

Fostering Meaningful Learning, Focusing on vocabulary Skills Development through
Songs as a Pedagogical Tool in SFL in second graders.

Aura Cristina Moreno Viasus

Corporacion Universitaria Minuto de Dios

B.A in English Language Teaching

Faculty of education

Bogotá

2015

Fostering Meaningful Learning, Focusing on vocabulary Skills Development through
Songs as a Pedagogical Tool in SFL in second graders.

Aura Cristina Moreno Viasus

Tutor: Catalina Herrera Mateus

Corporacion Universitaria Minuto de Dios

B.A in English Language Teaching

Faculty of education

Bogotá

2015

ACKNOWLEDGEMENTS

Firstly I want to thank God because he gave me the opportunity and strength for developing this project, and for directing me to the guidance I needed.

I want to thank the principal and homeroom teacher at River View Public School who allowed me to carry this research project out. I appreciate the time that she gave me to develop this research. In addition, I would like to thank children because they helped me to conduct this project, they made that this project to become an experience and a research project, with their best attitude and participation during the development of the activities in the classroom.

Also, I am grateful with my research project tutor, Catalina Herrera. Her support and constant suggestions guided me to finish this research in a satisfactory way. Thanks to her now I realize the importance of been a researcher during my process as a teacher.

Thanks to Blanca Lucia Cely, Ingrid Bello, Paula Ramirez, Alexandra Moreno, Sebastian Concha, Mary Luz Hoyos and Lilian Gonzalez because they gave me relevant ideas and suggestions that made my research could be finished. Thanks for their collaboration and continuing support.

I thank everyone who helped further my studies and for the valuable collaboration that has made this project possible.

INDEX

ACKNOWLEDGEMENTS	3
INTRODUCTION	7
ABSTRACT.....	10
CHAPTER 1	11
1.1 Statement of the problem	11
1.2 Justification	13
1.3 Research Questions.....	14
1.4 General Objectives	14
1.5 Specific Objectives.....	14
CHAPTER 2	16
THEORETICAL FRAMEWORK.....	16
Meaningful learning	16
Songs as a pedagogical tool.....	27
Vocabulary skills development.....	31
LITERATURE REVIEW	36
CHAPTER 3	44
INSTRUCTIONAL DESIGN	44
3.1 Context.....	44
3.1.1 Institution.....	44
3.1.2 Participants	45
3.1.3 Classroom.....	46
3.2 Curriculum platform	46
3.2.1 Vision of language	47
3.2.2 Vision of learning.....	48
3.2.3 Vision of classroom	49
3.4 Participant's Roles	49
3.4.1 Students' role	49
3.4.2 Teacher's role.....	50

3.5 Pedagogical intervention	50
3.5.1 General Objective	50
3.5.2 Specific Objectives	50
3.6 Schedule	51
CHAPTER 4	52
RESEARCH DESIGN	52
4.1 Type of study	52
4.2 Data collection	53
4.2.1 Think aloud	53
4.2.2 Video recordings and transcripts	54
4.2.3 Students' artifacts	55
4.3 Data analysis	56
4.4 Credibility	57
4.5 Ethic	58
4.5.1 Consent form	58
4.5.2 Volunteer	58
4.5.3 Confidentiality	59
CHAPTER 5	60
DATA ANALYSIS	60
1. Songs as a tool to promote meaningful learning	61
1.1. Songs help students to use vocabulary in different contexts	62
1.2. Learning becomes easy when using songs.	65
2. Students' vocabulary skills development through songs	69
2.1 The meaningful development of vocabulary becomes fun learning	70
2.2 Songs promote students oral production	73
CHAPTER 6	78
CONCLUSIONS	78
6.1 Relevant findings	78
6.2 Research Questions answers	80
6.3 Implications	81
6.3.1 Pedagogical implications	81
6.4 Limitations of the study	82

6.4.1 Further Research	83
REFERENCES	85
Annexes.....	89
Annex # 1	90
INDIVIDUAL CONSENT FORM AND PARTICIPATION.	90
Annex # 2	91
Schedule.....	91
Annex # 3 Pedagogical Implementation	92
Annex # 4	125
Think aloud' protocol	125
Annex # 5	126
Students' artifacts	126
Annex # 5	128
Transcriptions samples.....	128

INTRODUCTION

This study is the result of a volunteer practice at “River View Public School” located in Sault Sainte Marie, Ontario, Canada, that is centered on meaningful learning, focusing on vocabulary skills development through songs as a pedagogical tool in Spanish as a Foreign Language in second graders where the use of songs is a useful resource when vocabulary skills are concerned while students are immersed in a foreign language.

This proposal emerged from the situation observed in second grade at the school. First, the students spent most of their time in writing and reading skills and they did not have time for developing speaking and listening skills. Second, most of the students had some difficulties to focus on a specific task what not allow them to encourage or participate in the activities purposed by the teacher. The third one was that this kind of activities did not allow to practice what they learned in a different context, out of the handout; and finally, what they learned in a session was not reused or recycled, it was not reviewed in another session or connected with another topic. After, I found the problem I stated the objectives of this research which are: to determine how meaningful learning is fostered through songs as a pedagogical tool in second graders of River View Public School in the SFL classroom and to establish how songs for children help second graders of River View Public School to develop vocabulary skills in a foreign language.

This study addresses 6 different chapters in order to obtain reliable information in accordance to the findings and results provided at the end of the study taken from each chapter which takes part in this project. The chapter number 1 provides the questions, objectives and problem, the aspects involved in the development and the constructs worked

on this study, the main aspects the reader needs to know in order to understand and appreciate this study. The chapter number 2 is the theoretical framework where the theory provided by the different authors is addressed. The constructs involved in the theoretical framework are meaningful learning, songs as a pedagogical tool and vocabulary skills development. This chapter also contains the literature review which presents different studies and research developed that are related to the topic in research terms.

The chapter 3 presents the research design and methodological procedures related to the implementation of this study, which are: the type of study, the research paradigm, the research approach, the setting, the participants and finally the data collection instruments, credibility and ethics.

The chapter 4 is the instructional design and it is related to the visions that researchers have to consider when conducting a research project, the vision of language, vision of classroom and the vision of learning. This chapter concludes with the pedagogical implementation where the activities and timetables are presented including the learning objectives and type of data to collected.

The chapter 5 presents the categories which emerged from the data collected, and the analysis made. Also, this chapter shows some samples taken from the instruments developed during the lessons which support and illustrate the role of meaningful learning and songs in the students' learning process.

Finally, the chapter 6 presents the conclusions that basically show the relevant findings of the songs as a pedagogical tool. In this chapter, also is answered the research questions that were proposed at the beginning of the project. Moreover, the implications

and limitations, which talks about things that any teacher needs to take into account when applying this project and some aspects were noticed and I could not embrace in the development of the research .

ABSTRACT

The research project reported here is a qualitative research focuses on meaningful learning and vocabulary skills development through songs as a pedagogical tool in Spanish Foreign Classroom in second graders. This research was carried out with twenty two students at River View Public School in Canada during ten Spanish lessons. The data collection instruments used were video recording and transcripts, think aloud and students artifacts. During the analysis process was taking into account documentation, identification, organization, categorization of the data, and the connection of the data to show how one concept may influence another. The analysis of data revealed evidence for a major role of relevant cognitive structure in meaningful learning. The findings of this study provide qualified support to Ausubel's teaching approach of meaningful learning and the benefits that students gain by the use of songs as a pedagogical tool.

Key words: Meaningful learning, songs as a pedagogical tool and vocabulary skills development.

CHAPTER 1

1.1 Statement of the problem

During my volunteer practice at “River View Public School”, I took into account two aspects. First, the need analysis that consisted on the survey and the interview done with the homeroom teacher and, the observation done in order to know how students respond to some activities mentioned below. I noticed some problematic aspects; the first one was that students spent most of their time in writing and reading skills where they did not have time for developing different skills or activities. Second, most of the students had some difficulties to focus on a specific task what did not allow them to encourage or participate in the activities purposed by the teacher. The third one was that this kind of activities did not allow to practice what they learned in a different context, out of the handout; and finally, what they learned in a session was not reused or recycled it was not reviewed in another session or connected with another topic.

Additionally, I could set up that children needed to be exposed to different activities which allow them to acquire the new knowledge, but at the same time, they needed that the teacher provided the environment and the situation for practicing their knowledge in different situations in contrast with the presentation stage. Additionally, during some classes observations I could establish that the kind of activities proposed were not enough for allowing children to have a connection with the previous and new knowledge, in order to improve their communicative skills. Finally, after checking the national syllabus, I could determine that the language course program was limited to the strategies and language

skills, having into account that they just have French as a second language, and the classes were only focused on the repetition and crafting methodologies.

Therefore, at “River View Public School”, second grade students have been learning French, as one of the subjects stated in the institutional curriculum. The teacher, created a list of topics to be developed in the French class. He developed his lessons through the use of workshops in French, which included common activities such as coloring, painting, matching, filling the gaps handouts, plasticine, and crafting. These types of activities allowed students to reinforce the knowledge acquired, but the institutional techniques have become a pattern for students, so I could find through the observation the lack of interest and motivation, and low performance in regards to oral skills in the language.

Taking into account that the teaching techniques described above did not seem to be effective, I decided to carry out a study which could show how meaningful learning focused on vocabulary skills development, could be fostered through songs as pedagogical tools in this particular group of second graders.

Therefore, the problem found can be summarized as the use of teaching techniques which did not encourage students to use what they learn in a different context. Consequently, this work will help the community by the implementation of songs that will encourage meaningful learning focusing on vocabulary skills development. With the information and results found in the research I expected to solve the problematic solution, involving students’ learning process as well as Spanish level.

1.2 Justification

The development of this research had multiple purposes and benefits, for the students or participants; the school, the language field and my own professional growth. It is really important to find a solution which might help learners to improve their proficiency in Spanish and give them forceful basics in the foreign language which they could use in their academic growth.

First of all, students participated in several activities such as songs, workshops, short conversations, and descriptions to improve their communicative skills and competences in order to develop meaningful learning. Additionally, the development of this research project allows students to acquire a consolidated knowledge and Spanish level, which will help them to be proficient when they will be exposed to other situations. Moreover, this study would provide and be developed with contextualized topics that would be helpful in pupils' personal growth.

In regards to school's benefits, it was an opportunity to obtain a series of activities, which teachers could apply and use in other levels, taking into account the development of meaningful learning and acquisition of vocabulary through songs. Besides, the school had the chance to acquire basis knowledge of Spanish, so future teachers could follow a series of activities for the development of vocabulary skills in any Spanish.

In the field of Spanish Language Teaching (SLT), this study provided some guidelines about the use of the songs as a pedagogical in SFL classroom focusing on vocabulary skills. Also, it provided some evidence about the second graders' learning process in vocabulary and listening skills. Additionally, this study could provide a solution and a new strategy to help new teachers replicate the results in some similar cases or

populations, taking into account the process and the corresponding changes in the Spanish level. Also, this research may have helped and encouraged new studies for developing some new areas, such as the development of different strategies or focus on different Spanish skills, in the Spanish learning process.

In my own professional development, this research and the school could give me some guidelines for my language and teaching practices, which might help me to improve my methodologies as a teacher. In the field as a researcher, this project could help me to provide some experiences and strategies to use in a future research project.

1.3 Research Questions

- *How to foster meaningful learning by the use of songs as a pedagogical tool in second graders SFL classroom at the River View Public School?*
- *How does Language Learning Songs for children allow second graders to develop vocabulary skills in SFL classroom at River View Public School?*

1.4 General Objectives

- To determine how meaningful learning is fostered through songs as a pedagogical tool in second graders of River View Public School in the SFL classroom.
- To identify how songs help second graders of River View Public School to develop vocabulary skills in a foreign language.

1.5 Specific Objectives

- To apply songs as a pedagogical strategy for second graders' recognition and pronunciation of the Spanish vocabulary.
- To promote students' acquisition and meaningful learning of Spanish vocabulary.

- To design activities to teach Spanish vocabulary as a foreign language to second graders at River View Public School.

CHAPTER 2

THEORETICAL FRAMEWORK

Meaningful learning

According to Ausubel (1963), the student learning process depends on the “cognitive structure”, which is the group of previous knowledge that is connected with the new information. This process may be called meaningful learning. In other words, meaningful learning is the learning process where students are able to connect their previous with the new knowledge, what means that they will construct new concepts or ideas, allowing them to apply their knowledge in different situations compare to the presentation stage.

In addition, Ausubel proposes that the teacher must identify the level of knowledge the concepts and the uses that students make of what they have learned. The author says “If I had to reduce all of educational psychology to just one principle, I enunciate this: The most important factor influencing learning is what the learner already knows, as certain this and teach accordingly " (1963,p. 6).

Based on the author statement, students have previous knowledge which allows them to connect the new information, make new concepts and increase their knowledge and experiences. Consequently, when students have understood and learnt the new information, they will be able to apply it in different situations which let them to recall whatever they have learnt and remember it for a period of time. However, during this process there is an important fact that is the teacher’s role, where the teacher’s goal is to identify the level of

knowledge of students and work from this, taking into account the level of the students, this aspect will help teacher to develop the lessons, progress and assess the students' learning process.

Meaningful learning occurs when new information is connected with a previous concept in the cognitive structure (Ausubel, 1963), this implies that the new ideas, concepts and propositions can be learned significantly to the extent that other ideas, concepts or relevant propositions are adequately clear and available in individual cognitive structure, and function as a point of "anchor" to the first in order that the new concepts are learned significantly, they grow and modify the initial, allowing a progressive knowledge (p. 12).

Therefore, meaningful learning is successful when students are able to connect their previous with the new knowledge. Basically, students have some previous ideas which they have acquired from their family, society or by themselves. Then, those ideas are developed by the teacher, connecting with more and new information which grant students to understand the new concepts. When the students learn the new information, their previous ideas have been modified and their knowledge has increased.

On the other hand, Jonassen, Howland, Moore, and Marra (2004) argue that meaningful learning occurs when learners are active, constructive, intentional, cooperative, and working on authentic tasks (p. 1). The authors proposed that when humans are connected with the environment and interact with it, the learning process is going to be developed in a natural way which allows people to be conscious about what they are learning.

Based on the authors' statements Ausubel (1963) and Jonassen et al (2004), this study determined that meaningful learning would be conducted taking Ausubel's theory, that means that meaningful learning occurs when students make connections between their previous and new knowledge which let them to link their previous ideas and the new information, having the opportunity to increase their level of knowledge and experience. However, Jonassen et al., (2004) stated specific and clear aspects that must be included during the learning process, this study would be conducted by Ausubel's theory that allow the research developed successfully the objectives.

Moreover, according to Ausubel (1963), there are some requirements for developing meaningful learning. First, the new information must be meaningful, that means that the students are directly connected with that, in other words the information comes from their context, real life and situations that they experienced, this will help students to identify and understand easily; Second, when a concept is meaningfully learned, the cognitive structure has a proper balance and stability, which grant the connection and production of new knowledge.

For example, when children are learning the colors in English (as a foreign language), their previous knowledge is that they already know the colors in their Mother tongue and they can see the colors around them on all the places, so they know about the topic. Then, the teacher with meaningful information, as showing the colors of the classroom or their clothes they start to connect their previous knowledge with the new concepts that the teacher are teaching. Finally, when they have learnt the colors in English, they have acquired new information and increased their knowledge, they will be able to produce or develop different activities.

The last requirement and the most important is student's, who decides what is relevant and meaningful of the topics they are learning in order that they will understand and learn easily and meaningfully, also it will help to their cognitive structure. Basically, the learner is who consents the linking and production of the new concept (Ausubel, 1963, p, 19). Consequently, students have the power to decide what is pertinent and useful in their learning process and based on that, they will be working and focusing on the tasks to understand and achieve their goals. For example, when students do not feel encourage or interested on any topic or they think that it will not help them in their learning process, they do not participate or work in the activities, they just will learn but they will not apply in a different situation. As a result, they will not make the connection with their previous knowledge which will break a meaningful learning.

Kinds of meaningful learning

Ausubel (1968) believes that there are three kinds of meaningful learning: learning representations, concepts and propositions (p. 43). Firstly, in learning representations, the individual attributes meaning to symbols (verbal or written) by associating them with their referent goals. In other words, representational learning occurs when the individual understands the meaning of the words. For example, during the learning process of a different language, representational learning occurs when the student is able to recognize the word with its meaning.

Secondly, learning concepts is also learning representations, with the fundamental difference that is no longer the simple association symbol - object, but symbol – common attributes. That is, in this type of learning, the subject abstracts those attributes common to

the object, from the reality; this makes them belong to a certain class. In addition, Ausubel defines "concepts" as "objects, events, situations or properties" that have common attributes and criteria that are designed in any given culture by some accepted symbol or sign (p. 20). For example, the sign of not parking, it is something worldwide that has the same meaning and people do not need that the sign has a level with the meaning to understand what it means. Also, concepts are ideas into sentences which each single word has a meaning and allow people to understand the complete meaning; sometimes those concepts belong to specific cultures which create a specific kind of language between the members.

Finally, learning propositions is not assimilating the meaning of terms or symbols isolated, but learning ideas that result from a logical combination of terms in a sentence (Ausubel, 1963, p, 21). However, the propositions may not take the place of learning, unless the concepts that are included in it have not been previously learned, hence the learning of representations and concepts is learning basically propositions. In other words, propositional learning concerns about the process when the individual is able to understand one sentence in terms of structure, meaning and sense of it. Because of that, representational and conceptual learning are requirements for propositional learning.

Importantly, in these three learning processes there is a principle, which is the assimilation, this refers to the interaction between the new material to be learned and the existing cognitive structure, that causes a reorganization of the old and new meanings to form a differentiated cognitive structure, this interaction of new information, with relevant ideas the cognitive structure are conducive to assimilation.

According to Novak (2010), “the learner chooses to integrate in some substantive way new concepts and propositions with existing relevant ideas in her/his cognitive structure” (p. 22). As Ausubel (1963) calls the latter process subsumption, since the new knowledge is subsumed into existing concept and propositional meanings, creating in other words a puzzle with blocks, where the previous knowledge is the basis for the development of the new concepts.

Taking into account what the author states, in this study second graders would develop concept learning in order that students have a previous conceptual system and they associate these words to their mother tongue, this allow students to have a previous relation of the topics viewed, which mean that they would start from the connection of ideas or concepts, and they could appropriate new concepts and produce a new and reinforce concept, which modify the students’ Spanish level, that means that during their foreign language acquisition, they learned vocabulary but also need to connect and contextualize that vocabulary learned.

Phases of Meaningful Learning

Developing Meaningful learning has been presented as the result of a series of some phases in the students’ learning process. Several studies have shown that a learner passes through a series of phases and during these phases the learning process and the variables influence knowledge to change in a systematic way (Shuell, 1990).

According to Shuell (1990), there are three phases: an initial, an intermediate and a final phase. The initial phase is the first contact with the new information, “the individual encounters a large array of facts and pieces of information that are more-or-less isolated conceptually” (p. 541). For example, during the presentation there are some ideas and

concepts that are not connected yet, but those ideas will be developed during the lesson and by the end of the lesson the students will be able to understand and apply them.

In the intermediate phase the learner starts to make the connections and relations between the isolated pieces of information, in order to connect the previous knowledge and the new concepts. In this phase, students need to practice or apply the knowledge to acquire and consolidate the learning process. “Learners extend their knowledge by applying it to new situations and by learning by doing” (p. 542).

In the final phase, learners have formed the knowledge structure, now it is time to show what has been learned in a meaningful way and the product of this. “The emphasis in this phase is on performance rather than learning, because any change in performance is most likely the result of different task requirements rather than changes in one's cognitive structure or potential for performing in a particular manner.” (p. 543).

Meaningful learning is a process which must be developed through different pedagogical strategies that can support and assess it. In the case of this study, the songs, the pedagogical tool to use, help in order to follow the students' process and reinforce the vocabulary learned, providing a creative and active activity for constructing, testing, comparing, and evaluating the learning processes.

While, Ausubel (1963) in his theory presented a meaningful learning model which consists of three phases, presentation of an adviser, presentation of learning task or material, and strengthening the cognitive organization.

The first phase focuses on clarify the aim of the lesson, presentation of the lesson, in other words the objectives and everything what will be developed during the lesson, and finally and the most important aspect of this phase is to relate and organize the students' previous knowledge with the new ideas that are coming.

The second phase consists on make the organization of the new material explicitly. Therefore, it is the space to present material in order to find similarities and differences by using examples, engaging students in meaningful learning through specific activities. However, in this phase the most powerful stage focuses on the application and students' acquisition of the new concepts.

Finally, the third phase involves relating new information to advance organizer and promoting active reception learning. Additionally, the assessment is conducted in this phase which allow instructor or teacher to visualize how much the students can manage and use the new information.

Even though Ausubel and Shuell's model have some similarities, concerning with this study, this research would develop and would be directed with Ausubel's meaningful leaning model because it is more specific and clear during the phases, taking into account the context and the objectives of the study this model would help to conduct the pedagogical implementation, where the three phases would be used and applied for the intervention with the students.

Therefore, this study would develop the initial phase which focuses on the presentation and organization of the previous knowledge. During the second phase, this study would be focused on the presentation of the lesson and development of the different activities that allow students to acquire meaningfully the new concepts. Finally, the phase of strengthening of the cognitive organization concerns about the assessment and the students' production that reflects the learning process that they have developed.

Characteristics of Meaningful learning

Meaningful learning is a complete process which concerns not only to develop a series of phases but also, it concerns about the attitude, participation and characteristics that students take in front of the activities and the new information that they acquire. Di Vesta (1961) points out that students' behavior and performance during a lesson might be controlled and manipulated by instructions given by teacher (p. 511). The author stated that the teacher manages, encourages and influences the development of students' activities. Di Vesta stated "Enhance students' performance through strengthening the learning process by providing response- directed cues or through increasing the general drive level of the recipient by nonspecific directions to "work harder " or to "work faster" " (p. 512). Therefore, the motivation plays a fundamental role during meaningful learning which let teachers to catch students' attention as well the development and participation in the lessons.

In a different context, Jonassen and Strobel (2004), argue that meaningful learning is characterized when learners are active, constructive, intentional, cooperative and working on authentic tasks. Concerning with the author, those aspects would be focused on the application of the songs as a pedagogical tool, that developing active participation, recognition of vocabulary and acquisition of new concepts applied in different contexts, would allow students to create individual cognitive structure.

The first characteristic is when humans interact with their environment, they can share their ideas, opinions with others, "learners develop skills and knowledge that they then share with other members of those communities with whom they learned and practice those skills" (Jonassen et al, 2004, p. 2). During the socialization process, students are able

to collaborate and help each other which grant them to acquire new information and experiences. Concerning with this study, students will have the opportunity to work in partners and support individuals' learning process.

The next characteristic in meaningful learning is constructive. That concerns about the individuals' daily learning process where people learn and construct their ideas and practices based on that. "Learners are continuously constructing their interpretations of their actions and the results of those actions" (Jonassen and Strobel, 2004, p. 2). Nowadays students interpret and acquire ideas and new concepts through their experiences, and are encouraged to learn new things from their participation.

One of the purposes of this study is to show real situations through songs and activities proposed which are useful for the reinforcement the topic, "teacher needs to teach knowledge and skills in real life, useful contexts and provide new and different contexts for learners to practice using those ideas" (p, 2). For this reason, during the pedagogical implementation, the topics and the activities are connected with the life of the students, where the intervention would use characters, topics and activities that were based on the students' interests that would catch and help them in their learning process.

Thirdly, Jonassen and Strobel (2004) stated that " in meaningful learning, learners have to take into account relation and collaboration, in order to exchange ideas, knowledge and experiences, where they can consolidate a perspective and a concept through the interaction of different points of view" (p. 3). Basically, during the learning process students should interact with external people to share and connect different ideas, allowing the students to clarify doubts and increase their knowledge. For example, activities which consent students to give their ideas, points of view are useful in order to enrich the lesson and students' experiences.

Additionally, the relation and collaboration allow students to share and know different perspectives, which grant building a cognitive structure as the Ausubel' model showed that all the blocks are connected to build a structure. According to the authors, "collaboration usually requires conversation among participants" (p. 3), where work and negotiate different points of view and each of them takes and creates proper conclusions.

Meaningful learning using theme based approach

Diana Mumford (2000) stated that theme based is an approach conducted by teacher with the connection of different skills and content where the integration of the curriculum plays an important role around a topic which let students to build knowledge, attitudes and skills from a meaningful learning process. In other words, in theme based approach the connection between the topics and the objectives have the most important fact, so that by the end of the lesson students would be able to connect their ideas and increase their knowledge, because the topics were connected and consent them to gain the objectives of the entire class.

Furthermore, the author points out "This method of teaching links curriculum strands and capitalizes on children's interests, creating a sense of purpose and community in the classroom. Inquiry and communication are activated by a desire to know more, resulting in enthusiastic participation in the learning process" (para. 1). Thus, students would be encouraged and participate in the different activities which help them to understand and acquire the new information through their experiences.

In theme based teaching there are many different activities which are linked together by their content. The theme or topic runs through everything that happens in the classroom

and acts as a connecting thread for pupils and teacher. (Cameron.L, 2001). This approach needs to be planned based on the children' needs or interests and this avoids children spend too long on cognitively less demanding activities, such as drawing pictures or crafting,

Theme based teaching builds on students' interests and life experiences, allow students to develop skills and knowledge in meaningful ways, improving communication skills, which are activated by a desire to know more, resulting in enthusiastic participation in the learning process, thinking about language outcomes suitable for each level and an enriched language environment giving learners sufficient exposure (Mumford, D, 2000).

Songs as a pedagogical tool

Actually, songs can be used for multiple purposes and there are many reasons why songs can be considered a valuable pedagogical tool. One of them is Murphey 's opinion(1992). He argues that songs can help young learners improve their listening skills and pronunciation; therefore, songs assist them to improve their speaking skills. As a result, learners will be able to use the foreign language learnt with confidence and properly, developing the communicative skills with powerful basis which allow them to use and apply what they learnt in a different situation and for a long term.

In addition, Yuliana (2003) points out that one of the advantages of using songs as a pedagogical tool is that through songs children can enhance their languages skills such as listening, speaking and writing. These three skills are put in order, since the first skills that the children learn is listening to the songs, and after that pupils learn to speak or sing the songs, finally they learn to write the lyrics of the songs. "The activity does not have only the objective to be fun with the children, also it concerns about the students' skill

development” (p. 63). However, when children are exposed to songs, they have a good time and they develop different skills, also they enjoy and at the same time they enjoy their learning process.

In addition, through active activities children strength concepts, they are able to develop pronunciation and listening skills, and some really important aspects, they develop communicative skills in order to express their ideas, all this happens because they are in the following process: “the very first child’s utterances are sounds like humming, spluttering, muttering, whooping, which resembles more the sound of singing than talking, which might mean that singing was more natural than talking” Murphey(1992, p. 7). In other words, they sing more naturally than they speak. Also, they enjoy and feel comfortable when they sing because they can have a break time; they can move and shake it out for a moment.

Taking into account the benefits of using songs in EFL classroom, Millington (2011) stated that “Perhaps the greatest benefit of using songs in the classroom is they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation” (p. 134). In other words, songs are used with multiple purposes in the classroom, one of them is to encourage students to learn in a different way. Another one is that songs are seen funny for children, so they can have a great time at the same time that they learn. Consequently, songs motivate students, have a good time and make the learning process productive and funny.

Therefore, this aspect develops an unlimited importance in order to create a pleasure to study through different and creative pedagogical tools. Moreover there is one more

advantage of introducing songs in the classroom. According to Papa and Iantorn (1979) “singing is certainly one of the activities which produces the greatest interest and is a pleasant and encouraging approach to the culture of foreign people” (p. 8). Songs has been used more often as a pedagogical tool regardless of the age, people enjoy and use songs as a tool for practicing at the moment they are learning a foreign language.

In our context, students were exposed to music in many places which encourage them and create an enjoyable space, Murphey (1992) points out “in our time, it is hard to escape music and songs as it occupies ever more of the world around us: in operating theatres, restaurants, cafés, etc. It would seem that the only place music and song is slow to catch on is in schools” (p. 4). Eventually, we are exposed to music all the time which encourage people to learn and practice at the same time that they have good time. For example, when people listen to a song and they like it, it makes that people want to know what the song is about and try to sing it, that allows to learn and practice all the time.

Taking this and relating to the study, it is relevant that songs were going to be used as a pedagogical tool with learning purposes that grant students to reinforce the topic studied, connect ideas or concepts in a different way, exposed to use the vocabulary learned and interact through the songs into the classroom. During the development of this study, songs played an important role in order to encourage the children, reinforce the vocabulary learnt and understand it in a different context compared to the presentation of the topic.

Therefore, using songs as a pedagogical tool with young learners, can be used for a number of purposes, in the context of this study, it was focused on the acquisition of

vocabulary, developing oral and listening skills, also songs can be used for grammar structure, writing and communication purposes; “Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture” (Murphey, 1992, p. 136).

Regarding with this project, as there are many purposes of the use of the songs mentioned above, also songs were going to use to reinforce the topic studied and as one opportunity to use the vocabulary learned, which allow practicing and connecting their knowledge at the moment to sing the songs.

Some of the students can become bored in the sense that students have to repeatedly listen to understand the meaning of one word or a sentence. Sometimes students are exposed to monotonous activities which make them to lose the interest and lie to acquire a foreign language, in contrast Purcell (1992) suggested that “listening to a song over and over again can seem less monotonous because of the rhythm and melody allow people to feel more comfortable and relax” (p. 192). Some songs contain some expressions and vocabulary, which are easily to understand and use with children, those songs are powerful and have a great influence on the learning process that make that students feel motivated and enjoy what they are learning.

One of the most important benefits and aspects, when using songs into the FL classroom, is the memory power involved, Murphey believes that music has the power to engrave itself into our brains, stating that “songs work on our short- and long-term memory” (1992, p 3). Consequently, learners have the opportunity to learn the vocabulary and use it in different contexts with the difference that they will be able to remember the vocabulary for a long time because they understood , learnt and contextualized it, that help them to do not forget easily.

Additionally, Murphey mentioned one of the advantages of using songs in the young learner classroom is that they are enjoyable; “songs can help increase student interest and motivate them to learn the target language” (p. 136), which let students to participate and create a relaxed and informal atmosphere that makes the learning process a natural and nice process.

The main practice with a song, is pronunciation, with the model of the songs, students feel comfortable to speak and repeat the song; “songs also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English” (Richards, 1969). The song provides some patterns of pronunciation, which allow students to acquire and practice the sound and the stress of one word.

Songs give the opportunity to acquire and understand the context, which in teaching practices are used to reinforce one topic,” the songs are usually based on a theme or topic that can provide the context for vocabulary learning” (Murphey, p 135). One of the tasks of teacher is to select the song carefully to complement the target vocabulary, which allows students to improve their lexicon.

Vocabulary skills development

Generally vocabulary is viewed as “the number of words that an individual understands and use” Pikulski, J, and Templeton, S (2004, p.1). In other words, vocabulary concerns the words that someone knows, understands and uses in his or her daily life.

According to Pikulski and Templeton (2004) the major way in which we use vocabulary is when we speak and write. The term **expressive vocabulary** is used to refer to both since these are the vocabularies we use to express ourselves. The vocabulary when we

listen to a speech and when we read. The **term receptive vocabulary** is used to refer to listening and reading vocabularies. Finally, to round the terminology, **meaning or oral vocabulary** refers to the combination of listening and speaking vocabularies. Finally **literate vocabulary** refers to the combination of our reading and writing vocabularies.

Based on the authors' classification of vocabulary, learners develop meaning vocabulary in order to understand just what they listen that help them to start to speak, "for the first five years or so of their lives, children are involved in the process of acquiring a meaning/oral vocabulary" In other words that they understand when they hear them and use them in their speech. During this period, children have essentially no literate vocabularies. Most children acquire reading and writing skills upon entering school. (p, 45)

One of some strategies to teach or develop vocabulary, according to Pikulski and Templeton (2004) is providing direct instruction in the meanings of clusters of words and individual words, and teaching, modeling, and encouraging the application of a word-learning strategy and create a keen awareness of and a deep interest in language and words (p, 57). In other words, during the learning process of a second or foreign language it is really important to encourage students to understand and apply the new vocabulary learnt. Once the learners have practiced, listened, and understood meaningfully, they will be able to use their knowledge in different contexts.

In addition, pronunciation and listening skills are viewed "as an active and interactive process" Meskill (1996) stated that vocabulary skills development is a demanding and participative process that learners have to handle with the teacher's support. For example, students' motivation to speak, the process begin with the deal between what

they have heard and what they want to express, so learners want to acquire and use new words for communicating with people. This connection allows children to develop skills to acquire vocabulary and use it according to the communicative need.

In terms of kindergarteners, they may develop cognitive and sociocognitive processes around some activities that encourage students to participate and acquire knowledge, and express ideas in a harmonic and dynamic environment, all this is done through songs, that shows different perspectives and situations, which help children to use that knowledge and view a piece of culture in an implicit way.

“Most children’s songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition” Millington (2011, p. 136). Therefore, repetition process develops and increases the vocabulary and pronunciation as the brain systematizes the information and creates a defined concept. In terms of vocabulary skills, in the case of kindergarteners’ pronunciation, they need to apply this practice from an accurate model, which is presented in the songs, which creates a support and confidence to speakers for acquiring natural and fluency a foreign language (p, 21).

According to Pikulski and Templeton (2004), the vocabulary knowledge grows in four ways. First, by elaborating conceptual knowledge underlying a known word. For example, a student learns that the word *dog* can refer not only to an animal, but also as a domestic animal. Second, relating new words to existing concepts, a new word, for example automobile is related to the familiar car. Third, relating new concepts to existing words, to illustrate this, take the example of a student who knows that an airplane means a mean of transportation learns the word pilot means that also refers to the driver, being it easier. Finally, learning new words and new concepts. This involves helping students

develop a concept for the process of condensation and help them learn and remember the corresponding new word.

In relation to vocabulary skills development, Rosen Kerri (2004) shows in his book “kindergarten – vocabulary development”, one organization of six sections: the first is learning letter sounds, focusing on identifying sounds. Second, word categories, where the nouns can be categorized in some specific framework, for example family, animals, sports etc. Third, describing words, where students start to connect the vocabulary learned to produce some specific kind of speech. Fourth, words relationships, so students are able to connect the words with pictures. Fifth, word strategies, learners can identify unfamiliar words through the context; and sixth, using vocabulary, when students start to produce an increase their English level through communicative experiences. (p, 3)

On the same issue, Ellis (1994) distinguishes two possibilities in relation to the processing of the new vocabulary: the implicit and explicit vocabulary learning. On one hand, he states that implicit vocabulary is about the result of abstraction from repeated exposures in a range of activated contexts; and on other hand, explicit vocabulary learned is presented in a direct way, so students notice what they have to acquire.

Regarding to this study, students would be exposed to implicit vocabulary, and learn it through songs as a pedagogical tool, which showed and presented different kinds of situations, that contain grammar and vocabulary structures which are used to reinforce the topic of the class and contextualize it. It is done through students’ repetition and association of words.

In a different context, Thornbury (2002) stated that in children's language learning process there are three relevant steps that they go through. First, is the **labelling acquisition**, where, students know a word but it is not contextualized, for example the word dog, at the moment of students know this concept, they recognize and pronounce that, but not all four-legged friend are dogs so, students need to know other concepts different from dogs, that all them to acquire a vocabulary but not only labeling but **categorizing** skills, which is the second step for vocabulary acquisition.

Finally, when children realize that common words, like banana and dog can be replaced by terms like fruit and animal and that animal can be organized in other lower order words such as horse, rabbit and bird. This involves a process of **network building**, "which serves to link all the labels and packages, and lays groundwork for a process that continues for as long as we are exposed to new words (and new meanings for old words) that is, for the rest of our lives" (Thornbury, 2002 p, 18)

According to Thornbury (2002), this process regarding to this study, could be shown in order to present one topic and teach the new vocabulary just for labelling process, then for connecting and contextualize those words, it will present in one song, that around the topic and categorize the vocabulary learned, but also with the song, it will involve an amount of extra vocabulary, that help to students to understand the topic in another context.

LITERATURE REVIEW

This chapter presents the previous studies related to this research project. The discussion below provides a review of some studies related to the main constructs, which are: meaningful learning, vocabulary skills development and songs as a pedagogical tool. In general, the theory shows specific conceptualization in order to clarify and connect them with the research study and data collection process.

Taking into account the problem detected at school, the age and the learning process which students are developing, these allow to decide the constructs, considering meaningful learning as the relation between the previous and the new knowledge, vocabulary skills development concerned about the manage and the use which students can give to the vocabulary learned, and songs as the strategy to involve students, increase interest and motivation for the Spanish class.

Meaningful learning

In the context of this research, there are some studies that were developed and got results in some of the fields that this study has taken. This was taken into account to contribute and clarify some ideas, which help to conduct and follow the study to improve the language learning process.

The first study that will be described and analyzed is the one carried out by Turner, D. (1999), called “Developing meaningful learning with grade four students: Using PEEL procedures to improve my teaching practice”, the aim was to seek out and implement specific teaching procedures that will help students develop good learning behaviors during

lessons and that will help them make conscious connections between new learning and their existing knowledge.

One of the results that was identified in the study, is that meaningful change can occur and endure only when it develops within the classroom situation of individual teachers. Each teacher recognizes specific and unique problems in the classroom, arising from the changing needs of students or curriculum. The identification of a need as a result of the teacher's reflection on his or her experiences with students in the classroom is the beginning of the learning cycle, identified in both reflective practice and action research models.

This study suggests that (a) teachers can incorporate new procedures into their practice if these changes are perceived to address teachers' specific concerns about observe student learning behaviors and (b) students can develop meaningful learning if teachers integrate procedures into their practice that encourage students to develop good learning behaviors.

Regarding with this study, the age of the students allow to use an interactive, dynamic and useful pedagogical tool, as the songs, to encourage students to develop a meaningful learning, where students appropriate the knowledge and apply in different contexts.

Another study done by Muhammad, S.(2013) "Meaningful Learning and Rote Learning in Physics: A comparative Study in city Jhelum (Pakistan)" which is an empirical study and its first aim was to compare the students achievement in science class of a secondary class taught through meaningful learning and the rote learning approach.

One of the results of this study was the powerful influence on the students when science was teaching through the meaningful learning approach, compare with rote

learning, the students were able to manage and acquire easily new knowledge in order to answer the tests that the researcher developed. The results indicated that the mean concern for Ausubel's theory was significantly greater than the mean concern for the rote learning. During the test done the students who were taught through meaningful learning performed better than those who were taught through the rote learning, allowing students to understand, achieve the goals, and apply the new knowledge in different situations which they were exposed to.

This study concluded that when students do not construct their own understandings, their ideas are not linked together with means that it would be forgotten easily and quickly because there are a few linked ideas what makes students unable to recall after a period of time. Therefore, meaningful learning approach allows students to apply their knowledge in the way that they recognize new ideas or concepts, link with their previous knowledge and produce new knowledge which could be remembered easily later in a period of time.

Regarding with this study, one of the objectives is to foster meaningful learning by the use of songs as a pedagogical tool in second graders SFL classroom at River View Public School which means that the study would be focused on the importance of pre-learning, the linking of new ideas to previous knowledge and the production that students will be able to make after the learning process.

Songs as a pedagogical tool

In the field of songs as a pedagogical tool, one of the studies developed is about the effectiveness of using songs in teaching English language to primary school students (English Songs as Means of Aiding Students' Proficiency Development by Setia, Rahim, Nair, Mohd Adam, Husin, Sabapathy, Mohamad, Mat So'od, Md Yusoff, Razlan, Abd

Jalil, Kassim, Seman, Norhafiza Abu 2012). This research was focused on how songs can contribute to the development of students' language proficiency. The research was designed to find out whether using songs can be an effective way in creating positive attitude and motivation in language learners.

Some of the results of this study showed, students were interested in knowing the authentic meaning of the songs, studying and developing the class, acquiring the vocabulary and using it in another context. Therefore, based on the analysis done, it could be concluded that using songs to teach English make students enjoy learning English compared to traditional text book methods.

According to the students, songs help them remember new words better and it lasts longer in their memory box. Then, a conclusion was that the students' vocabulary is expanded when they learn new words via songs.

Regarding with the research, this study contributes to clarify some ideas about the application of songs and the benefits that they could have in EFL classroom, this study shows how songs help students' language proficiency to improve and realize that the use of song not only assistance the understanding, it also stimulates and increases the students' interest to learn, enjoy and engage in the learning process. Furthermore, it accelerates students' confidence, learning ability and skill when activities are highly motivated and memorable.

Other study developed in this field is about the role of music in young learners' oral production in English (Perez , D, 2010), basically, the author describes how young learners view music as a playful tool that improves their oral performance and how the activities help to reinforce the language topics studied in other English classes.

Some of the results obtained in this study are that activities with songs were used to encourage the speaking part in the music class. In most of the classes, the teacher prepared a different song for practicing the listening and the speaking skills. With this kind of activities, children could, first, have a good time by relaxing with music and, second, learn some unknown words useful for them to understand the meaning of the lyrics. Finally, after doing the exercise, the teacher tried to make them talk about the song, who could obtain positive results.

One of the contributions of this study is that through songs children not only learn the general aspects of the language but also find the opportunity to learn in other contexts, that is one of the objectives of this project, encourage the students to acquire vocabulary through a pedagogical tool, which allow them to develop meaningful learning, and be able to use their knowledge.

Overall, the studies presented concerning to songs as a pedagogical tool concluded that songs have powerful implications on the individual's learning, they point out some benefits of the use of songs in the classroom based on the context and their objects, however they basically share their findings. First, they stated that songs allow students to increase their motivation and work on authentic activities that help them in their learning process. Second, the vocabulary acquisition became easily and enjoyable compared to traditional methods. Finally, the development of different skills like vocabulary, speaking, listening and pronunciation are notable through the use of songs in the classroom. Clearly, the studies presented have showed basis and specific findings during the researches done about the use of songs as a pedagogical tool which would be take into account and would be helpful during the development of this research.

Vocabulary skills development

Concerning with vocabulary skills development one of the studies found is “Development of Receptive Vocabulary Skills Through Exposure to Music” (Bygrave, P, 1996). This study focused on the development of receptive vocabulary skills of students through a program of music activities.

Taking into account that she applied a prior and at the end of the intervention a test that allowed her to find a significant effect on the receptive vocabulary of students who participated in the music program, some of the results of this study were that their vocabulary abilities grew in terms of pronunciation and long memory. Based on her findings a specific period of time is required to students to show the receptive vocabulary acquired during the lessons.

Regarding with this study, one of the contributions of this is study is that it was focused on the development of vocabulary skills so it gives some guidelines from its implementation and shows the method that students had during their language learning process, presenting that they acquired, recognized and learnt the vocabulary. Another contribution is the point that this study used music as a pedagogical tool to develop vocabulary skills that is common with this project; basically the study proves that music provides structure, rhythms and patterns that allow students to be focused on their task and the learning process become easily and fun.

The findings of this study suggest that music may have an effect in the learning process because of the language development such as receptive vocabulary skills, especially for students with reading problems. The musical activities were seen to provide a

variety of listening experiences and contact with the vocabulary, visualizing its meaning which help student to improve their vocabulary and pronunciation skills.

Another study about vocabulary skills development is “The Effect of Singing Paired with Signing on Receptive Vocabulary Skills of Elementary ESL Students” (Schunk, H, 1999). Mostly, the purpose of this study was to determine the effect of singing paired on receptive vocabulary skills of elementary ESL students. This study made a comparison between two groups, students who were exposed to sing paired with who were exposed to spoken text only.

Therefore, results from this study indicate that in both cases students developed their vocabulary skills. However, this study determined that students who were exposed to singing paired gained and improved significantly greater their vocabulary skills than students who just were exposed to text. This research demonstrated that children who engaged actively in singing or speaking paired acquired and developed their vocabulary skills so they understood learnt and use the vocabulary.

These findings suggest that the benefits of integrating songs into second language rehearsal to improve visual cues and to engage students in meaningful physical participation. The participation and motivation of the students allow them to be involved into the activities and learn easily the vocabulary, indicating they have advantages using and applying the target language.

Concerning with this study, the most important contribution is the point that they showed the comparison between the use of two different learning strategies that let the study to conclude that when students are engaged, and involved in the activities proposed,

they understood, acquired and developed their vocabulary skills easily compared with another strategies. This study gives some procedures that were used during the pedagogical implementation in order to increase students' vocabulary skills.

Generally, the studies presented concerning to vocabulary skills development determined that students increased their vocabulary skills through the use of music programs and singing paired. Their points that support their conclusions are that students were encouraged and participated in the activities proposed by the teacher that allowed them to use and apply the new vocabulary in their classroom. In addition, the studies showed that when students developed their vocabulary skills and they were able to recall it and use it for a long period of time.

CHAPTER 3

INSTRUCTIONAL DESIGN

3.1 Context

3.1.1 Institution

This study was carried out at **River View Public School**, a public school located in Sault Sainte Marie, Canada, with approximately 500 students, from kindergarten to eighth grade. In all the grades (K-8), the homeroom teacher of each group is in charge of teaching all the subjects: language, Sciences, Math, Social Studies, Ethics, which students take only one hour a week. Its Educational Project is directed by the Algoma District School Board and it concerns about all the schools located in the province of Ontario, Canada. The educational project is “Reaching to the Future” It suggests the adoption and application of the humanistic approach to learning, as a means of encouraging students to develop and improve different abilities and skills in all their dimensions which help them to transform their future (Staff handbook, 2013).

The national syllabus done by Algoma District School Board (2013) and the language’s curriculum, show that students will be able to develop a specific communicative skill which allow them to interact with the community based on their needs; in this school French is teaching as a second language and there is one teacher who has to develop specific skills given by the national syllabus. The teacher is free to execute the lesson; he just has to follow the objectives that the school expects that the students get. Therefore, those institutional documents show a common core of essential process learning; which is

focuses on what students must practice when they are learning, developing communicative skills that allow them to interact in various contexts, supported on learning process with communication and values.

In Second grade students learn how to read and write, which most of their time they are focused on their skills, also they learn science, Maths, arts, French and sports. There is one homeroom teacher who is in charge of teaching all the subjects, having the freedom to apply different strategies and methodologies. All the topics are related each other and they are conducted to the students' production. In other words, during the students' learning process there is an important aspect which is the production and reproduction of the students, giving space to them to express themselves and write their thoughts. The school year is divided in two periods, and each of them is divided in three aspects, which are knowledge, abilities and attitudes, which clarify the goals at the end of each period that students will be able to do (River View Public School's calendar 2014).

3.1.2 Participants

The students were part of a second grade group, consisting of 22 students, 12 boys and 10 girls, whose ages range from six, seven and eight. They belong to medium social class and they are located in River View Public School because most of them live in the area where the school is located. The students are English native speakers and have just one language class that is French as a second language; this process is from first to eighth grade, with the intensity of two hours each week; those lessons were developed by the teacher, who is a French Native Speaker. They have not had any Spanish class or any contact with this language.

3.1.3 Classroom

This school has established two hours for French class per week, which is dedicated to the development of the different skills, listening, speaking, writing and reading. The course plan is according to the standards published by the Education Ministry in Canada for French as a second language class. The school has diversity of materials for the development of activities in the French class which allow teacher to develop any kind of activity. However, this is the only language class, In the Standards there is not any Spanish class for the students.

3.2 Curriculum platform

There are a variety of perspectives on the nature of the language, learning and classroom. The visions of language are language as a linguistic system, from a functional perspective, as a self- expression, and as culture and ideology. Some of the visions of learning are learning as an experiential, analytical and habitat formation Tudor (2001). On the other hand, there are four visions of classroom, as a controlled learning environment, communicative classroom, as a school of autonomy and as a socialization. After reviewing the study's objectives I have chosen the perspectives or visions which help to conduct the pedagogical intervention.

In this chapter, the visions of language, learning and classroom, will be described in order to support and justify the research's instructional design. Additionally, the teaching approach which was used to conduct the pedagogical implementation, the learning

objectives, and the description of the activities that were applied and used in the classroom's intervention will be described.

3.2.1 Vision of language

The vision of language adopted in this instructional design was *the functional perspective: language as doing things*. Tudor (2001) stated that “the base of the functional approach is that students are learning a language in order to be in a position to do something with this language”. (p. 57). According to this, the pedagogical intervention which I proposed, allowed my students to learn and acquire the language and used it when they needed it. In other words, the student learns the target language in order to be able to do things with it. For instance, the students would be able to use the language in oral productions and communicative tasks. Therefore, each assessment lesson had an oral production which consisted in some mini- conversations using the vocabulary learnt.

In addition, this vision takes as a main goal the different uses which students have to make of the language. Indeed, one of the main considerations taken with this kind of vision of language “ is not just what language is in theoretical terms, but also of what it means to students at a given point in time”(p.62). This means that into the pedagogical intervention, language as a system was the basis for the language acquisition, but also students were exposed to production activities, that allowed them to use the target language. In other words: “language is a system, which is a prerequisite for any meaningful form of communication” (p. 50).

The vision of language as doing things can be evidenced in the activities and workshops presented below. The activities were planned based on my students' needs, interests and standards. I chose the topics based on the standards and decided some of the

activities, where they could use the vocabulary learned, and taking into account the contextualization. With the activities proposed, my students had the opportunity to use the language to express feelings, describe objects, physical appearance, weather, colors and shapes. In other words, the songs and the oral productions reflected how students were using the target language.

3.2.2 Vision of learning

According to the previous vision, in this platform language, learning has communicative purposes; therefore learning is conceived *as habitat formation; developing automaticity*. The main goal of the habitat formation learning is that learners learn and know about the language but also students have the ability to use the language fluently for communicative purposes, which is called “declarative and procedural knowledge” (Tudor, 2001. p. 91).

Therefore, the kind of activities proposed in the pedagogical implementation, were developed, to foster meaningful learning and the improvement of students’ vocabulary with the aim the students acquired the habit of using the knowledge and new information in their real life and some situations outside the classroom. Additionally, the activities planned were based on students’ needs and interests that encouraged them to use the language learned in a variety of activities, taking into account that through songs, they could use the vocabulary a context different to the presentation or the previous knowledge building. Also, the students could develop oral skills based on the production activities proposed. With each experience in the classroom, they used the language with a communicative purpose, such as conversations, questions and answers, descriptions, and were given the space to produce using their knowledge and vocabulary skills.

3.2.3 Vision of classroom

Taking into account the vision of language as doing things and the vision of learning as habitat formation, the classroom has to be the place where the students can communicate and use the language for interacting with their partners.

Based on Tudor's (2001) statements, the classroom as "a place of communication" involves two aspects, first the classroom and the real world and second the communicatively- based learning" (p. 93).

With theme based approach the purpose was to foster the development of vocabulary skills, giving languages' basis to my students, so that they could use it in a different moment or situation outside the classroom when it was required. The communicative activities proposed, such as oral productions, conversations, descriptions, helped my students become confident when facing the songs as a way to express and relate the knowledge they acquired in the English class.

3.4 Participant's Roles

3.4.1 Students' role

The roles of the students became the main role of the research project because the class is center on students and the activities as well. They were exposed to some activities and they followed what the service teacher presented. Additionally, during the implementation of the research project, the students completed activities, spoke in some oral productions or mini conversations, sang the songs, developed workshops, participated in games and choreographies, and some crafting activities.

3.4.2 Teacher's role

The role of the teacher became a facilitator and tutor, who conducted the activities, introduced the songs, gave examples and the chance and opportunity to could practice and be involved into the theme.

3.5 Pedagogical intervention

This section concerns about the activities that were applied with the students and their equivalent learning objectives, those activities were relevant for the data collection process, because they provided the necessary data for the project.

This initial phase was viewed in the pedagogical implementation as the presentation and building of the previous knowledge, where the teacher showed the topic and developed a series of activities for students to recognize and start to learn the topic. In addition, the stage of the song's implementation was reflected in the pedagogical implementation where the teacher presented the song and made the process which helped students understand and get the song, so that students could apply and extend their target language. This phase is represented in the pedagogical implementation as the assessment stage, where students had to produce and put in to practice the vocabulary and the knowledge acquired.

3.5.1 General Objective

- By the end of this pedagogical intervention, students will be able to recognize and use the vocabulary learned in Spanish and use itn in a different context.

3.5.2 Specific Objectives

- Students will be able to recognize and sing the songs presented in the classes.

- Students will be able to describe, ask and answer basic questions with the vocabulary learnt.
- Students will be able to pronounce the vocabulary learned, in an accurate way.

3.6 Schedule

In this study, the pedagogical implementation was developed during ten classes, divided in five topics. Considering the progress and sequence, each of the topics was conducted through two sessions. The first one is for the presentation, building of the previous knowledge and the song's implementation; and the second, is for the assessment and data collection about the results found in the implementation. During the next session, the first part was for a review, which at the same time could help to analyse if the topic was learned in a meaningful way.

CHAPTER 4

RESEARCH DESIGN

4.1 Type of study

This research project was a qualitative and action research study. Regarding to qualitative study, this project was focused on the individual's learning process of the Spanish as a foreign language, fostering meaningful learning, centering attention on vocabulary skills development through songs as pedagogical tool. This research approach was an appropriate choice for this study, since it field a deeper understanding of the procedure and complexities of the learning process. In the same order, to establish relevant variables which were the guidelines for the analysis of the data collected. Additionally, the qualitative approach allows the participants to describe the meaning of their own lives' experiences (Marshall and Rossman 2011).

On the other hand, according to Lodico, Spaulding & Voegtle (2006) action research "is designed to enhance and improve current practice within a specific classroom, school, or district", the aim of this approach is to contribute as much to the participants as to the researcher, in order to find a solution that concerns from the problematic situation. In addition, the goals of the research project were conducted and developed with collaboration within the participants and researcher and mutually acceptance of the ideas and purposes that would be apply with general benefits.

In addition, there are two types of action research, critical action and practical action research, regarding with the objectives of this research project, practical action research.

Peters (2004) cited in Practical Action Research (Schmuck, 2009) stated Action research is depicted as a means of engaging practitioners in rigorous cycles of planning, observation, action, and reflection which can lead to change in understandings and practice (p. 536). In other words, from the point of the problem found, all the different strategies applied to find the solution or modify in good terms the quality of the learning process, were created and developed for the practitioner.

Mills (2011) described that practical action research is conducted in classroom or school settings and provides practitioners the opportunity to identify and solve their own educational problems. Therefore, practical action research is seen in this project in the way that the teacher was involved in the development and implementation of the project. Also, the author stated four basic steps in the process of conducting practical action research. First, identifying an area of focus. Second, collecting data. Third, analyzing and interpreting the data. Fourth, developing a plan of action (p, 5).

4.2 Data collection

The instruments used to collect the data were: think aloud, video recording and transcripts, and worksheets. Each of the instruments allowed me to analyze and answer the research questions.

4.2.1 Think aloud

This instrument according to Ericsson and Simon (1993) “involves asking people to think aloud while problem solving and is based on the assumption that verbal behavior is a type of recordable behavior that can be analyzed like any other behavior” (p. 842).

Therefore think aloud attempted to answer the question How Language Learning Songs for children allow second graders to develop vocabulary skills in SFL classroom at River View Public School. The purpose of this instrument was to see how students, specially the assessment to know if they learnt the vocabulary through the use of songs and the way they connected the vocabulary. This instrument had basically three steps. Firstly, the teacher gave an example of a similar activity and the student had to explain how he or she would do it. Secondly, after the students developed the worksheets, which allow students to apply and use the vocabulary learnt, and finally, the teacher asked the students to tell how they would do the activity. At the end the teacher asked some comprehension questions of the topic. The main objective with this instrument was to collect specific information which reflected that students learnt, understood and recognized the vocabulary. This instrument was used once at the end of each topic during the assessment session, and it was developed with three students chosen randomly.

4.2.2 Video recordings and transcripts

Video recording was chosen for the reasons given by Smith (1981), namely that ‘the use of mechanical recording devices usually gives greater flexibility than observations done by hand’ (p. 1). Consequently, video recordings and their transcripts was an instrument which was used to answer the first and the second research question. The purposes of this instrument was to record the oral production and the assessment part of the students, based on one activity which allowed me to recognize if the students understood and acquire the vocabulary taught, and record the moment, the actions, mimics, and activities that students did during these stages. This instrument was used during the oral productions and

assessment stage of the students of each topic. After recording the oral production, the procedure was to write the transcript of each recording.

4.2.3 Students' artifacts

This instrument was conducted based on Bon Silverman (2001) who argued that when analyzing texts and artifacts, the researcher may focus on how and for whom the artifact is created, what is included and not included in the document, and how the document is used. Also, documents or artifacts should be analyzed in tandem with other data collected. In consequence, students' artifacts were used with the goal to answer the question: How to foster meaningful learning by the use of songs as a pedagogical tool in second graders SFL classroom at the River View Public School.

The purpose of this instrument was to give to students the chance to use the same vocabulary of the songs and apply it in a different context. One of the main objectives of the artifacts was to allow students to practice and use the vocabulary learnt in another context compared to the presentation of the topic. Basically, students developed individual activities where they were exposed to different exercises which asked them to apply the vocabulary studied. This instrument allowed to discover if the students applied the vocabulary learnt. Simply, the worksheets were used at the end of the implementation of the song, once with each topic which assess in general terms of vocabulary learnt, with the goal of determining how the songs foster meaningful learning.

4.3 Data analysis

According to Coffey & Atkinson (1996) many qualitative researchers use a method of developing theory during their analysis, that is termed grounded theory which involves building up inductively a systematic theory that is grounded based on the observations (p, 322). Taking into account the instruments of the research project and the grounded theory, after the categorization and reevaluation of the data, the procedure was linked to the data for building up a conceptual theory which was used for the conclusion of the research project.

The process of the analysis of the data collected was developed after the pedagogical implementation, the techniques used to analyze the data were documentation, identification, organization, categorization of the data, and the connection of the data to show how one concept may influence another.

First, the documentation technique consisted of the collection of all the data, from video recordings, the artifacts and think aloud which could support and answered the research questions. In addition, the information from the think aloud and video recordings was transcribed in order to show the students' process focus on the meaningful learning and vocabulary skills development progress..

Second, to identify similarities in the information gathered from each instrument, all the information was read many times. After, some colors were used to identify and start grouping similarities through triangulation. In this process, the information from video recording and think aloud were identified and organized according to the similarities they had.

Third, categorization of the data, once the information was organized and grouped based on their similarities; the categories emerged given a name according to the common patron found. This process was applied to the three instruments with the goal of gathering common data, in order to identify what information was and was not repeated to classify the data and take the reflection process. Categories were created after the application of the instrument and analysis of the information. Finally, the connection of the data was used to show how one concept may influence another in order to clarify the categories and gather specific and key ideas which help to answer the research questions and support the information with relevant and suitable data.

4.4 Credibility

Some strategies were used to give validity to this project, such as triangulation, the use of different instruments and their formality procedure and reflection. Taking into account that to validate the data collected and the instruments were developed by the students without any external influence. Additionally, the triangulation process was developed with the aim to corroborate, gather and find similarities and differences in the information collected from each instrument that could reinforced the results. In the same way, the reflection process was done during the data analysis, pedagogical implementation and the application of the instruments. Therefore, based on the problem found at the school, allowed the implementation of different strategies and resources focused on the solution or improvement of the participants. In the same way, in the piloting process was applied reflection, in order to improve and modified possible mistakes that were found during the pedagogical implementation.

4.5 Ethic

The research project used different strategies which were taken to guarantee ethical, responsibility and educational aims.

4.5.1 Consent form

This instrument was created with the objective to tell the parents about the students' participation in the implementation of the research project. Each first grade student at River View Public School had a form with the entire description of the research project and the procedures with the data collection. If the parents accepted their child's participation, they brought the consent form to the teacher. (Annex # 1). The procedure of the form followed the corresponding school's regular procedures as it is established for the institution which was notified to the coordinator and the homeroom teacher. In the same way was asked permission to use the name of the school with research purposes.

4.5.2 Volunteer

According to the acceptance of the consent form, the parents could, first, ask about the research process any time, second, allow their child to participate or not during the implementation of the research project, third, send any suggestion or comments about the project and finally, authorize or decide the removal of their child of the project for any reason at any time during the process. It is important to point out that the project was developed with the entire second grade, but in terms of data collection, only the students who were allowed by their parents and signed the consent form were taken for the analysis.

4.5.3 Confidentiality

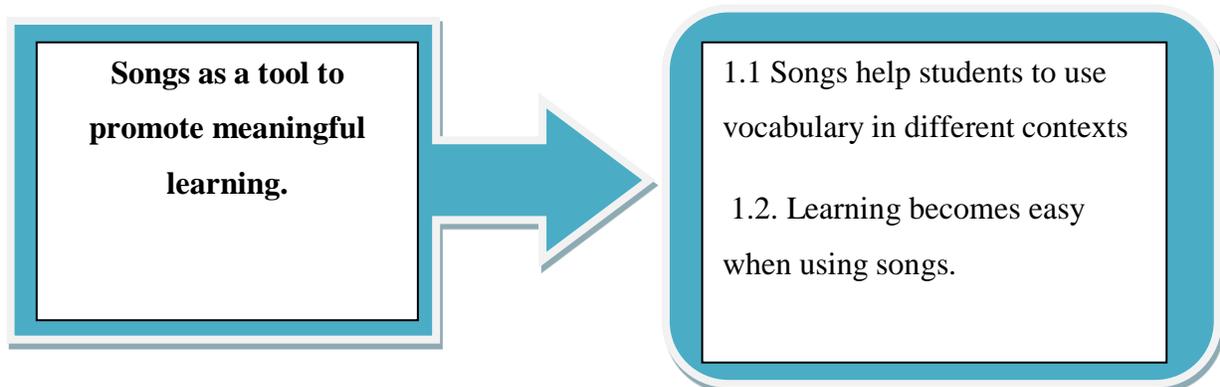
The data collected, such as videos, recordings, photos, documents, interviews, surveys, questionnaires, and / or students' artifacts, were analyzed and interpreted under research purposes providing confidential, where the names of the students were no used or show within development research project. In addition, the names of the participants were changed in order to not show their answers or individual's learning process.

CHAPTER 5

DATA ANALYSIS

After the documentation, identification of similarities, and categorization process, this chapter will show the results and the analysis of the information gathered along the pedagogical implementation, in order to answer how meaningful learning is fostered by the use of songs as a pedagogical tool in SFL in second graders at the River View Public School and how songs for children allow second graders to develop vocabulary skills in a SFL classroom at River View Public School.

After a long process and reviewing all the data collected, I found two main categories and four subcategories. The categories are: 1. Songs as a tool to promote meaningful learning, and its categories: 1.1 Songs help students to use vocabulary in different contexts, 1.2. Learning becomes easy when using songs. 2. Students' vocabulary skills development through songs as a pedagogical tool. Its subcategories: 2.1 The meaningful development of vocabulary becomes fun learning, 2.2 Songs promote students oral production.



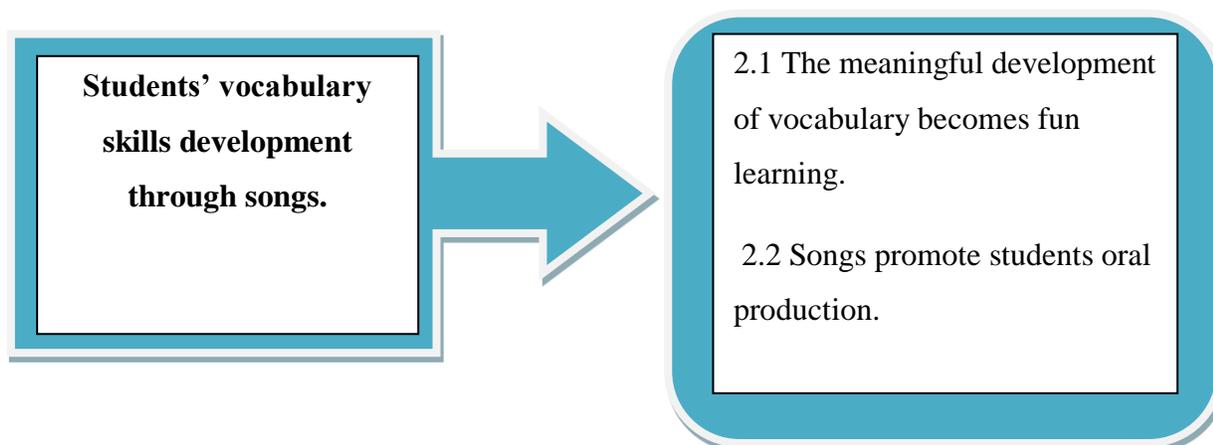


Chart # 1

1. Songs as a tool to promote meaningful learning

The first category shows how students learnt meaningfully through the use of songs as a pedagogical tool. During the students' learning process I could notice that with the use of the songs, students could understand and acquire the vocabulary easily, in the way that the students went through all the phases of meaningful learning and at the end of the process, they were able to apply their new knowledge in different situations, compare to the presentation of the topic.

During the development of the lessons I could realize the students acquired the new knowledge and they used it for their daily life, in the way that during the different classes they recalled the vocabulary and they used to use some words to talk among themselves in the different activities, even it was not the Spanish class. In addition, with the use of the songs, students were encouraged to participate actively in the activities proposed, they sang the songs, using those as a tool for the development of the worksheets, so they could use

the vocabulary in a different context and helped them to understand easily the topics studied.

Basically, I could find that students were encouraged to learn and they were involved in the activities that made them to participate and acquire the vocabulary in a proper way. The contextualization and the presentation of the topic with different famous characters-and with the use of their environment, made them realize that they were able to use the vocabulary learnt. Moreover, students showed high levels of interest in learning more vocabulary, with the intention of being able to communicate in another language, in this case Spanish, and express more ideas with their classmates.

1.1.Songs help students to use vocabulary in different contexts

At the beginning of the process, students did not know anything about Spanish as a foreign language, the only two aspects that some of them knew were that some students have studied in French schools and as it is well known that Spanish and French have a quit similarity, therefore they could made some connections. The second aspect is that some of them watched the cartoon “Dora the explorer” where children can learn some Spanish vocabulary, so just a couple of them knew some basic words as “hola” or “ Adios”.

During the students’ learning process and the lessons, the acquisition of the vocabulary was improving in the way that along the presentation of the topic, students understood the vocabulary and they started to contextualize the words into their environment. The following examples show that students were using the vocabulary learnt in different spaces to the lesson time:

In the video recording transcription number 3, during the presentation of the topic “*shapes*” Lucas said: “Elijah you have to color the círculo with red crayon and it is the cabeza of the robot..... Cabeza.... Elijah cabeza, hombros, rodillas y pies..... head.”

This could be seen too with the next sample taken from the think aloud developed with Sofia, during the assessment stage, of the topic “*feelings*” this showed the students’ language learning process acquiring the new vocabulary and using it in the different activities-and other spaces. Students showed that once they acquired and learnt the vocabulary, they were able to use and apply it for new conversations, achieving oral productions and in some cases sentences constructions.

T: “Can you tell me what this feeling is in Spanish?”

Sofia: “yes, hee..... This feeling is..... this feeling is estoy contento, yes! Estoy contento! That means I am happy”

T: “How do you know that?”

Sofia: “I know some feelings in Spanish because you taught them and we studied together”

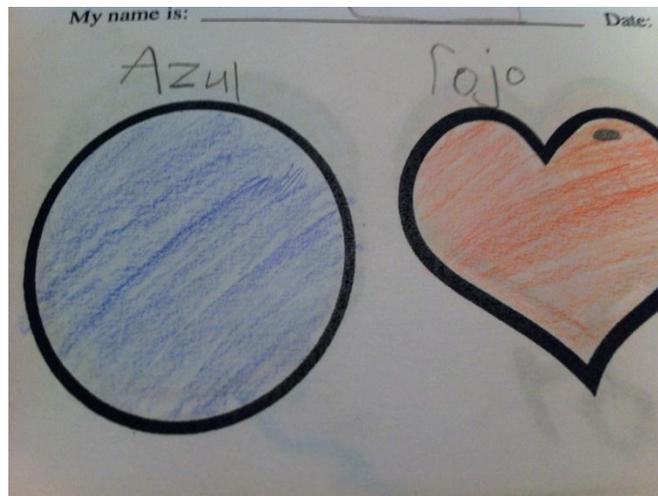
T: “Why do you remember the vocabulary?”

Sofia: First, I remember the vocabulary because we learnt the words, then we sang the words.....the same words, and then you gave us the activity to complete. So, I practiced with you and now I can remember the words.

T: “What helps you to remember the vocabulary?”

Sofia:”I think that something to help me to remember the vocabulary is that we used the same words all the time..... the same words! And I connected the words with the song.”

Also, this could be seen in the next sample taken from the worksheet developed for the topic “*shapes*”. This shows how the students connected the previous knowledge with the new information so that they were able to follow the instructions and develop the worksheet successfully. The following activity was developed during the assessment lesson and the main objective was the students listened what the teacher said, color and write based on what they heard. Students showed that they understood and learnt meaningfully the previous topic and they were able to use it for the next topic.



Worksheet # 1.

As it is presented in the previous sample, I can suggest that students went through a learning process where at the beginning most of them did not know Spanish vocabulary but during their development of the lessons, they were improving and learning meaningfully, in the way that they were connecting the new ideas with the previous, then they practiced it and at the end, they were able to apply and use the new knowledge in different situations, in

order that they acquired different vocabulary and remembered it easily. As it is shown in the sample, once the students learnt the vocabulary, it was easy and natural to use the words and to apply them in the different activities proposed. Taking into account the samples provided, I could state that students at River View Public School during the development of the activities proposed for the application of the knowledge, such as complete with the information with what they had heard, draw the images based on the song, and describe a situation using the topics studied, it was evident that the songs contributed to the development of oral skills that allowed them to remember and use the vocabulary learnt meaningfully.

This agrees with the Ausubel's statement (1963) that talks about that meaningful learning occurs when new information is connected with a previous concept, in order that when the new concepts are learned significantly, modify the initial, allowing a progressive knowledge that is applied in different contexts. Therefore, meaningful learning was successful promoted by the songs when students were able to connect their previous with the new knowledge. Basically, students had some previous ideas which they have acquired from their family, society, TV shows, previous language classes or by themselves. Then, those ideas were developed by the teacher, connecting with more and new information which allowed students to understand the new concepts. Finally, when the students learnt the new information, their previous ideas were modified and their knowledge increased.

1.2. Learning becomes easy when using songs.

When the lessons started, the students' learning process and acquisition of the vocabulary was a little bit difficult, because they had troubles to understand the words and

the contextualization given. However, after the presentation stage and during the implementation of the songs, students were acquiring and using the songs easily, in order that they acquired the words, sang the song and understand the meaning that allowed them to apply in the different activities proposed.

In addition, during the students' vocabulary acquisition, they were showing an improvement in the way that students started to connect the topics and understand faster than the first lessons. Basically, the development of use of the songs became a routine that allowed the students understand easily and get used to the lessons' development. In addition, students learnt, practiced and used the new knowledge after the songs' implementation. Also, listening skills and pronunciation were developed in order students were able to sing the songs properly and understood what the song was about. The following examples show that students were improving in their learning process through the implementation of the songs.

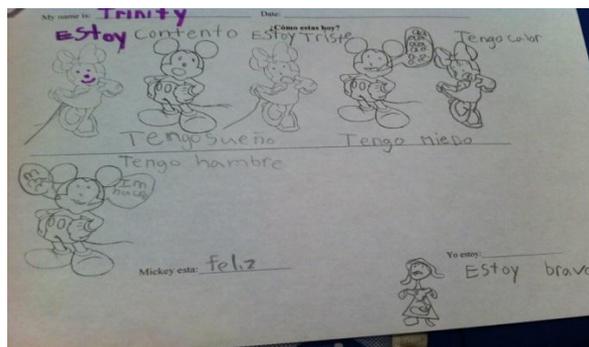
In the think aloud, developed with Juana, during the assessment stage of the topic "*weather*", Juana said: "I could understand and remember the topic because... well, I think that something very helpful was the song, because that was easy to remember and sing with the real sound, the video was clear and I could connect the song with the video and we go the words from it."

Another example that shows how the students were understanding and learning easily through the use of the songs, is the sample taken from the video recording number 2, during the assessment of the topic parts of "*the body*" showed the students' used the song as a tool to make easily the acquisition of the new vocabulary. Student presented that once

they acquired and remembered the song that they had sang, the application and the use of the vocabulary became easy and made them to feel comfortable and confident with their knowledge.

For example, Andrea said :” Hannah touch your nariz!!! (laughs)nariz... NARIZ!!!! Hannah you got it!!!! Listen, pay attention: ojos, orejas, boca y NARIZ!(Andrea was showing the part of the body) Hannah: “Ohhhh ok, I got it!!! Nose!!! Now I remember and understand, Thanks.”

Also, this could be seen in the next sample taken from the worksheet developed with Sara for the topic “feelings” which shows how the students learnt easily through the songs, in order that they developed successfully the worksheet, following the instructions, in some cases developing the worksheet based on what they heard, showing their listening and vocabulary skills. Students showed that once they saw the presentation and they identified the same vocabulary represented in the song, they connected their ideas and concepts that helped them in the development of the worksheet and used the new knowledge in some activities given.



Worksheet # 2

As it is shown in the previous sample, I can conclude that students' learning process became easy through the use of songs, because the students went through a process where at the beginning they had some troubles understanding and learning the new vocabulary in Spanish, however after the implementation of the song I could suggest that they started to acquire easily the words, in the way that they connected their ideas, understood and used the vocabulary in their communication between classmates. Also, students started to be more involved in the activities, participating in all the situations proposed and sing the songs with more confidence and joy. As it is shown in the samples, once the students learnt the vocabulary during the presentation stage, they reinforced it during the implementation of the songs, that means their learning process became natural, the songs helped them to contextualize and learn meaningfully and clearly. Taking into account the samples supplied, I could state that students at River View Public School during the implementation of the songs, it was evident that the songs allowed the students to develop vocabulary in a comfortable and explicit way that helped students the good development of the activities proposed.

This coincides with Murphey 's statement (1992) that says that songs can help young learners improve their listening skills and pronunciation; therefore, songs assist them with the improvement of their-speaking skills. As a result, learners will be able to use the foreign language learnt with confidence and properly, developing the communicative skills with powerful basis which allow them to use and apply what they learnt in a different situation and for a long term. Therefore, vocabulary skills, listening and pronunciation were stimulated by the use of the songs, eliciting students to understand and learnt the new vocabulary in a clear and active way. Essentially, students went through a learning process

that at the beginning was a little bit difficult but after the implementation of the song, they could reinforced and connect their ideas and learnt meaningfully and dynamic.

Additionally, this agree with Millington (2011) who stated that students strength concepts, they are able to develop pronunciation and listening skills, but also, they develop communicative skills in order to express their ideas, all this happens because they start to sing more natural than talk. In other words, they sing more naturally than they speak. Also, they enjoy and feel comfortable when they sing because they can have a break time; they can move and shake it out for a moment. Therefore, during the first lesson, students did not speak in Spanish because they were shy and they felt weird, but during the songs' implementation, students started to sing and after that, students started to use the songs' words for their daily life and express some basic ideas.

2. Students' vocabulary skills development through songs

The second category shows how students developed and increased their vocabulary skills in Spanish as a foreign language through the use of songs as a pedagogical tool. During the students' learning process I could notice that with the use of the songs, specifically during the presentation and implementation of the song, when the students listened, pronounced, and practiced the song, the students could learn and increase the vocabulary easily, so they were able to use it in different situations and in their daily life.

During the development of the lessons I could recognize that the students were encouraged to acquire the new vocabulary and sang the songs proposed that helped them to develop the worksheets and produce in Spanish. Students showed that once they sang the songs, they were able to express the words in the following classes with confidence and

express some basic ideas in Spanish. Basically, the songs elicited to students to contextualize the vocabulary and learnt it meaningfully.

2.1 The meaningful development of vocabulary becomes fun learning.

After some learning sessions, practicing and reviewing the different topics taught, I could observe that the students' vocabulary development and oral production became natural and students felt more comfortable when expressing themselves orally and sharing in some of the activities proposed; Their vocabulary was increasing and they started to enjoy the activities proposed where students include the vocabulary in their own context and they asked for more activities where they could apply it.

The following samples show the students' gradual evolvement and learning process while they were acquiring the new vocabulary in a foreign language, and how the vocabulary skills development became fun for them. Basically, once students started to enjoy learning Spanish, they wanted to acquire more and more because they were having a great time during their learning process. Even the lessons' content were new for the students they acquired the vocabulary in order to use in their personal development that allowed them to recall important aspects of the vocabulary and achieve vocabulary skills.

The first sample was taken from the video recording transcription number 2, during the assessment of the topic "*the body*" that show how students once they learnt the vocabulary, they asked for learning more vocabulary and how the students were using the new knowledge in their daily lives.

Joseph: “I like very much to learn and sing at the same time..... I like to sing because the song stuck in my mind and I can learn more... now I cannot stop singing.... Even in my house I sang it for my mom.”

The next example was taken from the think aloud developed with Lina, during the assessment stage of the topic “*colors*” that shows how the activities proposed, made that the students enjoyed understand and learn meaningfully the new information what allowed them remember easily the new information.

Emmy:

“I could understand the topic and learn the vocabulary because first, I remember the word based on the song that we sang. Also something that helped me to remember the vocabulary is the game with the balloons. That was so funny and for that reason now I know the colors in Spanish.”

Also, this could be seen in the next sample taken from the worksheet developed for the topic “*My body*”. This shows how students followed the instructions and they used their knowledge in a different situation. Students showed that they were developing the worksheets with confidence and pleasure because once they finished every single activity, they asked for more activities that made that they were involved. The next example is taken from the video recording that shows some of the students’ feelings about the worksheets.

Tomas: “the worksheet was very nice because I could color and I knew the colors what means that I could do it by myself. Was funny when you asked for hello in Spanish

process. Basically, the students showed that they were enjoying in the moment that they acquired the vocabulary, participated actively in the activities and they asked for more and more songs or spaces to sing the Spanish's songs.

In addition, based on Millington (2011), he stated that most children's songs are frequently repeated and the repetition process develops and increases the vocabulary and pronunciation as the brain systematizes the information and creates a defined concept. Therefore, after the presentation of the topic and the implementation of the song, students had clearer the idea and they felt more comfortable with the development of the worksheets and they started to repeat and repeat the song that helped them to acquire the new information and understand in a relaxing environment.

Moreover, Millington stated that perhaps the greatest benefit of using songs in the classroom is they can be fun, taking into account that pleasure is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation .As a result, using songs as a pedagogical tool get the students' attention and allowed that they enjoyed while they were doing their worksheet. In addition, they were very encouraged and they were using all the vocabulary learnt in different situations that showed me that they were learning meaningfully.

2.2 Songs promote students oral production

At the beginning of the lessons, students did not speak in Spanish due to the lack of space to produce any oral speech and they did not have vocabulary neither knowledge about the language. Given this situation students started to repeat words helped by the

teacher and sometimes they tried to recall and pronounce with the help of images. During the initial sessions students demonstrated to know few words in Spanish, when I asked them to say the meaning of the same words in Spanish students replied in English. Then, along the sessions, students started to use the vocabulary from the songs and the different activities to express some basic ideas such as in the Spanish class as in the different classes.

The following samples show the students' gradual acquisition and vocabulary skills development that specifically present how students got used to apply and use the vocabulary learnt once they were exposed to the songs, they understood the meaning and they were able to apply it in their communication between classmates. Therefore, students' oral production started to increase, so when they wanted to express something or say one idea, they started to use Spanish vocabulary with confidence and proper pronunciation.

The first sample was taken from the video recording' transcription number 4, during the assessment of the topic "*shapes*" that show how students once they learnt the vocabulary, started to produce orally in different situations based on the vocabulary that they had learnt.

Lucia: "teacher What time is it? Because tengo hambre...tengo hambre teacher."

Mateo: " teacher Daxyn hi mi cabeza, he wanted to take the pencil and he hit mi cabeza.... My head teacher."

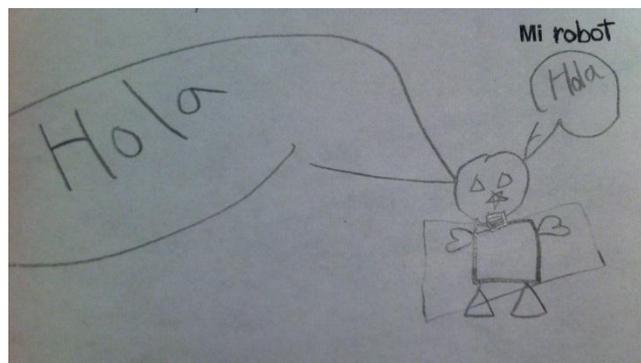
Ana: " tengo sed teacher, can I go for a drink?"

The next example was taken from the think aloud with Martin, during the assessment stage, of the session that was about "*weather*" that shows how songs stimulate students to

develop oral production and how they started to express themselves with the Spanish acquired.

Lina: “the text was about a girl who tenia frio because it was nevando, that day there was a lot of nieve. However, the next day was soleado with sol.... I understood that because the vocabulary was in the song and in the activity that we did.”

Also, this could be seen in the next sample taken from the worksheet developed for the topic “*shapes*” which shows students started to produce orally based on the vocabulary that they sand in the song.



Worksheet # 4

Tanya: “hi everyone this is my robot, its cabeza is a circulo, its ojos are circulo..... its nose is a ester.... Estrella!!! Its body is a cuadrado and its pies are triangles..... no! Sorry triangulos! and my robot says hola, hola.... Hello!”

As it is possible to notice from the examples, the implementation of the songs allowed students to develop their oral and vocabulary skills so students could express some basic ideas in Spanish and interact with their classmates using the vocabulary learnt in the foreign language. Taking into account the samples shown, I could state that students at

River View Public School started to produce orally in Spanish because they were involved in the lessons and by the time they practiced and sang the songs they began to use the vocabulary and speak in Spanish during the lessons and other situations.

This coincides with Murphey's opinion (1992) that is about that songs can help young learners improve their listening skills and pronunciation, but also songs assist them to improve their speaking skills, in order that learners will be able to use the foreign language learnt with confidence and properly, developing the communicative skills with powerful basis which allow them to use and apply what they learnt in a different situation and for a long term. Basically, the students showed that after the implementation of the song, they were able to speak in Spanish and pronounce properly due to the practice and the singing time.

Furthermore, based on Richards (1969), he stated that the main practice with a song, is pronunciation that allow students to feel comfortable to speak and repeat the song, in the way that songs provide some patterns of pronunciation, which grant students to acquire and practice the sound and the stress of one word. Therefore, after the songs' presentation and the singing time, students could reinforce the pronunciation of the vocabulary that made that students produced orally properly, feeling more comfortable and natural.

Besides, Meskill (1996) stated that vocabulary skills development is a demanding, active and participative process that learners have to handle with the teacher's support. For example, students' motivation to speak, the process began with the deal between what they have heard and what they want to express due to learners want to acquire and use new words for communicating with people. This connection allows children to develop skills to

acquire vocabulary and use it according to the communicative need. As a result, using songs as a pedagogical tool I could find that get the students' got involved and they started to use the new vocabulary for communication purposes. In addition, they were encouraged and they started to speak in Spanish properly in different situations that showed me that they were learning meaningfully the vocabulary by the use of songs.

CHAPTER 6

CONCLUSIONS

6.1 Relevant findings

As a result of the analysis done and the categories found, I identified some main findings that allowed me to answer the research questions and achieve the objectives proposed in this study.

- a. Songs promote long term memory. During the learning process students showed a gradual progress where they could recall the information in different lessons. Also they showed that they were able to use their knowledge to answer different situations presented during the Spanish classes and even other classes.
- b. Students enjoy the class by the use of songs. Through the use of songs in the lessons, I could notice that the students enjoyed and had fun at the time that they were learning new information. In addition, I could state that using the song, it creates a harmonic environment that helps students to get involved in the activities and to understand easily the topics. Basically, through the use of songs, Students' interest increase, in the way that they participate and develop successfully the activities proposed.
- c. Songs foster meaningful learning. Using songs in a foreign language classroom presents several benefits for the students, one of these is the fact that students get involved, active and cooperative in their learning process, that allow them to understand and learn new information in a proper way that make that their cognitive structure increase and they might apply it in future situations.

- d. Meaningful learning occurs when students connect their previous and new information so students can apply the new knowledge in different situations, when students go through a learning process and they have the opportunity to acquire, understand, contextualize and practice the new information, all of these make that students are able to apply or use the new knowledge to answer different situations during the class or in different moments. In other words, students with their previous knowledge and the new information make the connection that grant them to apply or use their knowledge natural and with pleasure.
- e. Songs develop listening, pronunciation and vocabulary skills. During the students' learning process and the implementation of songs as a tool, there are some skills that they can develop, such as listening, pronunciation and vocabulary. The progress starts when songs become as a habit into the development of the lesson, so students get used to listen to the songs, making that they can understand the topics in a different context. Also, students improve their pronunciation because they repeat and repeat many times the song that makes them to perfect their pronunciation.
- f. Students' oral production increases when students learn meaningfully. The progress on the students' oral production starts once they get used to repeat and reply the teacher questions. Also, when they have acquired the vocabulary meaningfully from the songs, they start to use the vocabulary in different activities to express some basic during the lesson and in the different classes.

6.2 Research Questions answers

Taking into account the research questions and the analysis done with the data collected, I could answer the following questions:

- *How to foster meaningful learning by the use of songs as a pedagogical tool in second graders SFL classroom at the River View Public School?*

Meaningful learning is an active, cooperative process that makes that students get involved during the acquisition of the new information. Therefore, through the use of songs as a pedagogical tool student could recall their previous knowledge, they could contextualized the new information presented into their daily life, they could understand the new vocabulary, and the most important, they could connect their previous and new knowledge. As a result, they were able to apply and use their knowledge to solve different situations given in the class.

In addition, during the development and the progress of the lessons an important fact that grant students to learn meaningfully, was the development of the phases; where students could see the presentation and they had the first contact with the new information. Then, the applications of the tool, in this case the use of songs, that conducted the lessons and helped students to reinforce the information learnt, and final the assessment through different situations that allowed students to apply and use their new knowledge.

- *How does Language Learning Songs for children allow second graders to develop vocabulary skills in SFL classroom at River View Public School?*

Through the use of Language Learning Songs students gained several benefits in their learning process, for example they developed listening, speaking, pronunciation and vocabulary skills. All these benefits were gained by the students, during the development of the lessons and the application of the pedagogical tool because the students could contextualize the topic through the songs, so the students could see the vocabulary learnt in a different context and understand the meaning of the words. Also, they had the opportunity to repeat many times the songs that made students to acquire a good pronunciation and got the ability to express some basic ideas in Spanish, using the vocabulary from the songs.

Basically, the songs allowed students to developed vocabulary skills in the way that students learn, listen, pronounce, and repeat many times that made that students could reinforce the vocabulary as many times they wanted. Thus, students had the space to practice their vocabulary and they were involved in the activities proposed, allowing students to learn with pleasure and enjoy their learning process.

6.3 Implications

6.3.1 Pedagogical implications

After the development of this research I could realize that in a foreign language classroom there are four important aspects that the teacher must take into account. First, the contextualization and presentation of the topic help students understand easily and they are able to connect their ideas with their daily lives. Second, the teacher must offer spaces for students talk because in a language classroom the development of speaking skills are essential and it comes with a lot of benefits for the student. Third, is the assessment of each

topic, where teacher must create or present some questions, situations or problems that students can solve from their new knowledge, using it to solve or answer the questions. Finally, it is required to monitor and reinforce the topics in order to know the students' level and cognitive improvement.

Regarding to the use of songs and after the development of the pedagogical intervention, I can suggest that during the songs' implementation teacher needs to take into account the length of the song, the amount of words, the connections of the vocabulary, the use of grammar and the video that represents the song. Taking into account that the songs' content have a high influence on the students, the selection process must be conscious and specific in order to bring to students the enough information and support so they can learn meaningfully.

6.4 Limitations of the study

Some difficulties during the implementation were the time proposed for the songs, taking into account that not all students learn the song at the same time. For this problem it was necessary to expand the time of the song in order to apply it in the two lessons with different intervals, giving the opportunity to students that they could recognize and learn the song.

Other difficulty during the implementation was that the extracurricular activities at school which did not allow me to develop the research project at the time planned, taking into account that they have to follow their calendar and they have specific times to do some activities. The solution was to take advantage of the time as much as I could, so I had to

review some of the topic and try to recover the topics. However, this allowed me to see if they remember the vocabulary learnt and see if I have to reinforce some words.

The acceptance from the students to the songs proposed was a problem, in the way that some students did not like the songs and they did not feel encouraged to participate in the activities. A solution for this difficulty was to adapt the songs but with different focus. In other words, change the order and emphasis to the song, that did not make a monotonous class and allow that students to get bored.

Some problems or difficulties in the data collection process was that the participants of the research project were students from 6 to 7 years old, and sometimes they followed the actions of their classmates which was a difficult in order to analyze the workshops. The process and the analysis of the video recordings was a problem in terms of collection and results from those. Consequently, it needed to be systematic and specific in order to analyze the data and answer the research questions, taking into account that songs would make students were active and excited giving free to students to develop different behaviors.

6.4.1 Further Research

The limitations presented made me think of some complementary researches that can add good aspects to my proposal. Thus, I propose the use of visual arts to foster meaningful learning in a Foreign Language Classroom (FLC), considering that in the students' learning process the visual learning plays a very important role that helps students to learn properly. Also, I propose a second stage in my research project, which can be focus on the use of the song, fostering students' writing production, where they create songs based on their new knowledge. Finally, I propose a research focus on the listening and

speaking skills through the use of songs as a pedagogical tool, taking into account that students can be exposed to both skills by the use of songs.

REFERENCES

- Ausubel, D. (1963). *The Psychology of Meaningful Verbal Learning*. New York: Grune & Stratton.
- Ausubel, D P. (1968). *Educational Psychology: A Cognitive View*. New York: Holt, Rinehart and Winston.
- Ausubel, D P. (1977). "Facilitation of meaningful verbal learning in the classroom". *Educational Psychologist*.1977.
- Bygrave, P. L. (1985). *Music as a cognitive developing activity: Implications for learning and the learning disabled child*. M.Ed. thesis, University of Canberra, Australia.
- Cameron, L. (2001) *Teaching Languages to Young Learners*, Cambridge: Cambridge Universities Press.
- Di Vesta, F. (1961). Meaningful Learning: Motivational, Personality, Interpersonal, and Social Variables. *American Educational Research Association*, 31 (5), 511-521.
- Ellis, N. (2006, December 27). *Implicit and Explicit Knowledge About Language*. Retrieved September 18, 2015, from [http://www-personal.umich.edu/~ncellis/LanguageLearningLab/Publications_files/Implicit and explicit knowledge about language.pdf](http://www-personal.umich.edu/~ncellis/LanguageLearningLab/Publications_files/Implicit%20and%20explicit%20knowledge%20about%20language.pdf)
- Ericsson, K., & Simon, H. (1993).*Protocol analysis: Verbal reports as data*. London: MIT Press
- Jonassen, D., Strobel, J. (2004). *Modeling for Meaningful Learning*.*Academia.edu*, 1-27.

- Lodico, M. G., Spaulding, D. T., and Voegtler, K. H. (Eds.). (2006). Introduction to educational research. In M. Lodico, D. Spaulding, and K. Voegtler (Eds.), *Methods in Educational Research: From Theory to Practice* (pp. 1- 21). San Francisco, CA: Jossey-Bass
- Marshall , C., & Rossman , G. (2011). *Designing qualitative research*. (5 ed.). London: SAGE Publications.
- Meskill, C. 1996. Listening Skills Development Through Multimedia. In *Journal of Educational Multimedia and Hypermedia*. 1996, 5 (2), 179 - 201.
- Millington, N. (2011), Center for Language Education, Ritsumeikan Asia Pacific University, Japan.
- Mills, G. E. (2011). *Action research: A guide for the teacher researcher*. Boston: Pearson.
- Mumford, D (2000). Theme- based Teaching and Learning for Young Learners. *Teaching and Learning the Language*. 2012. Retrieved from <https://tiarjournal33.wordpress.com/2012/02/26/theme-based-teaching-and-learning-for-young-learners/> on September 24th, 2014.
- Murphey, T. *Music & Songs*. Oxford University Press, 1992, Oxford Advanced Learner's Dictionary, Oxford University Press, 2000.
- Novak, J. D. (1980). Methodological issues in investigation Meaningful Learning. *Cognitive Development Research in Science and Mathematics*. University of Leeds.
- Papa, M./Iantorno, G. *Famous British & American songs*. Longman Group Limited 1979.
- Perez, D. (2010). *The role of music in young learners' oral production in english*. (Master's thesis, Universidad Nacional). Retrieved from <http://www.revistas.unal.edu.co/index.php/profile/article/view/13994/14762>

- Pikulski, J., Templeton, S. (2004). Teaching and Developing Vocabulary: Key to Long-Term Reading Success. *Houghton Mifflin*, 1-12. Retrieved from http://www.eduplace.com/marketing/nc/pdf/author_pages.pdf
- Purcell, J. M. (1992). Using Songs to Enrich the Secondary Class. *Hispania*, 75(1), 192-196. Retrieved from <http://dx.doi.org/10.2307/344779>
- Richards, J. (1969). Songs in language learning. *TESOL Quarterly*, 3(2), 161-174.
- Rosen, K. (2004). *Kindergarten – Vocabulary Development* (p. 46). New York, U.S.A.: Rosen Publishing Group.
- Safdar, M. (2013). *Meaningful learning and rote learning in physics: A comparative study in city jhelum (pakistan)*. (Master's thesis, Islamabad Model College for Boys, G-6/2), Retrieved from Middle Eastern & African Journal of Educational Research. (Issue 6). Retrieved from <http://majersite.org/issue6/5safdar.pdf>
- Schumuck, R. (2009). *Practical action research: A collection of articles*. (2nd ed.). California: SAGE Publications.
- Schunk, H. (1999). *The effect of singing paired with signing on receptive vocabulary skills of elementary esl students*. (Master's thesis, Univeristy of Kansas), Available from Journal of music therapy. Retrieved from <http://www.chinamusictherapy.org/file/file/doc/The Effect of Singing Paired with Signing on Receptive Vocabulary Skills of Elementary ESL Students.pdf>
- Setia , R., Rahim, R., Nair, G., Mohd Adam, A., Husin, R., Sabapathy, E., Mohamad, R., & Mat So'o, S. (2012). *English songs as means of aiding students' proficiency development* . (Master's thesis, University MARA (UITM)). Retrieved from <http://ccsenet.org/journal/index.php/ass/article/view/17633/11818>
- Shuell, T. (1999). Phases of Meaningful Learning. *Review of Education Research*, 60(4),

531-547.

Silverman, D. (2001). *Interpreting Qualitative Data*. (2nd Edition). Thousand Oaks, CA:

Sage Publications.

Smith, H W (1981, 2nd ed) *Strategies of Social Research*. Englewood Cliffs: Prentice Hall.

Thornbury, S. (2002) *How to teach vocabulary*. England, Pearson Educations Limited.

Tudor, I. (2001). *The dynamics of the language classroom*. Cambridge University

Press. United Kingdom.

Turner, D. (1999). *Developing meaningful learning with grade four students: Using peel*

procedures to improve my teaching practice. (Master's thesis, Queen's University).

Retrieved from <http://resources.educ.queensu.ca/ar/turner99/turner.htm>

Yuliana, Y. (2003). *Teaching English to Young Learners through Songs*. 5(1), 62-66.

Annexes

Annex # 1

INDIVIDUAL CONSENT FORM AND PARTICIPATION.

BA in Foreign Language - English Uniminuto

Teacher: Aura Cristina Moreno Viasus

Amoren44 @ uniminuto.edu.co

Dear guardian or parent please read the following format consent and participation aof your son / daughter in a research project in Spanish class:

During the training process, students from Minuto de Dios Univeristy develop research projects and therefore create pedagogical proposals that help the academic and student's learning process that allow their own professional growth for their future as teachers.

RESEARCH PURPOSE: This format is asking your permission to use information obtained during the class to raise a pedagogical and methodological proposal that allows me to explore different fields that can be evidenced with the development of my research project. The most important aspects: learning Spanish as a foreign language and the use of songs as a pedagogical tool.

CONFIDENTIALITY: The data collected (videos, recordings, photos, papers, guides, interviews, surveys, questionnaires and / or artifacts) will be analyzed and interpreted under research purposes providing confidential.

PARTICIPATION IN RESEARCH PROJECT: As guardian or parent you can:

- Ask at any time about the research process.
- Allow your child to participate or not participate in the project.
- Send any suggestions or comments about the project.
- authorize the removal of your child for any reason at any time during the process.

CONSENT

Yo _____parent or guardian of the student _____, authorize the participation of my son / daughter in the research project of teacher Aura Cristina Moreno Viasus. For purposes of confidentiality, I wish the name of my son / daughter to be used:

YES: ____ NO: ____ Be changed by:

Signature: _____ Date:

Annex # 2

Schedule

The implementation, data collection and data analysis were developed following the schedule which is presented below.

Date	Activity
Piloting of the first activity	October 30th, 2014
Pedagogical implementation first lesson	November 3rd, 2014
Pedagogical implem. second lesson (Video recording and think aloud)	November 4th, 2014
Pedagogical implem. third lesson	November 5th, 2014
Pedagogical implem. fourth lesson (Video recording and think aloud)	November 6th, 2014
Pedagogical implem. fifth lesson	November 7th, 2014
Pedagogical implem. sixth lesson (Video recording and think aloud)	November 10th, 2014
Pedagogical implem. seventh lesson	November 12th, 2014
Pedagogical implem. eighth lesson (Video recording and think aloud)	November 13th, 2014
Pedagogical implem. ninth lesson	November 14th, 2014
Pedagogical implem. tenth lesson (Video recording and think aloud)	November 16th, 2014
Data collection process : collection (Recordings' transcripts, think aloud, worksheets)	November 24th, 2014
Transcripts of the videos	November 24th- December 5th, 2014
Data analysis	February 2nd, 2015

Annex # 3 Pedagogical Implementation
Presentation and building of the previous knowledge and songs implementation

Session and date	Learning objective	Activity	Methodology	Kind of the data to be collected
<p>Session: N. 1 Date: Nov. 3</p>	<p>Ss will be able to recognize and pronounce the feelings in Spanish.</p> <p>Ss will be able to ask and answer the question How are you feeling today?</p> <p>Happy, sad, hungry, angry and tired.</p>	<ol style="list-style-type: none"> 1. Song: Conejito saltarin. 2. Presentation of the vocabulary. (feelings) 3. Game 4. Song: feelings. 5. Masks. 6. Presentations. 7. Questions. 8. Song feelings. 	<ol style="list-style-type: none"> 1. Students sing: hello friends, focus on the pronunciation and the mimics of the song, for starting the class (warm up). 2. Teacher starts to do the mimic of different faces and ask How do you feel? After students' answers, the teacher starts with a contextualization, showing some images of the feelings, which are the vocabulary of the song, and asking to students: what is this? What is this feeling? Is this happy or sad? The main idea is that students show their ideas about the images. 	<p>How is the progress of the students and how they started to connect the ideas and apply in the activities proposed.</p>

			<p>3. Teacher says one feeling; students have to make the mimic with their face. Then the teacher makes the mimic and students have to say the feeling.</p> <p>4. Teacher is going to play the song three times, where students listen to the song and start to recognize the rhythm, vocabulary and pronunciation. They have to perform the feelings by the time they listen to the song.</p> <p>5. Students are going to make a mask based on how they are feeling, they are going to use the vocabulary learned; they have to make a mask with the feeling.</p> <p>6. Each student have to present the mask, Yo estoy or Yo tengo : _____.</p> <p>7. Teacher is going to ask to</p>	
--	--	--	--	--

			<p>students: how do you feel today?</p> <p>Each student has</p> <p>To answer:</p> <p>Yo estoy or Yo tengo: _____.</p> <p>8. Teacher is going to play the song two times for students listening it, and then teacher sings the song, focuses on the pronunciation. Then line by line, students are going to repeat and try to memorize the song, after students sing the song, the teacher introduce some movements or mimics which help students to memorize and practice vocabulary Finally students listen one more time, start to sing it with the teacher and then they have to sing alone showing their masks according the feeling that they hear.</p>	
--	--	--	--	--

Assessment

Session and date	Learning objective	Activity	Methodology	Kind of the data to be collected
<p>Session: N. 2</p> <p>Date: Nov. 4</p>	<p>Ss will be able to describe the feelings in a situation given in Spanish.</p>	<ol style="list-style-type: none"> 1. Song: Conejito saltarin. 2. Review of the vocabulary (feelings). 3. Game 4. Workshop 5. Production, game guess. 	<ol style="list-style-type: none"> 1. Students sing the songs learnt in the previous class, focus on the pronunciation and the mimics of the song, for starting the class (warm up). 2. Teacher is going to play the song and sing it once. Then students sing the song, first students sing with the teacher and then, they have to sing alone. Focusing on pronunciation, use of vocabulary and mimic according to the vocabulary. 3. This game is in groups, there are the flashcards on a wall, when the teacher says: Como te sientes hoy? Yo estoy or Yo tengo _____ and she says one feeling learned and 	<p>Information about the application that students are going to have with the knowledge acquired. If they answer with the vocabulary in a proper way which I am going to ask based on the songs learned. Also, how the students recognized and use the vocabulary.</p>

			<p>students have to run and touch the image. The group, who has more points, will be the winner.</p> <p>4. Teacher is going to do a dictation; each student has to draw in the face the feeling. Finally has to write a sentence, yo estoy:___ or to tengo:_____</p> <p>5. Students in pairs are going to play, one of them will do gestures, and they are going to use the last draw of the workshop. The partner should say what is the feeling that they partner is going. Ella/ El esta / tiene :_____ Finally, in pairs one students need to ask: Como te sientes hoy? And the partner answer yo estoy or Yo tengo:_____. Then switch for asking and answering.</p>	
--	--	--	--	--

<http://www.youtube.com/watch?v=UIkKLAPaQqU>

Nombre: _____ Fecha: _____

¿Cómo estas hoy?



Mickey esta: _____

Yo estoy: _____

Conejito saltarín

Yo soy un conejo saltarín

Y salto más.

Y quiero brincar como un chapulín

Salto para adelante

Y salto para atrás

Salto para un lado

Y en mi lugar.

Yo soy un conejo saltarín

Y quiero brincar como un chapulín

Salto para adelante

Y salto para atrás

Salto muy bajito

Feelings

Estoy contento,

Estoy triste,

Tengo frío,

Tengo calor,

Soy grande,

Soy pequeño,

Tengo hambre,

Tengo sed,

Tengo miedo,

Tengo sueño Y empezamos otra vez (5 times the whole song)

Presentation and building of the previous knowledge and songs implementation

Session and date	Learning objective	Activity	Methodology	Kind of the data to be collected
<p>Session: N. 3</p> <p>Date:</p>	<p>Ss will be able to recognize and pronounce the parts of the body in Spanish.</p> <p>Eyes, ears, mouth, nose, head, shoulder, knees and toes.</p>	<ol style="list-style-type: none"> 1. Song of the previous class. 2. Presentation of the vocabulary. (parts of the body) 3. Song: parts of the body. 4. Activity. 5. Song parts of the body. 	<ol style="list-style-type: none"> 1. Students sing the songs learnt in the previous class, focus on the pronunciation and the mimics of the song, for starting the class (warm up). 2. Teacher starts with a contextualization, showing some children magazines' covers and talk about the physical appearance and parts of the body. Then the teacher introduces the vocabulary of the song, showing flash cards and asking What is this? Pointing a specific part of the body to students some ideas about the images. Then the teacher pronounces each part of the body and students should touch that part, 	<p>How is the progress of the students and how they started to connect the ideas and apply in the activities proposed.</p>

			<p>for starting to recognize and practice listening</p> <p>3. Teacher is going to play the song three times, where students start to listen the song and start to recognize the rhythm, vocabulary and pronunciation. Then, the teacher asks the students to touch each part and say it in English</p> <p>4. Each student chooses one picture from newspapers or magazine, then makes a poster and presents it. It's necessary to say the part of the body in Spanish.</p> <p>5. Teacher is going to play the song twice for students listen to it, then teacher sings the song, focuses on the pronunciation. Teacher is detailed in the mouth movement, teacher sings line by line, After that, students are</p>	
--	--	--	--	--

			going to repeat and try to memorize the song. Finally students listen one more time, start to sing it with the teacher and then they have to sing alone.	
--	--	--	--	--

Assessment

Session and date	Learning objective	Activity	Methodology	Kind of the data to be collected
Session: N. 4 Date:	Ss will be able to describe people's physical appearance using the vocabulary learned, to one	1. Song of the previous class. 2. Review of the vocabulary (parts of the body). 3. Game	1. Students sing the songs learnt in the previous class, focusing on the pronunciation and the mimics of the song, for starting the class (warm up). 2. The students sing the song, first	Information about the application that students are going to have with the knowledge acquired. If they answer with the vocabulary in a

	classmate.	<p>4. Workshop</p> <p>5. Production, game guess.</p>	<p>students sing with the teacher and then, they have to sing alone.</p> <p>Focusing on pronunciation and use of vocabulary.</p> <p>3. This game is in groups, is a kind of competition. Each student of each group has the opportunity to draw the part of the body and say in English according to the teacher says. If it is correct the group score one point, if not they lost the point. This game is focused on listening and pronunciation.</p> <p>4. Each student has a worksheet, with some elements (sticks, paints, and yarn) they are going to draw themselves. They need to explain for each part of the body learnt.</p> <p>5. In pairs, students are going to ask:</p>	<p>proper way which I am going to ask based on the songs learned. Also, how the students recognized and use the vocabulary.</p>
--	------------	--	--	---

			¿Qué es esto? The partner should answer in Spanish.	
--	--	--	---	--

http://www.youtube.com/watch?v=9xS66EeX_NI

Nombre: _____ Fecha: _____

Mi cuerpo

Head shoulders knees and toes

Cabeza, hombros, rodilla y pies

Head shoulders knees and toes,

Rodillas y pies

Knees and toes

Cabeza, hombros, rodilla y pies

Head shoulders knees and toes,

Rodilla y pies

Knees and toes

Y ojos

And eyes,

Orejas

And ears

Boca

And mouth

Y nariz

And nose

Cabeza, hombros, rodilla y pies

Head shoulders knees and toes

Rodilla y pies. (2 times the whole song).

Knees and toes.

Presentation and building of the previous knowledge and songs implementation

Session and date	Learning objective	Activity	Methodology	Kind of the data to be collected
<p>Session: N. 5</p> <p>Date:</p>	<p>Ss will be able to recognize and pronounce shape adjectives in Spanish.</p> <p>Square, triangle and circle.</p>	<ol style="list-style-type: none"> 1. Song of the previous class. 2. Presentation of the vocabulary. (Shape adjectives) 3. Song: shapes. 4. Esto es un : _____ 5. Song shapes. 	<ol style="list-style-type: none"> 1. Students sing the songs learnt in the previous class, focusing on the pronunciation and the mimics of the song, for starting the class (warm up). 2. Teacher is going to point some objects and ask What is this shape? Teacher uses objects in the classroom and students should say that in Spanish, after that teacher starts with a contextualization, showing some shapes in the classroom. Then the teacher introduces the vocabulary of the song, showing flash cards and asking students some ideas about the images. Then the teacher pronounces 	<p>How is the progress of the students and how they started to connect the ideas and apply in the activities proposed.</p>

			<p>each shape adjective.</p> <p>3. Teacher is going to play the song three times, where students start to listen to the song and start to recognize the rhythm, vocabulary and pronunciation. Additionally, students should do the shapes with their hands.</p> <p>4. Teacher is going to show a flash card or an object to students, they need to say Esto es un :_____.</p> <p>5. Teacher is going to play the song twice for students listen to it, then teacher sings the song, focusing on the pronunciation. Teacher is detailed in the mouth movement, teacher sings line by line, After that, students are going to repeat and try to memorize the song. Finally students listen one more time, start to sing it with the teacher and then they</p>	
--	--	--	---	--

			have to sing alone and they have to do the shapes with their hands.	
--	--	--	---	--

Assessment

Session and date	Learning objective	Activity	Methodology	Kind of the data to be collected
Session: N. 6 Date:	Ss will be able to describe objects, using the vocabulary learned, to one classmate.	<ol style="list-style-type: none"> 1. Song of the previous class. 2. Review of the vocabulary (shape adjectives). 3. Game 4. Workshop. 5. Production. 	<ol style="list-style-type: none"> 1. Students sing the songs learnt in the previous class, focus in the pronunciation and the mimics of the song, for starting the class (warm up). 2. The students sing the song, first students sing with the teacher and then, they have to sing alone. Focusing on pronunciation and use of vocabulary. 3. This game is in groups, when the teacher says any shape, students need 	Information about the application that students are going to have with the knowledge acquired. If they answer with the vocabulary in a proper way which I am going to ask based on the songs learned. Also, how the students

			<p>to make the shape with their hands and pronounce it loud.</p> <p>4. Each student has a worksheet, student has to draw a robot, but they need to pay attention to the teacher says because she is going to say the instructions and the amount of each shape. Teacher is going to give students instruction by instruction. For example, teacher says the head is a circle, two triangle legs in order they follow instructions, and practice listening.</p> <p>5. In pairs, students need to ask based on the robot done, ¿Qué es esto? The partner answer Esto es un :____. This procedure is going to be twice or two different questions and then they need to switch.</p>	<p>recognized and use the vocabulary.</p>
--	--	--	--	---

<http://www.youtube.com/watch?v=tp4y8ggy5g4>

Nombre: _____ Fecha: _____

Este es mi robot

Figuras geométricas

Un círculo

Un cuadrado

Un rectángulo y un corazón.

Una estrella

Triangulo y pentágono

Un hexágono y un rombo

Todos quedaron para ir a bailar

Todos bailaron y la pasaron genial

El círculo con el cuadrado bailo

El triángulo con el corazón

El pentágono con el rombo

Todos se pusieron a bailar

Y la pasaron genial

Y la pasaron genial.

Presentation and building of the previous knowledge and songs implementation

Session and date	Learning objective	Activity	Methodology	Kind of the data to be collected
<p>Session: N. 7</p> <p>Date:</p>	<p>Ss will be able to recognize and pronounce the classroom object's colors in Spanish.</p> <p>Red, green, blue, yellow, black and blue.</p>	<ol style="list-style-type: none"> 1. Song of the previous class. 2. Presentation of the vocabulary. (Colors) 3. Song: shapes. 4. Game 5. Color song. 	<ol style="list-style-type: none"> 1. Students sing the songs learnt in the previous class, focusing on the pronunciation and the mimics of the song, for starting the class (warm up). 2. Teacher starts with a contextualization, showing and touching some classroom objects and asking for the color What is this? What color is this? Then the teacher introduces the vocabulary of the song, showing balloons of different colors and using flash cards. Then the teacher pronounces each color. 3. Teacher is going to play the song three times, where students start to listen to the song and start to 	<p>How is the progress of the students and how they started to connect the ideas and apply in the activities proposed.</p>

			<p>recognize the rhythm, vocabulary and pronunciation.</p> <p>4. Students are going to describe the color that they are wearing, the should say the color in Spanish.</p> <p>5. Teacher is going to play the song twice for students listen it, then teacher sings the song, focusing on the pronunciation. Teacher is detailed in the mouth movement, teacher sings line by line, After that, students are going to repeat and try to memorize the song. Finally students listen to one more time, start to sing it with the teacher and then they have to sing alone. Students are gig to have different pieces of paper with the color learnt; they have to show the color while they are singing the song.</p>	
--	--	--	--	--

--	--	--	--	--

Assessment

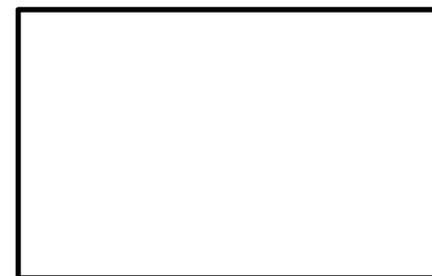
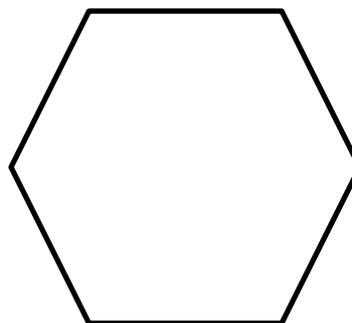
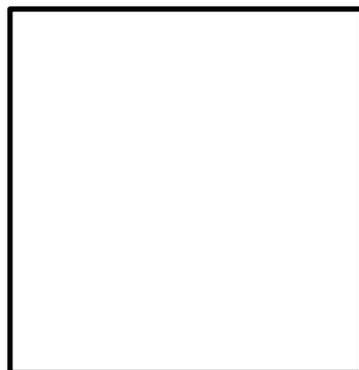
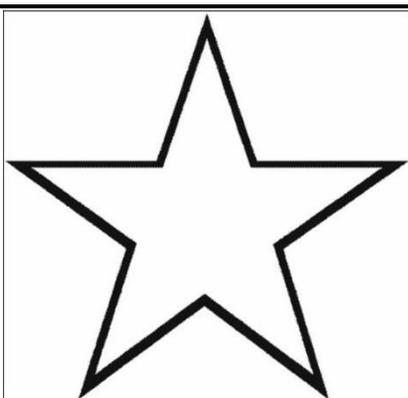
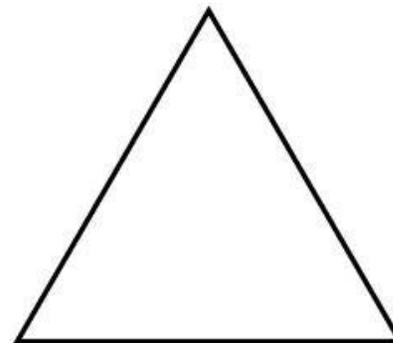
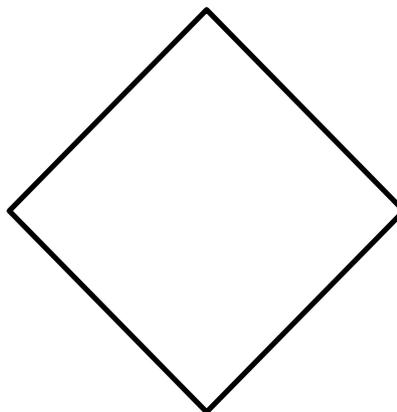
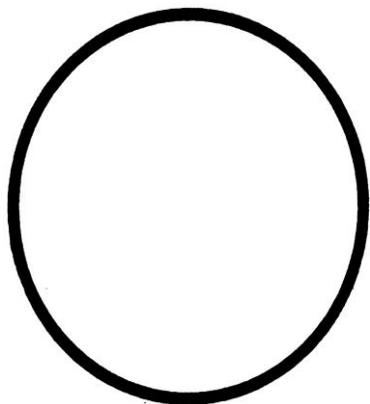
Session and date	Learning objective	Activity	Methodology	Kind of the data to be collected
<p>Session: N. 8</p> <p>Date:</p>	<p>Ss will be able to describe objects, using the vocabulary learned, to one classmate.</p>	<ol style="list-style-type: none"> 1. Song of the previous class. 2. Review of the vocabulary (colors). 3. Workshop 4. Production. 	<ol style="list-style-type: none"> 1. Students sing the song learnt in the previous class, focusing on the pronunciation and the mimics of the song, for starting the class (warm up). 2. Students sing the song, first students sing with the teacher and then, they have to sing alone. Focusing on pronunciation and use of vocabulary. 3. Each student has a worksheet; teacher is going to give instructions for each shape. For example she is going to says: el circulo es rojo, so 	<p>Information about the application that students are going to have with the knowledge acquired. If they answer with the vocabulary in a proper way which I am going to ask based on the songs learned. Also, how the students recognized and use</p>

			<p>children have to color the circle with that color. Finally, they have to write the color in Spanish.</p> <p>4. In pairs, each student is going to have a balloon of different color, one student needs to ask: what color is this? And the partner answer: this is:____. Then switch the roles.</p> <p>Finally, each student has to present the color of the balloon, saying this balloon is:_____.</p>	<p>the vocabulary.</p>
--	--	--	--	------------------------

<http://www.youtube.com/watch?v=SbfcWGyvO68>

Nombre: _____ Fecha: _____

COLORES



Colores

El árbol es verde

El mar es azul

El sol amarillo

La tierra es marrón,

Colores, colores, que lindos que son

Colores, colores, a mi alrededor.

La nieve es blanca

Y rosa la flor

La fresa es roja

Violeta el tambor

Colores, colores, que lindos que son

Colores, colores, a mi alrededor

Colores

Red is rojo

Green is verde

Blue azul

Negro black.

Yellow Amarillo,

Purple is morado,

Grey is gris,

Brown café.

Presentation and building of the previous knowledge and songs implementation

Session and date	Learning objective	Activity	Methodology	Kind of the data to be collected
<p>Session: N. 9</p> <p>Date:</p>	<p>Ss will be able to recognize and pronounce the weather conditions in Spanish.</p> <p>Sunny, rainy, cloudy, windy and snowy.</p>	<ol style="list-style-type: none"> 1. Song of the previous class. 2. Presentation of the vocabulary (weather). 3. Song: weather. 4. Game 5. Weather song. 	<ol style="list-style-type: none"> 1. Students sing the song learnt in the previous class, focusing on the pronunciation and the mimics of the song, for starting the class (warm up). 2. Teacher starts with a contextualization; teacher starts asking students to look through the window, teacher asks What is the weather like today? and she describes the weather, then teacher shows some pictures of different weather conditions. 3. Teacher is going to play the song three times, students start to listen the song and recognize the rhythm, vocabulary and pronunciation. 	<p>How is the progress of the students and how they started to connect the ideas and apply in the activities proposed.</p>

			<p>4.Students are going to pass a ball, the person who has the ball when the teacher says stop, will answer a question.</p> <p>5. Teacher is going to play the song twice for students listen it, then teacher sings the song, focusing on the pronunciation. Teacher is detailed in the mouth movement, teacher sings line by line, After that, students are going to repeat and try to memorize the song. Finally students listen one more time, start to sing it with the teacher and then they have to sing alone.</p>	
--	--	--	--	--

Assessment

Session and date	Learning objective	Activity	Methodology	Kind of the data to be collected
<p>Session: N. 10</p> <p>Date:</p>	<p>Ss will be able to describe the weather, using the vocabulary learned, to one classmate.</p>	<ol style="list-style-type: none"> 1. Song of the previous class. 2. Review of the vocabulary (shape adjectives). 3. Workshop 4. Production. 	<ol style="list-style-type: none"> 1. Students sing the song learnt in the previous class, focusing on the pronunciation and the mimics of the song, for starting the class (warm up). 2. Students sing the song, first students sing with the teacher and then, they have to sing alone. Focusing on pronunciation and use of vocabulary. 3. Each student has a worksheet, the idea is to listen what the teacher says and follow the instructions based on the song the need to color and write the different weather conditions, this is: _____ according to the picture. 4. In pairs, each student is going to 	<p>Information about the application that students are going to have with the knowledge acquired. If they answer with the vocabulary in a proper way which I am going to ask based on the songs learned. Also, how the students recognized and use the vocabulary.</p>

			as what is the weather like today? And the partner answers: today is:____. Then switch the roles.	
--	--	--	---	--

<http://www.youtube.com/watch?v=amh8Sovhn5g>

Nombre: _____ Fecha: _____

EL CLIMA DE HOY

 <p>RainyDayKidd.com</p>	 <p>RainyDayKidd.com</p>	 <p>RainyDayKidd.com</p>
 <p>RainyDayKidd.com</p>	 <p>RainyDayKidd.com</p>	 <p>RainyDayKidd.com</p> <p>Today is: _____</p>

¿Qué tiempo hace hoy?

¿Qué tiempo hace hoy?

Hace mal tiempo,

Hace buen tiempo

Hace frío, nieva.

Hace calor, hace sol.

¿Qué tiempo hace hoy?

¿Qué tiempo hace hoy?

No hace buen tiempo,

No hace mal tiempo,

Hay nubes y llueve.

Hace fresco, hace viento.

El tiempo no me importa,

El tiempo no me importa,

Porque estoy feliz.

Porque estoy feliz.

El tiempo no me importa,

El tiempo no me importa,

Mis amigos están aquí!

Mis amigos están aquí!

¿Qué tiempo hace hoy?

¿Qué tiempo hace hoy?

No lo sé, estoy en la escuela todo el día.

Annex # 4

Think aloud' protocol

Student's name: _____

Date: _____

Activity: _____

1. **Flash cards:** (The idea was to show some flash cards and ask what is this? Based on the vocabulary learnt.)

2. **Sentences** (The idea was to give to students some sentences, they had to read aloud and then I would ask some comprehension questions: What is this color? How do you know that? Why do you remember that this is XXX color/ feeling?)

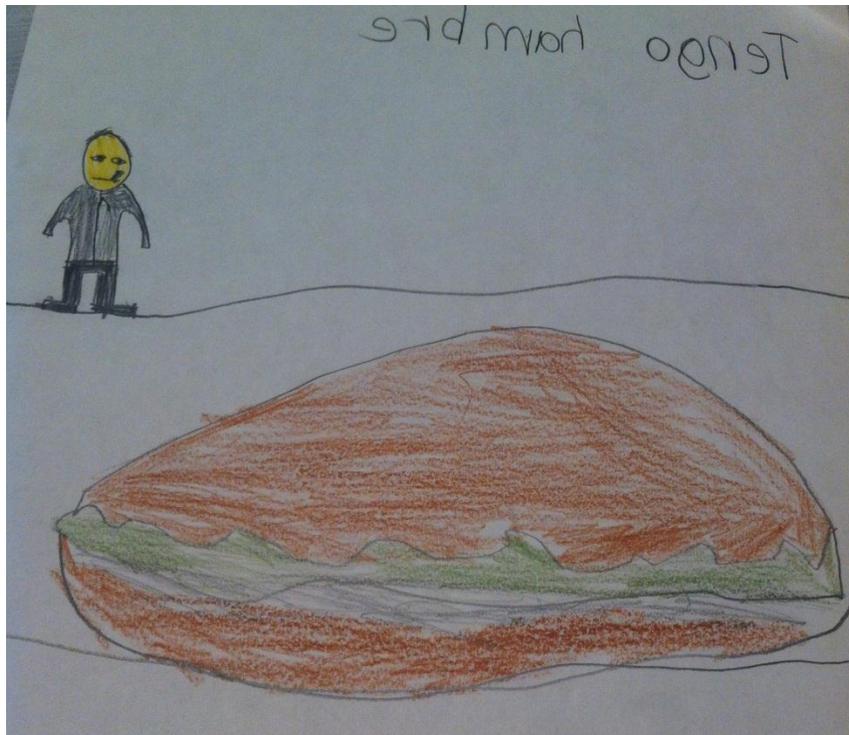
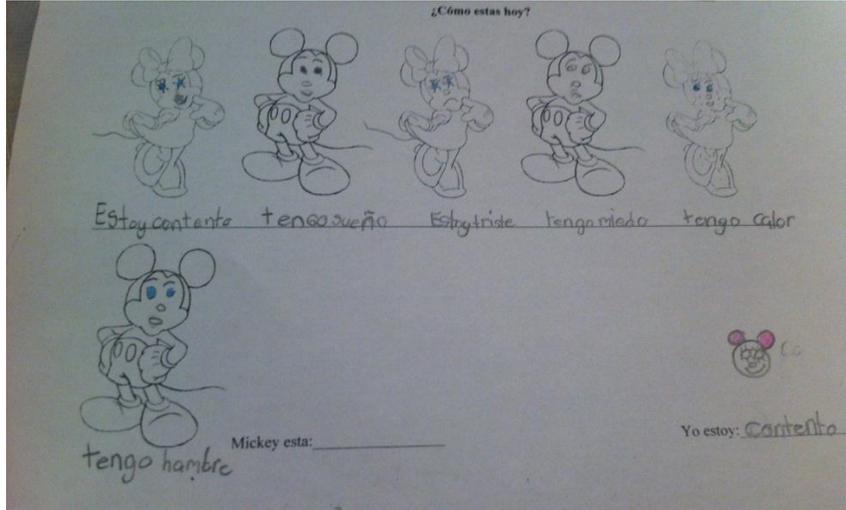
3. **Worksheet** (The idea was to use the worksheets that the students developed and ask: How did you develop the workshop? How did you recognize the feelings/ color/ shape?)

4. **Question** (I would ask the question that was practiced with the partner; I would ask it again, expecting for the answer focus on pronunciation, vocabulary and confidence to answer and speak in Spanish.)

Student's signature: _____ Teacher's signature: _____

Annex # 5

Students' artifacts





Annex # 5

Transcriptions samples

S: “Elijah you have to color the circulo with red crayon and it is the cabeza of the robot..... Cabeza.... Elijah cabeza, hombros, rodillas y pies..... head.”

(Cristina’s video recording transcription #3 /Presentation of the topic: Shapes / November 17th / Second grade).

S: “I like very much to learn and sing at the same time..... I lie to sing because the song stuck in my mind and I can learn more” *(Cristina’s video recording transcription #2 /assessment of the topic: body / November 13th / Second grade).*

S: “ teacher, teacher, teacher!!!! Are we going to sing the song of the parts of the body?, listen: cabeza, hombros, rodillas y pies, ojos, oregas, boca y Y..... teacher, teacher, how do you say nose in English? Nariz!!! Boca y nariz!!!”

(Cristina’s video recording transcription #3 /presentation of the topic: shapes / November 17th / Second grade).

S:” Hannah touch your nariz!!! (laughs)nariz... NARIZ!!!! Hannah you got it!!!! Listen, pay attention: ojos, orejas, oca y NARIZ!(S was showing the part of the body)

Hannah: “Ohhhh ok, I got it!!! Nose!!! Now I remember and understand, Thanks.”

(Cristina’s video recording transcription #2 /assessment of the topic: body / November 13th / Second grade).