboró un material con orientaciones metodológicas para el uso de las canciones en el sexto año de educación básica en la U.E.P.F. en Esmeraldas para incorporarlo en la clase de inglés, ayudando así a los docentes a explotar el uso de las canciones.

Palabras claves: canciones, Metodología Lúdica, proceso de enseñanza-aprendizaje del idioma inglés, orientaciones metodológicas, enseñanza a niños.

1. INTRODUCTION

Nowadays, English is considered one of the most spoken languages around the world. In some countries, it is the first language or it is adopted as the official spoken language by the country, in some others, it is used as a medium of communication. It means, people use English as a second language, or they learn it as a foreign language.

That is why, many educational institutions around the world teach English as a subject. It is applied in many fields; like: medicine, politics, communication, media, technology, etc. Moreover, there are a lot of printed materials such as: dictionaries, encyclopedias, and books written in English. Hence, students have to learn English as a foreign language in order to understand the language and be able to communicate with native English speakers.

Many years ago, learning English as a foreign language was established in the curriculum of Ecuadorian educational institutes by the government. Thus, learning English as a foreign language is an obligation; students must finish Senior High School with a B1 level.

To achieve this goal, students have to develop the four main skills: listening, reading, writing, and speaking, in order to have a good level in English and be able to communicate adequately. However, teaching to children is more challenging for teachers because they need to be actively involved in the learning process. This is why English teachers should innovate in the classroom.

Consequently, many different methodologies and techniques are being used. Among them, the Ludic Methodology, with more emphasis in games for teaching. Even though songs are part of this methodology, they are not frequently used in order to teach English. They are mainly used as distractors instead of as a methodology.

It has been noticed in the pre-professional teaching practice, that sixth level students at “Francés” Educational Institution are not accustomed to listen to songs in their lessons. Besides, teachers do not seem to be aware of the fact that songs may contribute to the English Language teaching-learning process.

As a consequence, the main problem of this investigation is: How may songs contribute to the improvement of the Sixth-Level English Language teaching-learning process at “Francés” Private Educational Institution?

This leads to many other questions.

- What theories support the use of songs to improve the English language teaching-learning process?
- What are the difficulties about the use of songs in the English language teaching-learning process of the sixth-level Basic Education students at “Francés” Private Educational Institution?
- What can be done to help the sixth-level Basic Education students’ teachers from that institution to use songs in the English language teaching-learning process?

1.2 OBJECTIVES

1.2.1 General Objective

- To analyze how songs may contribute to the improvement of the English language teaching-learning process in the sixth-level Basic Education Students at “Francés” Private Educational Institution in Esmeraldas.

1.2.2 Specific Objectives

- To review present theories about the use of songs as a methodology to improve the English language teaching-learning process.
- To make a diagnosis of the use of songs as a methodology to teach and learn English in the sixth-level Basic Education Students at “Francés” Educational Institution in Esmeraldas.
- To design a didactic material to work with songs in the English language teaching-learning process of the sixth level Basic Education Students at “Francés” Educational Institution in Esmeraldas.

2. THEORETICAL FRAMEWORK

2.1 METHODOLOGIES FOR ENGLISH LANGUAGE TEACHING

Language teaching methods give different ideas about how to teach foreign languages. They provide procedures, strategies and different techniques focused on the learner's specific objectives, learning style and context in order to develop students' skills. Historically, those methods have been changing, adapting, and extending according to the students' needs. That is why, throughout history, the changes made on methodologies for the English language teaching-learning process can be noticeable. Richards & Rogers (1986) suggest a summary about the different approaches and methods in language teaching:

2.1.1 THE GRAMMAR-TRANSLATION METHOD

The grammar-translation method was one of the first methods. It was used to teach German and Latin. According to W. Rouse (quoted by Richards and Rodgers, 1986), one of the criticisms about this method was "to know everything about something rather than the thing itself" because this method consisted of translating each word from a text (for example: English into the native language) and learning all the grammatical rules deductively instead of getting the general idea of the text. Therefore, this method only focused on grammatical rules and translation of texts.

2.1.2 THE DIRECT METHOD

In the mid and late nineteenth centuries, a need was felt to develop oral proficiency in foreign language because of industrialization. In addition, the grammar translation method was inadequate to develop communicative abilities. For that reason, a radical change was made. Hence, the direct method was introduced. This method refers to learn a language naturally and spontaneously. It means, students discover the importance of speaking. Besides, grammar is taught inductively, and the mother tongue is avoided. That is why students learn by associating meaning directly in English.

2.1.3 THE AUDIOLINGUAL METHOD

This method is also called the Army Method. It is the first modern methodology, which consists of teaching by repetition of drills. It involves extensive oral instructions in which students have to repeat dialogues and drills. Richards and Rogers stated that this method contains some learning principles, as follows:

- Teaching a foreign language is basically a process in which students form a mechanical habit. For that reason, the repetition of drills is an important aspect in this methodology.
- Students develop the language skills more effectively if the items are presented in spoken form before they are seen in written form. That is why this method uses listening drills.
- Analogy provides a stronger base for language learning than analysis. It means, students learn the grammatical rules deductively. Therefore, explanations are given after students have practiced a pattern in a variety of contexts.
- Students have to learn the meaning of words in a linguistic and cultural context and not in isolation. Thus, teaching a language involves teaching aspects of the cultural system of the people who speak that language.

2.1.4 THE TOTAL PHYSICAL RESPONSE

The Total Physical Response (TPR) is a method that involves speech and action. It means, the language is taught by physical (motor) activities. Furthermore, the main objective of this method is to develop the students' oral abilities at a beginning level. Besides, this method is based on the way that children learn their mother tongue, because parents have "language body conversations" with their children. In other words, parents give orders using their bodies; the child understands and responds. This conversation goes on for months as far as the child can use his/her mother tongue. That is why, this method attempts that students recall the information taught strongly if the memory connection is tracked and associated with body movements.

2.1.5 COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching (CLT) is a method in which students have to develop the four skills in order to communicate. In the mid- 1960's, the Audiolingual method was rejected because of some criticisms by Noam Chomsky in his popular book *Syntactic Structures* (1957). According to this author, cited by Richards & Rogers (1985), each sentence has uniqueness and creativity. Therefore, the CLT was introduced as a new method, which consists of active learners' interaction (role play, games, information gaps, etc.), authentic communication, and negotiation of meaning. On account of this, the CLT helps students develop their communication as the ability to use the linguistic system effectively and appropriately.

2.1.6 THE SILENT WAY

The Silent Way is a method in which teachers should be silent as much as possible in order to encourage students to produce the language and communicate as much as they can. It means, there is interaction student-student or student-teacher, but students have more talking time rather than the teacher. In addition, when the teacher is silent as much as he can, he allows his students to be aware of how English works. Originally, this method demands the use of some particular elements designed, for example color charts. These materials were first used to teach Math. Then, they were used to teach languages. Consequently, using those elements, learners discover or create rather than remember or repeat what is to be learned.

2.1.7 COMMUNITY LANGUAGE LEARNING

Community Language Learning (CLL) was developed by Charles in the 1950s. This method was used in introductory conversation courses in a foreign language. So, teachers should transfer their knowledge and proficiency to a group of learners (community of learners). Besides, students can interact with the other members of the community changing and sharing their knowledge. It means, this method concentrates on the students' interaction. Learners understand English through active interaction. Consequently, teachers engage students in the pragmatic and functional use of the language in order to develop students' skills to communicate and understand different situations, contexts, and contents.

2.1.8 THE NATURAL APPROACH

This method refers to the learning of a second or a foreign language as the first one. Therefore, students are going to learn the second or foreign language understanding the language and through its use in meaningful conversations. According to Krashen and Terrell cited by Richards & Rogers (1986. p.134), the Natural Approach "is for beginners and is designed to help them become intermediates." That is why; students will understand the speaker of the target language and will be able to communicate. Further, students should comprehend the general idea, the meaning of the content. Consequently, using the natural approach, students acquire a second or a foreign language in an unconscious process making the beginner an intermediate English speaker.

2.1.9 SUGGESTOPEDIA

Suggestopedia is a method focused on the creation of a relaxed atmosphere in the classroom. That is why, this method uses music, musical rhythms, decoration (furniture, arrangement of the classroom), and an authoritative behavior of the teacher in order to create and maintain a relaxed atmosphere. Besides, it refers to the use of music in order to relax students as a kind of therapy and students get the precise ways of using voice quality, intonation, and stress patterns of the foreign language. Therefore, using music, students feel encouraged. It makes students feel confident, increase their motivation and self-esteem, so, students develop their language skills.

2.1.10 IMMERSION

This method is considered one of the most useful to teach English. It refers to the English language teaching-learning process by the whole educative center. It means, students receive subjects such as: Mathematics, Science, Humanities, Literature, and others in English. Therefore, students get a lot of vocabulary, sentence structures, and the right pronunciation. Students have more opportunities to use the language in the classroom with teachers and classmates in different situations. That is why students acquire the Target Language (TL) as a second language.

2.1.11 TASK-BASED LANGUAGE LEARNING (TBL)

This method involves the use of tasks in the learning of the target language. A typical TBL methodology includes: pre-task, task-cycle, and post-task. The pre-task refers to the introduction of the topic and what the task will be. The task-cycle is the stage where students are going to do activities using the language and produce the writing or oral performance that the task is demanding, they in fact practice the language. Finally, the post-task refers to what the students do with the language learned, free activities for them to communicate. For that reason, teachers use different kinds of activities where students have to use the language in order to develop it. Besides, using tasks in the lessons will motivate and engage students with the topic. In conclusion, this method will engage students to use the language communicatively.

2.1.12 THE LEXICAL SYLLABUS

In this approach, students use computers. The computer analyzes the commonest words used by the target language. In this way students are going to learn the commonest words used by natives. Besides, the syllabus teaches the selected words using authentic materials. So, students are going to learn the commonest words, their frequency, and their structure by means of authentic materials.

The mentioned methods and approaches were used by teachers with different purposes and priorities.

2.2 THE LUDIC METHODOLOGY IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS

According to Moreno, G. (2003) the Ludic Methodology refers to a combination of activities to expand the students' thoughts and imagination. It takes into account games, poems, songs, and other techniques for the students' language learning development. That is why, students will apply their creativeness in order to express their own thoughts, ideas, and feelings about their surroundings. Consequently, using the Ludic Methodology, students feel satisfaction, relaxation, and engagement because the activities they carry out in the classroom resemble the ones they develop in their free time.

According to Garcia & Llull (2009), the Ludic Methodology contributes to the

psychomotor maturation, cognitive activation, and it is the fundamental way for children's socialization. For that reason, by means of its use, students will learn, activate, and develop abilities in the four skills: reading, speaking, listening, and writing, applying their own experiences.

2.3 SONGS FOR THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS

Songs and language share various characteristics. Both come from the processing of sounds. Authors or speakers use them in order to communicate a message, and they have intrinsic characteristics in common such as: pitch, volume, stress, tone, rhythm, and pauses. Besides, songs and language can be acquired by exposure. (Lake quoted by Grau, 2013)

Songs have been part of the human life for a long time. Nowadays, they are used in the human daily life, in different situations; for example: people listen to music and sing songs in bars, in the car radio, in the shower, etc. That is why, the use of songs is an essential part in the language experience. Consequently, using songs for the English language teaching learning process can be of great value.

According to Harmer (2007), students have to enjoy the listening material because if they can understand more or less the listening, without the intervention of a teacher, it will help them improve this skill. Scoth and Ytreberg (1995) stated that listening is the skill that children acquire first. That is why teachers have to provide enjoyable, easy, and relaxing material in order to improve the students' listening skill, such as songs.

Teachers should use songs as pedagogical tools. Teaching English, especially to young learners, has to be done in an enjoyable way, because most of the children like to listen to songs and sing. Murphey (quoted by Millington, 1992) states that songs can help young learners to improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills.

Şevik, Ersoy Üni, Eğitim Fakültesi, Bölümü, and Burdur (2012) agree that the listening skill is the most important outcome of early language teaching and songs are regarded as one of the best ways to practice and develop the listening skills. It means, songs are considered one of the best techniques to develop the listening skill, especially to teach

young learners.

2.3.1 TYPES OF SONGS

The most important aspect for choosing a song is that teachers should like and feel willingly for sharing the song in front of the class. However, teachers have to choose the type of songs that will be presented in the class correctly. Hence, teachers have to know the different possible types of songs for an English class.

There are many kinds of songs that can be used in the classroom. Those are: nursey rhymes, jingles, folk songs, holiday songs, pop songs, and tongue twisters. Besides, there are a lot of songs written specially for the English language teaching learning process. But, in order to avoid students' boredom, teachers should choose original, modern, and stimulating songs. In that way, students can sing in and outside the classroom.

In addition, there are different types of music that can be used in order to teach from the easy to complex; such as: rhythms and chants. One powerful and useful way to use chants and rhythms, according to Graham, C. (2010), is to use jazz rhythms or jazz chants in order to illustrate the natural stress and intonation patterns of conversational American English. It means, students can develop their listening skill by means of songs.

2.4 YOUNG LANGUAGE LEARNERS' CHARACTERISTICS THAT BENEFIT THE USE OF SONGS IN THE CLASSROOM

It is important to know the types of activities young learners are able to do. There are many activities, but teachers have to take into account their students' age. In many occasions, the English level of children is more relevant than the age. That is why, teachers should take into consideration certain characteristics of the young language learners.

Scott & Ytreberg (1995) suggest some characteristics of the young language learner, such as:

- They use language skills before they are aware of them.

- Their own understanding comes through hands, eyes and ears. The physical world is dominant at all times.
- They have a very short attention and concentration span.
- Young learners are able to work with others and learn from others.
- They are happy playing and working with classmates.
- They ask questions all the time.
- They are able to make some decisions about their own learning.

In consequence, teachers can use songs in the classroom in order to call students attention. Using songs help teachers make the class more dynamic, students feel enthusiasm, and they can work as a whole class. This means students can feel more motivated to learn English in the classroom.

Moreover, Harmer, J. (2001) establishes some characteristics that young learners, especially those up to the ages of nine and ten, learn different from older children, adolescents, and adults. These characteristics are:

- They respond to the main idea even if they do not understand the meaning of a new word.
- Their comprehension comes from: explanations, what they see and hear around them, and the opportunities that they have to touch and interact with something connected to the topic or theme that they are working on.
- They present limited attention in the class, except if the class is extremely engaging, but, they get bored easily and lose the interest after ten minutes or less.

That is why, good teachers need to know how to handle these different situations that comes when they are working with young learners. In conclusion, teachers have to take many things into consideration at the moment to work with young learners. First, the classroom has to be spacious for the different activities that the teacher will carry on. Then, the activities have to be varied because children lose their attention or get bored every ten minutes. Finally, children love to discover new things, the teacher must

provide activities that help students to be involved; like: handicrafts, drawing things, games, physical exercises, or songs.

2.5 ADVANTAGES AND DISADVANTAGES FOR USING SONGS IN THE ENGLISH LANGUAGE CLASSROOM

2.5.1 ADVANTAGES FOR USING SONGS IN THE ENGLISH LANGUAGE CLASSROOM

Songs are used by teachers to help students learn English as a second or foreign language. It has been noticed in some studies, that songs help learners acquire vocabulary and grammar, improve their pronunciation, and develop the four linguistics skills (reading, writing, listening, and speaking). That is why, the use of songs in the classroom should be a teacher's advantage.

Some authors have studied the use of songs in the classroom in order to verify its effectiveness. According to Medina (cited by Grau, 2013) the main advantage of the use of songs in the classroom is the enjoyable experience that students have while they are using it and the creation of a relaxed atmosphere in the class.

Hans (2009) suggests five advantages for using songs in the classroom. These are the following:

- 1) Socio-emotional growth. Singing in the classroom is a social act. It means, students interact with their classmates, allow them to participate in the class, and they can express their feelings.
- 2) Physical development. It refers to the active students' participation and movement in the classroom. Young learners are able to clap, dance, jump, even simulate that they are playing instruments. These activities stimulate their brain making the learning process easier.
- 3) Cognitive training. It refers to the repetition of the song in the students' head. Therefore, students can automatically remember important parts of the song that help their English language proficiency.
- 4) Cultural literacy. The use of songs helps students learn about culture, traditions,

and costumes from other people. It can provide information from native English speakers or people from other countries, it depends on the teachers' need.

- 5) Language learning. The use of songs in the classroom gives students the opportunity to listen to the correct pronunciation. Hence, students become familiar with word stress, intonation, and the rhythm helps students' memorization.

Murphey (quoted by Grau, 2013), in his work "Music and Songs" exposes many advantages for using songs in Primary classroom. Some of them are:

- It is easier for primary students to sing English songs instead of speaking the English language.
- Songs contain useful parts, such as: expressions, common phrases, or words; that teachers can use in the class and can repeat several times in the class.
- Songs motivate students more than the use of repetition in the course book.
- Some songs lead students to feel identified.
- Songs bring to the classroom relaxation, students have fun, and at the same time they feel in harmony among their classmates.

Therefore, the use of songs in the English language teaching learning process help students learn about the language and culture, students acquire vocabulary and the correct pronunciation. Because of the active participation and the repetition of drills students memorize easily, and students feel motivated learning with fun in a positive and relaxed atmosphere.

2.5.2 DISADVANTAGES FOR USING SONGS IN THE ENGLISH LANGUAGE CLASSROOM

The use of songs in the classroom provide many advantages for the acquisition of the English language. However, investigators expose some disadvantages about the use of songs in the classroom. According to Murphey (quoted by Grau, 2013), there are some disadvantages that teachers need to consider at the moment to use songs in the class. Those are:

- Songs can disturb adjacent lessons. Other classes or teachers next to the classroom can get angry because of the noise caused by the songs in the class.
- Teachers can lose control. It means, students can get distracted easily. So, teachers cannot control the whole class creating disorder.
- Expressions are different to the grammar rules. Therefore, students get confused and they can make mistakes.
- Classrooms may need media. The educational center does not have the necessary technological resources.
- Students do not like to sing. Hence, students will not pay attention to the class.

Because of that, teachers should be prepared to solve any problem in the classroom. As a result, they need to look carefully for an adequate song. They have to think about the aim of the lesson and the students' multiple intelligences in order to know their specific needs.

2.6 MULTIPLE INTELLIGENCES THEORY

According to Gardner (1993), every human being has different innate capacities, which take into account personal characteristics and the education taught. This investigator gave the characteristics the name of "multiple intelligences". They have to accomplish a lot of norms; for example, resolve any problem. They are nine in general: verbal linguistic, logical mathematical, spatial-visual, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist, and existential.

This investigation takes into consideration two intelligences, verbal linguistic and musical, because children develop these intelligences before others, even when they are in the uterus. Hence, they are able to differentiate or recognize some sounds. So, rhythm and intonation are basic components that every human being is able to distinguish.

That is why, Gardner (cited by Silva, T. 2006) said, the use of songs in the English language teaching-learning process can be very effective in order to increase the development of some intelligences in students. He considered the verbal-linguistic and musical the main intelligences that a human being has to develop. Concluding, using activities that stimulate different intelligences, such as songs, teachers can get a deeper,

meaningful, and durable learning

2.7 MOTIVATION IN THE ENGLISH LANGUAGE CLASSROOM FOR CHILDREN

In the English language classroom for children, teachers should encourage them to complete tasks, study for any evaluation, and participate in the classroom. How teachers can encourage them to be part of the class and to love English. Teachers can use many strategies in order to engage their students. However, students have to be motivated. Therefore, motivation is an essential part for learning anything, teachers have to be sure that their students feel motivated about learning English.

2.7.1 DEFINITIONS OF MOTIVATION

According to Weiner & Graham (n.d.), motivation is the study of why people think and behave as they do. In an educational context, motivation will address when some students keep doing an exercise even when that exercise has too many difficulties, while other students give up.

Motivation refers to “the reasons underlying behavior” (Guay quoted by Lai, 2011). According to Ryan & Deci (2000), to be motivated means to be moved to do something. That is why, a person who feels inspiration, desire, and enthusiasm to do something is characterized as a motivated person whereas a person who doesn’t feel in that way is characterized with a lack of motivation.

2.7.2 INTRINSIC MOTIVATION

This type of motivation comes from the learner. It means, the personal behavior is motivated by an internal desire to participate in an activity, studying a subject, reading, etc. According to Cherry (2016), intrinsic motivation involves engaging in a behavior. In consequence, a learner participates in an activity because it is personally rewarding and by his/her own decision rather than by the desire for some external factor.

2.7.3 EXTRINSIC MOTIVATION

Cherry (2016) states that extrinsic motivation occurs when students are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment. That is why teachers have to motivate their students giving a reward; such as: prize, extra points, or others. Besides, the teacher can motivate their young learners in the classroom using ludic activities such as songs because this kind of activities activate students' interests, they engage students to the topic of the lesson, increase students' participation due to students' motivation.

2.8 PEDAGOGICAL FOUNDATIONS

2.8.1 THE ZONE OF PROXIMAL DEVELOPMENT (ZPD)

This investigation takes into consideration Vygotsky's theory of the Zone of Proximal Development (ZPD). According to Vygotsky (quoted by Vera & Holbrook, 1996) the ZPD is

“the distance between the actual developmental level as determined through independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p.86).

In this research, a proposal, which consists of a didactic material with some methodological orientations to the English teacher, will be provided. It will be the mediator, which, together with the teacher, will help the students go from what they already know to what they have to know.

The law of double formation provided by Vygotsky in his Socio-Cultural Approach, states how learning occurs first interpsychologically, in the relationship among the students, in groups or pairs, in social interchange, and then intrapsychologically, in the mind of the individual. The use of songs benefits this process.

2.9 PREVIOUS STUDIES ABOUT THE USE OF SONGS IN THE ENGLISH LANGUAGE TEACHING – LEARNING PROCESS

Smith, C. (2002) researched the effect of using songs in texts. It means, the students were involved hearing the text as songs. First, there were two groups: one that heard the text as a song and the other group heard the same text as speech. The group that heard the text as a song, at the moment to be tested, the students listened to the melody of the song. The results in this investigation were notable, the musical group showed higher scores than the normal group. Concluding that the use of songs in the foreign language may aid memory of text.

Arroyo, S. (2015) investigated the English language teaching methodologies in Senior High School students in Esmeraldas-Ecuador. The investigator found difficulties in the methodologies in order to improve the listening skill. As a result, she proposed a ludic methodology, mainly with songs for improving the student's listening skills.

Estupiñán, E. (2015) stated the use of the ludic methodology to improve the English teaching-learning process in second graders at Velasco Ibarra School, in Esmeraldas - Ecuador. This investigation took into consideration games in order to improve students' learning. The researcher proposed a handbook with games supporting the students' textbook.

Caicedo, (2016) researched about the use of dramatization of realistic situations to improve the spoken English in Alfonso Quiñónez George Educational Institution in Esmeraldas – Ecuador. His investigation establishes the importance of using drama in the classroom, such as the motivation created by students' interest. The investigator proposed a booklet with six different activities for third level senior high school students.

2.10 LEGAL FOUNDATIONS

The legal bases of this research are based on the Ecuadorian Ministry of Education in the document: Ecuadorian in-service – English Teachers Standards. This investigation focuses on the third domain: Curriculum Development. Section b: Implementing and Managing Standards-Based English and Content Instruction. This

investigation takes into account three literals from this section:

The literal 3.b.2 states that teachers have to incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material. It means, students will acquire language by activities, tasks, and assignments. Thus, songs can be incorporated in the classroom activities.

The literal 3.b.3 says that it is necessary to provide activities and materials that integrate listening, speaking, reading, and writing. For that reason, songs can be integrated in some activities in order to improve the four basic skills.

The literal 3.b.4 determines that teachers have to develop students' listening skills for a variety of academic and social purposes. Hence, students need to communicate; the teacher needs to look for different methodologies in order to develop students' listening skill. Consequently, using songs can develop students' listening skills in an enjoyable environment.

Furthermore, this researcher is based on the legal bases found in the section 3.c: Using Resources and Technology Effectively in English and Content Instruction. It only takes into account one literal. The literal 3.c.3 states that teachers have to employ a variety of materials for language learning, including books, visual aids, and realia in addition to the textbook. That is why, teachers should include in their classes a variety of techniques, methodologies and tools following the textbooks content.

3. METHODOLOGY

3.1 TYPE OF INVESTIGATION

This research was descriptive because it analyzed the influence of songs in the improvement of the English language teaching-learning process in the sixth level of Basic Education Students at “Francés” Educational Institution in Esmeraldas.

3.2 VARIABLES OF THE RESEARCH

This study used the following variables:

Dependent: The English Language Teaching-Learning Process

Independent: The use of Songs

3.3 METHODS OF INVESTIGATION

The methods used in this investigation were: the deductive and the inductive methods of investigation, also the analytic-synthetic method, and the hermeneutic method. It was inductive because before identifying the lack of knowledge for the correct use of songs, an observation was done; deductive because of the several studies and theories which provide reliability to the research. In addition, it was an analytic-synthetic method, because the results were analyzed in order to propose a didactic resource for the correct use of songs and hermeneutic because the theory and the results were interpreted and this interpretation contributed to the development of the investigation. Finally, it was also

3.4 POPULATION AND SAMPLE

At “Francés” Private Educational Institution, some levels of basic education are divided into two courses “A” – “B” in order to give a more personalized class. The participants of this research were 30 male and female, they were divided into two class groups, 15 students in the course “A” and the others in the course “B” of the sixth level of basic education students at “Francés” Private Educational Institution, whose ages vary from 9 to 10 years old. Besides, the participation of the English teacher of

these students was required.

3.5 DATA PROCESSING

All the information gathered throughout the survey was processed by using the percentage manual method. The information from the classroom observation was collected and processed manually.

To show the results obtained, the Microsoft Excel program was used for making figures.

3.6 HUMAN AND MATERIAL RESOURCES

The human resources used were:

- One investigator
- One teacher from the “Francés” Private Educational Institution in Esmeraldas-Ecuador
- 30 6th level Basic Level Education students from the referred institution.
- Thesis’ advisor

The material resources used were:

- Office materials
- Transportation
- Copies
- Computer
- Internet
- Books

3.7 TECHNIQUES AND INSTRUMENTS

3.7.1 TECHNIQUES

The following techniques were used:

Bibliographic technique: It was used for getting scientific information in order to elaborate the theoretical framework of this investigation.

Observation: It was aimed at analyzing the influence of songs in the English teaching-learning process. This observation was done for one week - four periods in the teaching-

learning process of sixth level students at “Francés” Educational Institution in Esmeraldas in their English lessons.

Survey: two surveys were applied. The first one was applied to 30 students to know if they liked learning with songs, and the kind of methodology the teacher used in the English lessons. The second survey was applied to the English teacher to find out the methodology used for language teaching.

Statistic Technique: this technique permitted the tabulation of the data collected from the surveys applied to basic education students and their teacher at “Francés” Private Educational Institution.

3.7.2 INSTRUMENTS

The instruments used for each technique were:

- Bibliographic records
- Questionnaires
- Observation Sheet

4. RESULTS

4.1 RESULTS OF THE OBSERVATION

The observation was applied to the sixth-level Basic Education students at the “Frances” Private Educational Institution during their English class on Wednesday, July 20th. I used the observation sheet (Appendix 1) in order to get a clear information about the use of songs for the development of the students’ English language.

The first thing that I noticed was that 90% of the students had an excellent English level, a good amount of vocabulary, phrases, and grammar. They knew their teacher’s procedure, activities, and teaching style. In addition, students presented intrinsic and extrinsic motivation. Hence, they were attentive, participative, and behaved well.

The teacher used two songs as warm-ups: “head shoulders knees and toes”, and “it’s getting late”. Students sang, danced, clapped their hands, and did some mimes. They were motivated, relaxed, and activated by the song. However, the teacher did not use songs correctly. First, the vocabulary from the songs was not the same from the unit 2 “Ancient Rome”. Then, she did not create more activities after listening to the song. Finally, she did not use methodological stages in order to use the song.

After listening to the song, the teacher introduced the lesson vocabulary, the students practiced by listening and repeating. Next, she evaluated them by asking the vocabulary with their closed course book. At the end of the lesson, students worked in their draft book, they had to draw a picture for each sentence that the teacher wrote on the board.

As the teacher used the Ludic Methodology by means of songs just like warm-ups and not throughout the lesson, introducing new content, so some students lost their concentration, their participation decreased and they started to talk.

4.2 RESULTS OF THE SURVEY APPLIED TO THE ENGLISH TEACHER

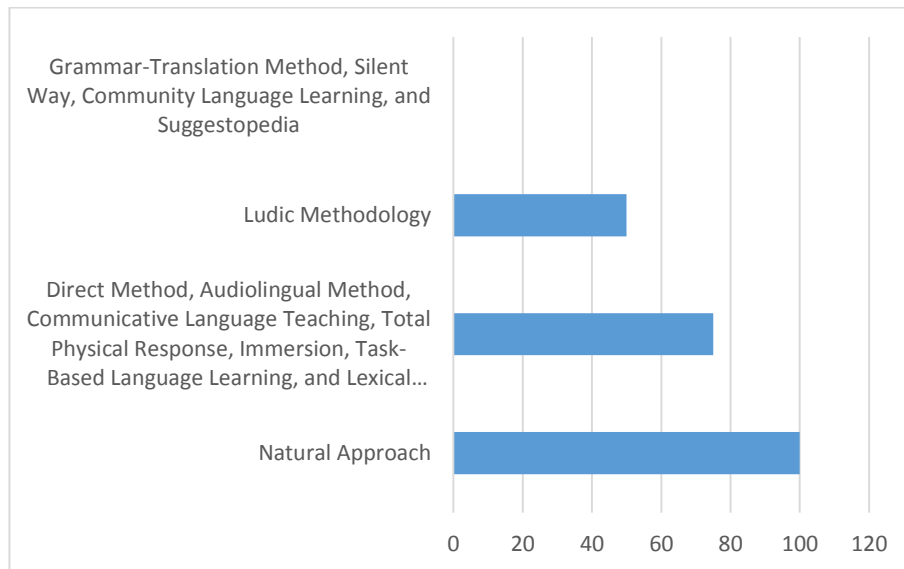


FIGURE 1: THE COMMONEST METHODOLOGIES FOR THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS USED BY THE TEACHER

SOURCE: SURVEY APPLIED TO THE ENGLISH TEACHER

Interpretation and Analysis:

This figure shows how frequently the teacher uses each methodology. The Natural approach is the methodology that the teacher always uses in the classroom. It is followed by the Direct Method, the Audiolingual Method, Communicative Language Teaching, the Total Physical Response, Immersion, the Task Based Language Learning, the Lexical Syllabus and the Ludic Methodology, which she usually used. Finally, the teacher never uses the grammar-translation Method, Silent Way, Community language Learning, and Suggestopedia. It means, the English class contains different methodologies trying to keep diversity. However, the methodology always used by the teacher is the Natural Approach.

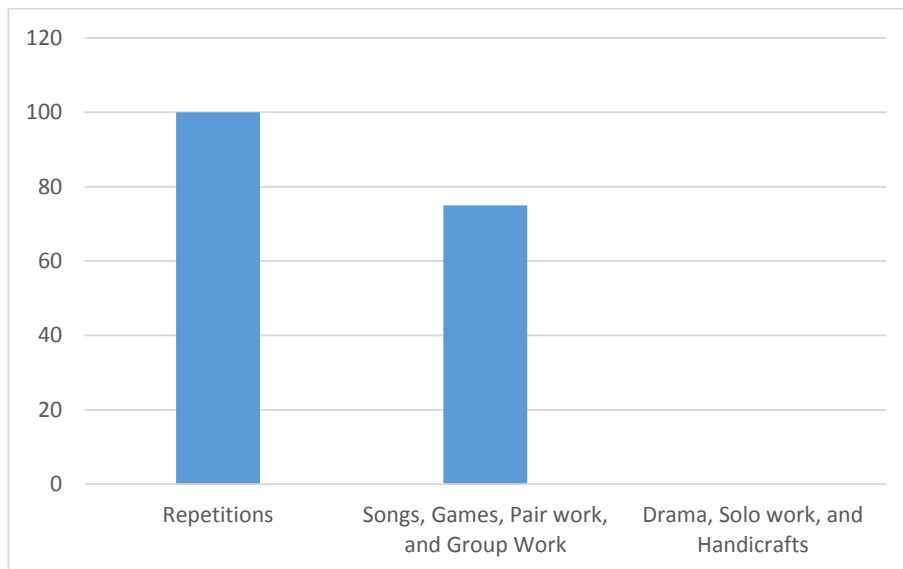


FIGURE 2: THE COMMONEST TECHNIQUES OR PROCEDURES THE TEACHER USES FOR THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS

SOURCE: SURVEY APPLIED TO THE ENGLISH TEACHER

Interpretation and Analysis:

The figure shows that the teacher always uses one technique during the English class, it was repetition. Also, it concurred with the results of the observation. Besides, the teacher usually uses four of the techniques given in the survey (songs, games, pair work, group work) in her English lesson. Finally, the English teacher never uses drama, solo work, and handicrafts. We can say that the teacher usually tries to use different techniques during the lesson, in that way students feel engaged and the teacher avoids boredom. However, the commonest technique during the lesson is repetition.

When analyzing the teacher's criteria about if songs contribute to students' development in the English language learning process, there was a positive result. Hence, the use of songs provides the teacher a good way to motivate students during the English lesson.

Concerning the fact that the teacher uses the Ludic methodology in her lesson, she also answered positively and she stated that with this methodology the class turns funnier, students feel relaxed, motivated and they pay more attention to the class. Besides, the techniques used by the teacher in the class are: songs, games, and draws.

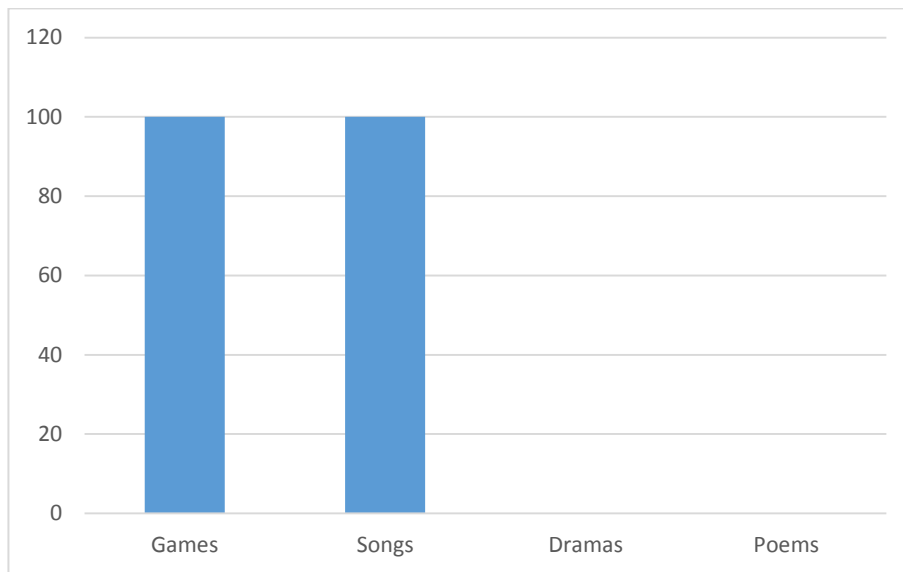


FIGURE 3: IF THE TEACHER APPLIES THE LUDIC METHODOLOGY, WHICH DIDACTIC MATERIAL SHE USES
SOURCE: SURVEY APPLIED TO THE ENGLISH TEACHER

Interpretation and Analysis:

This figure shows that the didactic materials used during the lesson are games and songs. The teacher referred that these didactic materials are the best and most useful in order to apply the Ludic Methodology. That is why, the use of dramas or poems were not frequently used. Despite the fact that she referred that she used songs, there are probably some methodological insufficiencies to work with them, because during the observation, it has been noticed that the teacher uses songs and games just as warm-ups at the beginning of the class.

When the teacher was asked about the results obtained when she applies the Ludic Methodology, the results obtained are good, because of different reasons, such as: students feel motivation for paying attention to the class, they enjoyed the English class and they were engaged with the theme. Hence, students show more disposition to work in class. It means, after applying the Ludic Methodology, students are prepared for working in the class.

Regarding the students’ motivation by the teacher, she said that she does motivate them during the English lessons, because motivation benefits learning.

Besides, she said that motivation is an important part of the class because students can be engaged, they pay more attention, and they appreciate the class.

The teacher considered that there are different didactic resources in order to motivate students in the classroom. Besides, she suggests some didactic materials; such as: chants, games, and physical exercises. She said that she uses these materials at the beginning of the class like warm-ups. It means, the English teacher motivates her students using only three didactic resources during her class. She affirmed that all students in her classroom are motivated for studying English, because of the strategies she uses. First, she prepares the class looking for different didactic resources (visual aids, posters, etc.) or exercises. Then, she adapts, change, or eliminate activities from the class book. Finally, before starting the class, she uses different warm ups, like: chants, games or physical exercises.

If the textbook is good enough to develop the four skills (listening, writing, reading, and speaking), engage-motivate students, and cover students' needs, the teacher said that she found the textbook perfect for her group of students, because it contains different activities that help students to develop the four skills (listening, reading, writing, and speaking). It means, the teacher wouldn't change anything from the textbook. She follows every activity in her classroom as indicated. It means that the teacher converts the class into a traditional one, what does not help to improve the English language learning.

4.3 RESULTS OF THE SURVEY APPLIED TO STUDENTS

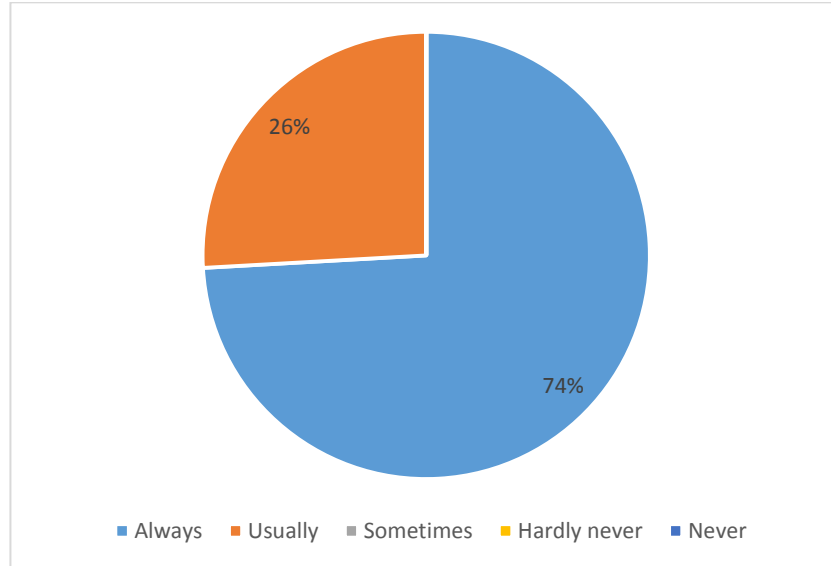


FIGURE 4: IF STUDENTS LIKE ENGLISH
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

The majority of the sixth-level Basic Education students like English. This figure shows that the 74% of students agree that they always like to study English while the 26% agree that they usually like English. According to the observation made, this could happen because students lost concentration and engagement, so they were more attentive to the class while they were listening, singing the song or doing activities based on the ludic methodology than doing exercises based on a classic methodology. It means that students at sixth level of Basic Education like English the major part of the time.

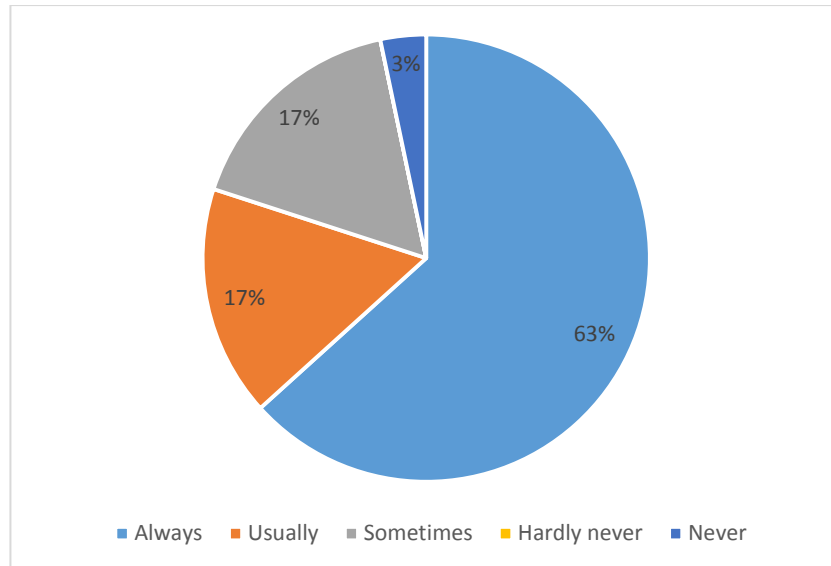


FIGURE 5: IF STUDENTS ENJOY LISTENING TO MUSIC IN ENGLISH
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

Students from the sixth-level of Basic Education enjoy listening to music in English. The figure shows that the majority of students always enjoy listening to music (63%). On the other hand, only the 3% of the sample never enjoy listening to music in English. It could be possible because that minority are shy, don't like to sing or dance, and they don't have developed the musical intelligence. However, the majority of students enjoy listening to music. It means, it will be easier for the teacher to use songs during the English lesson.

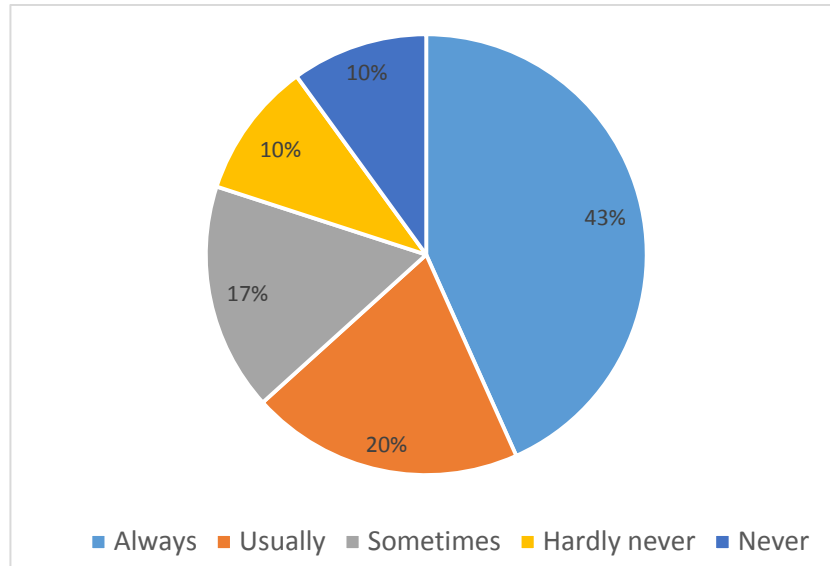


FIGURE 6: IF STUDENTS LIKE RHYMES IN ENGLISH
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

The figure shows that the majority of students always like rhymes in English, it is represented by the 43%. According with Graham, C (2010) students that enjoy rhymes during the English class, feel more comfortable at the moment to give opinions or ideas. That is why, the use of rhymes will be convenient during the class due to the majority of the survey respondents like rhymes in English, what benefits the use of songs.

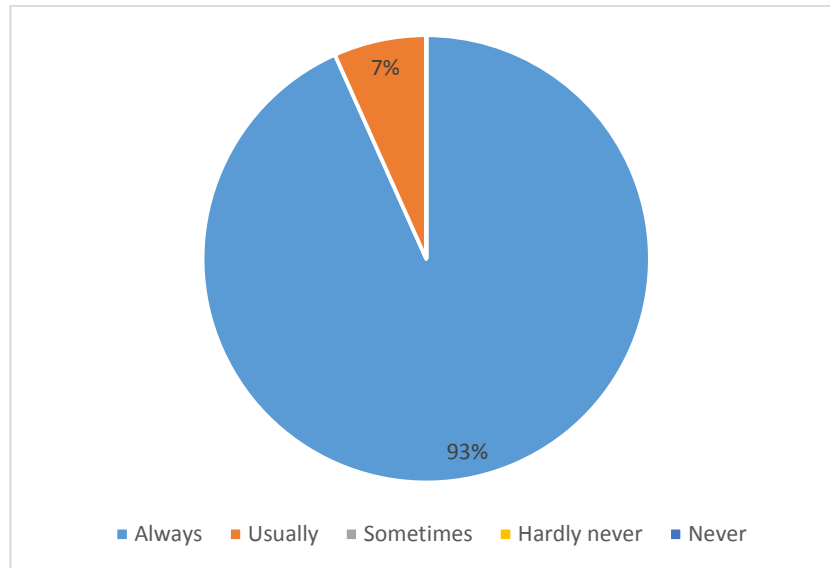


FIGURE 7: IF STUDENTS LIKE THEIR ENGLISH LESSONS
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

The figure shows that students like their English lessons. The majority of them, represented by the 93%, stated that they always like their English lessons. On the other hand, the minority, represented by the 7% answered that they usually like their English lessons. It could be possible that the minority of the respondents do not like study foreign languages. Besides, it is noticeable that the whole group likes their English lessons, what makes the implementation of songs to teach contents possible.

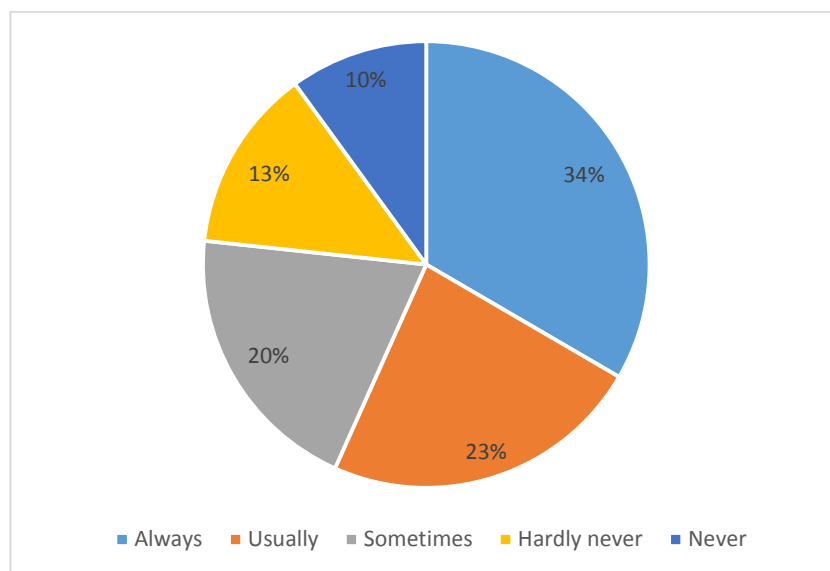


FIGURE 8: IF STUDENTS LIKE TO CARRY OUT ACTIVITIES IN PAIRS
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

The figure shows that the majority of students always like to carry out activities in pairs, it is represented by 34%. This percentage is followed by the 23% who usually like it and the 20% sometimes. On the other hand, the minority does not like this procedure, it is represented by the 10% of students. However, the majority of students like to work in pairs. It means, the teacher should exploit this procedure in class, which benefits the use of songs in order to carry out activities in pairs.

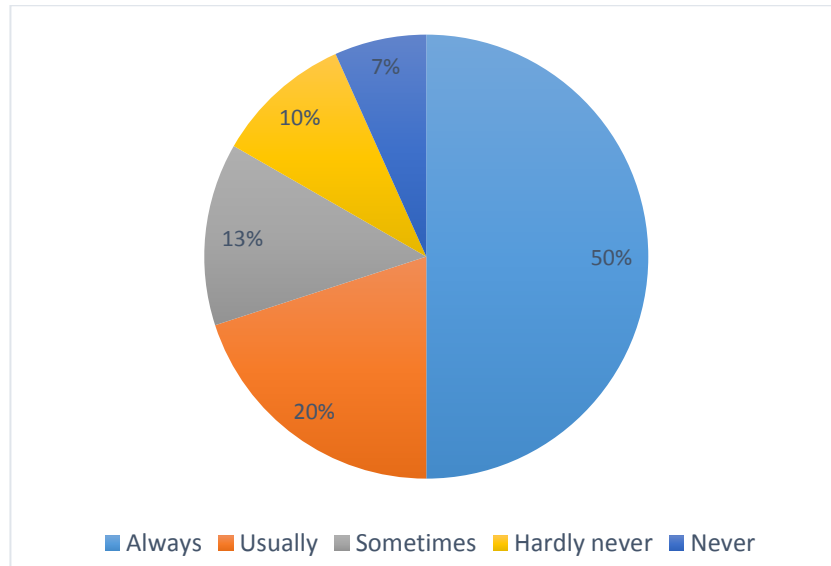


FIGURE 9: IF STUDENTS LIKE TO CARRY OUT ACTIVITIES IN GROUPS
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

The figure shows that the majority of survey respondents always like to carry out activities in groups, it is represented by the 50%. It is followed by: 20% usually, 13% sometimes. On the other hand, the minority does not show interest in this procedure, it is represented by the 7% of survey respondents. That is why, the teacher should take advantage of the majority who like to carry out activities in groups, which benefits learning and the use of songs.

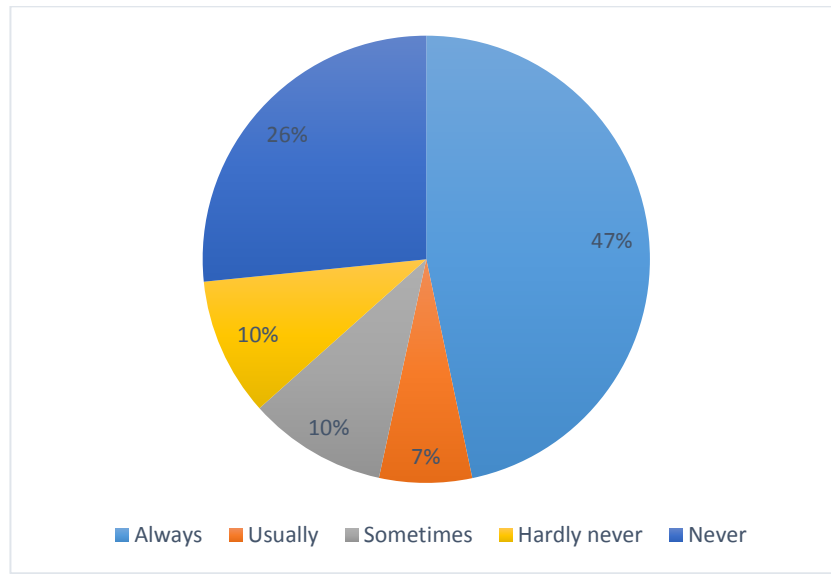


FIGURE 10: IF STUDENTS LIKE TO CARRY OUT SOLO WORK
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

The figure shows that the majority, 47%, always like to do solo work, what means that the students like to internalize content working individually. It is interesting to notice that this result contradicts the previous ones, because the students expressed that they like to carry out activities either in pairs, groups, or individually.

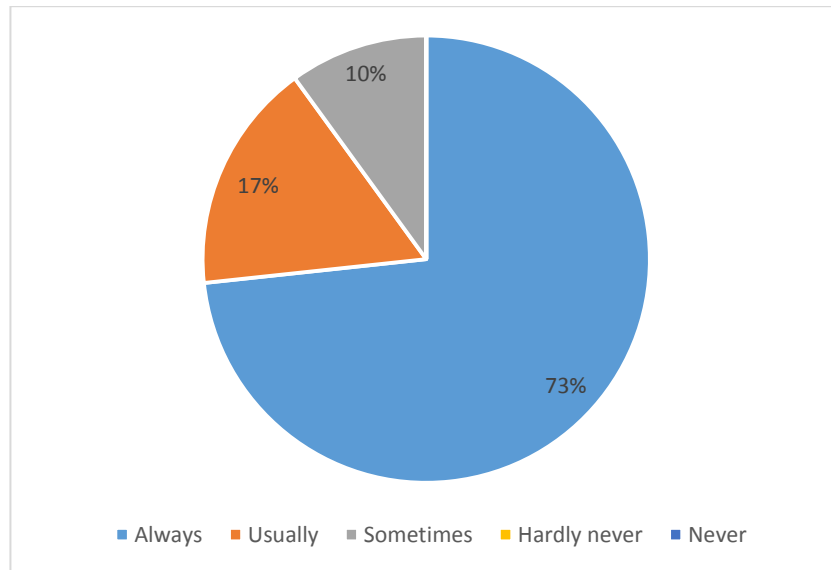


FIGURE 11: IF THE TEACHER USES SONGS IN THE ENGLISH LESSON
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

The major part of the students answered that the teacher always uses songs in the English lesson (73%). It is followed by the 17%, they say that the teacher usually uses songs in the English lessons. Finally, the 10%, who answered sometimes. It indicates that the major part of the time the teacher does make use of songs in her lessons.

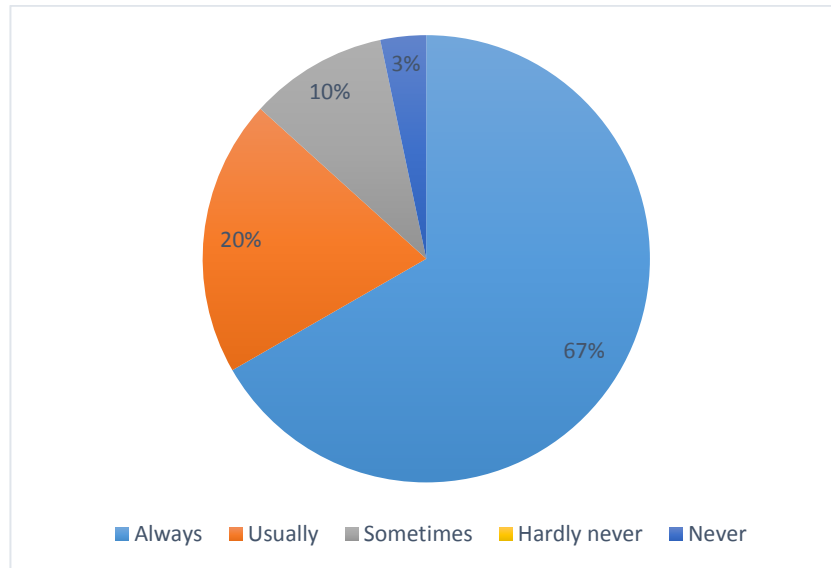


FIGURE 12: IF STUDENTS LIKE TO LEARN ENGLISH BY MEANS OF SONGS
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

The figure shows that the majority of the survey respondents agreed that they always like to learn English by means of songs (67%). The 20% usually and the 10% sometimes. It means that students like to learn English using songs because they can participate actively in class. On the other hand, only the 3% say that they never like to learn English by means of songs. It is probable that the minority are shy students, they do not like working in group or as a whole class.

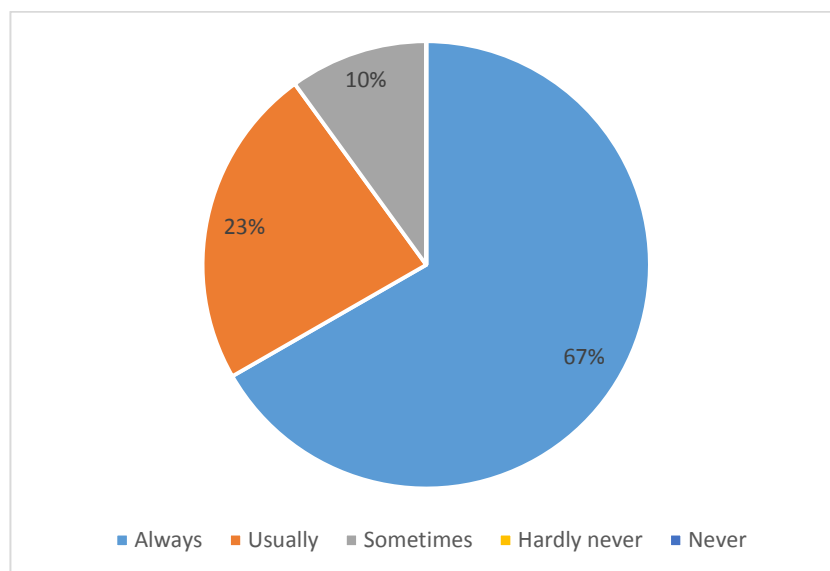


FIGURE 13: IF STUDENTS FEEL RELAXED IN THEIR ENGLISH LESSONS
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

The figure shows that the majority of students feel relaxed in their English lesson, it is represented by the 67% of survey respondents who said that they always feel relaxed, the 23% usually, and the 10% sometimes. It means that it is easier to incorporate the Ludic Methodology by means of songs to introduce new content.

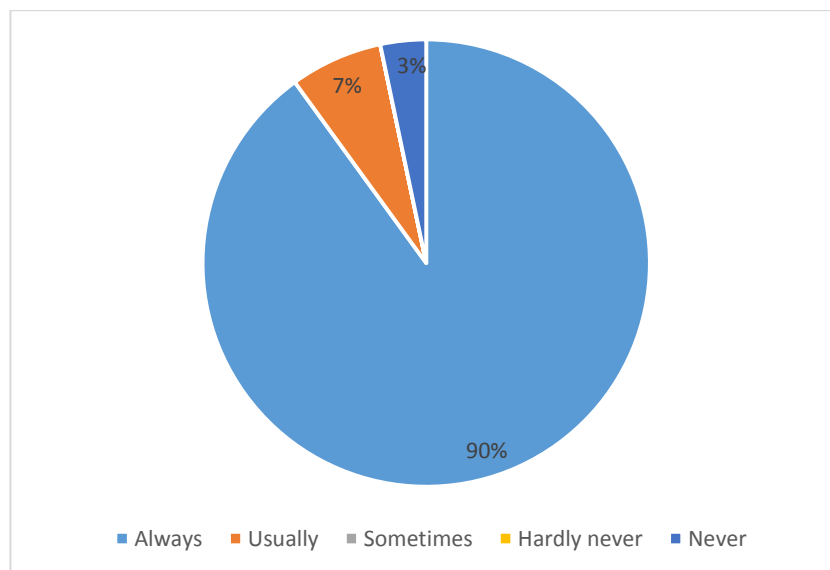


FIGURE 14: IF THEIR TEACHER MOTIVATES THEIR CLASS
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

The figure shows that the 90% of students always feel motivated by their teacher in the English class. It is followed by the 7% that is the equivalent to a group who said that usually the teacher motivates their class. By contrast, only the 3% of the survey respondent said that the teacher never motivates their English class. It means that the majority of students are motivated.

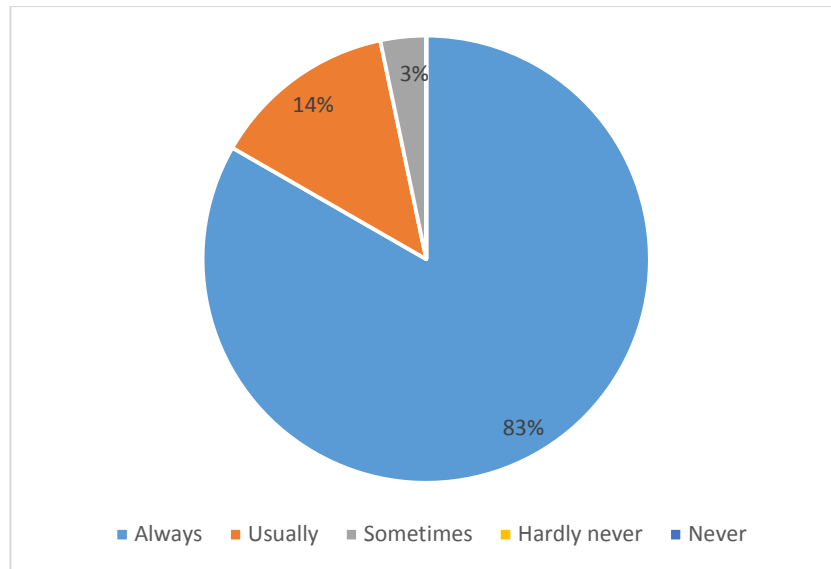


FIGURE 15: IF STUDENTS FEEL MOTIVATED TO LEARN ENGLISH
SOURCE: SURVEY APPLIED TO STUDENTS

Interpretation and Analysis:

The majority of survey respondents, represented by the 83% of the students said that they always feel motivated to learn English. It is followed by the 14% who said that they usually feel motivated and the 3% said that they sometimes feel motivated. However, the frequency of motivation changes, it doesn't show a low percentage. It means that the teacher can maintain this condition of the students using songs in the English lesson.

5. DISCUSSION

Methodologies are essential for the English teaching-learning process. The Ludic Methodology refers to a combination of activities in order to make the teaching-learning process more active for students. It takes into account some techniques, from which the use of songs is one of the most useful.

This investigation was aimed at analyzing how the use of songs contributes to the development of the English language teaching- learning process from the sixth- level Basic Education students at “Francés” Private Educational Institution in Esmeraldas. This general objective was fulfilled by a bibliographical revision about the use of songs in the English language teaching-learning process, also by a diagnosis made to the referred process in the mentioned educational institution. As a result, a proposal concerning methodological orientations to use songs for contents introduction in the English language classroom was made.

The results concerning the importance of the Ludic Methodology to teach English which were got, coincided with Estupiñán (2015) and Caicedo (2016), who dealt with it, though the first one with the use of games and the second one with the drama.

Moreover, the results of the surveys and the observation applied to the students about how they feel after using songs during the English lesson coincided with the advantages given by Murphey (quoted by Grau, 2013), who stated that by means of songs in the English lessons, students feel relaxed, in harmony with their classmates, and have fun. That is why, after listening to songs, students are participative and focus with the class.

However, the results of the survey did not match with the results of the observation concerning the teacher’s behavior in the classroom. In the survey, she answered that she makes use of the Ludic Methodology in class and revealed that it was important to use songs, what coincided with Smith (2002), who considered songs very effective for language teaching. Nevertheless, during the observation, it was proved that the teacher did use songs but just as warm-ups, never to introduce new contents. It means that she did not take advantage of songs as powerful tools to make students understand and practice the contents introduced in each didactic unit.

Concerning the methodological needs of the English teacher in order to use songs for the English teaching- learning process, the results obtained coincided with the ones found by Arroyo (2015), who considered the necessity to use songs in order to improve the students' listening skills. However, this investigation proved that the use of songs not only benefits the development of the listening skill, but also the other skills: speaking, reading and writing. It also helps memory development, what coincides with Smith (2002).

One of the best ways to motivate students is to use didactic resources in a dynamic class. In that way, students will be motivated to pay attention and participate in the English lesson. According to Murphey (quoted by Grau, 2013), songs motivate students more than the use of repetition in the course book.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSIONS

- Songs are used in the English language teaching-learning process with students from the sixth-level Basic Education at “Francés” Private Educational Institution, what makes students feel relaxed, motivated and engaged.
- The majority of the students from the sixth-level of Basic Education at “Francés” Private Educational Institution feel motivated to learn English by using songs in their lessons.
- The main difficulty of the use of songs in the English language teaching-learning process from the sixth-level Basic Education students at “Francés” Private Educational Institution is that they are not used as a technique for teaching contents, just as warm-ups.
- Teachers from the referred level and institution need some methodological orientations to use songs as a technique for teaching the contents of the students’ course books.

6.2 RECOMMENDATIONS

- Teachers from the sixth-level Basic Education at “Francés” Private Educational Institution may look for appropriate songs according to each unit topic to keep students motivated, relaxed, and engaged with the lesson.
- Teachers from the sixth-level Basic Education at “Francés” Private Educational Institution should use the proposed methodological orientations to make use of songs in the teaching-learning process of English.
- To continue this investigation with a pedagogical experiment by means of which the proposed methodological orientations in this research may be evaluated in the English language teaching-learning process.

7. PROPOSAL

Methodological Orientations to Use Songs for Content Introduction in the English Language Teaching- Learning Process to Children

Objective:

- To design some methodological orientations to help teachers use songs for content introduction

One characteristic of the young language learner suggested by Scott & Ytreberg (1995) is that children have a very short attention and concentration span. That is why, English teachers should use different materials to call students' attention. One of the most useful didactic resources to use in the class are songs. Therefore, the use of songs in the English classroom engages, activates, and motivates students to learn English. For that reason, these methodological orientations will provide a guide for the use of songs during the class.

Step I. Students' Engagement

Objective:

- To engage the students' interest in the vocabulary of the song

Procedures:

- 1) To brainstorm the principal ideas of the song in relation to the content of the unit
- 2) To write on the board words related with the unit topic given by students

Example of Procedures:

Thematic Unit 1: Household Chores

Song: "Clean up"

Brainstorming technique

- The teacher will write on the board the word *clean* in a circle.
- Students will say words that are connected with the word in the circle.

- The teacher will decide if the word given by students are connected with the word in the circle.
- If students don't mention some important words connected with the unit, the teacher will provide them.

Step II. Listen

Objective:

- To get students to listen to the song for the first time

Procedures:

- 1) To play the song once.
- 2) To instruct students to get the words about the unit topic.
- 3) To get students to listen to the song.
- 4) To check the words with a partner.
- 5) To have the students talk about the words they would understand from the song as a whole group.

Example of Procedures:

Thematic Unit 1: Household Chores

Song: "Clean up"

- The teacher will instruct students to listen carefully to the words related with cleaning the house.
- The students will listen to the song carefully for the first time.
- The students will write some words after listening for the first time.
- The students will share the words with a classmate.
- The teacher will check the words with students as a whole class.

Step III. Listen and Do

Objective:

- To get the students to do some exercises while listening to the song.

Procedures:

- 1) The lyrics of the song will be given out to students with some exercises for them to do.
- 2) The teacher will give some instructions for the development of the exercises.
- 3) The teacher will monitor students by walking around and noting that students are doing the exercises in the correct way.
- 4) The teacher will check students' exercises as a whole class.

Examples of Exercises:

Jigsaw Lyrics Activity: First the teacher will print the lyrics, then he cuts them up into lines, after that the teacher will form groups around 3-5 students, next, he/she distributes them among the class. Students listen to the song and try to put the lines in order. (It is not necessary to give the lyrics of the song before this activity)

Lyrics Gap Filling: The teacher takes out some important words from the lyrics. Then he/she gives a blank space where students can write the missing word. Then, students fill in the gaps while they are listening to the song.

Matching Lyrics Activity: The teacher will divide each paragraph of the song into lines. Then, he/she will write the lines in columns A – B. So, students have to match the lines in column A with the correct one in column B while they are listening to the song. (Repeat the song if it is necessary).

Example of Procedures:

Thematic Unit 1: Household Chores

Song: “Clean up”

- The teacher will choose the most appropriate activity for the song.
- In this case, the teacher could adapt the lyrics with the gap filling; leaving some strategic spaces in blank.

- The teacher will give out the lyric of the song “Clean up” to the students with the previous adaptation made.
- The students will read the lyrics.
- The students will complete the activity while and after listening to the song.
- The teacher will walk around the class monitoring students.
- The teacher will check the activity as a whole class.

Step IV. Listen and Sing

Objective:

- To get the students to sing the song while they are listening to it.

Procedures:

- 1) The students will sing the song using the lyrics.
- 2) The teacher will make some movements related to the rhythm and lyrics of the song.
- 3) The students will imitate their teacher’s movement while singing the song using the lyrics.
- 4) The students will sing the song, doing the movements but without the lyrics.

Example of Procedures:

Thematic Unit 1: Household Chores

Song: “Clean up”

- The students will try to sing the song using the lyrics.
- The teacher will make some movements according to the lyrics of the song; for example: making a mimic for sweeping the floor.
- The students will imitate the mimic for sweeping the floor while singing the song using the lyrics.
- The students will practice some parts of the songs relating the mimics with the vocabulary. Then, they will try to sing the song without the lyrics.
- Students will sing the song making the movements without the help of the lyrics.

Step V. Listen and Create - Project Work

Objective:

- To get the students to create a song using the vocabulary of the unit

Procedures:

- 1) The teacher will give some vocabulary in relation to the didactic unit.
- 2) The students will use the rhythm of the song presented already to create their own song. Perhaps this activity should be done in pairs or in groups. Hence, the teacher will arrange students in pairs or groups.
- 3) The teacher will guide and help the students if they need it.
- 4) The students will add some body movements for singing the song.
- 5) The teacher will verify if the body movements are appropriate for the lesson and related with the lyrics of the song.
- 6) The students will sing their creation in front of the class.

Example:

Thematic Unit 1: Household Chores

Song: “Clean up”

- The teacher will write on the board the vocabulary studied from the song: sweep the floor, make your bed, mop the floor, take out the garbage, wash the dishes, and dust the furniture.
- The students will try to create their own song using the phrases on the board and the rhythm of the song.
- The teacher will guide and help students for the creation of the song.
- The students will create new body movements for the song or use the same studied before.
- The teacher will check the body movements in order to avoid the inappropriate ones and suggest better ones.
- Next class, students will present their song (singing) in front of the class.

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9. APPENDICES

9.1 APPENDIX 1: OBSERVATION SHEET

PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

This observation sheet will be useful for identifying the use of songs for the development of the students' English language.

Date: _____

Grade: _____

Teacher: _____

Educative Unit: _____

INDICATORS	Always	Sometimes	Never	Comments
Students enjoy the use of songs in the classroom.				
The teacher uses videos in the lesson.				
The teacher uses songs in order to improve students' English language.				
The teacher uses songs correctly.				
The teacher creates more activities after listening to the song.				
Students participate actively when the teacher uses songs in the lesson.				
The teacher prepares stages in order to use the song				
The teacher uses the ludic methodology for teaching English.				
Students are engaged in the class				
Students are motivated by the teacher during the lesson				

9.2 APPENDIX 2: SURVEY APPLIED TO TEACHER

PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

The Use of Songs in the English Language Teaching-Learning Process of the 6th Level Basic Education Students at “Francés” Private Educational Institution in Esmeraldas, 2016

OBJECTIVE:

- To analyze how songs may contribute to the improvement of the English language teaching-learning process in the sixth-level Basic Education Students at “Francés” Educational Institution in Esmeraldas.

1. What are the commonest methodologies you use for the English language teaching-learning process?

Methodologies	ALWAYS	USUALLY	FREQUENTLY	HARDLY NEVER	NEVER
Grammar-Translation Method					
Direct Method					
Audiolingual Method					
Communicative Language Teaching					
Total Physical Response					
Silent Way					
Community Language Learning					
Natural Approach					
Suggestopedia					
Immersion					

Task-Based Language Learning					
Lexical Syllabus					
Ludic Methodology					

2. What are the commonest techniques or procedures you use for the English language teaching-learning process?

Techniques	ALWAYS	USUALLY	FREQUENTLY	HARDLY NEVER	NEVER
Songs					
Games					
Pair work					
Drama					
Group work					
Solo work					
Handicrafts					
Repetitions					

3. Do you believe the use of songs may contribute to your students' development in the English language learning process? Why?

4. Do you apply the ludic methodology in your lessons? Why?

Yes No

5. Using the ludic methodology, which techniques do you use more?

Games ____

Poems ____

Dramas ____

Songs ____

6. What kind of results did you get after applying the ludic methodology?

Good Results

Little Results

Bad Result

Why? _____

7. Do you motivate your students in the classroom? Why?

8. How do you motivate your students in the English class?

9. Do you consider that your students are motivated for studying English?

10. Do you consider that the textbook is good enough to develop the four skills (listening, writing, reading, and speaking), engage–motivate students, and cover students' needs? What would you like to add, eliminate, adapt or change any activity for the class?

9.3 APPENDIX 3: SURVEY APPLIED TO STUDENTS



PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

The Use of Songs in the English Language Teaching-Learning Process of the 6th Level Basic Education Students at “Francés” Private Educational Institution in Esmeraldas, 2016

OBJECTIVE:

- To analyze how songs may contribute to the improvement of the English language teaching-learning process in the sixth level Basic Education Students at “Francés” Educational Institution in Esmeraldas.

Instructions:

- Please, use this scale to answer the survey.
- Use a cross (x) to mark your answer.
- Use black or blue pen.

Instrucciones:

- Por favor, use esta escala para responder la encuesta.
- Utilice una cruz (x) para señalar su respuesta.
- Utilice esfero azul o negro.

1	2	3	4	5
Never Nunca	Hardly never Casi Nunca	Sometimes A veces	Usually Normalmente	Always Siempre

No.	Questions	1	2	3	4	5
1	Do you like English? ¿Te gusta el inglés?					
2	Do you enjoy listening to music in English? ¿Disfrutas escuchar música en inglés?					
3	Do you like rhymes in English?					

	¿Te gustan las rimas en inglés?					
4	Do you like your English lesson? ¿Te gustan tus clases de inglés?					
5	Do you like to do activities in pairs? ¿Te gusta trabajar en parejas?					
6	Do you like to do activities in groups? ¿Te gusta trabajar en grupos?					
7	Do you like to do solo work? ¿Te gusta trabajar solo?					
8	Does the teacher use songs in the English lesson? ¿La profesora usa canciones en las clases de inglés?					
9	Would you like to learn English by means of songs? ¿Te gustaría aprender inglés usando canciones?					
10	Do you feel relaxed in your English lessons? ¿Te sientes relajado en tus clases de inglés?					
11	Does your teacher motivate your class? ¿Tu profesora motiva tu clase?					
12	Do you feel motivated to learn English? ¿Te sientes motivado para aprender inglés?					

9.4 APPENDIX 4: PICTURES



Class observation



The investigator applying the survey.



Students listening to the explanation



Students doing the survey.