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Effectiveness of children's songs as a pedagogical tool to develop the listening and speaking skills on first-grade students at Germán Pomares school in San Sebastián de Yali municipality during the second semester 2020.

Research submitted in partial fulfillment of the requirements for Bachelor of Arts degree in teaching English as a foreign language.

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ABSTRACT

The present research paper aims to evaluate the effectiveness of children's songs as a pedagogical tool to develop the listening and speaking skills on first-grade students. The research site selected was Germán Pomares School in San Sebastián de Yali municipality. This research has a qualitative approach, and used three instruments to gather reliable data such as participant observation, structured interview and focal group. The findings showed that children's songs are effective when developing listening and speaking skills in first-graders. However, when performing an activity using children's songs, instructions should be given in English and Spanish, so students will have a better understanding of the teaching-learning objective.

Key words: children's song, pedagogical tool, listening and speaking skills.

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I. CHAPTER ONE: INTRODUCTION

Developing and improving oral skills in the learner is one of the goals that English teachers set for the teaching-learning process. Considering speaking and listening as fundamental skills in the communication and understanding of ideas (Liubiniene , 2009, p. 89). Nevertheless, in Nicaragua where English is taught as a foreign language, students do not have continuous interaction with the language. Therefore, it is fundamental to implement teaching strategies that foster these language skills in the classroom.

An effective strategy to be applied is the use of children's songs during the development of the class. Although the process of selecting and applying the right song is not as simple as it looks the teacher has to take into account different elements (Millington, 2011, p. 134). For instance, the lyrics and rhythm have to match with the student's level of knowledge and their interests, the student's context, the topic, the skills that he wants to develop on the students, the additional activities are important, etc. (Simpson, 2015). However, if the teacher does not know how to include children's songs in the lesson plan, and if he does it in a wrong way, then this could affect the effectiveness of this important strategy.

The aim of this research proposal is to analyze the use of children's songs to develop listening and speaking skills. For this reason, on the framework and background of the problem, we present researches that support the importance of using songs in the classroom and how to use it. Besides, during the work field, three instruments will be applied

(observation, interview and focal group) to understand the context of the problem and its protagonists (children and teacher).

1.1. Problem Statement

Learning a foreign language is a complex process where teacher and students have to look for teaching and self-study strategies to develop meaningful learning. But when meaningful learning is mentioned, it refers to students being able to produce their knowledge and skills in a real situation. It could be through the development of one or all basic language skills, like reading, writing, speaking or listening (Ballester, 2014).

When it comes to attention, the lack of concentration has been a common problem presented in the language classrooms, no matter how mature students act, they always can get distracted by any situation inside and outside the classroom (Godwin, 2012). Although in the case of first-grade, while working with kids with so much energy and interesting in discovering new things, it is easy for them to get distracted.

Besides of distraction, some kids may feel shyness during their participations in some tasks, and they may not want to work with their classmates, this could be because they feel the classroom's environment is not safe or comfortable for them to participate actively (Kalutskaya, 2015, p. 149). Then, when the teacher avoids solving those problems, students will present deficiency in their learning process affecting their academic performance. Therefore, the English teacher should look for solutions and strategies to solve the issues in the classroom.

The aim of this research is to evaluate the effectiveness of children's songs as a pedagogical tool to develop their speaking skills and listening skills on first-grade students at Germán Pomares school in San Sebastián de Yali municipality.

1.2. Research Questions

- What are the main challenges students present in the development of listening and speaking skills?
- How does the teacher use songs during the development of the class?
- What is the contribution of children's song to the development of the oral and listening skills?

1.3. Background of the Problem

In the area of language, there are a lot of researchers that explain how important is to use songs in the process of learning-teaching a second or foreign language, showing the way that adults and kids learn through music. Those studies have shown the effects of those songs in the listening skill, but that those not limited only to that part, the student can be able to develop their speaking skill but, in that area, depends on the way teachers present those songs. Some studies will be mentioned related to the topic of this research.

Qualitative research developed in Colombia, titled "The role of music in young learners' oral production in English", showed how children's music can help kids to develop their oral performance, what it means that children develop both listening and speaking skills, besides those songs helped reinforce the new vocabulary learned. Apart from the interviews

applied in this study, some videos were collected by the researchers (Pérez, 2010, pp. 141-157).

Besides, there is another research that aimed how significant was the use of songs in the process of developing the listening skill. This work named “The use of songs in teaching students’ listening ability” was applied with young children and obtained as conclusions that in fact, songs are an important didactic tool to develop the listening comprehension skills on students (Hidayat, 2013, pp. 21-29).

1.4. Significance of the problem

Nowadays, the use of songs in the teaching process has increased its didactic meaning since teachers have identified the variety of uses that songs have in the classroom. Due to songs could be used as a simple warm-up or as a tool to teach a new content or develop one of the four speaking skills, like the listening skills.

Moreover, this versatile tool facilitates the performance of the lesson plan, also it increases the interaction and communication between the students, there is an environment where both student and teacher can trust in each other, a part of that, children can relate the meaning of the lyrics of the song with the content taught.

Furthermore, according to the song’s rhythm, students can feel relaxed to participate in the class. In addition, they do not present stress and their mind would be open to learn and acquire new knowledge and remember the previous knowledge they have obtained.

Developing the four basic skills requires designing and creating well- structured resources and strategies that facilitates their development. Overall, the use of interactive tools, like songs, has been shown to be effective in the development of the oral skills, and also the rhythm and lyrics of these songs can attract students' attention and motivate them to learn.

II. CHAPTER TWO: LITERATURE REVIEW

The present chapter defines and analyzes the key concepts related to our research paper. This to analyze the use of children's songs to develop listening skills and speaking skills. Here, we describe how children learn a foreign language, the learning styles present in the EFL classroom, children songs and their relation with the learning styles, as well as some learning theories and approaches that emphasize the importance of using songs to develop students' listening and speaking skills.

2.1. Teaching Young Learners

In English education, teachers are equipped with a great variety of approaches and resources to develop speaking and listening skills. However, before implementing any method, teachers must be aware that teaching young learners is different from teaching adults. In the case of teaching children, they bring enthusiasm and curiosity to the learning process. Moreover, when they do not comprehend an activity, they want to be part of it because they have a lack of inhibition (Cameron, 2010, pp. 1-20).

Considering students' characteristics is relevant when designing a lesson plan for young students. For example, the lesson plan must have innovative activities and material that appeal to students' interests (Klein, 2005, p. 12). Furthermore, for English teaching, these activities must have as goal students' language skills. In this concern, Habib (2005) points out that repetition of short words and phrases is useful for the acquisition of new vocabulary when working with children (Habib, 2005, p. 18). Therefore, the activities selected must

allow students to recognize the information provided by the teacher to reproduce it; this is, to use their listening and speaking skills or reading and writing skills.

2.2. Learning styles in the EFL classroom

Teachers must understand their students learning styles and their impact on the development of the lesson. To identify students' learning styles, when the teacher develops the class, he must observe their behaviors and responses. The goal is to collect data about every student to design a lesson plan flexible to every student's learning style and including different strategies and methods tailored to each learning style (Allen, Scheve, & Nieter, 2011, p. 24).

A learning style is defined as “a preferred way of thinking, processing, and understanding information” (Allen, Scheve, & Nieter, 2011, p. 9). Therefore, there are different learning styles in a group of students, although they may have similar responses and behaviors to a stimulus, they process information differently. It is relevant to point out that learning and teaching styles are not the same, but they are inter-related, the way a teacher understands a grammar structure may be different from the way the student does it. This is another reason why the teacher ought to adapt his or her teaching style to the students' learning styles, thus both agents (teacher and student) are guided to the same direction and objective.

The types of learning styles are a broad topic because there is no a specific classification for them, and it also depends on the researcher's perspective about the topic. Some authors divide them into three main types: cognitive, personality, and sensory. For purpose of this

study, the sensory type will be explained. The sensory style is divided in visual, kinesthetic, and auditory. This appeals to students' senses to learn a subject, in this case, the English language. According to this category, visual learners prefer to think in visual representations such as videos, pictures, and realia to understand the information, auditory-musical learners acquire information while they listen to a conversation, discussion, song, etc., and kinesthetic or tactile learners enjoy to walk around the classroom and touch objects to learn about them (Akram, 2014, p. 242).

In the language classroom, the teacher may observe that a student fits in more than one category of learning style. Similarly, in one classroom, the whole group may have different learning styles, this is perfectly normal. For this reason, teachers ought to look for a teaching approach that will benefit both teacher and students, involving students' learning styles, preferences and interests, as well as their context. The teacher may include in the lesson plan games, songs, rhymes, and some other strategies that incorporate the use of the students' senses and their language skills.

2.3. Effect of Children Songs in the EFL Classroom

Crystal (2001) cited in Prosic-Santovac (2015) points out children songs or nursery rhymes abound in repetition of words and phrases with slight variations. Therefore, nursery rhymes function "as linguistic drills, without the accompanying feeling of potential boredom or frustration" (Prosic-Santovac, 2015, p. 27). In addition, the language used in nursery songs is rich and colorful appealing to children current vocabulary in both their native language and foreign language, which makes the learning process much meaningful for the student.

Additionally, when introducing new content in the EFL classroom, it is important to develop automaticity of language use; this is, students identifying words and meanings without effort. “In order to automatize them several drills are necessary” (Klein, 2005, p. 13). And as aforementioned, nursery songs are linguistic drills that help children remember words and short phrases. In addition to remembering vocabulary, young learners can improve their intonation and pronunciation when singing the nursery rhymes (Reilly & Ward, 2003). This is because children rely on teacher’s pronunciation and intonation when he or she is singing.

Students learn by imitating what they listen and what they see. Observation is relevant because most students are visual learners and that is how they acquire knowledge. For this reason, playing a nursery song should not be enough for the English teacher, he must highlight the ludic aspects of songs by incorporating some games and dynamics, so students spend productive and a fun time receiving or reproducing language while playing. As prior mentioned, songs include simple vocabulary, but they also are a great tool to introduce new content. For example, new vocabulary, verb tenses, or other concepts the teacher wants to present in class (American English, 2020).

For auditory learners the use of children songs may be the best option. They are easy for young learners to understand, learners enjoy singing and listening to the songs, songs require students to move and imitate sounds and rhythms, songs invite students to add information and complete the lyrics, etc. But songs are also a versatile strategy to use with visual and kinesthetic learners. The teacher can incorporate visual and tangible material before, during and after the playing of the song, some songs require the learner to represent with his body and actions the songs’ lyrics; for example, the song “Head, Shoulder, Knees and Toes”

is a song where students sing and point out the parts of the body they mention (Kang, 2006, pp. 2-7). With that example students listen and sing the song, have a visual and tangible representation of the vocabulary sang. Another example could be the song the “Wheel on the bus” in which the children sing in a circle and imitate the commands the song mentions.

2.4. Total Physical Response Method

The total physical response (TPR) is a method created by Dr. James J. Asher. It is based on the idea that children learn their mother tongue through “language- body conversations” or commands given by their parents. At first, the child does not reproduce oral language, but by following his/ her parents’ instructions he/she is assimilating the language and then he/she is able to reproduce commands, phrases and sentences. For example, the parent says “come here” or “give me the ball” and the child does so. The TPR is also implemented in language classroom for the teaching of a second or foreign language, when teachers give simple commands and use body- language, they are using TPR. For instance, the teacher says “listen” and touches or points out his/her ear, students will understand that they have to listen. In this case, it is unnecessary the use of their mother tongue to explain what they have to do (Asher, 1968).

Additionally, the TPR method is used to introduce and review vocabulary, commands (jump), classroom language (open your books), vocabulary connected with actions (smile, chop, headache, wriggle), tenses past/present/future and continuous aspects (Every morning I brush my teeth, I make my bed, I eat breakfast), storytelling. To sum up, the TPR is not limited to understanding commands, it has some other uses in the language classroom, and for beginners is a great option to use new vocabulary (BBC, 2021).

III. CHAPTER THREE: RESEARCH DESIGN AND METHOD

The present chapter will describe the type of approach selected, the population and study sample, the instruments used in order to collect data and the way the data will be analyzed. During the collection and analysis of data, the researchers will identify the weaknesses presented by the students in the development of speaking and listening skills, then describe the implementation of the children's songs, and at last determine their significance. Moreover, the researchers will put into practice the songs activities in order to experience the effectiveness of them.

3.2. Population and Study Sample

The research school selected for this study is German Pomares School, located in San Sebastián de Yali municipality. Therefore, the universe is one hundred and fifty-six students, the target population is thirty-one first graders, and the study sample consists of ten children. This will provide the researchers the chance to find out the reaction of those children while the English teacher is applying songs to teach them.

For this study, we chose a convenience sampling also known as non-probability sampling (Kothari, 2004, p. 15). In this type of sample, "respondents are chosen based on their convenience and availability" (Creswell, 2014, p. 204). We selected the population and study sample based on their (the students) willingness to provide data related to our study, and their continued presence as first-grade students in the research site- German Pomares School. Another characteristic of this type of sampling is that it is homogenous, this is; the students had similar characteristics to be selected as sampling. For instance, they all were

first-graders, they had the same time studying English, and they all were actively involved in the class.

Additionally, some advantages of using a convenience sample were that it was relatively easy to get the sample and to gather data, it was inexpensive- we did not have to use some other resources to get our sample, and the participants of the study were readily available (Glen , 2021). This type of sample is also used for some business to get feedback about some features or products and offer, in our case, we wanted to understand the student's reactions on the use of songs. Another aspect to point out is that the sample size represents a fraction of the population (often a 10%) (Creswell, 2014, p. 234). Therefore, our sample are ten students out of thirty-one students, and the English teacher who also provided data related to the topic of study.

3.3. Collection of Data

This research has a qualitative approach. And “in qualitative research, the relevant data derive from four field-based activities: interviewing, observing, focal group, collecting and examining (materials), and feeling” (Yin, 2011, p. 129). For the purposes of this research, participant observation will be carried out with first grade students while the teacher is applying the songs to teach, then a structured interview to the teacher to interpret his ideas about the application of this type of strategy.

As mentioned above, this is a qualitative study and as such it relied on text and image data (Creswell, 2014, p. 235). We read and analyzed previous studies, articles, books and

magazines that explained the topic, and the implementation of participant observation enabled us to get image data, too.

Creswell (2013), Hatch (2002), and Marshall and Rossman (2011) cited in Creswell (2014) claim that:

Qualitative researchers tend to collect data in the field at the site where participants experience the issue under study...This up-close information gathered by actually talking directly to people and seeing them behave and act within their context is a major characteristic of qualitative research. In the natural setting the researchers have face-to-face interaction (Creswell, 2014, p. 234).

In this regard, we conducted the interview and observation inside the first-grade classroom. We chose a participant observation to have a closer look at what students were doing when the teacher used the songs, as well as, the actions taken by the teacher to encourage students during the learning process to participate and use the target language. Moreover, a characteristic of the use of interviews to gather data is that they enable face-to-face interaction between the interviewer and interviewees.

3.4. Data Analysis Strategies

As it stated before, the approach selected to follow this research is qualitative, this kind of study will give us the chance to understand, interpret and analyze how is the context where the problem is present, the way the students and teachers interact with the situation and some other specific details that only this type of methodology could provide us. In

addition, it will compare and analyze the information collected in the framework with the data obtained from the instruments applied.

One characteristic of analyzing qualitative data is that while the researcher conducts an interview or observation, he/she analyzed previous data gathered from some other instruments (Creswell, 2014). Therefore, while we were implementing the interview to the teacher, we were connecting ideas between what the teacher said and what we observed in the class to write the final report in a narrative-descriptive way.

3.5. Ethics and Human Subject Issues

Before, during and after the fieldwork, the three researchers will work according to the ethics statements that the qualitative study states. For instance, the report of the data collected will be shown as transparent as possible avoiding information not gathered from the sample units. In addition, as we have a population formed by children, we will respect their dignity and security during the observation, and of course the self-worth of the teacher. And during the process of editing and reviewing the final paper, we will avoid plagiarism since it does not match with the ethics of this research (Yin, 2011, pp. 40-41).

III. RESULTS AND DISCUSSION

The use of songs in the language classroom is proposed as a teaching-learning strategy which effectiveness has been observed by different researchers (Pérez, 2010; Hidayat, 2013). However, it is not enough with playing or singing a song in the class. As aforementioned, the teacher must consider variables such as learning styles, musical tastes, language level, and students' age. Thus, children songs are designed for a specific group, children. They use simple words, lively lyrics, and great rhythm that is attractive for children.

- **Research Question 1:** What are the main challenges students present in the development of listening and speaking skills?

Challenge: Overcoming Shyness to speak English. We observed the first-grade class on two occasions. When we interacted with the students and observed their actions, we could identify shyness as an issue among some students. In this concern, the English teacher dealt with this issue by explaining the activities in Spanish, so students felt motivated to participate in class. Shyness affected their oral participation in class. Furthermore, some students were afraid of singing the lyrics. Therefore, it was complicated to identify the mispronunciation of the words and the students' domain of the vocabulary.

In the structured interview, the English teacher expressed that observing his students' hesitation to use the English language in class. He has looked for different strategies to overcome this weakness. However, none of these strategies has been one-hundred percent successful.

Challenge: Not knowing how to read and write. The teacher answers that teaching English to first graders is a challenge as well because the children do not know how to write and some of them are shy. The teacher also states that songs are very effective because he catches the attention of the children and most of them actively participate in the activity. According to the teacher's answers is plain to see that he really enjoys and accepts that the use of these songs contributes to the children's improvement of their oral and listening skills. The children feel encouraged to produce orally the lyrics of the songs and they listen and practice along with the teacher.

- **Research Question 2:** How does the teacher use songs during the development of the class?

Regarding the use and implementation of the songs, throughout the observation, it was identified that the teacher used some short songs such as **Head, shoulders, knees and toes**, and **Baby shark**. Some of these songs were used for warm-up and some other for the development of content. Besides, each song was based of the content previously taught.

For the implementation, the instructions were given in English and Spanish, so most of the students were part of the activities. The teacher used some visual material to support the vocabulary included in the lyrics. For instance, he used colorful flashcards to reinforce the message. Besides, as input, the teacher used his voice to sing with the children, he did not use speakers to provide a different input to the students.

In the same way, in the focal group, the students answered that the teacher used gestures and mimics when singing the short songs, and they had to imitate what he was doing. For

example, for *Head, shoulders, knees and toes*, the teacher pointed with his index finger the body part he was singing, and students did the same.

- **Research Question 3:** What is the contribution of children's song to the development of the oral and listening skills?

Using songs is an important tool to develop listening and speaking skills, through songs the teacher introduces vocabulary and phrases interactively and dynamically. During the implementation of children's songs in the classroom, the children were motivated to produce oral language because the teacher used simple words and body language, so the students understood the words' meaning. Besides, when using songs, students were more involved in the lesson and actively participated in the activities implemented as complement for the use of songs.

As aforementioned, shyness was a problem before the implementation of the songs. However, the use of songs helped most of the students to overcome their fear. They were having fun while singing, mainly when the teacher complemented the use of songs with didactic material and gestures. Furthermore, the use of songs attracts students' attentions and most of them followed the teacher's instructions. The motivation and participation showed by the students helped them to use the English language orally.

Similarly, the English teacher expressed that using songs allowed him to develop a more dynamic class where it was possible to integrate most of the students in the teaching-learning process. Therefore, students were using their speaking and listening skills while having fun in class.

English has been introduced in the regular elementary school since 2018, so it is important to know the point of view of the teacher and the students about the importance of songs in English to improve speaking and listening skills in English, the first-grade teacher who teaches the English discipline as well as the students said that the English class is very nice and at the same time fun.

The main objective is to determine the importance of songs during the development of speaking and listening skills in first grade students, for which the teacher Byron Lira Sandoval was questioned.

The teacher replied that using songs is very important for children, since they can develop language skills, it can also attract the attention of students and have better learning and develop the class in a more motivated way.

However, at the time of developing the class using songs there are some students who do not like to participate, either out of embarrassment to their classmates or because of shyness. The teacher also expressed that he has sought strategies such as integrating 100% of the students but has not been able to achieve it in its entirety.

During the observation, it can be verified that the teacher does use songs in English according to the content he is developing, also as support material the teacher presents flashcards so that the students can understand, then at the end of the song they practice the pronunciation of the words that stand out the most or are more related to the topic.

To integrate the students who are shy, he takes flashcards and gives them an explanation in both languages (English and Spanish) in this way he introduces the vocabulary

that it has been studied in the songs and encourages some of the children who are shy to participate in the activities.

When applying the focus group, the ten students who participated did so voluntarily and the answers agreed. They said that they like the English class a lot, and that what attracts their attention the most is when the teacher performs games, dynamics and sings songs, the children cited some examples: an elephant and Baby Shark.

One of the students expressed that he would like to participate more, since he wants to speak in English, but he is ashamed because he is afraid of making mistakes, he also told us that if the teacher explains to him in English and Spanish he will participate because he is sure of what he is reviewing. The other students think that to better understand the meaning of the songs or the dynamics in English, it is easier for them when the teacher introduces them while they are listening to the song. This group of students sang the aforementioned songs and they did it very well because they did it with mimics and good pronunciation.

IV. CONCLUSION

The use of children's songs in the EFL classroom is an important strategy for the learning process. These types are written with simple words and phrases that facilitate the teaching of commands, informal and formal expressions, vocabulary, and so on. Besides, it enables children to learn in a dynamic environment where they are learning while playing and singing. Playing because some of these songs can be complemented with some other activities (such as games or following commands), and singing because the song can be listened and then sung by the students.

The results also showed that shyness is still a factor that determine the level of oral participation during the English class. Nevertheless, the dynamic of the class encouraged students to participate during the songs. The English teacher complemented the use of songs with asking questions about the song, playing games with the students, etc. For appealing students' different learning styles (see section 2.2.), he also used supporting material such as flashcard, drawings, realia, data shows, etc.

In conclusion, children's songs are effective when developing listening and speaking skills in first-graders. However, when performing an activity using children's songs, it recommends for beginner levels to provide instructions in English and Spanish, so students will have a better understanding of the teaching- learning objective. Eventually, the goal of this paper is to emphasize the significance of correctly applying the songs in the classroom, as a tool that facilitates the Teaching-Learning process of English as a foreign language.

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ANNEXES

Popular Children Songs

Head, Shoulders, Knees and Toes

Head and shoulders knees and toes

Knees and toes

Head and shoulders knees and toes

Knees and toes

Andd eyes and ears

And mouth and nose

Head and shoulders knees and toes

Knees and toes

By unknown author, first released in 1961. Genre Children's song.

Description

This is a good song to introduce body parts topic. The song's lyrics is formed by simple body parts vocabulary and the rhythm is easy to follow. The teacher can use the singing or playing of the song with some gestures and movement, so students will have a visual representation of the song's lyrics. For example, the teacher sings "head, shoulders, knees,

and toes” and at the same time touch those body parts that are being sung. Then, students will follow the teacher’s movements.

Before introducing any new song, it is suggested to review the vocabulary and practice the pronunciation of each word with the children. This step can be accompanied by the use of visual materials such as colorful flashcards with the body parts or the teacher can draw each part on the board.

The teacher introduces the new vocabulary showing some flashcards, then he asks the children to listen carefully a song about the body parts. Invite them to observe the gestures the teacher does, after that the teacher uses the speaker to sing and dance the song creating a creative and dynamic environment. Finally, the teacher invites the children to sign and dance the song following the gestures the teacher does.

Family Finger

Daddy finger, daddy finger, where are you?

Here I am, here I am

How do you do?

Mommy finger, mommy finger, where are you?

Here I am, here I am

How do you do?

Brother finger, brother finger...

Unknown author, first released on May 25, 2007. Genre Children's song

Description

Before introducing this song, the teacher should make sure if the students have mastered the vocabulary and if they know the meaning of the two questions the song has. This will facilitate the active participation of all the students in the class. This song can be used in the next way, the students singing and imitating the teacher's gestures, showing off their hands while they sing. A variation could be dividing the class into small groups, each group represents a finger (mommy finger, daddy finger, etc.), and while the teacher sings "*Mommy finger, mommy finger, where are you*", the group who is "Mommy Finger" should sing "*Here I am, Here I am, how do you do?*" To remind the class which body part the word finger is, the teacher could ask each student to draw their hands on a paper, paint it, and add the family names so they will have a visual representation of what a finger is and while they sing they could show their drawings, or they could just use their hands to show their fingers. This variation allows the teacher to interact with the class, students have to pay attention when their group is called, and they practice their listening and speaking skills.

One little Finger

One little finger, one little finger

One little finger, tap-tap-tap

Point your finger up, point your finger down

Put it on your head, head

One little finger, one little finger

One little finger, tap-tap-tap

Point your finger up, point your finger down

Put it on your nose, nose

One little finger, one little finger

One little finger, tap-tap-tap

Point your finger up, point your finger down

Put it on ...

By Super Simple Songs, first released on 2006. Genre Children's songs

Description: The teacher uses flashcards to explain the body parts. Then, the teacher asks the children to listen carefully to the song "one little finger". When they listen one body part, they should point it with their finger. The teacher asks students to make a circle and play the song again. The teacher uses a speaker to motivate students to sing the song and they use their fingers to point to the body parts.

Baby Shark

Baby shark, doo, doo, doo, doo, doo, doo

Baby shark, doo, doo, doo, doo, doo, doo

Baby shark, doo, doo, doo, doo, doo, doo

Baby shark

Mommy shark, doo, doo, doo, doo, doo, doo

Mommy shark, doo, doo, doo, doo, doo, doo

Mommy shark, doo, doo, doo, doo, doo, doo

Mommy shark

Daddy shark, doo, doo, doo, doo, doo, doo

Daddy shark, doo, doo, doo, doo, doo, doo

Daddy shark, doo, doo, doo, doo, doo, doo

Daddy shark

Grandma shark...

By Pinkfong, in November, 2015. Genre Children's songs

Description

The advantage of this song is that it is very popular; many children have probably listened to it at home, so they might be used to the vocabulary and its translation. The song is

accompanied by a simple choreography that children can imitate. It has vocabulary according to the students' age which is not complex but easy to follow. As using songs with visual representations, it is important that the teacher draws some friendly sharks representing the family members to introduce the song to the class. Later, the teacher could ask students to stand up and form a circle, play the song using a speaker, and practice the lyrics while dancing the song as a class.

Teacher's Interview

General Data

School's Name: _____ Section: _____ Date: _____

Private: _____ Public: _____

Objectives

- To identify problems presented by the first-grade students at Germán Pomares school in San Sebastián de Yali municipality, during the development of the speaking and listening skills.
- To determine the significance of the children's songs during the development of the speaking and listening skills in the first-grade students.

Dear first-grade English teacher, through this interview, we will obtain relevant information related to your experience during the use of children's songs with your students. Besides, you will help us identify the problems and weaknesses that your students present in the development of oral skills. And we want your reflection about the significance of children's songs in the process of Teaching-Learning English as a foreign language.

Thank you for your time and willingness to participate in this process.

1. Could you explain us, how has your experience as a first-grade English teacher been? What kind of learning problems have you observed on your students?
2. During the development of your job, what kind of methods and strategies have you implemented with your students to obtain a significant learning?
3. Which of those methods and strategies has been more effective for you and your students?
4. What is your opinion about the use of songs in the classroom?

5. Could you mention some activities that you have used to work with children's songs and to develop the listening skills on your students?

Observation Guide

General Data

School's Name: _____ Section: _____ Date: _____

Private: _____ Public: _____

Objectives

To describe the implementation of the children's song in the development of the speaking and listening skills with first-grade students at Germán Pomares school in San Sebastián de Yali municipality,

Criteria	A	S	N	Comments
The teacher uses input to introduce the songs: her own voice, a recording tape, a cellphone.				
The teacher uses complementary activities to use children's songs.				
The teacher emphasizes on the use of the listening skills on his or her students.				
The students show interest during the use of songs.				
The students comprehend the meaning of the songs.				

The use of songs presents some limitations				
The students reproduce the words or sentences listening during the songs.				
Does the teacher always use the same song?				
What actions does the teacher take to check that students comprehend the meaning of the songs?				

Focal Group

General Data

School's Name: _____ Section: _____ Date: _____

Private: _____ Public: _____

Objective

To find out the importance of songs in English to improve listening and speaking skills in first grade students at the Germán Pomares school, San Sebastián de Yali municipality.

Participantes	¿Les gusta la disciplina de inglés?	¿Qué es lo que más les gusta de esta asignatura?	¿Cantan canciones en inglés con su docente?	¿Podría mencionarme algunas canciones en inglés que cantan en el aula de clases?	¿Ustedes saben cuál es el significado en español de esas canciones?	¿Además de las canciones el maestro les trae láminas relacionadas al tema del día?
Estudiante 1						
Estudiante 2						

Estudiante 3						
Estudiante 4						
Estudiante 5						
Estudiante 6						
Estudiante 7						
Estudiante 8						
Estudiante 9						
Estudiante10						



Taken by

Date:







