

**UNIVERSIDAD NACIONAL DEL SANTA
FACULTAD DE EDUCACIÓN Y HUMANIDADES
ESCUELA PROFESIONAL DE EDUCACIÓN SECUNDARIA
ESPECIALIDAD IDIOMAS: INGLÉS- FRANCÉS**



**"THE USE OF SONGS AND CHANTS IN THE ENGLISH
VOCABULARY LEARNING OF FIVE YEARS OLD CHILDREN
AT KINDERGARTEN "313" – CHIMBOTE – 2018"**

**TESIS PARA OBTENER EL TITULO PROFESIONAL DE
LICENCIADA EN EDUCACION;
ESPECIALIDAD EN IDIOMAS: INGLES - FRANCES**

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Nuevo Chimbote – Perú

2019

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HOJA DE CONFORMIDAD DEL ASESOR

El presente informe de tesis titulado: **“THE USE OF SONGS AND CHANTS IN THE ENGLISH VOCABULARY LEARNING OF FIVE YEARS OLD CHILDREN AT KINDERGARTEN “313” – CHIMBOTE - 2018”** ha contado con el asesoramiento de la Dra. Lila Marisa Maguiña Alvarado, designado mediante Resolución Decanal N° 021-2018-UNS-DFEH, de fecha 23 de enero del 2018, quien deja constancia de su aprobación. Por tal motivo firma el presente trabajo en calidad de Asesor.

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HOJA DE CONFORMIDAD DE JURADO EVALUADOR

El presente informe de tesis titulado: **“THE USE OF SONGS AND CHANTS IN THE ENGLISH VOCABULARY LEARNING OF FIVE YEARS OLD CHILDREN AT KINDERGARTEN “313” – CHIMBOTE - 2018”** tiene la aprobación del jurado evaluador, designado mediante Resolución Decanal N° 327-2019-UNS-CFEH, de fecha 16 de octubre del 2019, quienes firman en señal de conformidad.

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- > Dra. Susana B. Gutiérrez Saldaña (Presidente)
- > Ms. Juan E. Martínez Guillén (Secretario)
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El Jurado después de deliberar sobre aspectos relacionados con el trabajo, contenido y sustentación del mismo, y con las sugerencias pertinentes **DECLARA APROBADO**....., en concordancia con el Artículo 39° y 40° del Reglamento de Grados y Títulos de la Universidad Nacional del Santa.

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Secretario(a)

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Integrante

DEDICATION

With all our love and affection for our parents, because they did everything for us and we could achieve our dreams, for motivating us and supporting us when we felt that the road was ending, for you, forever our heart and gratitude.

ANGELICA AND KARLA

ACKNOWLEDGMENT

To our teachers: Lila Maguiña Alvarado, Dora Calvo Gastañaduy, Susana Gutiérrez Saldaña, Marilú Plascencia and Juan Martínez Guillén for all their support, patience, dedication and love. We really appreciate it and we promise you to apply all your advices to become great professionals.

Also, to the participants of the research and experiment phase, the teachers and students of the kindergarten "313", who helped us to carry out this research work.

ANGELICA AND KARLA

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SUMMARY

This research is about **“The use of songs and chants in the English vocabulary learning of five years old children at kindergarten “313” – Chimbote – 2018”**.

Its general objective was determined that songs and chants increases the learning of English vocabulary in children of five- years old at the kindergarten "313".

The population was constituted by 74 students (3 classrooms), the sample was 49 students, "Los Comunicativos" (24) the experimental group and "Los Exploradores" (25) the control group.

It had the Quasi-experimental design of two parallel groups with previous and subsequent measurement.

To get the results, it was confirmed that songs and chants increased the learning of English vocabulary in children of five-years old at the kindergarten "313" on the sample applied.

RESUMEN

Esta investigación es acerca de “El uso de canciones y cantos en el aprendizaje de vocabulario en inglés en niños de cinco años de edad del Jardín “313” – Chimbote – 2018”. Su objetivo general fue determinar que las canciones y cantos incrementan el aprendizaje del vocabulario en inglés en niños de cinco años de edad del Jardín “313”.

La población estuvo constituida por 74 estudiantes (3 aulas), la muestra fueron 49 estudiantes, "Los Comunicativos" (24) el grupo experimental y "Los Exploradores" (25) el grupo control.

Tuvo el diseño Cuasi-experimental de dos grupos paralelos con una medición anterior y posterior.

Al obtener los resultados se confirmó que las canciones y cantos incrementó el aprendizaje del vocabulario en inglés en niños de cinco años de edad del Jardín “313” en la muestra aplicada.

I. CHAPTER 1: INTRODUCTION

1.1. BASIS OF THE RESEARCH PROBLEM

We decided to develop a research on this topic about songs and chants in the English vocabulary learning of five years old children because Peruvian children have lot of difficulties to learn the English language and they have lack of interest. All this is because teachers are not using current methodology to motivate them to learn a new language.

We considered that songs and chants are techniques that have become one of the most effective ways nowadays.

According to Joyce (2011), “the use of musical techniques such as songs and chants are important to improve the learning of the language and increase vocabulary in a creative and motivating way for children”. Also, Slattery & Willis (2001), indicate “children usually like singing and performing. They enjoy learning songs and rhymes and they can sing or say to their parents at home. In addition, through songs children can repeat the words as they do the actions when they are speaking with teacher. This builds confidence and a feeling of achievement”.

So we were really interested in investigating this topic to prove the effectiveness of these techniques, especially because in kindergarten children are exposed to new words daily in their classrooms and it could be very boring and difficult for them, especially because they are very young learners and they are starting to know about their native language and to learn a new one demands the use of very motivated methods and techniques such as songs and chants because they love this kind of activities and they learn in a funny way.

Also, we wanted to demonstrate that they can success in the English vocabulary learning and have a meaningful knowledge. In this study we checked if songs and chants in the English vocabulary learning on five years old children from the kindergarten “313” – Chimbote - 2018, has a positive result taking into account the contents of the English language area.

1.2. PROBLEM FORMULATION

How does the use of songs and chants increase the English vocabulary learning of five years old children at kindergarten “313” – Chimbote – 2018”?

1.3. THEORETICAL FRAMEWORK

1.3.1. BACKGROUND

A. INTERNATIONAL

1) Hart (2015) examines how students can develop the English language through melodic learning. The purpose of this study is to investigate a non-traditional method to improve language through the use of songs, chants and rhymes. Before the study, each student was evaluated using the second edition of the Development Reading Assessment (DRA2) and this was administered again after incorporating melodic learning strategies into the classroom. Using the Word Analysis assessment, their abilities to identify uppercase and lowercase letters of the alphabet, rhyme, determine the initial sounds of words and read words recognizable to the eye were evaluated. The melodic learning strategies were applied during the study period of one month and each week of the study, the songs were presented and discussed, the words in sight were practiced with the use of chants and the lullabies were read repeatedly.

The results revealed that the students demonstrated an increase in the areas of rhyme, phonemic awareness, vocabulary knowledge, word recognition, as well as general motivation.

2) Kuśnierek (2016). Indicates what is the role of music and songs in teaching English vocabulary to students and how they have impact on better vocabulary memorization. The author’s aim was also to learn about students’ musical preferences and a song-oriented lesson’s perception. This research describes teaching vocabulary in the ELT classroom, reasons for teaching vocabulary are provided and also quite a vast part is devoted to six criteria for vocabulary selection. Another issue which is discussed in this research is the two elements of word knowledge – form and meaning. Then, the division into receptive and productive vocabulary is presented. Various vocabulary presentation techniques are also

depicted. The research also describes how to select songs in order to make them effective tools in ESL classroom.

- 3) Mohammed (2011). determines the effectiveness of using children songs on developing the fourth graders' English Vocabulary in Rafah governmental schools. For answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (60) male students and (60) female students. The researcher divided the sample of the study into two experimental groups and two controls. The children songs were used with the experimental group only, while the ordinary method was used with the control one in the second term of the academic school year (2010 – 2011). Etta square technique was used to measure the effect size of using children songs on the experimental group. The study indicated that there are statistically significant differences in mean scores of vocabularies test in favor of the experimental group in the post application. In the light of these results, the study recommended the necessity of using children songs on learning vocabulary. It also suggested that further researches should be conducted on the effect of songs on the four skills of English language.

- 4) Joyce (2011). assesses whether students' acquisition of vocabulary is enhanced with students' singing along to a song picture book. Students' vocabulary was assessed prior to and after classroom vocabulary instruction with the use of students' singing along to a song picture book and without singing along to a song picture book. An Analysis of Variance (one-way ANCOVA) was used with pretests and post-tests of students' vocabulary prior to and after vocabulary instruction. Two song picture books were read to and sung with students. This research study assessed whether there was a difference in students' acquisition of vocabulary words when song was used independent of the particular song picture book. A follow-up interview with students' teachers by the researcher was conducted to identify any major similarities and/or differences in student engagement. Finally, each child participating in the study was asked

whether they felt singing along with the picture book helped them to learn the ten targeted words in each of the song picture books.

B) NATIONAL

- 1) Aguirre, Bustinza and Garvich (2015). evaluate how the songs use in English helps motivating students while learning English as a Second Language (ESL). This study used a mixed-method design that included observations carried out by the research team and questionnaires completed by students. The results show that students are motivated to participate and become more engaged in classroom activities when songs are used in their English classes. Students can learn new vocabulary or improve their pronunciation if songs are used in class. While many studies discuss the benefits of using music or songs to teach a language (Bartle, 1962), very few focus centrally on motivation. It is important to remember that "students' motivation and interest is essential for learning" (Aguirre, 2015; Gardner, 1985; Iantorno & Papa 1979; Williams & Burden, 1997, p. 129). Taking everything into account, we believe that it is important to study the link between song use in English teaching and the motivation it might create.

C) LOCAL

- 1) Cueva and Vejarano (2011). identify how the songs techniques used in the English learning to raise academic performance in the second language of third grade students of secondary level in Augusto Salazar Bondy school" – Nuevo Chimbote 2010" had the main objective is to know if the use of technique of songs raises academic achievement in English language learning for students in third year high school of school Augusto Salazar Bondy. The population consisted of 90 students (2 sections), of which the sample consisted of 45 students, 3 "A" our control group and 3 "B" our experimental group. The research was used quasi-experimental technique of two parallel groups with measurement before and after, because a group was under the influence of song techniques and the other group with traditional methods.

1.4. OBJECTIVES

1.4.1. GENERAL OBJECTIVE

- Determine that songs and chants increases the learning of English vocabulary in children of five years old at the kindergarten "313" - Chimbote- 2018"

1.4.2. SPECIFIC OBJECTIVES

- Determine the vocabulary level of the students on the English language at kindergarten "313" at the beginning of the three-month term.
- Elaborate and apply a didactic unit and lessons using songs and chants to raise the academic performance of five years old students of nursery education at the kindergarten "313".
- Determine the efficiency of songs and chants applied in the learning of English vocabulary in five-years old children at the kindergarten "313" at the end of three-month term.

1.5. JUSTIFICATION

The present study is justified, because children learn English vocabulary through songs and chants since they may be a powerful tool in helping them to learn and remember new words and in this way, they can increase their academic performance.

There are many benefits of using them in language learning. First of all, they can encourage learners to use English. Next, listening to songs helps learners to recognize words and meaning more easily especially when these songs are supported with pictures and actions. Also, songs can stimulate a positive emotional attitude to language learning (Orlova, 1997). In addition, the use of these techniques is useful for the interaction and socialization of children with their environment in the learning process of a new language. Both techniques are an excellent means for children to learn managing their emotions in a positive way and can express them more comfortably.

There are additional benefits of using songs and chants mentioned by different experts. El-Nashar (2003) also says that they will help students to

develop physical coordination. He also indicates the efficiency of using songs in English learning teaching process.

This research was also focus on the characteristics and factors of the songs and chants on learning English vocabulary to help English language teachers to create effective learning environment in the light of using melodic learning strategies.

We proposed to apply lesson plans based on musical techniques such as songs and chants as students' motivation.

1.6. HYPOTHESIS

1.6.1. HYPOTHESIS FORMULATION

A) RESEARCH HYPOTHESIS

The use of songs and chants increases the English vocabulary learning of five years old children at kindergarten "313" – Chimbote – 2018.

B) NULL HYPOTHESIS

The use of songs and chants does not increase the English vocabulary learning of five years old children at kindergarten "313" – Chimbote – 2018.

C) ALTERNATE HYPOTHESIS

The students who learn through songs and chants increase fairly their English vocabulary learning.

II. CHAPTER 2: THEORETICAL SCIENTIFIC BASES

2.1. VERY YOUNG LEARNERS

Children start preschool at the age of 3-5 before they enter primary school in Peru and in many other countries. At these ages, they are naturally curious and enthusiastic to explore the world around them. Most children are eager to gain new experiences including learning a new language.

2.1.1. CHARACTERISTICS

Scott & Ytreberg (2010) mention the following characteristics of young learners:

- They are very curious and active.
- They have a limited attention span.
- They require interaction in learning.
- They prefer physical activities.
- They learn by manipulating things.
- They mostly rely on speaking.
- They require praise in any form.
- They are developing quickly as individuals; it means that they have difference in language acquisition.
- Learn in a variety of ways, for example; by watching, by listening, by imitating and by doing things.
- They are not able to understand grammatical rules and explanations about language. Children are not understanding about the rule of language, they only imitate what they are seeing and hearing.
- They try to make sense of situations by making use of non-verbal clues. Children will imitate, it means learning by doing.
- Talk in their mother tongue about they understand and do this helps them to learn. It means they use their mother tongue to understand everything.
- They love to play and use their imagination. It means they are learning while playing.
- They are comfortable with routines and enjoy repetition. It means they need habit to learn.
- Use English as the language of instruction.
- Use short and direct sentences when speaking to them.
- Speak slowly.
- They enjoy fantasy, imagination, and movement.

- They differ in their language experience.
- They are less shy than older learners.
- They respond well to rewards from the teacher.
- Generally, they are more concerned about themselves than others.
- They have limited knowledge about the world.

2.1.2. TEACHING ENGLISH FOR VERY YOUNG LEARNERS

Nowadays English is used every day more in all areas of knowledge and human development, it is being taught from kindergarten up to university as a second language. So (Gebhard, 1996) says that teaching English to young learners has become a branch in the field of teaching. The goals of learning English as second language (ESL) are often quite different.

For young learners, Littlewood (1994) indicates that it is important to provide them with experiencing language to ensure successful learning, because they learn from experience.

2.1.3. HOW VERY YOUNG LEARNERS BEHAVE

Keep exercises fun and short because these students have short attention spans and are easily distracted. Overacting and projection will help to keep them the focus on you.

Teach students how to behave in a classroom by asking them to be quiet while you are talking and raise their hands if they have questions or want to answer a question. This may not be directly related to ESL but it is important that students learn good behavior early on; it will make their transition to primary school easier. Teach them to respond to basic classroom English phrases such as “*Please sit down.*” because these are expressions that they will hear repeatedly throughout their study of English. For students at this age, you are responsible not only for starting to teach them English, but also for preparing them for their next level of education. Students will perform better in their classes if they behave well and have a good understanding of basic principles.

2.2. THE MUSIC

2.2.1. DEFINITION

Music is one of the most spontaneous manifestations of our sensibility.

It can also be an exciting and rich change that leads to a better knowledge, to be happier, more creative and more useful to the society that belongs.

FEU & Pinero (1998) say that music is a universal sonic language that facilitates the entrance to the specific linguistic systems of each language. Music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. According to Lo & Li (1998), songs are able to change the monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily. Besides, utilizing songs in class environment amuses students, helps them feel relaxed and get rid of their negative attitudes towards a foreign language while learning a lingual structure through a song. A piece of music can change the atmosphere in a classroom, it can amuse and entertain. Children have a natural taste for music and because of that English language teachers around the world use such enjoyable and supportive means for children to improve language learning and acquisition (Cakir, 1999). Music and poetry are also an essential part of foreign language learning for young learners (Philips, 1993).

Murphey (1992), believes that music has the power to engrave itself into us brains, stating that songs work on our short- or long-term memory and are therefore adequate tools for using in the language classroom. Music being a source of motivation, interest and enjoyment, it is much easier for children to imitate and remember language very effective in children's language class as children love to repeat and mimic words and sounds. Thus, through this kind of

activity they naturally pick up the language with its accurate sound, words and sentences.

2.2.2. THE IMPORTANCE

Music participation provides a unique opportunity for literacy preparation. Whether the children are singing, playing, or listening, teachers direct them to listen and hear in new ways which exercises their aural discrimination. Playing instruments and adding movement to the lessons teaches children about sequential learning which is essential in reading comprehension. Plato once said that music “is a more potent instrument than any other for education”. You will find many teachers of young children who would agree with him. Recent research has found that music uses both sides of the brain, a fact that makes it valuable in all areas of development. Music affects the growth of a child’s brain academically, emotionally, physically and spiritually.

Music is academic. For some people, this is the primary reason for providing music lessons to their children. A recent study from the University of California found that music trains the brain for higher forms of thinking. It indicates that musical training permanently wires a young mind for enhanced performance.

2.2.2.1. MUSIC IS PHYSICAL. Music can be described as a sport. Learning to sing and keep rhythm develops coordination.

2.2.2.2. MUSIC IS EMOTIONAL. Music is an art form. We are emotional beings and every child requires an artistic outlet. Music may be your child’s vehicle of expression.

2.2.2.3. MUSIC IS FOR LIFE. Most people can’t play soccer, or football at 70 or 80 years of age but they can sing.

Music is a gift you can give your child that will last their entire lives.

2.2.3. THE MUSIC IN CHILDREN'S LEARNING

Music has been found to be advantageous to learners, since singing songs and listening to music is an enjoyable experience for them. Students are relaxed and feel comfortable and are receptive to learning, often singing the song over and over again. This repetition promotes self-confidence and develops vocabulary skills. Vocabulary can be acquired incidentally in contexts of daily conversation due to cognitive processes such as verbal memory (Beals, 1997). If those who received musical instruction at an early age have greater verbal memory (Chan, Ho & Cheung, 1998; Ho, Cheung & Chan, 2003), it could be expected that they would also have a greater vocabulary.

One element of children's linguistic development that has been favored by participation in musical activities is that of vocabulary. Children with developmental delays who participated in singing songs improved their vocabulary significantly, as measured by the Peabody Vocabulary Test (Hoskins, 1988). Also, young children who received vocabulary instruction in a second language, along with songs and rhythmic discrimination activities, incorporated more words into their receptive and active vocabularies (Gan & Chong, 1998; Schunk, 1999; Overy, 2000).

2.3. SONG

2.3.1. CHILDREN'S SONGS DEFINITION

Ratnasari (2007) defines songs as a kind of art work that are intended to be sing either with or without instrumental accompaniments.

From the previous definition the researchers define children song as music, instruments, tunes and rhymes and it is not an ordinary message or ordinary words but according to specific rhymes, repetition and structure.

2.3.2. TYPES

- ❖ According to Brewster, songs can be classified into this category:
 - Action songs, which involve performing actions in line with the lyrics of the songs ('If you're happy and you know it clap your hands'). These songs are closely related to the Total Physical Response method (TPR), developed by James Asher (1977), which is based on the idea of learning language through actions and commands.
- ❖ Hubbard *et al.* (1991), classify songs into this category:
 - Special occasion songs which are sung in England only on certain occasions or at certain times of the year. Teaching this type of song may give students an insight into English culture.

2.3.3. ELEMENTS

When a song is played, the listeners will not only listen to its lyrics, but also its melody. They enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music elements.

- ❖ Ratnasari (2007) divides the music elements into two categories.
 - The first category is the main elements. It consists of rhythm, melody, harmony and lyrics. Rhythm is the stretch of movement and sounds. It becomes the base element in music. It is like how to sound a word. Melody is the arrangement of stretch sound. Harmony is the unity of two or more tones that have different level played together. The last is lyrics; it can be said as musical sentences.
 - The second category is the expression element. It is the way of the musicians expressing their mind and feeling that consists of tempo, dynamic and voice color.
- The researchers conclude that all the elements above are needed when someone creates a song.

2.3.4. HOW TO PRESENT EDUCATIONAL SONGS IN CLASSROOM

There are different types of songs as mentioned before and the way of presenting educational songs should depend on the type of song.

❖ Hubbard *et al.* (1991), suggested the following procedure to present song:

- The teacher explains the words.
- The teacher plays the whole song to establish rhythm.
- The teacher puts the words to the tune if necessary.
- Using gestures activities where necessary.
- Making the singing period light and lively.
- The teacher encourages children to memorize the song through different interesting ways of helping them with their memorization.
- Teacher lets children sing the song.

Finally, the researchers conclude that songs are mainly used to minimize the use of mother tongue and expose pupils to the target language so explaining words should be limited in order to decrease the distraction from enjoying actions or singing. The teacher uses these steps in presenting a song in the classroom because these steps are very useful and help pupils to learn song easily.

2.3.5. CONSIDERATIONS IN CHOOSING CHILDREN SONGS

There are some considerations and principles in choosing educational songs.

❖ Tassoni *et al.* (2002), also suggest some of principles such as:

- Songs and rhymes for young children should be fun and easy to learn.
- Songs should have a relevance to the children environment.
- Songs should be linked to the theme.
- Songs should be bright with a clear image to attract children.

❖ Alshenawi (2001), mention the following principles:

- Songs should be not too short or too long.

- Songs should have a clear and easy glossary and vocabulary. Vocabulary should be familiar with songs content.
- Songs should have rhythm and melody.
- Songs should be appropriate to the content and the student's level and culture.

From the previous principles and considerations, the researchers conclude that a teacher should keep in his/her mind these considerations when choosing a song.

The teacher should choose songs which are suitable for the students' level, interest and social context.

2.3.6. GENERAL AIMS OF USING SONGS IN TEACHING EFL FOR YOUNG LEARNERS

There are some advantages and reasons for using songs in teaching EFL to young learners.

- ❖ Abu Mallouh (2001) & Kailani (2007) say the following advantages of using songs in the classroom such as:
 - Enjoyment and motivation.
 - Vocabulary practice and presentation.
 - Pronunciation practice.
 - Variety / change in the lesson.
 - Create a relaxing atmosphere in the classroom.
- ❖ In addition, Lynch (2011) indicates the following reasons of using songs in teaching EFL for young learners:
 - A variety of new vocabulary can be introduced to students through songs.
 - Songs are usually very easily obtainable.
 - Songs can be selected to suit the students' needs and interests.
 - Time length is easily controlled.
 - Students think songs are natural and fun.
 - Pupils enjoy them. So, they increase student motivation, in the same way that classroom games do.'

- ❖ Eken (1996), also puts forward the following reasons for using songs in the English language classroom:
 - To present a topic.
 - To encourage creativity and use of imagination.
 - To provide a relaxing classroom environment.
 - To bring variety and fun to teaching and learning.

According to the previous reasons, the researchers conclude that songs play a very important role in teaching language.

The reasons indicate that songs are always directed to the native- speaking population, so they usually contain vocabulary and expression.

Furthermore, songs can be selected according to suitable themes, levels and vocabulary. Moreover, songs are fun and teachers can expose students to many different kinds of English such as British and American English.

2.3.7. SUGGESTED ACTIVITIES WHEN USING CHILDREN SONGS IN CLASSROOM

- ❖ Rosova (2007), suggests the following activities that teachers can do with students when teaching English through songs.
 - Listen.
 - Sing without listening to any recording.
 - Talk about songs.
 - Perform songs.
 - Do role plays.

The researchers see that using songs in English classroom is very important because they motivate children in the class, help them to speak English and encourage students to participate and like English. Moreover, the researchers found students needed more techniques to learn English effectively.

2.4. CHANTS

2.4.1. DEFINITION

A chant is simply vocabulary spoken over a background of music or rhythm. They are useful because something about the music energizes the students, and they have to pronounce the word in a rhythm. We found that in classes where we do not see the students very often, chants are great.

A chant is a lot easier to teach than a song. Also, if teachers are not comfortable with singing in front of the students, chants are useful.

2.4.2. IMPORTANCE

Studies show that using chants helps young children remember concepts and vocabulary, captures their imagination, and develops rhyming ability and background knowledge.

A chant can be described as "any group of words that is recited with a lively beat" (Buchoff, 1994). There is often a stress on certain words or syllables and less emphasis on other words or syllables (Forster, 2006). They have long been recognized as "fun and child-friendly tools in both first and second language acquisition" (Forster, 2006) Studies have shown that the lyrics that occur in chants can help young children learn and remember concepts and words that they hear in literature or may encounter in print (Buchoff, 1994). Furthermore, the repetitive language that occurs in chants helps children become familiar with the syntax of the English language, as in the idea of words in sentences.

Chanting promotes successful language experiences for all children, despite their differences in background and talent. Using chants, even a shy child, poor speaker, or reluctant reader can develop confidence and self-expression while working with their class to contribute to chants (Buchoff, 1994).

2.4.3. PRESENTING CHANTS

The following steps help in presenting a chant to the students:

- Review the main structure in the chant.
- Chant it to familiarize students with it.
- Say one line at a time and ask students to repeat after you.
- Say the line again, clapping or snapping your fingers where the language is stressed as indicated by the asterisks (*)
- Have students repeat the chant several times with clapping or snapping of fingers.
- Write the chant on the board or a chart.
- Many chants are designed for two groups. For these, divide the class into two groups. Group A chants the lines on the left. Group B chants lines on the right. In a question-answer chant, for example, Group A would ask the questions and group B answer them.

2.5. VOCABULARY

2.5.1. DEFINITION

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009).

Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings".

Burns (1972) defines vocabulary as" the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998) 'vocabulary is central to language and of critical importance to the typical language learning.

2.5.2. TECHNIQUES IN TEACHING VOCABULARY

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992).

- 2.5.2.1. USING OBJECTS:** Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takac, 2008).
- 2.5.2.2. DRAWING:** Objects can either be drawn on the board or drawn on flashcards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.
- 2.5.2.3. USING ILLUSTRATIONS AND PICTURES:** Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible.
- 2.5.2.4. MIME, EXPRESSIONS AND GESTURES:** Klippel (1994) implies that mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures.

2.5.3. THE ROLE AND THE IMPORTANCE OF VOCABULARY IN LEARNING EFL.

Vocabulary plays very important role in teaching other elements of languages and skills. Vocabulary is the tool of thought, self-expression, translation and communication. In any language teaching, vocabulary plays a tremendously important role.

- ❖ Harmer (1991) tries to confirm the relationship between vocabulary and structures as important elements of language by saying, "If language structures make up the selection of language, then it is vocabulary that provides the vital organs and the flesh."
- ❖ Lewis (1993) also says that vocabulary acquisition is the main task of Second Language Acquisition. These language skills are listening; speaking, reading, writing and translating all cannot go without vocabulary.
- ❖ Scrivener (1994) also adds three initial conclusions of the role of vocabulary in the classroom to what Lewis suggested:
 - Vocabulary is very important and needs to be dealt with systematically in its own right; it is not simply an add-on to grammar or skills lessons.
 - Teachers' job does not finish as soon as a learner has first met some new.
 - Vocabulary; we need to help them practice, learn, store, recall and use the items. Training in the use of English-English dictionaries provides learners with a vital tool for self-study.

From the previous views, the researchers conclude that:

- Vocabulary is very necessary because students cannot speak, read, listen and write without vocabulary.
- Without vocabulary students cannot convey any message to others.
- Vocabulary is very important in teaching all aspects of language.
- Vocabulary can play an important role in designing the syllabus in which students can learn words in an organized way according to their different levels and needs.

III. CHAPTER 3: MATERIALS AND METHODS

3.1. RESEARCH METHOD

The experimental method was the Quasi-experimental design.

3.2. POPULATION AND SAMPLE

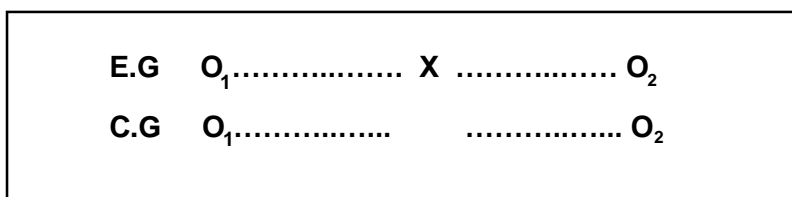
3.2.1. POPULATION: It was constituted by 74 students of 5 years old at kindergarten "313" in the Chimbote district which are distributed as follows:

Educational institution	GRADE	SECTION	TOTAL
Kindergarten "313"	5 YEARS OLD	"Los comunicativos"	24
	5 YEARS OLD	"Los exploradores"	25
	5 YEARS OLD	"Los creativos"	25
			74

3.2.2. SAMPLE: NO PROBABILISTIC: It was not intentionally chosen and constituted by the five years' classrooms: "Los comunicativos" with 25 students and "Los exploradores" with 25 students. Between "20" boys and "29" girls. The sample was formed as follows:

EXPERIMENTAL GROUP	CONTROL GROUP
"Los Comunicativos" 24	"Los Exploradores" 25

3.3. RESEARCH DESIGN: Quasi-experimental DIAGRAM



Where:

- **E.G:** Experimental group “Los comunicativos”
- **C.G:** Control group “Los exploradores”
- **O₁:** Pre-test experimental group
- **O₂:** Post-test experimental group
- **O₁:** Pre-test control group
- **O₂:** Post-test control group
- **X:** Experimental treatment

3.4. STUDY VARIABLES

A. LIST OF VARIABLES: INDEPENDENT AND DEPENDENT

- **Independent:** The use of songs and chants
- **Dependent:** English vocabulary learning of five years old children.

B. DEFINITION OF VARIABLES: CONCEPTUAL, OPERATIONAL, DIMENSIONS AND INDICATORS

VARIABLES	Conceptual	Operational	Dimensions	Indicators
Songs and chants	They are motivating musical techniques for children's learning, which improve oral expression and comprehension skills and also help to improve the pronunciation and intonation of certain words. They also act as reinforcement in the learning of new	They are carried out through a Didactic unit and learning lessons which are planned based on songs and chants.	Choose songs and chants according to the topics: - Greetings: “ <i>Greetings song</i> ” - The 5 vowels: “ <i>The AEIOU vowel song</i> ” - Let's count: “ <i>Five fingers song</i> ” - Touch your body: “ <i>The body chant</i> ” - Let's sing and color: “ <i>I see colors</i> ”	Choose songs and chants taking into account: - Relation with the topic. - Easy vocabulary. - Motivational melody and rhythm. - Short duration songs.

	words. Get the children participate and like English.		<p><i>everywhere song</i></p> <ul style="list-style-type: none"> - My mommy is the best: <i>"I love my mommy song"</i> - Open y our bag <i>"Let's rock school objects"</i> - Look that shape: <i>"I'm a shape"</i> - I love my pet: <i>"Pets chant"</i> - How are you today: <i>"If you are happy song"</i> 	
English vocabulary learning	It plays an important role in teaching English language. The new words are an essential part in foreign language learning and they help to develop skills of comprehension and communication in class.	Through the use of Pre-test, the students' level of English will be seen before starting the treatment and with the Post-test it will be evident if the learning of the vocabulary taught through songs and chants has been achieved.	<p>Learn new words according to the topics:</p> <p>Greetings:(5) <i>Good morning, good afternoon, good evening, good night, good bye.</i></p> <ul style="list-style-type: none"> - Vowels: (5) <i>A, E, I, O, U.</i> - Numbers: (5) <i>1,2,3,4 y 5.</i> - Parts of the body: (4) <i>head, shoulder, knees and toes.</i> - Colors: (6) <i>red, blue, yellow,</i> 	<p>Selecting the correct vocabulary following these instructions:</p> <ul style="list-style-type: none"> - Paint the numbers with the correct color. - Circle the school objects. - Cross out the correct shapes. - Draw the faces (feelings). - Paint the pets.

			<p><i>green, orange, purple.</i></p> <p>- Mother's day: (5) <i>mommy, love, happy, mother, day.</i></p> <p>- School objects: (5) <i>pencil, eraser, ruler, glue, book.</i></p> <p>- Shapes: (4) <i>circle, square, triangle, rectangle.</i></p> <p>- Pets: (5) <i>cat, dog, bird, and fish.</i></p> <p>- Feelings: (5) <i>happy, sad, angry, tired, scared.</i></p>	<p>- Match and paint the greetings.</p> <p>- Listen and paint the vowels.</p> <p>- Touch the parts of your body.</p> <p>- Connect numbers and draw a picture.</p>
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3.5. TECHNIQUES AND INSTRUMENTS OF DATA COLLECTION

TECHNIQUE	INSTRUMENT
Systematic Observation	Observation Guide
Review of a complete product	Worksheet
Application of tests	Pre-test Post-test

a) SYSTEMATIC OBSERVATION: It was observe to obtain information about the English vocabulary learning in five years old children at kindergarten "313" belonging to the experimental group through the application of songs and chants techniques.

- b) OBSERVATION GUIDE:** This evaluation instrument was elaborated with the purpose of being filled with the observations of the progress of the students' learning through the indicators A: Learning achieved, B: In the process of the learning and C: In the beginning of the learning; organized into items seeking to achieve the objectives of the research process.
- c) WORKSHEETS** The worksheets were elaborated with the purpose of facilitating the teaching - learning process in such a way that the student develops the activities without difficulty, since it was structured based on the steps of a class session (beginning, development, exit and evaluation).
- d) PRE-TEST:** An exam was applied that resulted in the level of English language in which the children were. This test was given before the application of song and chant techniques. The pre-test was evaluated with a graphic text for each capacity with a value of two points for each indicator. The result was qualified with the next scores: A (15-20): Learning achieved, B (10-14) In the process of the learning and C (0-9): In the beginning of the learning.
- e) POST-TEST:** An exam was applied to obtain information about the learning of the English language obtained by the children after applying the techniques of songs and chants. The post-test was evaluated with a graphic text for each capacity with a value of two points for each indicator. The result was qualified with the next scores: A (15-20): Learning achieved, B (10-14) In the process of the learning and C (0-9): In the beginning of the learning.

3.6. TECHNIQUES OF PROCESSING AND DATA ANALYSIS

- To process and analyze the data obtained from learning the English language, the techniques of descriptive statistics were used.
- To process and verify the hypothesis, reason for the study, we used the techniques of inferential statistics using the Mann Whitney test.

3.7. PROCEDURES FOR DATA COLLECTION

There were some steps to develop the research:

- **First:** Through our experiences in the training in kindergarten level in which we observed deficiencies in vocabulary learning due to lack of motivational techniques appropriate to their age, we decided to choose this topic for our research project.
- **Second:** Having established our research topic, we proceed to look for background information.
- **Third:** We visited the kindergarten school in which we developed the research.
- **Fourth:** Both groups (Control Group and Experimental Group) took the PRE-TEST in order to know the level of the English language knowledge.
- **Fifth:** The lesson plans and evaluation instruments corresponding to the contents presented were elaborated according to the kindergarten school curriculum.
- **Sixth:** The techniques of songs and chants were applied in a three-month term; it is said from July to September.
- **Seventh:** At the end of the development of the subject the POST-TEST was applied simultaneously to both groups in order to identify the learning of the vocabulary of the English language, which the students obtained by means of the use of songs and chants.

IV. CHAPTER 4: RESULTS

The results obtained in the data processing are presented below, which are organized in relation to the two groups of five-year old: Experimental group (Los Comunicativos) and Control group (Los exploradores).

TABLE N° 1: Individual result, obtained by the Experimental group “Los Comunicativos” before (pre-test) and after (post-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten “313” – Chimbote – 2018”.

N°	PRE-TEST	LEVEL	POST-TEST	LEVEL
1	10	C	18	A
2	13	B	18	A
3	11	B	18	A
4	15	A	20	A
5	09	C	18	A
6	11	B	18	A
7	10	C	18	A
8	11	B	19	A
9	09	C	16	A
10	10	C	18	A
11	09	C	17	A
12	08	C	18	A
13	12	B	19	A
14	11	C	17	A
15	09	C	16	A
16	11	B	17	A
17	09	C	17	A
18	10	C	18	A

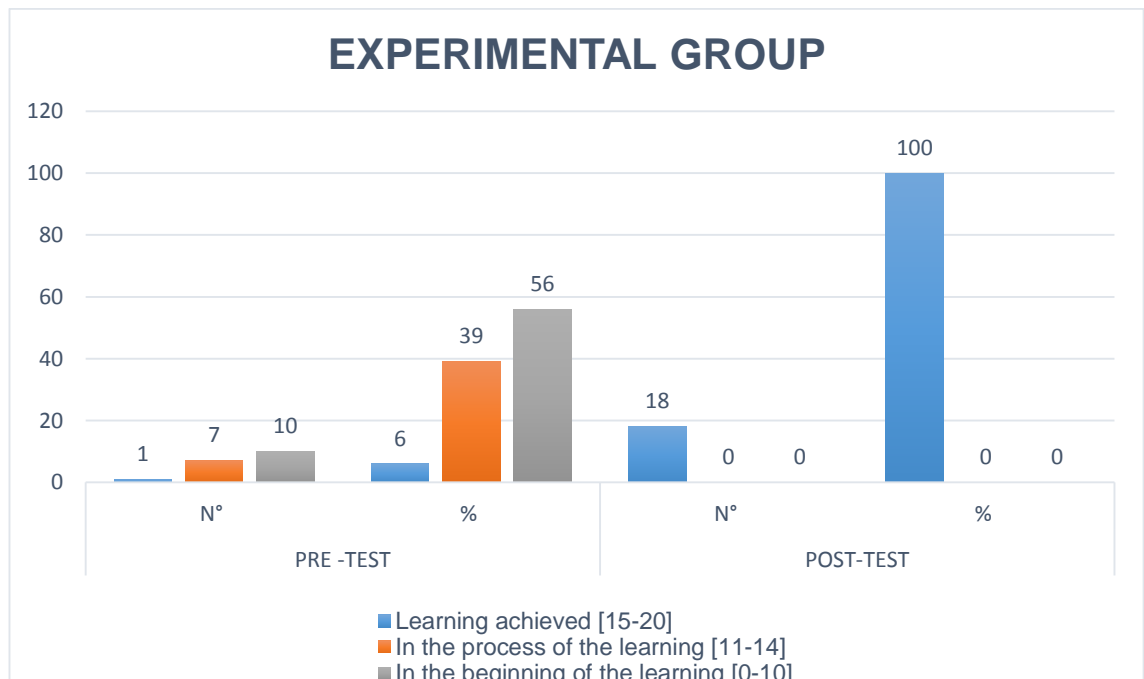
SOURCE: Pre-test and Post-test applied to the five-year old students “Los Comunicativos”.

TABLE Nº 2: Individual result, obtained by the Experimental group before (pre-test) and after (post-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten “313” – Chimbote – 2018”.

LEVEL	INTERVAL	PRE-TEST		POST-TEST	
		Nº	%	Nº	%
Learning achieved	[15-20]	1	6	18	100
In the process of the learning	[11-14]	7	39	0	0
In the beginning of the learning	[0-10]	10	56	0	0
TOTAL		18	100	18	100

SOURCE : Table 1.

GRAPHIC 1: Individual result, obtained by the Experimental group before (pre-test) and after (post-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten “313” – Chimbote – 2018”.



SOURCE : Table 2.

DESCRIPTION

The present table shows the results obtained by the Experimental group on the learning of the English vocabulary, on the students of the kindergarten "313", describing the following:

In the Pre-test only 6% of the students obtained the level "A" (Learning achieved) in the English vocabulary learning, however, in the Post-test, the students who obtained the level "A" were increased to 100% to the mentioned variable.

It is also observed in the Pre-test, that 39% of the students reached level "B" (In the process of the learning) instead, in the Post-test none of the students reached this level. On the other hand, in the Pre-test, 56% of the students reached level "C" (In the beginning of the learning), while in the Post-test the amount decreased to 0%.

TABLE Nº 3: Statistical indicators, obtained by the Experimental group before (pre-test) and after (post-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten "313" – Chimbote – 2018".

STATISTICAL MEASURES	PRE-TEST	POST-TEST
ARITHMETIC AVERAGE	10,4	17,7
STANDARD DEVIATION	1,68	1,00
COEFFICIENT OF VARIATION	16.1 %	5.64%

SOURCE : Table 1.

DESCRIPTION: Experimental (Pre-test – Post-test)

Arithmetic mean: When comparing the average scores obtained by the students of the Experimental group before and after the application of songs and chants, it was observed that the average score in the pretest is 10.4, while the post test is 17,7 , generating an average pedagogical gain of the post-test with respect to the pre-test of 7.3 points, placing them at THE BEGINNING OF THE LEARNING in the pre-test and LEARNING ACHIEVED in the post test.

Standard deviation: The scores in the Experimental group before the application of songs and chants presents slightly greater dispersion (1,68) with respect to the scores obtained by the same students after its application (1,00) by a difference of 0.68.

Coefficient of variation: The relative variation of the scores in the Experimental group before (16.1 %) of the application of songs and chants is higher than the variation of the scores (5.64 %) obtained by the same group, after its application by a 10.4 % difference. This indicates that the average obtained by the Experimental group, after the application of songs and chants, influenced the English vocabulary learning of the students with a greater homogeneity in their scores; after experience the techniques.

TABLE N° 4: Individual result, obtained by the Control group “Los Exploradores” before (pre-test) and after (post-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten “313” – Chimbote – 2018”.

Nº	PRE-TEST	LEVEL	POST- TEST	LEVEL
1	11	B	14	B
2	12	B	15	A
3	12	B	14	B
4	11	B	15	A
5	10	C	14	B
6	09	C	15	A
7	13	B	14	B
8	12	B	15	A
9	10	C	13	B
10	14	B	14	B
11	10	C	12	B
12	12	B	14	B
13	14	B	14	B
14	11	B	14	B
15	10	C	14	B
16	07	C	15	A
17	11	B	14	B
18	09	C	12	B

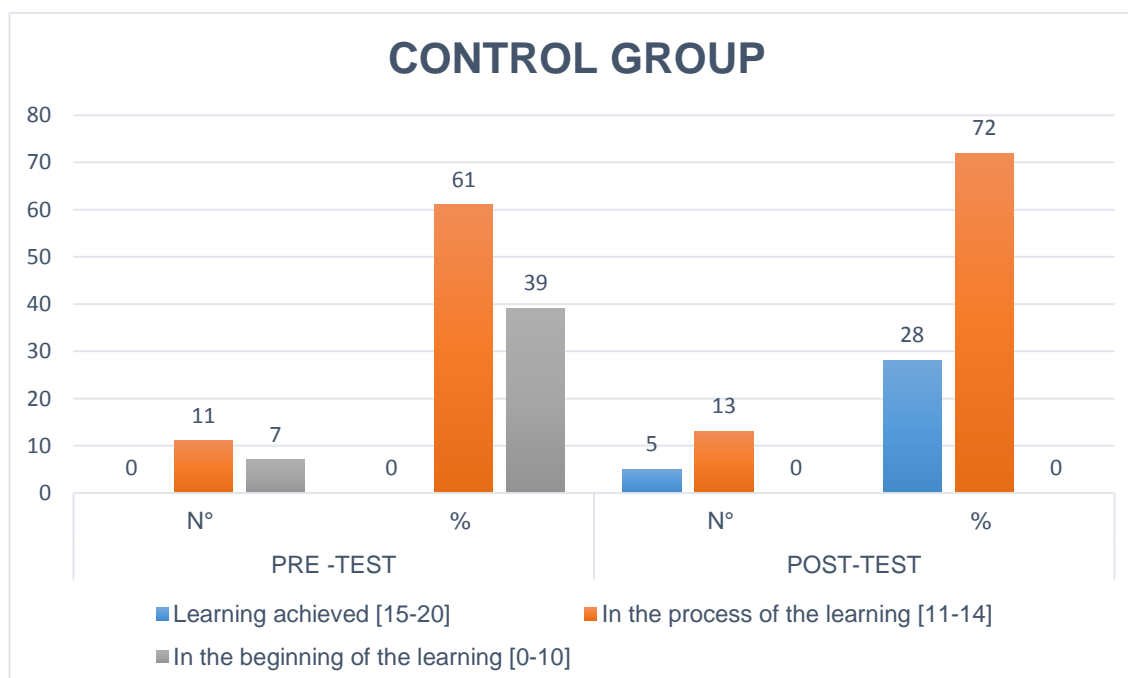
SOURCE: Pre-test and Post-test applied to the five-year old students “Los Exploradores”.

TABLE Nº 5: Individual result, obtained by the Control group before (pre-test) and after (post-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten “313” – Chimbote – 2018”.

LEVEL	INTERVAL	PRE-TEST		POST-TEST	
		Nº	%	Nº	%
Learning achieved	[15-20]	0	0	5	28
In the process of the learning	[11-14]	11	61	13	72
In the beginning of the learning	[0-10]	7	39	0	0
TOTAL		18	100	18	100

SOURCE : Table 4.

GRAPHIC 2: Individual result, obtained by the Control group before (pre-test) and after (post-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten “313” – Chimbote – 2018”.



SOURCE: Table 5.

DESCRIPTION

The present table shows the results obtained by the Control group on the learning of the English vocabulary, in the students of kindergarten "313", describing the following: In the Pre-test only 0% of the students obtained the level "A" (Learning achieve) in the English vocabulary learning, however, in the Post-test, the students who obtained the level "A" were increased to 28% to the mentioned variable.

It is also observed in the Pre-test, that 61% of the students reached level "B" (In the process of the learning) instead, in the Post-test 72% of the students reached the same level. On the other hand, in the Pre-test, 39% of the students reached level "C" (In the beginning of the learning), while in the Post-test the amount decreased to 0%.

TABLE Nº 6: Statistical indicators, obtained by the Control group before (pre-test) and after (post-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten "313" – Chimbote – 2018".

STATISTICAL MEASURES	PRE-TEST	POST-TEST
ARITHMETIC AVERAGE	11,0	14,0
STANDARD DEVIATION	1,7	0,9
COEFFICIENT OF VARIATION	16.2%	6.4%

SOURCE : Table 5.

DESCRIPTION: Control group (Pre-test – post-test)

Arithmetic mean: When comparing the average scores obtained by the students of the Control group before and after the application of songs and chants, it was observed that the average score in the pretest is 11,0, while the post test is 14,0 , generating an average pedagogical gain of the post-test with respect to the pre-test of 3.0 points, placing them at THE BEGINNING OF THE LEARNING in the pre-test and IN THE PROCESS OF LEARNING in the post test.

Standard deviation: The scores in the Control group before the application of songs and chants presents less dispersion (1,7) with respect to the scores obtained by the same students after its application (0,9) by a difference of 0.8.

Coefficient of variation: The relative variation of the scores in the Control group before (1,62 %) of the application of songs and chants is lower than the variation of the scores (6,40 %) obtained by the same group, after its application by a 4,78 % difference. This indicates that the average obtained by the Control group, after the application of the traditional method, did not influenced so much in the English vocabulary learning of the students, after experience the techniques.

TABLE N° 7: Parallel result, obtained by the Control and Experimental group before (pre-test) of the application of songs and chants.

LEVEL	SCORE	EG		CG	
		frequency	%	frequency	%
Learning achieved	[15-20]	1	6	0	0,0
In the process of the learning	[11-14]	7	38	11	61,0
In the beginning of the learning	[0-10]	10	56	7	39,0
TOTAL		18	100,0	18	100,0

TABLE N° 8: Parallel result, obtained by the Control and Experimental group after (post-test) of the application of songs and chants.

LEVEL	SCORE	EG		CG	
		frequency	%	frequency	%
Learning achieved	[15-20]	18	100,0	5	28,0
In the process of the learning	[11-14]	0	0,0	13	72,0
In the beginning of the learning	[0-10]	0	0,0	0	0,0
TOTAL		18	100,0	18	100,0

TABLE N° 9: : Result of the Mann-Whitney test in the Experimental group and the Control group before (Pre-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten “313” – Chimbote – 2018”.

RANGES				
	GROUPS	N°	AVERAGE RANGE	SUM OF RANGES
PREGEGC	1	18	16,31	293,50
	2	18	20,69	372,50
TOTAL		36		

TABLE N° 10: Statistical indicators, obtained by the Experimental group and Control group before (pre-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten “313” – Chimbote – 2018”.

TEST STATISTICS		PREGEGC
U of Mann-Whitney		122,500
W of Wilcoxon		293,500
Z		-1,273
Asymptotic	significance	,203
(bilateral)		
Exact	Significance	,214 ^b
[2*(unilateral sig.)]		

a. Group variable: GROUPS

b. Not corrected for draws.

DESCRIPTION

According to the Mann-Whitney U test of the Control group and the Experimental group before the application of songs and chants , its value was 122,500, its significance was 0.203 ; so as the significance was greater than 0,05, it indicates that there are no significant differences between the Control group and the Experimental group before the application of songs and chants.

TABLE N° 11: Result of the Mann-Whitney test in the Experimental group and the Control group before (Post-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten “313” – Chimbote – 2018.

RANGES				
	GROUPS	N°	AVERAGE RANGE	SUM OF RANGES
POSTGEGC	1	18	27,50	495,00
	2	18	9,50	171,00
TOTAL		36		

TABLE N° 12: Statistical indicators, obtained by the Experimental group and Control group before (Post-test) of the application of songs and chants in the English vocabulary learning of five-year old children at kindergarten “313” – Chimbote – 2018.

TEST STATISTICS		POSTGEGC
U of Mann-Whitney		,000
W of Wilcoxon		171,000
Z		-5,234
Asymptotic	significance	,000
(bilateral)		
Exact	Significance	,000 ^b
[2*(unilateral sig.)]		

a. Group variable: GROUPS

b. Not corrected for draws.

DESCRIPTION

As can be seen in table 11, the Experimental Group had an average range of 27.50 and the Control group of 9.50, with a wider difference of approximately 18.00. Then, the Mann-Whitney test gave a value of, 000 generating a significance of, 000 less than 0.05, rejecting the null and the alternate hypothesis. It generated a significant improvement accepting the research hypothesis. This allows concluding that the use of songs and chants increases the English vocabulary learning of five years old children at kindergarten “313”-Chimbote-2018.

V. DISCUSSION

In the area, teaching is subject to change, for which teachers are constantly training and looking for new methods that motivate students to learn the language as it is in the case of songs and chants. For us, that point is very important because having chosen this career and exercising it in a Spanish speaking country; we need to look for the necessary resources to our students acquire the language in a natural and authentic way.

Every day we use different methods to teaching, all of them are valid when our ideal is the same: to have students able to speak in English and increase their vocabulary. These days, songs and chants have become a very effective way to learn a language, especially in very young learners because as they are children, they have an innate tendency for this type of method; it is striking for them and generates a great interest in language learning.

Even though, our research lacked background directly related to five-year-old children, we are agreed with Joyce (2011) who argues that the use of musical techniques such as songs and chants are important to improve the learning of language and increase vocabulary in a creative and motivating way for children. Something similar argues Slattery & Willis (2001), who say that, children usually like singing and performing. They enjoy learning songs and rhymes and they can sing or say to their parents at home. In addition, through songs children can repeat the words as they do the actions when they are speaking with teacher. This builds confidence and a feeling of achievement.

Taking into account the previous studies, the literature cited and using the relevant instruments, the effectiveness of the method was demonstrated through the information collected and presented in the statistical tables. The results obtained reveal that before the application of songs and chants (Pre-test), the performance of the Control group and the Experimental group was homogeneous as shown in tables 3 and 6. In the same tables the averages obtained after the application of songs and chants (Post-test)are shown, which reveal the difference of 7.3 in favor of the Experimental group.

The hypothesis test was also carried out successfully by rejecting the null hypothesis and accepting the research hypothesis through the Mann Whitney procedure. It should be noted that these results in favor of increase the English vocabulary learning, were obtained thanks to the application of songs and chants, which was developed in a systematic and supervised manner.

VI. CONCLUSIONS

When we finished the application of our thesis report entitled: "The use of songs and chants in the English vocabulary learning of five years old children at kindergarten 313 "- Chimbote - 2018", the following conclusions were reached:

- ✓ The vocabulary level in the English language students, before (Pre-test) the application of songs and chants were identified, which showed that the Control group had an 11.0-average and the Experimental group had a 10,4-average showing a homogeneity between both groups with only a difference of 0.6.
- ✓ The Didactic unit and the twelve learning lessons were designed and applied based on the use of songs and chants.
- ✓ The vocabulary level in the English language students, were identified by means of post-test, which demonstrated the songs and chants effectiveness after their application, whose results showed that the Control group had a 14.0-average (IN THE PROCESS OF LEARNING) and the Experimental group a 17.7-average (LEARNING ACHIEVED) thus showing a difference of 3.7 in favor to the Experimental group.
- ✓ The Scientific Hypothesis formulated: "The use of songs and chants increases the English vocabulary learning of five years old children at kindergarten 313, had been confirmed, because the students improved notoriously their English vocabulary learning, rejecting the Alternate and Null hypothesis; accepting the Research hypothesis. For this reason, our proposal was accepted as valid due to the best results obtained after songs and chants application in the English vocabulary learning of five years old children at kindergarten "313 " - Chimbote - 2018".

VII. SUGGESTIONS

According to the results obtained in our research, we suggest the following:

1. Implementation of computers with access to internet to listen the songs and chants easily in the English class at the kindergarten "313".
2. Implementation of speakers in the classroom for a better presentation of the songs that allows the students to understand, listen and repeat the vocabulary of the songs in a better way.
3. Use this method to provide students with a better acquisition of vocabulary and a good pronunciation as well as a friendly and fun environment while continuing learning.
4. The songs and chants should be suitable, easy and in order students can memorize the lyrics of the songs.
5. Create songs and chants according to the vocabulary of the topic that you need to present in class.
6. Promote training on the use of songs and chants to teaching English to very young learners for teachers who are unaware of these resources.
7. The assessment instruments to be used to assess the children's ability throughout the classes should be suitable and clear, such as the observation guides.

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APPENDIX 1:

DIDACTIC UNIT

DIDACTIC UNIT

I. INFORMATIVE DATA

- 1.1.1. **UGEL:** Santa
- 1.1.2. **KINDERGARTEN:** « 313 »
- 1.1.3. **LOCATION:** Pardo avenue 3071- Miraflores Alto
- 1.1.4. **AREA:** English
- 1.1.5. **SECTIONS:** “Los comunicativos” and “Los exploradores”
- 1.1.6. **AGE:** 5 years old
- 1.1.7. **TIME:** 2 hours a week
- 1.1.8. **SCHOOL YEAR:** 2018
- 1.1.9. **TEACHERS:** Angelica Alba Santa Cruz and Karla Benites Oqueña
- 1.1.10. **UNIT:** Me at school

II. FOUNDATION

The didactic unit "Me at school" is mainly oriented to the development of competences and capacities that favor children of 5 years old in the recognition of their environment.

Through the activities of this unit, we want they could identify themselves with their institution and recognize the characteristics of objects and subjects that make it up.

The didactic unit includes diverse activities and significant experiences in which the use of songs and chants are included, they respect and attend to the natural desire of children of this age to perform, mainly, corporal and motor actions.

III. DURATION : 3 months

IV. AREA COMPETENCES

	COMPETENCES	CAPABILITIES	INDICATORS
ME AT SCHOOL	ORAL EXPRESSION	Express words with appropriate pronunciation and intonation.	Listen to a melody, tell it and accompany it with body rhythm. Identify and name in English different words. Say in English new vocabulary thought songs and chants.
	ORAL COMPREHENSION	Understand instructions of the teacher and classmates.	Recognize different commands and imitate them. Comprehend and differentiate simple instructions.

V. SESSION SEQUENCE

UNIT 1: Me at school			
MONTH	WEEK	LESSONS	
June	1°	Lesson 1: Pre-test Introducing yourself.	
	2°	Lesson 2: Greetings	INDICATORS: - Listen to a song and sing it. - Say the greetings in English through a song. - Recognize commands and imitated them. “Greetings song”
	3°	Lesson 3: The 5 vowels	INDICATORS: - Listen to a song and sing it. - Identify and name the five vowels in English. - Comprehend and differentiate simple instructions. “The AEIOU vowel song”

	4°	Lesson 4: Let's count!	INDICATORS: <ul style="list-style-type: none"> - Listen to a song and sing it. - Say the numbers from 1 to 5 in English. - Recognize commands and imitated them. "Five fingers song"
July	1°	Lesson 5: Touch your body!	INDICATORS: <ul style="list-style-type: none"> - Listen to a chant and say it. - Identify and name the parts of the body in English. - Comprehend and differentiate simple instructions. "The body chant"
	2°	Lesson 6: Let's sing and color!	INDICATORS: <ul style="list-style-type: none"> - Listen to a song and sing it. - Say the six principal colours in English. - Comprehend commands and imitated them. "I see colours everywhere song"
	3°	Lesson 7: My mommy is the best!	INDICATORS: <ul style="list-style-type: none"> - Listen to a song and sing it. - Identify and name vocabulary in English related to Mother's Day. - Comprehend and differentiate simple instructions. "I love my mommy song"
	4°	Lesson 8: Open your bag!	INDICATORS: <ul style="list-style-type: none"> - Listen to a chant and say it. - Identify and name the school objects in English. - Comprehend and differentiate simple instructions. "Let's rock school objects"

August	1°	Lesson 9: Look that shape!	INDICATORS: <ul style="list-style-type: none"> - Listen to a chant and say it. - Identify and name five shapes in English. - Comprehend and differentiate simple instructions. “I’m a shape”
	2°	Lesson 10: I love my pet	INDICATORS: <ul style="list-style-type: none"> - Listen to a chant and say it. - Name the pets in English. - Recognize commands and imitated them. “Pets chant”
	3°	Lesson 11: How are you today?	INDICATORS: <ul style="list-style-type: none"> - Listen to a song and sing it. - Identify and name their feelings in English through a song. - Comprehend and imitate simple instructions. “If you’re happy song”
	4°	Lesson 12: Post-test	

VI. METHODOLOGICAL GUIDELINES

▪ METHODS

Total Physical Response

▪ TECHNIQUES:

- Songs, chants and nursery rhymes.
- Listen.
- Sing without listening to any recording.
- Talk about songs/ chants/ nursery rhymes.
- Perform songs/ chants/ nursery rhymes.
- Discuss a song, chant, nursery rhyme.
- Practice selective listening comprehension.

VII. ASSESSMENT

▪ GENERAL CONSIDERATIONS

The main purpose of the evaluation of learning in Early Childhood Education is obtain relevant information that allows teachers to adapt the process of teaching the real progress of the students in the construction of their learnings.

The evaluation in Early Childhood Education aims to indicate the degree to which reached the different capacities, and guide on the reinforcement measures and the necessary adaptations. The evaluation has, at this stage, an evident character training and not promotion or qualification of students.

The evaluation is:

- Global, since it refers to the set of capacities expressed in the objectives general.
- Formative and guidance of the educational process.
- Continuous, that is, it is part of the teaching and learning process and has a great importance in all the moments (design and development) of this one.
- Since the learning of children is a continuous and global process, the evaluation must be continuous and must refer globally to the achievement of the objectives of the stage.

Among the different procedures to collect information in order to evaluate, in Early Childhood Education has a special emphasis the direct or systematic observation of learning process of each student. Observation is an instrument basic for the evaluation; only through this we can detect the difficulties with which are each child and each girl and establish the necessary strategies to overcome them.

To evaluate the learning process, after the teaching units are presented the evaluation criteria, since they are directly derived from the objectives didactic and imply a greater level of concreteness. They define what is desired evaluate, that is, the basic learning is enumerated without which the student hardly

You can properly continue your learning with safety and confidence. The evaluation criteria help us to facilitate and specify the evaluation of the objectives proposed.

VIII. BIBLIOGRAPHY

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- Karla, B. (2018) Worksheets for very young learners.

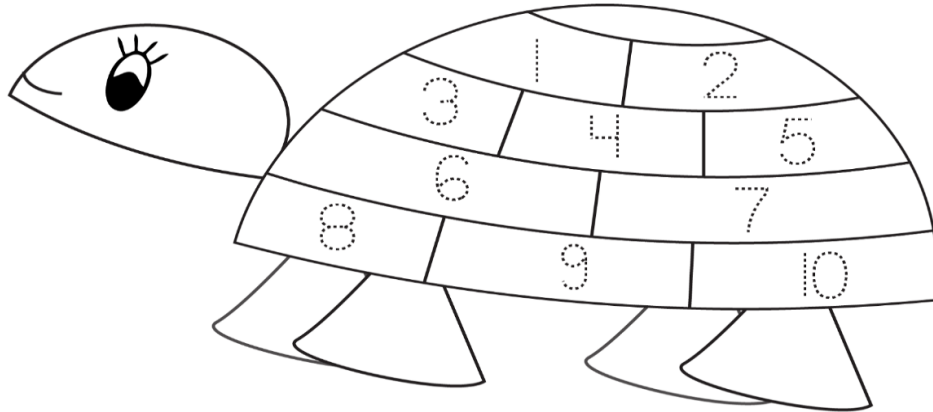
APPENDIX 2:

PRE - POST TEST

PRE- TEST (Listening)

Name :

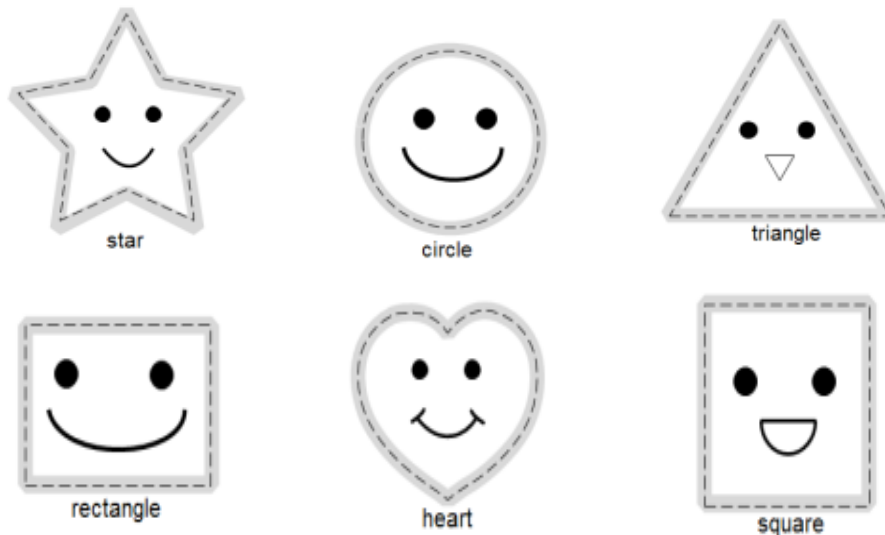
1. Listen **THE NUMBERS** and paint with the correct **COLOUR**.



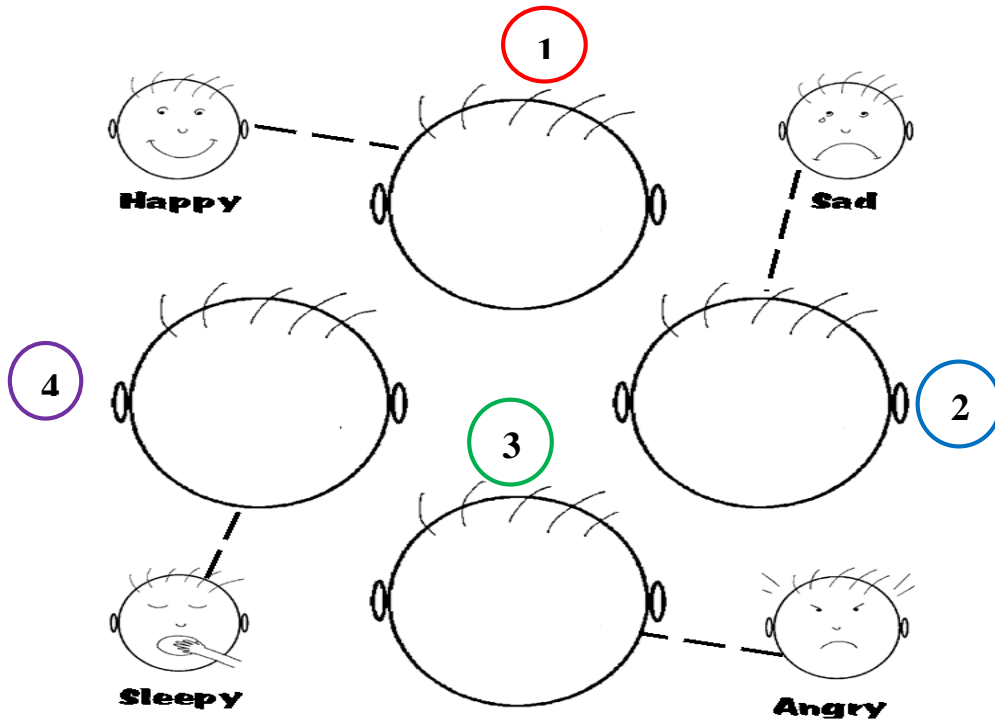
2. Listen and circle **THE SCHOOL OBJECTS**.



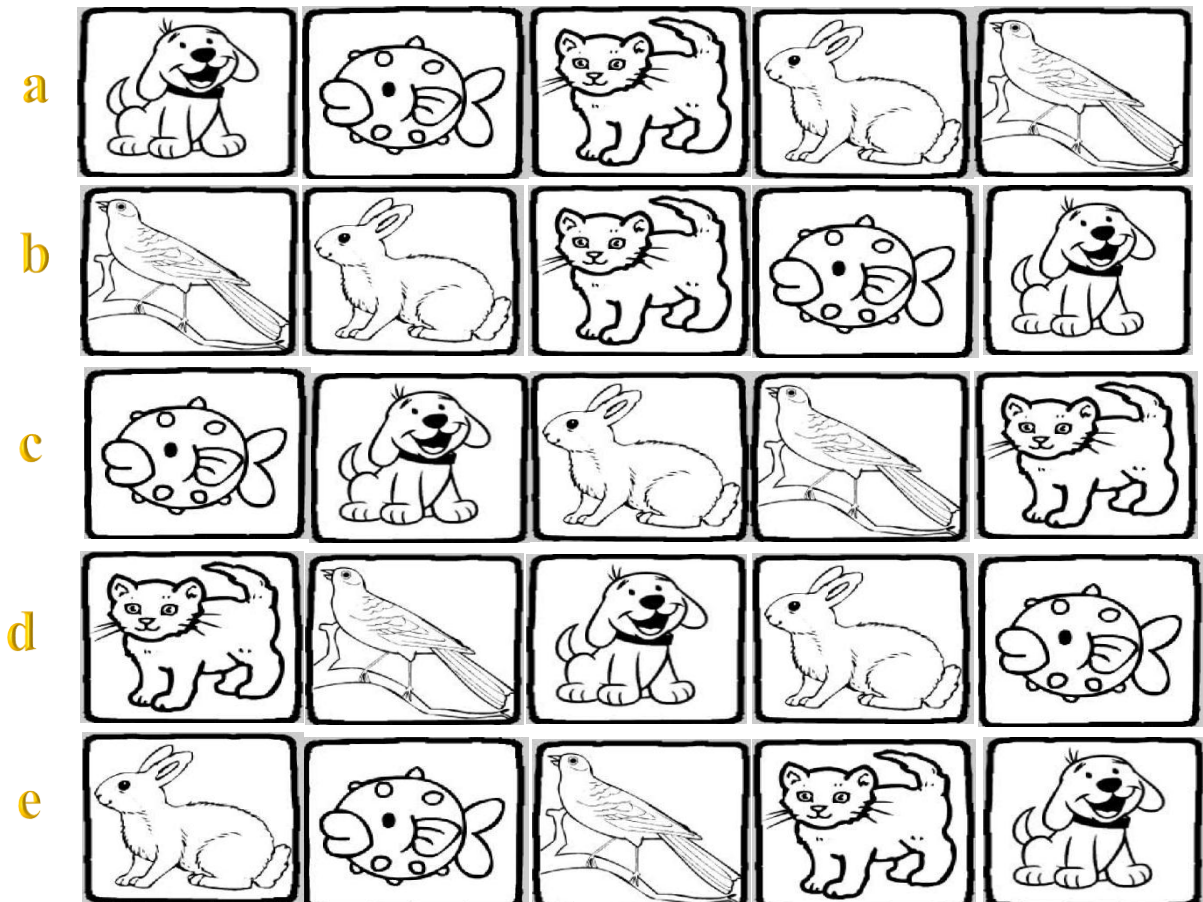
3. Listen and cross out the correct **SHAPES**.



4. Listen the **NUMBERS** and draw the **FACES**.

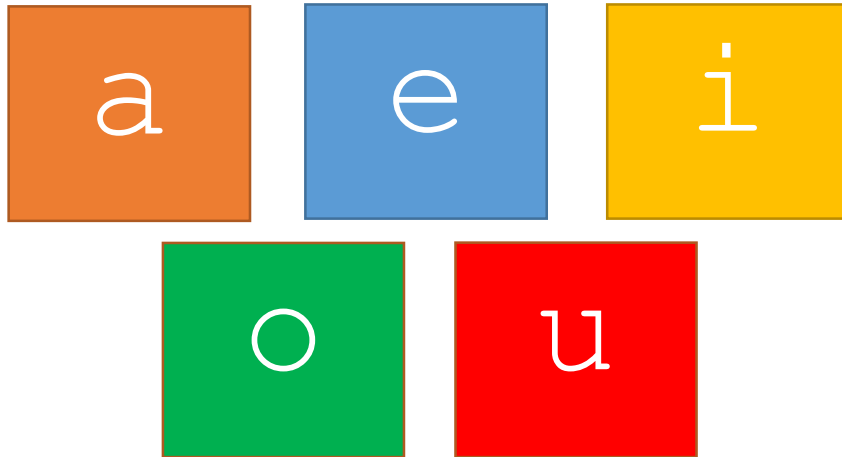


5. Listen and paint **THE PETS**.



PRE- TEST (Speaking)

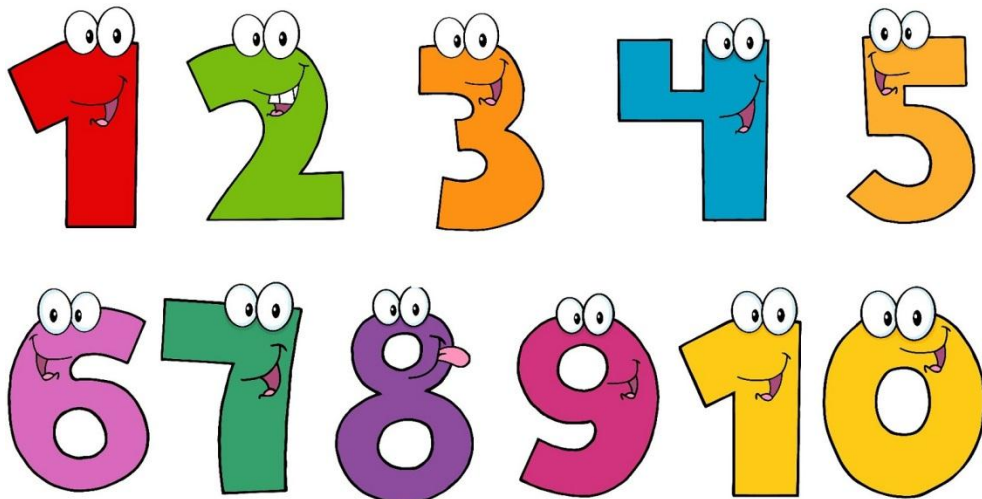
1. Point and say **THE VOWELS**.



2. Look and name **THE PETS**.



3. Count **THE NUMBERS**.



4. Look the role-play about **THE GREETINGS** and imitate it.

A: Hello!

B: Hello!

A: How are you?

B: Happy.

A: Oh, very good!

B: Good -bye.



5. Sing the follow part of **“I see colors everywhere”** song.

Red, red, hello red,
blue, blue, hello blue,
red, red, good bye red,
see you later blue.

APPENDIX 3:

LESSON PLANS

LEARNING SESSION N° 05

I. GENERAL INFORMATION:

- a. **Nursing school:** Jardín 313
- b. **Sub- area:** English
- c. **Children's age:** 5 years old
- d. **Schedule:** 9.30 a.m - 11.00 a.m
- e. **Date:** April
- f. **Address school:** Av. Pardo 3071 – Miraflores Alto
- g. **Trainee teachers:** Angélica Alba Santa Cruz
Karla Benites Oqueña

II. THEME: “The parts of the body”

III. CAPACITIES

CAPACITY	KNOWLEDGE	ATTITUDES
ORAL EXPRESSION AND COMPREHENSION Identify, name and say vocabulary related with the parts of the body with appropriate intonation and pronunciation.	VOCABULARY Numbers “Head, shoulder, knee and toes”	Respect their classmates and teachers. Participate in the activities during the class.

IV. LEARNING SITUATION:

MOMENT	ACTIVITY	STRATEGIES	AIDS	TIME
BEGINNING	Greeting activity	<ul style="list-style-type: none">– The students answer the greeting of the teacher.– The ss' sing the song of the greetings “Hello, hello” and do mimics.	Voice Song “Speakers”	15'

	Previous knowledge	- The students listen “The five finger numbers song”	Voice Song “Speakers”	
	Cognitive Conflict	- Do you know the parts of your body? What’s this? Yes. It’s head ...	Voice	10’
	Learning motivation activity	- The teacher sticks a big cardboard girl and pastes red points in each part of her body. Asking them to repeat each part and then touch themselves.	Voice Cardboard girl	15’
	New language practice activity	<ul style="list-style-type: none"> - The teacher shows flashcards about the parts of the body to the students and also a video. - First, the teacher says the “The body chant” and then all repeat it together. - Students repeat the chant and do mimics. - After that, teacher ask students to go to the board in groups of five and say the chant doing mimics. - After that, students go to the board in pairs and touch the parts of the body of his/her partner according with the chant. - Finally, all students say the chant at the same time and the teacher gives them a happy face. 	Voice Flashcards Video “Speakers” Song Happy face	20’

	Learning application	<ul style="list-style-type: none"> - Students solve a worksheet. - The teacher answers some questions or doubts about the worksheet. - Very well! Well done! Good job! Excellent! 	Worksheet	20'
ENDING	Evaluation Activity	<ul style="list-style-type: none"> - Students look again to the cardboard girl and say the parts of the body. - Students sing the good-bye song. 	Voice Cardboard girl	10'

V. ASSESSMENT:

ASSESSMENT CRITERIA	LEARNING OUTCOMES	INDICATORS	INSTRUMENT
ORAL EXPRESSION AND COMPREHENSION	Identify, name and say vocabulary related with the parts of the body with appropriate intonation and pronunciation.	<ul style="list-style-type: none"> - Listen to a chant and say it. - Identify and name the parts of the body in English. - Comprehend and differentiate simple instructions. 	Observation guide

VI. APPENDIX:

1. *Comparing List (Attitudes)*
2. *Observation Guide
(Capacities)*
3. *Greetings song*
4. *Worksheet*

TRAINER TEACHER
Lila Maguiña Alvarado

CLASSROOM TEACHER

TRAINEE TEACHER
Angelica Alba Santa Cruz

TRAINEE TEACHER
Karla Benites Oqueña

OBSERVATION GUIDE

CLASSROOM:	Comunicativos
AREA:	English

LESSON PLAN:	05
THEME:	Parts of the body

VOCABULARY: “head, shoulder, knee and toe”

Scores:

- A= Learning achieved
- B= In the process of the learning
- C= In the beginning of the learning

Nº	CAPACITY	ORAL EXPRESSION AND COMPREHENSION			
	LEARNING OUTCOMES	Identify, name and say vocabulary related with the parts of the body with appropriate intonation and pronunciation.			
	ASSESSMENT INDICATORS	Listen to a Chant and say it.	Identify and name the parts of the body in English.	Comprehend and differentiate simple instructions.	T I C S E R
STUDENTS					
01					
02					
03					
04					
05					
06					
07					
08					
09					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					

Hello, hello song

Hello hello, hello hello,
How are you?, how are you?
Very well and fine, very well and fine,
thank you, thank you!
Hello hello, hello hello,
How are you?, how are you?
Very well and fine, very well and fine,
thank you, thank you!

“The body chant”

Head, shoulders, knees and toes
Knees and toes. (x2)
Move your head and clap, clap, clap,
Head, shoulders, knees and toes
Knees and toes.

Good-bye friends song

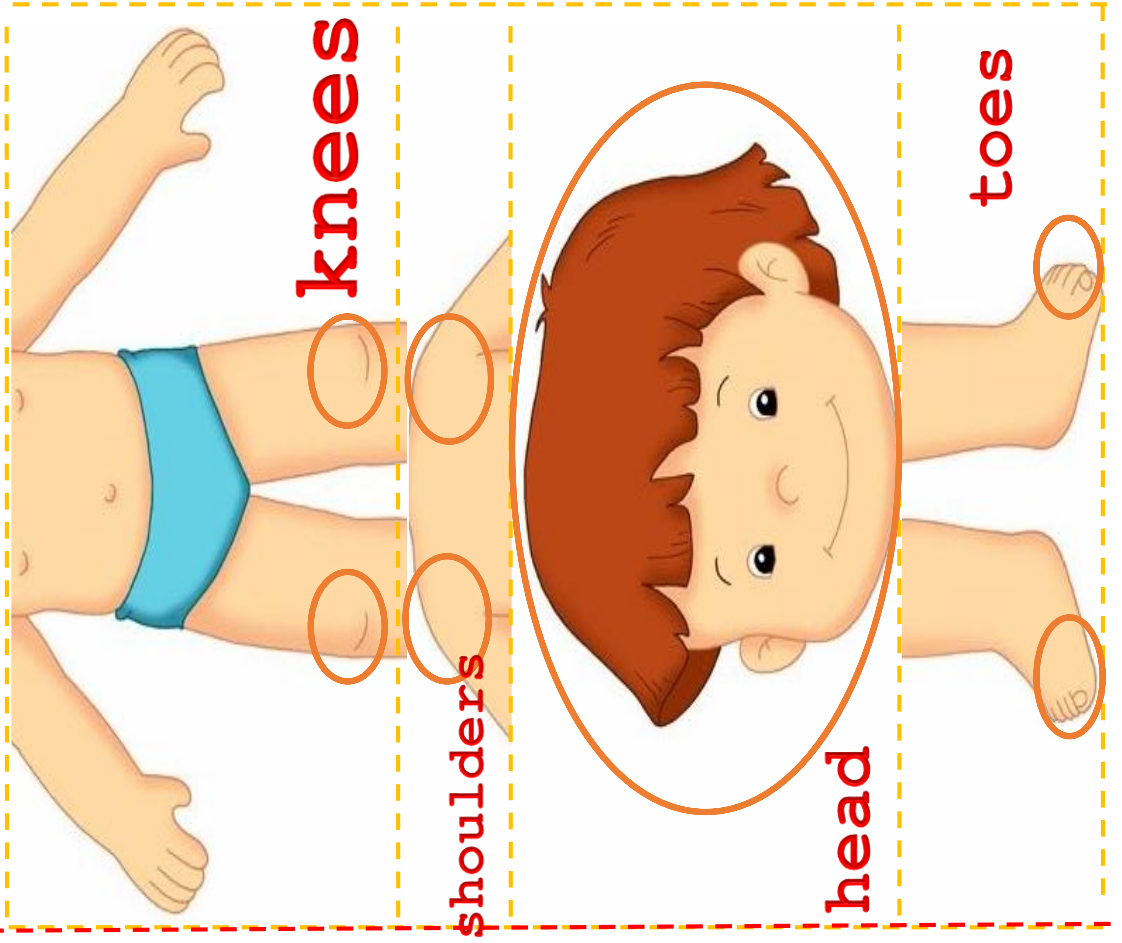
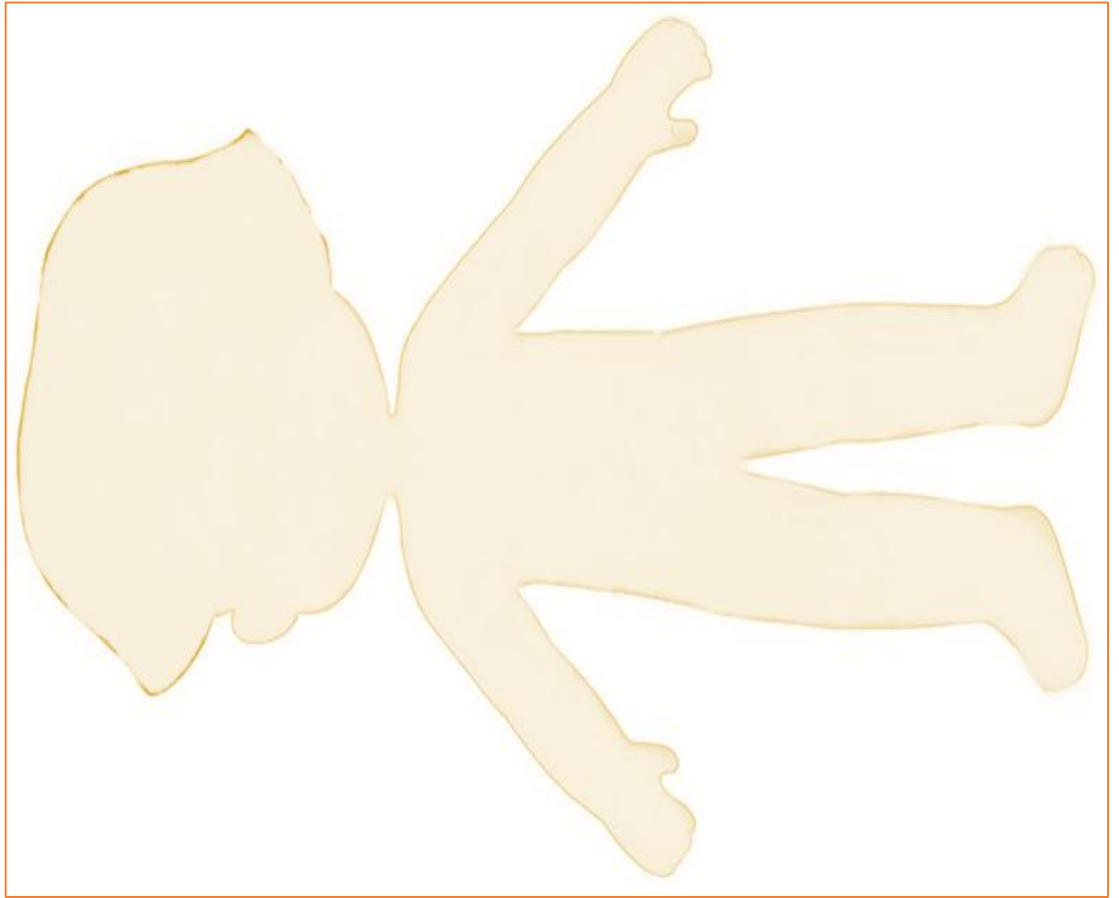
Good-bye, good-bye, good-bye friends,
Good-bye, good-bye, good-bye friends,
It's time to say good-bye, but first...
Walk, walk, walk, jump, jump, jump,
Run, run, run, stop!
Hop, hop, hop, swim, swim, swim,
Dance, dance, dance, stop!
Good-bye, good-bye, good-bye friends,
Good-bye, good-bye, good-bye friends,
It's time to say good-bye, good-bye!

THE PARTS OF THE BODY



Name: _____

Cut and paste.



LEARNING SESSION Nº 03

I. GENERAL INFORMATION:

- a. **Nursing school:** Jardín 313
- b. **Sub- area:** English
- c. **Children's age:** 5-year old
- d. **Schedule:** 9.30 a.m - 11.00 a.m
- e. **Date:** June
- f. **Address school:** Av. Pardo 3071 – Miraflores Alto
- g. **Trainee teachers:** Angélica Alba Santa Cruz
Karla Benites Oqueña

II. THEME: “Vowels”

III. CAPACITIES

CAPACITY	KNOWLEDGE	ATTITUDES
ORAL EXPRESSION AND COMPREHENSION Identify, name and sing vocabulary related with vowels with appropriate intonation and pronunciation.	VOCABULARY Vowels “a”, “e”, “l”, “o” and “u”	Respect their classmates and teachers. Participate in the activities during the class.

IV. LEARNING SITUATION:

MOMENT	ACTIVITY	STRATEGIES	AIDS	TIME
BEGINNING	Greeting activity	<ul style="list-style-type: none"> – The students answer the greeting of the teacher. – The ss' sing the song of the greetings “Hello, hello” and do mimics. 	Voice Song “Speakers”	15'
	Previous knowledge	– The students listen “The greeting song” and sing it.	Voice	
	Cognitive Conflict	– Do you know what letter is this? Yes. It's” a ...	Voice	10'

	Learning motivation activity	<ul style="list-style-type: none"> - The teacher introduces a puppet to the class and then pastes flashcards about the vowels and asks the students to look these flashcards and say them. 	Voice Puppet Flashcards	15'
	New language practice activity	<ul style="list-style-type: none"> - The teacher shows to the students a video. They watch the video and identify the vowels. - First, the teacher sings the “Vowels song” and then all sing together. - Students sing the song and do mimics. - After that, students go out of the classroom, form a warm and walk singing the song. - Finally, student sing the song in groups and the teacher choose the best group and give them a happy face. 	Voice Video “Speakers” Song Happy face	20'
	Learning application	<ul style="list-style-type: none"> - Students solve a worksheet. - The teacher answers some questions or doubts about the worksheet. - Very well! Well done! Good job! Excellent! 	Worksheet	20'
ENDING	Evaluation Activity	<ul style="list-style-type: none"> - Students look again the flashcards and say the vowels. - Students sing the good-bye song. 	Voice Flashcards	10'

V. ASSESSMENT:

ASSESSMENT CRITERIA	LEARNING OUTCOMES	INDICATORS	INSTRUMENT
ORAL EXPRESSION AND COMPREHENSION	Identify, name and sing vocabulary related with vowels with appropriate intonation and pronunciation.	<ul style="list-style-type: none"> – Listen to a song and sing it. – Say the vowels in English through a song. – Recognize commands and imitated it. 	Observation guide

VI. APPENDIX:

1. *Comparing List (Attitudes)*
2. *Observation Guide (Capacities)*
3. *Greetings song*
4. *Worksheet*

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OBSERVATION GUIDE

CLASSROOM:	Comunicativos
AREA:	English

LESSON PLAN:	03
THEME:	Vowels

VOCABULARY: “a”, “e”, “I”, “o” and “u”

Scores:
 A= Learning achieved
 B= In the process of the learning
 C= In the beginning of the learning

Nº	CAPACITY	ORAL EXPRESSION AND COMPREHENSION			
	LEARNING OUTCOMES	Identify, name and sing vocabulary related with vowels with appropriate intonation and pronunciation.			
	ASSESMENT INDICATORS	Listen to a song and sing it.	Say the vowels in English through a song.	Recognize commands and imitated it.	I F C S M R
	STUDENTS				
01					
02					
03					
04					
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23					
24					

Hello, hello song

Hello hello, hello hello,
How are you?, how are you?
Very well and fine, very well and fine,
thank you, thank you!
Hello hello, hello hello,
How are you?, how are you?
Very well and fine, very well and fine,
thank you, thank you!

“Vowels song”

“a”, “e”, “l”, “o”, “u”
a”, “e”, “l”, “o”, “u”
a”, “e”, “l”, “o”, “u” (x4)

Good-bye friends song

Good-bye, good-bye, good-bye friends,
Good-bye, good-bye, good-bye friends,
It’s time to say good-bye, but first...
Walk, walk, walk, jump, jump, jump,
Run, run, run, stop!
Hop, hop, hop, swim, swim, swim,
Dance, dance, dance, stop!
Good-bye, good-bye, good-bye friends,
Good-bye, good-bye, good-bye friends,
It’s time to say good-bye, good-bye!

VOWELS



Name:

Look, listen and paint.

a

e

i

o

u