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THESIS REPORT

**THE USE OF SONGS AS A TOOL TO DEVELOP THE ENGLISH
LEARNING PROCESS LEVEL OF THE SECOND GRADE STUDENTS AT
THE MONTESOL CHILDREN'S EDUCATIONAL CENTER,
ESMERALDAS, 2023**

TESIS DE GRADO

**EL USO DE CANCIONES COMO HERRAMIENTA PARA DESARROLLAR EL
NIVEL DE APRENDIZAJE DE INGLÉS DE LOS ALUMNOS DE SEGUNDO
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STATEMENT BY THE AUTHOR

I, Liv Darlenne Solórzano Figueroa affirm that the research investigation in the present report research is unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and PUCE Esmeraldas

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ABSTRACT

To analyze the contribution of songs to improving “Montesol Children's Educational Center” students’ English language learning in Esmeraldas, 2023, this research was conducted by means of qualitative action research. The methods used were Analysis, Synthesis, Hermeneutics and Descriptive Statistics, with the techniques of observation guide, two evaluation tests and a quantitative survey quite simple to understand, which was applied to the four students of the second year of basic. The results revealed the notorious improvement in the English language level of the students regarding the application of songs in English class. As a conclusion, it can be stated that the use of songs as a tool to develop students' English language learning process is feasible and viable.

Keywords: songs; face-to-face teaching; English language; songs; qualitative method; young learners; action-research.

RESUMEN

Analizar el aporte de las canciones en el mejoramiento del aprendizaje del idioma inglés de los estudiantes del centro educativo infantil Montesol de Esmeraldas, 2023, se realizó esta investigación por medio de la investigación acción cualitativa. Los métodos de esta investigación fueron el análisis, la síntesis, la hermenéutica y la estadística descriptiva, con las técnicas de guía de observación, dos evaluaciones y una encuesta cuantitativa bastante sencilla de comprender, que se aplicó a los cuatro estudiantes del segundo año de básica. Los resultados revelaron la notoria mejoría en el nivel de inglés de los alumnos en cuanto a la aplicación de canciones en la clase de inglés. Como conclusión, se puede afirmar que el uso de canciones como herramienta para desarrollar el proceso de aprendizaje de inglés de los alumnos es factible y viable.

Palabras clave: canciones; enseñanza presencial; lengua inglesa; canciones; método cualitativo; estudiantes jóvenes; investigación-acción.

INTRODUCTION

Theme Presentation

Some scientific studies show positive results in the terms of cognitive, creative, intellectual, and psychological development of children and adults. Music has also been shown to stimulate the left side of the brain, which is involved in learning language, numbers, and logic.

Listening to music in another language, trying to understand the words, and trying to pronounce them, the way singers do is a much more fun way to learn languages than repeating phrases to improve pronunciation or vocabulary - or doing grammar exercises. Moreover, listening to music in the language you want to learn will help you focus on the pronunciation of words and improve your accent. It is also important to point out that the language that is usually used in songs is a colloquial language that allows us to learn different expressions and vocabulary along with the formal language we learn in school.

Another important fact about using music to learn a foreign language is that it allows us to learn more about the culture of the countries that speak that language, as music is part of a country's culture.

Students are aware of the importance of good communication when learning a new language and it is easy to see their interest by asking questions on the first day of class. Although teaching has improved, students and young people still find it difficult to express themselves, even if it is believed that the hours, they receive in a foreign language are not enough. These difficulties can be linked to the nature of formal learning and have given rise to a series of ideas that have led to a renewal of teaching, which is reflected in the development of the communicative approach, for which it is necessary to establish learning objectives oriented to communication learning capacity.

Problem Statement

The problem with this research is the limited use of music as a resource for the development of students' foreign language learning, necessary in the classroom teaching-learning process. Trends and interests change over time, so the teacher needs to stay current in order to provide quality instruction. Music has existed since ancient times and its popularity is well-known among children and young people, as well as adults and the

elderly. That's why we must make the most of this tool that we have more easily at hand thanks to technology and that we know is of common interest despite the years.

Therefore, it was decided to set up an easily accessible, fun, and playful tool for the development of English as a foreign language among students. This tool can be used in many ways and the more songs students listen to, the more subtitled or translated videos they will see and the more progress they will make. They can improve their performance in this language simply by listening to a song and trying to learn it, because we know that it takes reading, listening, and trying to understand what they are saying to remember what is said in the song, and so listening to develop her song. Understanding, pronunciation, reading exercises and vocabulary learning, etc. At this point it can be asked to ask ourselves the following question:

How can students learn English as a foreign language using songs?

Justification

This research arises from the need to approach English language learning from a playful and academic perspective in order to take advantage of its viability. And the fact is that, despite all the studies that demonstrate the usefulness and beneficial opportunities offered by songs when applied in the teaching-learning process, many teachers choose to avoid the use of this method, as they consider that it requires a lot of time for its application (40-50 minutes of a teaching period that is often not enough to teach an English class) or that it could generate disorder in the classroom (as is the case of small students who tend to get disorganized easily). The purpose of further research and the design of a pedagogical proposal should be the starting point for future work.

In accordance with the importance that the acquisition of the English language has had in recent years in various social, cultural and academic spheres, both for adults and children, it is necessary to promote school readiness by encouraging prevention at all stages of the national population. Policies that establish the inclusion of English in primary schools, respecting the necessary curricular adaptations and taking into account the most feasible methods and the tools that best enable the learning process, such as the use of songs, the material arises from the need to approach language learning from a playful and academic perspective and to capitalize on its feasibility. Interest in this tool should expand and grow in my future work as a teacher and in that of other English

teachers. Anyway, the deepening of the research and the design of a pedagogical proposal should be a starting point for future work.

Objectives

General Objective

To analyze the contribution of songs to improving 'Montesol Children's Educational Center' students' English language learning

Specific Objectives

1. To diagnose the current English level of the second grade students at the Montesol Children's School.
2. To identify the type of song for learning English preferred by the second-grade students of the Montesol Children's Educational Center.
3. To use songs as a strategy to improve the English level of the second-grade students at the Montesol Children's Educational Center.
4. To evaluate the English level of the second-grade students of the Montesol Children's Educational Center after the use of songs.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Scientific Theoretical Foundation

1.1.1. Listening skill

Generally, when we enter an English-speaking context, we may encounter many words or expressions that in a formal classroom are usually not mentioned. But with the help of songs, we become familiar with them.

In addition, when we develop listening, we work together with the ability to speak, because one works hand in hand with the other, for example: in a conversation we need a sender (speaking) and a receiver (listening), but these roles are exchanged as the conversation goes on. So, when we are in an English class, the teacher's role is usually mainly the sender, and the student is the receiver of the instructions that the teacher gives about the class, but when a student has doubts or wants to share comments, he/she will become the sender and the other students together with the teacher will be the receivers. However, according to Oxford (1993) "is a fundamental language skill, but it is often ignored by foreign and second language teachers" (p.1); Many teachers consider it unnecessary to use songs in their classes because they are used to the traditional or banking method, because they have not learned to use it properly, because they think that students will be distracted and will not really learn and it will be time wasted or they do not have the necessary tools for its application. In this sense, Several studies show that when a person focuses on developing his or her listening skills, it becomes much easier to develop the other skills, i.e., it is best to focus first on listening. Saricoban (1999) mention that listening "is the ability to identify and understand what others are saying. [...] Listening is a receptive skill, and receptive skills give way to productive skills. If we have our students produce something, the teaching will be more communicative" (p.1). Likewise, Since there are several musical genres in the English language and for each age, it is easier to go into topics that are of interest to them, such as children, youth or adults, also, depending on the age of the students and the songs we choose to use, will be what they will learn, such as vocabulary, new idiomatic expressions or slangs, which depend on each country and its areas or regions, race or ethnicity, among other things.

Consequently, we help the students to learn in an interesting way new things about English and feeding the interculturality that exists in the songs.

1.1.2. Listening difficulties

In the Ecuadorian context, there are no necessary tools for the application of songs in the classroom. And it is that although what is needed seems little, there is no good internet in the educational institutions (many times not even the teachers have access to the Wi-Fi of the institutions), there are no electronic tools (such as computers or projectors). in good condition, or they do not supply for the number of students there are. Lack of interest on the part of the students is another problem for the application of songs, because even if they are songs of interest to them, they consider that it is not worth paying attention to what is playing and they get distracted, leading teachers to once again opt for education. traditional and making the class and the subject boring. It is usually a vicious circle of trying to change the methodology, noticing lack of interest and little support for the teacher, returning to the traditional method. By not practicing their understanding when listening to words, the teacher is often forced to speak in Spanish, which does not contribute to the development of students' communication skills.

Hand in hand with these obstacles, there are extra factors that hinder the listening comprehension of the student in question, such as a scarce vocabulary, poor grammar, as well as the possibility of incorrectly understanding what has been heard. (Graham, 2006 as cited in Gilakjani and Sabouri, 2016, p.5).

Many parents do not properly support their children at home and are satisfied with what they receive in educational institutions, even when it is emphasized that learning is continuous practice. They feed the overestimation of learning English because they think they will not need it now or in the future.

1.1.3. Songs

The songs are auditory elements are made up of the melody or "instrumental" that is heard in the background. The complement is the voice and the lyrics that are attached. Putting these two parts together we get the songs, which are often accompanied by music videos that have a message that complements the lyrics. In the parts of a song we find the introduction, verses, chorus, refrain, bridge and the final structure, and within these parts we are told stories or short stories with which we can feel affinity or simple enjoyment.

Songs have existed for many years and have been used to tell real or fictitious stories, entertain, express feelings, among others. Also, another of its great uses over the years has been educational, thanks to how entertaining they can be and the wide utility they have in this field.

1.1.4. Songs as authentic material

Depending on the age of the student it can be used to, besides helping them to facilitate the learning process, it helps us to keep their attention, because there are not only songs to hear, there are some others that are accompanied with physical activities, which keeps them active and can help them with the retention of information. Moreover, according to Arevalo (2010) “the possibility of using songs in English as a foreign language class has been actively considering for the last two decades. It is considered because songs have many values of language” (p.5). In this sense, The use of this methodology has been used for a long time in order to teach foreign languages, since it is considered that songs have a lot of linguistic value as they are written and interpreted by people whose native language is the one you want to learn, therefore, they have several expressions and different ways of expressing the same thing.

1.1.5. Benefits of using music in the classroom

Using songs in the classroom to teach English is beneficial for several reasons:

Improves pronunciation: Songs are an effective tool to help students improve their pronunciation. Songs allow students to practice the pronunciation of words and phrases in an authentic context.

Expands vocabulary: Songs can introduce new vocabulary to students and help them memorize it. Song lyrics can include words and expressions that students may not know, allowing them to expand their vocabulary.

Improves listening comprehension: Songs can be an effective tool to improve students' listening comprehension. By listening to songs, students can get used to the rhythm and accent of the language, which helps them better understand spoken English.

Reinforces grammar: Songs can be used to teach grammar in a more natural and meaningful way. Song lyrics can include examples of grammar, such as regular and irregular verbs, pronouns, prepositions, and verb tenses.

Increases motivation and interest: Songs can be a fun and engaging way to teach English. Students may feel more motivated and engaged in learning if they are presented with material that is interesting and enjoyable.

According to García and Rubio (2015):

Songs can be employed as a classroom exercise to enhance the vocabulary of our students or to enhance their grammar and comprehension of various English accents. It is not a new idea that rhymes and music are fundamental components of every human culture. (p.3)

On the other hand, Millington (2011) affirm that “one advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool” (p.1). Among other benefits of using songs in ELL we have: Facilitates memorization: Songs have a repetitive and predictable structure that facilitates the memorization of English words and phrases. The repetition of lyrics and melody can help students retain vocabulary and grammar.

Stimulates creativity and expression: Songs can inspire creativity and expression in English. Students can write their own lyrics or change existing lyrics to create new songs. They can also use music to create dialogues, stories, and dramatizations.

Improves culture and understanding: English songs can help students better understand Anglophone culture. Lyrics can include references to the history, literature, politics, and society of English-speaking countries, which can improve understanding and appreciation of the culture.

Fosters teamwork and cooperation: Songs can be used as a group activity that fosters teamwork and cooperation. Students can sing together, play instruments, or do choreography, which helps them develop social and emotional skills.

Increases confidence and self-esteem: Songs can be an effective way to increase students' confidence and self-esteem. Singing in public can be intimidating for some students, but practicing in a safe and supportive environment can help them feel more comfortable and confident in their ability to speak English.

1.1.6. The use of song procedure

Using songs in the classroom can be an effective way to improve students' listening skills in English, as it allows them to practice their understanding of the language in a fun and motivating way. By listening to different accents, rhythms, and intonations, and by learning new vocabulary and grammar, students can improve their ability to communicate effectively in English.

In this sense, Listiyaningsih (2017) mention that

One of the essential skills in learning English is listening comprehension. There are several methods to improve listening comprehension, and one of them is the use of songs. For those who enjoy listening to songs, it can be a useful tool to improve listening comprehension skills. Listening to songs, especially in English, trains the ear to listen comprehensively. This acquired ability to understand the meaning of the lyrics can unconsciously help learners to understand the spoken language in a listening comprehension class. The best thing about this tool is that it can be seen more as a pastime than actually studying, something that many learners feel overwhelmed by. (p.2)

1.1.6.1. Activating prior knowledge

Songs can be an excellent tool to activate prior knowledge in students and establish a friendly and motivating atmosphere at the beginning of a class, especially with children. Using songs, students can remember information and vocabulary they have previously learned more effectively, as the melodies and rhymes can be memorable and help consolidate learning.

Additionally, songs can be a point of connection for students, as they may identify with the music and lyrics used in the songs. They may also feel more comfortable and motivated to participate in the class if they are allowed to choose a song they like and sing it together at the beginning of the session.

Therefore, songs can be a useful tool for creating a positive atmosphere and helping students connect their prior knowledge with the new material that will be presented in the class.

1.1.6.2. While-listening

Fill in the blanks: Print out or write some of the lyrics of the song, leaving blank spaces for students to fill in the missing words as they listen to the song.

- Vocabulary game: The teacher can select some key words from the song and have the students find them while they listen to the song. This activity can be particularly useful for teaching new vocabulary.
- Karaoke: Students can sing the song along with the music, either in groups or individually. This activity can be fun and motivating for students.
- Create a story: Students can listen to the song and then work in groups to create a story based on the lyrics of the song.
- Grammar exercises: Students can identify and analyze grammatical structures present in the lyrics of the song.

Children feel motivated by the use of songs in class because it allows them to enjoy themselves while learning. Music is a fun way to learn, which can make the class more enjoyable and stimulating. Additionally, songs can help students improve their pronunciation and intonation, and also allow them to learn new vocabulary in a contextualized and memorable way.

1.1.6.3. Post-listening

Some activities that can be done with songs at the end of an English class are:

- Musical closure: A song can be selected that reflects the theme of the class and has a lively and fun rhythm to end the class in a dynamic and positive way.
- Vocabulary review: Some new words learned in class can be selected and an activity can be done in which students relate them to the lyrics of a song.
- Translation of lyrics: Students can translate the lyrics of the song into their native language to practice their reading comprehension and vocabulary.
- Memory game: Some key words from the song's lyrics can be selected and students can be challenged to remember them after listening to the song.

Children feel motivated by the use of songs in class because it allows them to enjoy themselves while learning. At the end of the class, the musical activity can be a fun way to review and consolidate what they have learned, which can increase motivation and student participation. In addition, songs can help students remember the information learned in class, as melodies and rhymes can be memorable.

1.1.7. Methodologies for English language teaching

1.1.7.1. The Audiolingual Method

The Audio Lingual Method provided a clear framework for language learning that was easy to follow. This made it an attractive option for learners who wanted a systematic approach to language acquisition.

Furthermore, placed a strong emphasis on speaking and listening skills, which are essential for effective communication in any language. This focus on oral communication was particularly important for learners who needed to use the language in a practical setting, such as business or travel.

In addition, the Audio Lingual Method used repetition and drilling to help learners internalize grammar and vocabulary. This approach was thought to be effective because it helped learners develop automaticity in their use of the language, which is necessary for fluency.

Moreover, the Audio Lingual Method was widely used in language teaching for several decades, and many language learners found it to be effective. As a result, it has had a significant influence on language teaching practices.

Also, according to Andrade (2016) “this approach is known as the Army Method or the Audio-Lingual Method. It is considered the first modern teaching methodology that relies on repetitive drills for instruction. A key component of this approach is oral instruction, in which students are required to repeat dialogues and drills extensively.” (p.4).

The Audio Lingual Method is not directly related to the use of songs in English language learning, as its main focus is on repetition and structured grammar activities. However, some variations of the method have incorporated the use of songs and rhymes as teaching tools, especially to improve pronunciation and intonation in English.

The use of songs in English language learning is a popular strategy because the lyrics and music can be memorable and motivating for students. Additionally, songs can help students improve their listening comprehension and learn new vocabulary and grammatical structures in a contextualized way. Therefore, while not an integral part of the Audio Lingual Method, the use of songs can be an effective tool to complement this teaching approach.

1.1.7.2. Task-Based Language Learning (TBLL)

Task-Based Language Learning teaching method is important because it encourages language practice in authentic situations, promotes collaborative learning, is student-centered, develops problem-solving skills, and facilitates feedback and assessment. All of these factors help students develop practical language skills that are applicable in real-life situations.

According to Andrade (2016) “The importance of the Task-Based Language Learning (TBLL) method lies in its ability to promote language learning through practical tasks that simulate real-life situations. This approach is student-centered and fosters collaboration, enabling learners to develop problem-solving skills and receive feedback on their progress. By developing these practical language skills, students can apply what they have learned in real-world situations.” (p.6).

The Task-Based Language Learning (TBLL) method can be used in combination with the use of songs in the classroom for learning English. Songs can provide the context and authentic situations needed to develop specific tasks. In addition, music can be an effective source for the development of language skills, such as vocabulary, pronunciation, rhythm, and accent.

By using songs in the classroom with the TBLL method, specific tasks can be designed that engage students in practicing language skills such as listening, writing, reading, and speaking. For example, students can be asked to listen to a song and complete a quiz or write lyrics to the song. In addition, students can work in groups to create their own song and present it to the class.

In summary, the TBLL method can be seamlessly integrated with the use of songs in the classroom for learning English, as songs can provide authentic contexts to develop specific tasks and encourage the practice of language skills.

1.1.8. The Sociocultural Approach to Language Teaching

Sociocultural learning is a type of learning that occurs when people interact with their environment and acquire knowledge and skills by observing, imitating and interacting with other people.

According to Scott and Palincsar (2013) in relation to the sociocultural development:

As learners participate in a broad range of joint activities and internalize the effects of working together, they acquire new strategies and knowledge of the world and culture. Typically, this tenet has been illustrated by examining the interactions between individuals with disparate knowledge levels; for example, children and their caregivers, or experts and novices. (p.1)

It is a way of learning that is shaped by the culture in which it takes place. It involves the acquisition of knowledge, skills, beliefs and values through social interactions. In this sense, this type of learning has been widely studied in the field of psychology, mainly in the context of social cognition. Sociocultural learning helps to describe how people think, communicate and act in meaningful ways. It is also important to understand how people learn language, interact with others, and develop social skills.

For that reason, the application of the sociocultural approach to language teaching is based on the idea that language learning is a participatory social process. It emphasizes the value of the social and cultural environment in which the language is used. Likewise, “the theory emphasizes meaning as the central aspect of any teaching and holds that skills or knowledge must be taught in all its complex forms, rather than presented as isolated, discrete concepts” (Turuk, 2008, as cited in Fahim and Haghani, 2012, p.2).

In this way, approach involves engaging learners in meaningful communication activities, encouraging them to use the language in a variety of social contexts and interacting with native speakers, and based on the idea that language learning involves establishing meaningful communication with others and that language is realized through social interactions. It also recognizes that language learning is an individual process and that learners should be encouraged to draw on their own interests, experiences and goals to develop their language learning.

1.1.9. The Zone of Proximal Development

There is a difference between what students can do without help and what they can do with help. It is an area of close learning where new skills or knowledge can be developed with the help of more qualified or experienced people. According to Fahim and Haghani (2012) it “contributes to shaping the mental functions of a child which has not become mature yet, but will develop in future” (p.2).

Likewise, it is centered on what the student does and does not do in his learning process, which is considered from the moment he is growing up and how he is adapting knowledge of his/her environment in relation to his/her maturation process.

1.1.10.Using songs as an important material in English Language Learning

Process

English songs are an effective tool for improving listening comprehension, as students can listen to and practice pronunciation and intonation in an authentic context. English songs can teach vocabulary and grammar in context, which facilitates understanding and retention of the concepts.

English music is widely accessible, which means that students can easily find songs they like that suit their needs and abilities. Learning English through songs can improve listening comprehension, teach vocabulary and grammar in context, be fun, teach about culture, and be accessible. All of these factors can make learning English more effective and appealing to students. In addition, Hadi (2019) mention that:

The use of songs is significant in capturing students' attention and satisfying their curiosity while also building their language skills in an engaging and relevant manner. Moreover, incorporating songs into the learning process caters to the students' language learning level. (p.4)

1.1.11.Using songs as a tool for teaching English to young learners

Using songs in classes with young children can be very beneficial. Songs help them maintain attention, improve pronunciation, learn naturally, foster creativity and expression, and strengthen the emotional bond between the teacher and students.

Young children may have difficulty maintaining their attention for long periods, especially if they are learning something that is not interesting or engaging to them. Using songs in teaching provides them with a fun and engaging way to learn, which helps them maintain their attention and increase their interest. Songs often have clear and repetitive

pronunciation, allowing children to practice sounds and words in a meaningful context. Young children have a natural ability to learn through play and exploration. Songs can be used as a form of natural learning, allowing them to learn new words and structures in a fun and intuitive way.

Moreover, according to Millington (2011) “Using songs as a tool to improve English language skills can be beneficial in many ways. Songs can help students improve their listening comprehension and pronunciation (skills that students often don't want to practice for fear or embarrassment of making mistakes in front of others, or staying silent without asking for a repetition for fear or embarrassment of not understanding the first time), as well as teach vocabulary and sentence structures. However, perhaps the most significant advantage of using songs in the classroom is that they are fun, which can increase student engagement and motivation, something that unfortunately over the years children are losing, but can help to maintain with the right tools and methodologies, such as songs.” (p.7)

1.2. Antecedents

There are a lot of studies that have an impact in this investigation:

One of the studies of this investigation was done by Elizalde (2015) at Loja Nacional University in Ecuador, about the use of songs for increasing the students' vocabulary in the English Language, whose objective is to increase the vocabulary using songs through action research. The method is descriptive applying a test, questionnaire, and a teacher field diary as instruments. The results revealed that the songs are a meaningful tool for learning English, and it was shown that students are enthusiastic about increasing their vocabulary with it, which makes them have a good attitude in their learning process.

Simultaneously, another study was done by Escobar (2016) at Pontificia Universidad Católica of Esmeraldas in Ecuador, which revealed the contribution of songs to improve the English language teaching-learning process through descriptive research focused on the deductive and inductive, analysis, synthesis, and hermeneutic methods with the observation and survey techniques. The results mention the students' motivation using songs for developing their listening skills by applying English lessons for improving the lack of knowledge of English in minor students.

Another study was done by Giron (2018) at Pontificia Universidad Católica of Esmeraldas in Ecuador. It focused on teaching English through the use of music to students with learning difficulties, which revealed the contribution of music to improve the teaching-learning process of the English Language. Likewise, this study develops a descriptive investigation using the deductive and inductive methods and applying a survey based on observation. The results presented that students really like listening and enjoy the activities, which makes the class become didactic and the students feel motivated and interested in learning the language.

Likewise, in based to the study done by Hadi (2019) developed at the Muhammadiyah University Jakarta, South Tangerang, Banten, Indonesia, focused on the use of songs in teaching English to junior high school students, which the author investigates in detail how songs can be used for the teaching-learning process of students. In addition, the population was 25 students that used songs for making more interactions and active participation in class. In this sense, the method of this study was descriptive

and with a quantitative approach. The results revealed that with the use of song, the students can develop a significant improvement in the student's English language skills.

Therefore, this research was done by Hampp (2019) in the Journal of English Language and Literature Teaching, about the use of songs for teaching simple to be and past simple, whose objective was to identify how songs are useful tools for improving the English language level and if the students are learning through this strategy. In this sense, the author used a descriptive method in relation to a qualitative approach. The results affirm that they can learn English in a positive way using songs in class.

On the other hand, Al-efeshat and Baniabdelrahman (2020) develop a study at the Yarmouk University, Irbid, Jordan, about the EFL teachers' and students' attitudes towards the use of songs in the English Learning Process, which focuses on investigating how teachers' and students' attitudes are developed through the use of songs in the learning process. In this sense, the population was 43 teachers of sixth grade in a public school and 42 students from the same grade and school. Likewise, the method of this investigation is based on a quantitative approach. The results revealed that songs are an effective tool for developing an English class and for improving the listening and speaking skill of the students.

In addition, another study was done by Kumar, et al (2022) at the Prince Sattam Bin Abdulaziz University, Arabia Saudita, about the use of music and songs as a significant pedagogical tool in English Language Teaching process, whose objective is to demonstrate how music has benefits in the teaching-learning process. The method is descriptive with a quantitative approach. The results revealed that music and song as significant and useful tools for developing fun and effective activities for the English Language Learning process.

Finally, this last study was done by Kirby, et al (2022) in the Early Childhood Education Journal in the United States, about the use of music in a preschool classroom. It was about the challenges to incorporate music into the class since there are many types of musical activities. The method was descriptive with a quantitative and qualitative approach. The results revealed the emphasis in linguistic diversity in the students' preferences and the way that educators applied this tool as a significant strategy for learning.

CHAPTER II

MATERIALS AND METHODS

2.1. Context

This research was conducted at the "Montesol Children's Educational Center", in Esmeraldas, with students between 6 and 7 years of age. It arises in the context of teaching English as a foreign language to take advantage of resources that are of interest to students to enhance the teaching-learning process to improve communication skills through songs.

2.2. Type of Investigation

This participatory action research was conducted using qualitative and quantitative methods. With the use of statistical data corresponding to the result of personal observations of a group of students who were evaluated in order to know their level of English, studied and placed in the environment of songs in English, and then evaluated again to measure their performance after the application of the songs.

Winter (1993) affirms that "the action research is based on a body of implicit theory "taken for granted", which can be considered to have three aspects: (i) "common sense", determined in cultural terms; (ii) assumptions and personal beliefs; (iii) deeply internalized professional expertise"

2.3. Population and Sample

The study population consisted of 4 students from the Montesol Children's Educational Center. The same 4 students were selected for the sample and were studied and evaluated before, during, and after the application of the songs.

2.4. Hypothesis

The use of songs contributes to the development of the learning of English as a foreign language.

2.5. Variables

The operationalization of the variables (Appendix 1)

The variables that make up this research are:

The dependent variable: English teaching through songs

The independent Variable: The teaching-learning process of English

2.6. Methods of investigation

Observation, two tests and a fairly easy-to-understand quantitative survey, with closed responses taking into account the age of the target students, were used to collect general information from the 4 students surveyed, with a total of 5 questions to collect their opinions.

The methods used were:

Analysis and synthesis: These were used to analyze the bibliography and synthesize the most important theories on curricular arrangements that can support this research. They will be applied to analyze the results and synthesize the most relevant information.

Hermeneutics: It was used to interpret the most relevant information analyzed in the theoretical framework. It will also be used to interpret the results obtained with the application of the techniques.

Descriptive statistics: It was used to process the data obtained with the application of the techniques.

2.7. Techniques

2.7.1. Observation

It was applied in the second grade at the Montesol Children's Educational Center to identify aspects and deficiencies in the area of English through the application of songs.

2.7.2. Survey

The survey was applied to second-grade students of the Montesol Children's Educational Center. Through the survey, we will be able to answer specific objectives and doubts that will help to support what we intend to demonstrate with this project.

2.7.3. Evaluation test

It allowed us to know the level of the students in the English language before and after the application of the songs.

2.8. Instruments

For the observation technique, we used a simple visualization, focused on simply observing attitudes, skills and how they develop.

Survey questionnaire (Appendix 2)

For the survey technique, closed-ended questions were used for the second-grade students of Montesol Children's Educational Center to answer honestly in order to collect the necessary information.

Questionnaire (Appendix 3)

For the evaluation test, skills and recognition of the skills applied in English were measured.

.2.9. Data Processing

The information will be obtained through the application of the different techniques that will be tabulated manually and a descriptive analysis of the learning process will be developed. For this reason, the data will use figures in the Microsoft Excel program.

CHAPTER III

RESULTS

The results of the survey revealed the following:

According to the students' preferences about the use of songs in class, (Figure 1), 100% of the students surveyed indicated that they do like it when the teacher uses songs for the teaching-learning process.

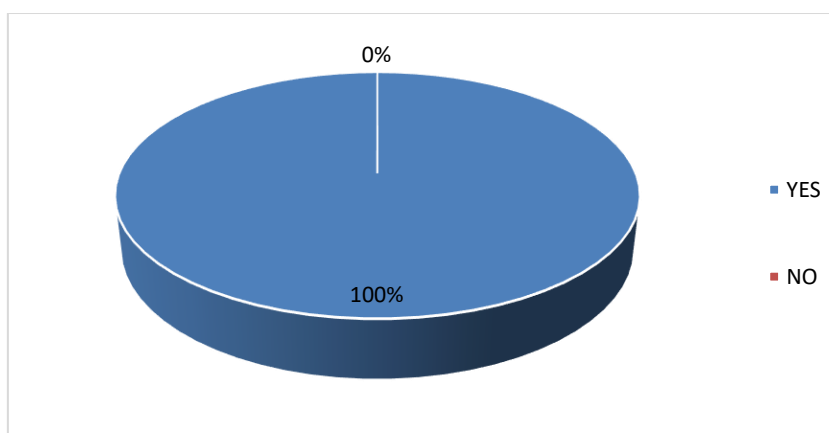


Figure 1. Students' preferences about the use of songs in the classroom.

Source 1: Survey applied to the students.

According to the students' preferences about increasing the use of songs in the classroom, (Figure 2), 100% of the students surveyed indicated that they would like the

teacher to use more songs in the classroom for the teaching-learning process.

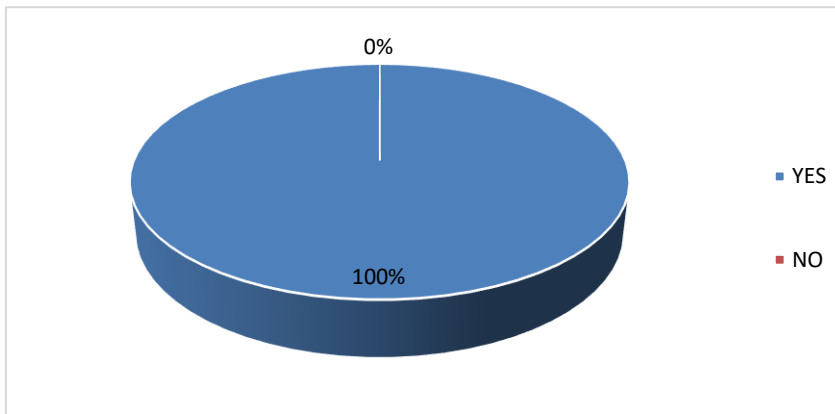


Figure 2. Students' preferences about increasing the use of songs in the classroom

Source 2: Survey applied to the students

According to students' preferences about learning using songs instead of only using the board and books, (Figure 3), 100% of the students surveyed indicated that they do prefer learning using songs instead of just the blackboard and books in the teaching-learning process.

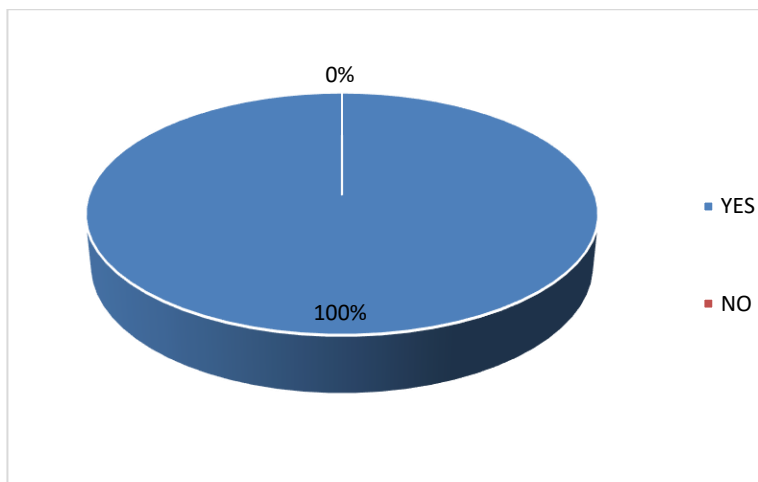


Figure 3. Students' preferences about using songs instead of the board and books in the teaching-learning process

Source 3: Survey applied to the students

According to students' experiences of learning more easily when using songs than when not (Figure 4), 100% of the students surveyed indicated that they do feel that

learning English is easier when using songs than when not.

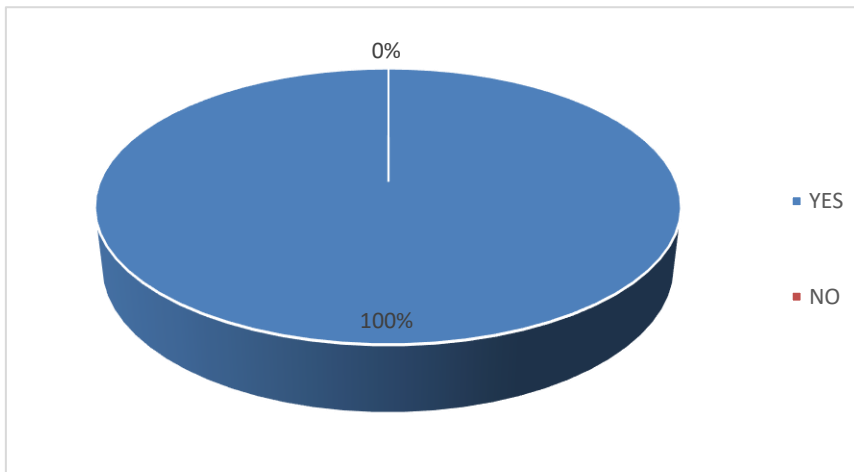


Figure 4. Students learn more easily with songs than without them.

Source 4: Survey applied to the students.

According to the students about the types of songs they prefer for learning English, (Figure 5), 50% of the students prefer songs with games, the other 50% prefer songs for dancing, and 0% prefer songs for singing.

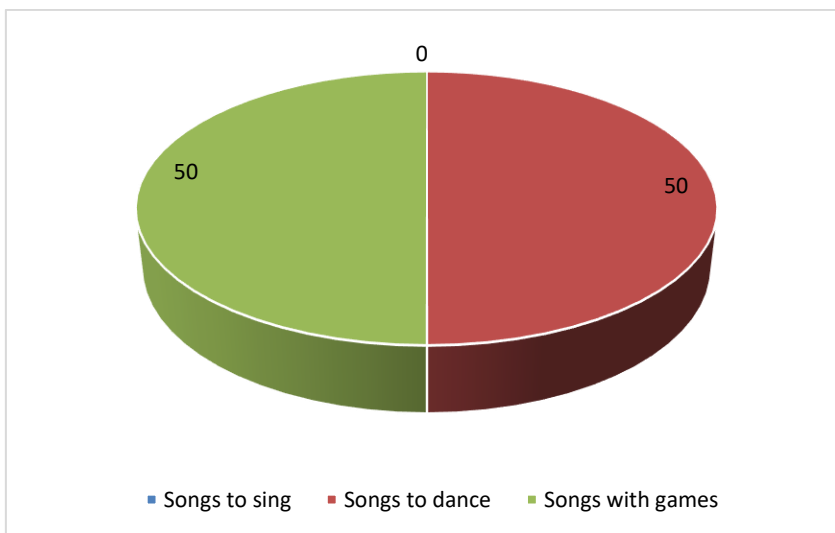


Figure 5. Types of songs that students prefer for learning English in the classroom.

Source 5: Survey applied to the students.

To begin the use of songs as a tool to develop English proficiency in the test students, I first asked them certain questions that covered basic topics that I knew they should have already learned during their first grade year, thanks to the topics I had covered with my first graders during the past school year.

Despite the fact that they should have at least a slight idea or memory and that they had all studied at the same institution in the past years, they did not understand (basic commands such as sit down, stand up, be quiet/silence, close the door, listen to me, pay attention, look at the board, repeat after me, among others).

During the application of songs, I opted for those that I personally found fun and I also knew that they were classics, because I wanted to recognize if they had heard them before or if it was the first time.

I also paid attention to how they reacted depending on the type of song we used and which one they seemed to enjoy the most (apart from the survey used).

For the theme of the test I took into account vocabulary that they learn in first grade and that they constantly use in class, therefore, in second grade they should already have an idea and know most of the vocabulary. I also gave them feedback before the test. After the first test I started the application of songs to learn the vocabulary. First, we only sang, then we used songs and games, finally we used songs and dances.

Second week of October (October 14)

For the theme of the test I took into account vocabulary that they learn in first grade and that they constantly use in class, therefore, in second grade they should already have an idea and know most of the vocabulary.

Third week of October (October 21)

Before the test I gave them feedback.

Second week of November (November 11)

After the first test I started the application of songs to learn the vocabulary. first we just sang, then we used songs and games, finally we used songs and dances. This application process lasted four weeks.

First week of January (January 06)

The second test was applied in January after the December holidays to see how meaningful the students' learning was.

Student	Pre-test	Post-test
#1	4,78	8,95
#2	5,82	10
#3	2,90	8,53
#4	1,24	7,15
Media	3,68	8,65

CHAPTER IV

DISCUSSION

In this research according to the students' preferences where all of Montesol Children's Educational Center (100%) affirm using songs in class, which is of major importance to diagnosing their levels. In this way, the students prefer the use of songs as a didactic strategy for the English class. In base to the antecedents of this investigation, in the study of Giron (2018) revealed the significant contribution of the songs in class for improving the teaching-learning process, who mention the importance to use listening activities what are so fun for children and generate the motivation and interest for learning the language. In addition, the study of Hadi (2019) has a great impact in this result since the use of songs develop an active participation in class. Then to mentioned these studies in relation with the result, it is necessary consider that students really appreciate the use of songs in class, because is more fun learn actively through songs than in a traditional class.

In the same case, in base to the students' preferences about increasing the use of songs in the classroom, where 100% of them indicated that they would like the teacher to use more songs in the English class. For that reason, the study of Elizalde (2015) has a great impact in this part, due to who mentioned the songs as an incredible tool for increasing the students' vocabulary in the English language. Likewise, in the study of Escobar (2016) focused on the process to improve the teaching-learning process through the application of songs in class, whose contribution had an excellent developed in the listening skill of the students. Consequently, according to the aforementioned studies in relation with the result, it is necessary consider that the results of this questions have an influence in the high level of interest that the students have for the songs applied in the English class, which has a positive impact on their learning process.

Simultaneously, in relation to the students' preferences about learning using songs instead of only using the board and books, all of them (100%) have a preference with the songs, because they consider the songs as fun activity in comparison to use the book and develop a typical activity about any topic. In addition to the study of Kumar, et al (2022) who mention the songs as a significant pedagogical tool for developing an English class, which demonstrate some benefits in the students' learning. Therefore, the study of Kirby, et al (2022) according to the challenges for using an innovative tool for develop a class,

applying some activities for making a linguistic diversity class. In this sense, in base to the above studies in relation with the result, the use of songs in class have a great impact in the learning process of the students since they do not really appreciate the typical class with a whiteboard and a specific topic.

On the other hand, according to the students' experience of learning easily through the songs, all of them (100%) indicated that it is easier for them to learn with songs because it is more fun. Moreover, in the study of Hamm (2019) who mentioned about the use of song as an incredible tool for teaching a specific topic, which generated a positive learning process in the students. In this case, in relation to the above study focused with the result, students find it easier to learn with songs, because in the class activities are developed that make them more active and learn from a more dynamic perspective any topic, generating their motivation and interest in the language.

Finally, in relation to the types of songs that students prefer for learning English, the middle of them (50%) chose songs for playing games and the other part (50%) prefer songs for dancing, which make an impact in the preferences. In this case, in base to the study of Al-efshat and Baniabdelrahman (2020) who revealed the students attitudes when the teacher applies songs in class for developing their learning process, and they mentioned what with songs they can improve their listening skills making some activities. For that all, in relation to the above study focused with the result, learning preferences will always exist, especially with children, so it is important to capture their attention with songs that are according to their preferences so that there is a meaningful learning.

CHAPTER V

CONCLUSIONS

This investigation concludes that:

- The current English level of the second-grade students of the Montesol Children's Educational Center was diagnosed and revealed a low level of English, both in their communicative skills and vocabulary.
- The type of song for learning English preferred by the second-grade students of the Montesol Children's Educational Center was identified as songs with dances, which they showed they most enjoyed using in class and was also chosen in its entirety (100%) by them in the survey presented.
- Songs were used as a strategy to improve the English level of second graders at the Montesol Children's Educational Center, and showed a positive change in the

students' attitudes towards learning, as they worked autonomously practicing the song in class and at home, which facilitated learning the topics required for the class, they were more motivated to continue learning English and said they felt the class was more fun.

- The English level of second graders at the Montsol Children's Educational Center was evaluated after the use of songs, and they showed better results, as they had quickly acquired more vocabulary and developed enough communicative skills in English to be able to perform better in class.

RECOMMENDATIONS

Based on the results obtained in this research, the following is recommended:

- To the students, to have good communication between students-teacher, since this way they share ideas preferences and suggestions that the teacher can take into account to apply them in class. Likewise, look for ways in the songs that benefit their learning, such as subtitles, translations, or singing to practice pronunciation, even if you do not have the best voice.

- For teachers, it is crucial to provide students with effective strategies, tools, and techniques, such as songs, to develop their communication skills in and out of the classroom. In addition, to train ourselves and open our minds to new methodologies and tools, despite the inconveniences that we believe may arise, because it is an act that benefits both teachers and students. Therefore, we must

apply what we can in class to make it more attractive to the student, and maintain their interest and motivation.

- To parents, help in a responsible and conscious way in the learning process, give comments of encouragement and support to students about learning a new language, especially English, and remind them how capable they are, as long as they put real effort in what they propose.
- To the researchers, to continue demonstrating the different ways of applying the songs, because although there are already many investigations that speak of how positive their application is, not everyone wants to risk using them often because of the different adversities that arise, especially in our Ecuadorian context.

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APPENDICES

APPENDIX 1: Operationalization of the variables

GENERAL OBJECTIVE: To analyze the contribution of songs to improving ‘Montesol Children's Educational Center students’ English language learning.

OBJECTIVES	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	TECHNIQUES	INSTRUMENTS	ITEMS
To identify the types of songs for learning English preferred by the second-grade students of the Montesol Children's Educational center	DEPENDENT: Teaching English through songs.	The process of using songs as a tool to develop the English language learning process.	The process of using songs as a tool to develop the English language learning process by applying the dimensions of commitments, structures, community, practices, and outcomes.	Cognitive Emotional and social reasoning Motor skills Physical development	Listening	Observation	Survey	5
To use songs as a strategy to improve the English level of the second-grade students at the Montesol Children's Educational Center.					Speaking			
To diagnose the current English level of the second-grade students at the Montesol Children's Educational Center.	INDEPENDENT: The teaching-learning process of English as a foreign language				Reading	Observation		
To evaluate the English level of the second-grade students of the Montesol Children’s Educational Center after the use of songs.					Writing	Questionnaire	Evaluation test	
					Didactic activities	Questionnaire	Evaluation test	

SURVEY

QUESTIONS

1. Do you like it when your teacher uses songs in class to teach you?
 - Yes
 - No
2. Would you like your teacher to use more songs to teach you in class?
 - Yes
 - No
3. Do you prefer to learn using songs rather than just the blackboard and books?
 - Yes
 - No
4. Do you think you learn English more easily when you use songs than when you don't?
 - Yes
 - No
5. What type of song do you prefer for learning English?
 - Songs to sing
 - Songs with dances
 - Songs with games

INSTRUMENTS

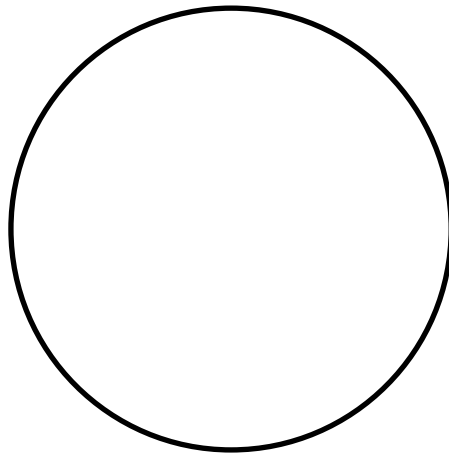
APPENDIX 2: Survey questionnaire

Questionnaire

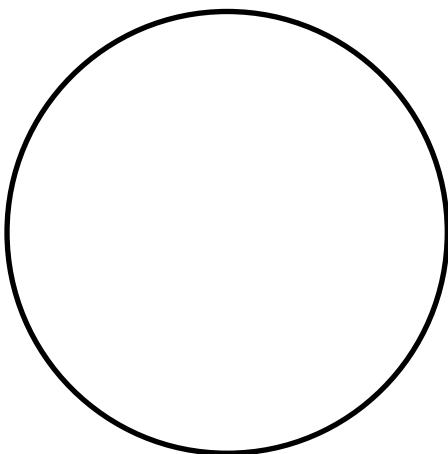
Moods and parts of the body

Student #__

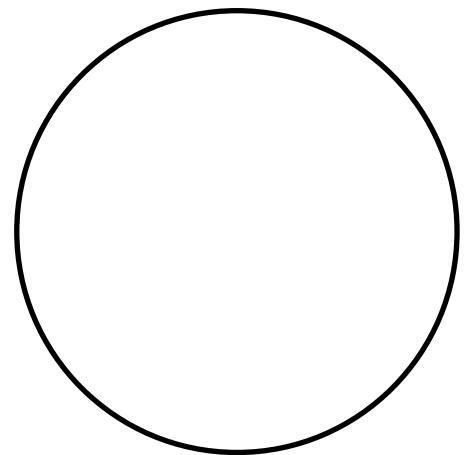
1. Reading: Draw the correct face. (2,50 pts)



Hungry



Crying



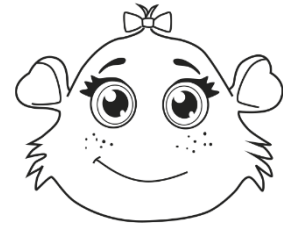
Serious

1. Writing: Join the points and match the word with the correct face. (2,50 pts)

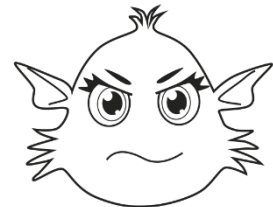
happy



angry



sad



2. Listening: Point to the part of the body that your teacher mention. (2,50 pts)



3. Speaking: Mention the parts of the body and five moods. (2,50 pts)

ANNEXES

<https://youtu.be/wap5vep1ljA>

