

Introducing English vocabulary with songs and gestures

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DEDICATION

I dedicate this dissertation to my students and my little brother.

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ABSTRACT

INTRODUCING ENGLISH VOCABULARY WITH SONGS AND GESTURES

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This action research is related to determining if teaching with songs and gestures is effective in promoting accurate use of English and motivation to participate in class orally, in speaking activities and improving memorisation of vocabulary in Primary school. To answer these questions, multiple methods were used to gather data in a Portuguese 3rd grade class of 22 students over the course of three and a half months: observation grids, tests and questionnaires. The questionnaires sought to compare the student's opinions whether they liked and thought songs and gestures were motivating and helped them memorise English vocabulary before the start of the action research and at the end of the action research, after six months of being intensively exposed to songs and gestures in every lesson. However, English vocabulary was also introduced in different scenarios: only with songs, only with gestures and with songs and gestures. The observation grids helped track accurate oral use of vocabulary, along with correct use of gestures.

Results were satisfying overall whenever songs and gestures were used together: test grades were high and observation grids showed high vocabulary oral production and gesture reproduction. The students corroborate this in their questionnaires by agreeing in high numbers that songs and gestures helped them to memorise English vocabulary. However, some limitations were present, such as the existence of vocabulary not possible to teach with gestures and not enough observation grids without songs and gestures to make fuller and more extensive comparisons between each scenario.

KEYWORDS: Song, gestures, vocabulary, English as a foreign language, primary English classes, motivation, participation.

RESUMO

INTRODUCING ENGLISH VOCABULARY WITH SONGS AND GESTURES

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Este relatório encontra-se relacionado com a eficácia do uso de músicas e gestos conjuntamente na promoção do uso correto do vocabulário no Ensino de Inglês no 1ºCiclo, e saber se estes motivam os alunos a participar oralmente nas atividades da aula. Foi feita recolha de informação numa turma do 3ºano durante um período de 6 meses por grelhas de observação, testes e questionários de opinião aos alunos. Os questionários tinham como objectivo saber se os alunos gostavam de músicas e gestos e se achavam que estes os motivavam e ajudavam a memorizar o vocabulário Inglês. Foram realizados em dois momentos, um antes e outro após o termino do semestre, de modo a comparar se a opinião deles perante este método de ensino melhorou. No entanto, algumas aulas também foram feitas apenas com músicas e apenas com gestos. As grelhas de observação ajudaram a avaliar se a turma estava a dizer corretamente o vocabulário com os gestos aprendidos e apoiar as observações da professora.

Os resultados foram satisfatórios: as notas dos testes foram altas e as grelhas de observação mostraram que a utilização do vocabulário oralmente e reprodução dos gestos correspondentes foi bem sucedida. Os alunos concordaram em grande maioria que as músicas e gestos ajudaram-nos a memorizar o vocabulário Inglês no questionário final.

Apresentaram-se no entanto algumas limitações, como por exemplo vocabulário que não era possível ensinar por gestos e falta de grelhas de observação suficientes para comparar em maior extensão as aulas que apenas utilizaram músicas ou gestos.

PALAVRAS-CHAVE: Canção, vocabulário, Inglês como língua estrangeira, aulas de Inglês no primeiro ciclo, motivação, participação.

INDEX

Introduction	1
I . Literature Review	3
1. Songs in the classroom	3
1.1. The role of memory in vocabulary learning	4
2. Gestures in the classroom	5
3. Songs and gestures combined in the classroom	6
II . Action Research	7
1. Methodology	8
1.1 Consent	8
1.2. Action Research process and tools	8
1.3. Songs and gestures used	9
1.4. Writing skill	12
1.5. Observation grids	12
1.6. Tests	14
1.7. Questionnaires	14
2. Results	15
2.1. Observation grids	15
2.2. Tests	18
2.3. Questionnaires	19
2.3.1. Results from section 1 of the questionnaire	19
2.3.2. Results from section 2 of the questionnaire	21
2.3.2.1. Questionnaire 1	22
2.3.2.2. Questionnaire 2	23
2.4. Student's comments after the project	25

LIST OF ABBREVIATION

EFL – English as a foreign language

ESL – English as a second language

TPR – Total Physical Response

L1 – First Language

L2 – Second Language

STS – Short-Term Storage

FIGURES

Figure 1.1 – Results for the graded tests done in class about school objects (N=22), and about colours,numbers and feelings (N=20).

TABLES

Table 1. Table of songs used while conducting the action research, with the corresponding gestures that were associated with the vocabulary of each lesson.

Table 2. Table of observation grids made while conducting the action research.

Table 3. List of all observation grids and the average scores of the class in percentages.

Table 4. Results for the first part of questionnaire 1 and 2 expressed as a table. (N=22).

Table 5. Results for the second part of questionnaire 2 expressed as a table and ranked using Friedman's Test and Kendall's coefficient of concordance. (N=22).

Table 6. Results for the second part of questionnaire 1 expressed as a table and ranked using Friedman's Test and Kendall's coefficient of concordance. (N=22).

Introduction

Songs and music are a big part of our lives and truly universal. We celebrate our birthdays and weddings with them. We use them to concentrate, stay productive, motivate, seek inspiration, reduce stress and anxiety, and even to fall asleep. Music is a form of communication in itself, as you can convey feelings, emotion and meaning, even if the listener cannot speak the same language as the language used in the song. As Ferreira Camões (2018) described, creativity flows within music and stimulates our minds and imaginations. It has been proven that playing a musical instrument gives us the ability to boost memorisation and concentration. The same can be said for the use of songs in the classroom, as the retention of information and engagement in class can be truly powerful if done correctly. It is much more enjoyable to learn a song than to memorise a lesson, and songs improve listening and understanding abilities. This could lead to higher self-esteem and motivation in the English classroom. Dias (2018) also mentions that music brings people together to interact through dancing and singing songs, making and sharing a connection between a group.

Even though we are exposed to music everywhere, in the context I was teaching, songs are still not exploited enough. Our school system still follows the traditional way of teaching with schoolbooks, flashcards and following the mandatory program. Sarıcoban, & Metin (2000) states that “songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms”. Music and songs bring so much value to the process of learning, expression, problem solving skills, creativity, cooperation and self-discipline. As for audio, it is mostly used in English as a Foreign Language to listen to English conversations and not really for songs, as there is only one song per unit in the student's book *Let's Rock 3* (Abreu & Esteves, 2021), the main book used in the school where this action research was conducted.

Gestures are a non-verbal way of communication. Babies first start using gestures as a way to communicate before the development of speech, usually by pointing with their index finger. By teaching words in conjunction with gestures, parents can improve the communication and interpretation of toddlers (Iverson, 1999). Because of this, it would be logical and natural to do the same while learning a second language.

While reviewing a great deal of literature, I encountered not many research about

learning a second language using songs and gestures simultaneously. Iverson (1999), is one of the few researchers that discusses the effects on the brain of using gestures and rhythm, but not necessarily by using songs. Only recently have researchers linked the two, and explored the effectiveness of using gestures and songs simultaneously on learning English vocabulary in Portuguese primary school classrooms (Oliveira Santos, 2017). For these reasons, there is still a gap in this area that is worth exploring. Gestures and music together could bring creativity and enjoyment to learning a foreign language. If a child learns faster and easier while listening to songs, would this process be boosted by also using gestures in learning vocabulary, by doing actions or a sequences of gestures? Could this also be a kinaesthetic learning approach to remember English vocabulary? Dunn & Burke (2006) define, kinaesthetic learning (or tactile learning) as a learning style where learning is more about physical activities like, dancing, singing, doing group projects, rather than, listening to an audio or looking at images. Gestures can help to process new and difficult information and students could effectively retain the vocabulary better by learning a corresponding gesture, and use this knowledge to remember the word later on.

The present action research project is the conclusion of my master's degree in “Ensino de Inglês no 1º Ciclo do Ensino Básico. It was made over three month in the school of Luís Madureira in Alfragide. I investigated, collected data and implemented my project in a 3rd grade class. The aim of this action research is to investigate if by using songs and gestures at the same time, there will be any effect and improvement on the ability to remember vocabulary. The focus of the project will be centred on the motivation to learn and effectiveness of combining of songs and gestures to learn English vocabulary by unravelling the following research questions:

- How effective is teaching songs with gestures in promoting accurate use of English vocabulary in Portuguese primary school classrooms?
- Do songs and gestures give the students more motivation to participate in class orally and in speaking activities related to learning English?

The first chapter of this action research is the literature review, which serves as the background for the research and provided the knowledge to write this study. It is followed by the second chapter that is action research, and this comprises the methodology of the action research process, description of the tools that were applied, the analysis of the results and the discussion of the action research and the interpretation and conclusion of the project.

I . Literature review

The literature review is divided into three parts. The first part is about the use of songs in the classroom, the second part is about the use of gestures in the classroom and the third part is about the use of songs and gestures combined in the classroom.

1. Songs in the classroom

Read (2007) mentions that “Young children are usually already familiar with rhymes, songs and chants in L1” and that is why the use of songs in L2 is important. As Read explains, using songs link the student between home and school, they feel familiar and the classroom becomes a safe place to be. They lead to social and personal development such as self-esteem and a sense of achievement when the student succeeds to accurately sing and can also develop spoken production and spoken interaction with their teacher and peers. Songs can also be used to teach a variety of language items, such as: sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. As Şevik (2012) refers, songs can be one of the most enjoyable ways to practice and develop listening skills, as children respond enthusiastically to songs and welcome them. Songs are the first bridge to the acquisition of a language, and gestures reinforce this acquisition. Sarıçoban and Metin (2000) argue that songs can easily be used in language classrooms and change the routine of an everyday classroom, help stimulate creativity and socially open students, which helps shy students in participating. Mixed tasks englobing repetition, practice and real language use are more enjoyable because children love to listen to songs and sing along. Demirel (2004) claims that the most effective way to teach listening comprehension, pronunciation and articulation to young learners is through teaching songs. Schoepp (2001) believes that the following three patterns emerge from the research on why songs are valuable in the ESL/EFL classroom: affective reasons, cognitive reasons and linguistic reasons. We have to understand the affective reasons to why songs are valuable. In the affective filter hypothesis developed by Krashen (1982), the learner needs a weak affective filter, which means that the learners needs an optimal attitude. To encourage it, the teacher needs to provide a positive environment, meaning an anxiety free lesson, providing praise for learner self-confidence and motivation, in order for the learners to be open to language learning. Songs are an ideal tool to create a positive atmosphere which leads to a weak affective filter. Next is the cognitive reasons, which are the mental process of thinking, knowing,

learning and understanding things. By using songs, teachers have the possibility to balance and not overuse repetitions because songs develop automaticity, which is the ability to do and learn things without thinking too much, which helps the production of the language. Finally, the linguistic reasons to use songs is that songs with informal and casual language can provide the learner with genuine language, the language of the every day life. When we expose learners to appropriate songs that are within the lesson subject and that they actually enjoy, such as popular songs that we can hear on the radio, we can develop their speaking skill (Şevik (2011). Ferreira Camões (2018) reinforces Schoepp's claims, by saying that songs improve affective, linguistic and cognitive development. However, Ferreira also adds that songs improve psychomotor development because they naturally drive to move our body and help with coordination. Songs help as well with social development, regroups people, “give a sense of belonging” and help to interact with peers. From his study, Aguirre et al., (2016) conclude that “students can have a positive aptitude to learn English as a second language if teachers use appropriate songs in their classes”. The reason for this is that songs create a favourable environment in the classroom and encourage students to be more committed to class activities.

1.1. The role of memory in vocabulary learning

Our memory is a muscle and to strengthen our memory, we need to use simple techniques and methods, such as songs, for it to reach its full potential (Foundation et al. (2001). Thornbury (2002), in “How to teach vocabulary”, talks about three main systems that help our brain to remember vocabulary: short-term storage, a working memory and long-term memory. The short-term storage, or STS, can only retain a small amount of information for a limited period of time, hence, for only a few seconds. For the information to be retained into the long-term memory, it needs to be processed over and over. But, before being retained, our brain studies the information and decides if it is valuable or not, and this process is called the working memory function. Usually, the information or vocabulary will be remembered for about 20 seconds. In order to keep the information, the brain needs to articulate the vocabulary several times. It should be *spaced* in a long run, *paced* to give time for the learner to process the information and *used*. This is why songs are important in the process. Since the chorus is repeated several times in the song itself, the articulatory loop will perform and keep what the brain listens to, effectively making the vocabulary from the song transfer from the

short-term memory to the long-term memory. Read (2007), in fact, agrees with this, stating that “The use of rhythm and music in rhymes, chants and songs aids memorization”. Songs help to memorise vocabulary because they are associated to mnemonic learning. It is a system such as a pattern of letters, ideas, or associations which assists in remembering something, but also because the song is associated with a theme which could create imagination and consequently a memory.

2. Gestures in the classroom

Regarding gestures, teachers will use their own body to give students additional information, for instance, about what the teacher wants the students to do or not do, but also to help learners to understand the meaning of unknown vocabulary. For example, the first gestures and words that the students will learn in the first English lessons will most certainly be “raise your hand”, “listen”, “be quiet”. As for Tellier (2008), she categorizes the gestures in three sections: aid for the management of the class, providing evaluation and giving explanation. Tellier (2008) mentions that “When reproduced, gestures not only act as a visual modality but also as a motor modality and thus leave a richer trace in memory”, “seeing and reproducing gestures (visual and motor modality) should have a stronger impact on memorisation of items than simply seeing pictures (visual modality)”, and “reproduction of gestures has a stronger impact on short-term memorisation than only viewing gestures”(pp.223-224). Arntsen (2016) states in her article that gestures are commonly associated with words to help students remember vocabulary better. Using the same gesture every time you say a particular word or phrase will assist students to associate the two. Gelitz (2021) psychologist at the scientific magazine *Spektrum der Wissenschaft*, cited “Linking a word to brain areas responsible for movement, strengthens the memory of its meaning.”. If we link the gestures to their appropriate vocabulary it will be retained with repetitions.

Asher (1969), was the father of TPR or total physical response. This teaching method involves the coordination of language and physical movement in order to teach a second language without anxiety and translations. “It has been demonstrated that when students learnt to understand Russian with the technique of the total physical response, their comprehension was accelerated far beyond students who tried to learn with translation methods.”(pp.3-17). Larsen-Freeman and Anderson (2011) agreed with the TPR technique by saying “The use of zany commands and humorous skits are two ways of

showing that language learning can be fun.”. The TPR technique unfolds into different steps: First the teacher models the commands in the target language without translating it and then the students have to follow the command. The students will listen to the teacher without providing oral input in the target language and in a second phase, they will imitate the teacher's action. The teacher says and does the action and signals the students to do the same action: It's all about gestures and repetitions of this action while listening to the teacher say the command in the target language. After several repetitions, the students will be able to understand what the teacher is saying without doing the action and will be able to perform the action asked. It makes learning fun and motivating without the students knowing. “Teachers who use TPR believe in the importance of having their students enjoy their experience of learning to communicate in another language”. It has also been proven that TPR reduces anxiety and stress because of the joyfulness of this method which “facilitates learning” (Larsen-Freeman and Anderson (2011) pp.137-149). Case (2021) argues that body language and gestures help to present vocabulary, grammar, pronunciation and, engage mentally and physically the students because they have to reproduce the gestures. When the vocabulary is more complex or its meaning is difficult to comprehend, gestures can help to dissect its meaning and understand this vocabulary. Gestures facilitate the comprehension of unknown vocabulary, it is visual thus easier to understand the meaning of the vocabulary. However, teaching with gestures only can be done until a certain extent and some vocabulary can't be taught with gestures, such as for instance, colours. Darwish and Region (2007) state that the use of gestures plays an essential role in the classroom, since it reduces redundant teacher speaking time, classroom management, increase student's participation and boost student's self-confidence. The use of the gestures learnt by the students can improve their memory for the vocabulary associated with the gesture and help teachers to build a connection with their students.

3. Songs and gestures combined in the classroom

Songs and gestures create a relationship between the teacher and the students because they are physically involved in doing the same actions and share a common experience. Rumley (1999) argues that repetition, most often accompanied by physical actions, help learning and in turn leads to familiarity so that children feel comfortable with the foreign language. This is where gestures could come handy and become an important part of the internalization of the English vocabulary. In other subjects, songs are rarely

used, so EFL becomes the only contact Portuguese students have with songs as a learning tool. Furthermore, there is very little research about the combination of gestures with songs. This proves a good opportunity to investigate if there is something that would work well in synergy, bringing something new to the table on the subject.

II . Action research

The school where this action research was conducted, was a private Catholic school in Alfragide, Portugal, where students wore a uniform. The class I taught was a 3rd grade class, composed of 22 students. They were all Portuguese and had not studied English previously, except for one student, who was one of the strongest students of the English class.

This class seemed to be balanced regarding the strengths of the students, and was composed of seven boys (32%) and fifteen girls (68%). All of the students were eight years old. One of the students was diagnosed with learning disabilities related to emotional issues and was recognised as a special needs student. Another student was having anger issues and mood swings. And finally, one student didn't know how to read, which put his learning at risk. These three students needed a particular supervision, a different management and their teachers had to adapt to their needs. At start, the students were slow learners in English apart from a couple of strong students, who helped the others and had a positive and energetic attitude.

This school year, we had to deal with the COVID virus outbreak and adapt the whole semester: The first half of the semester was on remote learning, which was challenging and disrupted the students as well as the teacher's lives. The second half of the semester was face to face but rules were applied. Hugs were not allowed, the desks were separated and everyone had to wear masks, which challenged the teaching and learning of the English language. Some students didn't attend class during several days because they had been infected. The classroom was very big with a lot of free space, so there was enough room to read stories and to sing songs with gestures with the students around the teacher. The students were paired in tables, in three rows in the room, except for the student with anger issues who was placed next to the teacher's desk, to prevent him from harming the other students.

In Portugal, the 3rd grade is the first year where Portuguese students have mandatory English classes. The *Aprendizagens Essenciais* (DGE, 2018) requires for the students to

be able to relate their knowledge to develop their creativity in several contexts such as singing, rhyming, participating in dramatic activities and using language with proficiency in music. They should also be able to use verbal and non-verbal language to communicate, resorting to gestures, sounds and words (República Portuguesa, 2017).

Since the start of the semester, the students were used to learning English exclusively with their student's book *Let's Rock 3* (Abreu & Esteves, 2021) which is a book composed of thematic units englobing listening, speaking, reading and writing skills with exercises, a story, a game or dialogue and one song per unit. The class had two hours of English lessons per week on a difficult schedule because the English lessons were before lunch on Tuesdays and at the last hour of school on Fridays, before the weekend starts. This made the class really difficult to manage and forced the teacher to refocus the students often. The lessons were grouped in topics so each topic was about two or three classes maximum.

1. Methodology

1.1. Consent

Before the start of the action research, consent letters were drafted for the parents and the school director to read and sign (Appendices A & B). The title of the project was already decided and included, and each process and step of the action research project was described in order for full consent to be given. Another, more informal, consent letter “Appendix C” was written for the students, with the use of colours and emojis.

1.2. Action Research process and tools

The students had already some learning experience through songs from the student's book before the start of the action research. They also learnt some gestures in the first two months like the gesture for “silence” (index finger on the lips), “listen” (index finger on an ear) and “open” (folded hands opening, as if mimicking an open book).

Since the overall objective was to promote successful acquisition of English vocabulary, the strategy that was used was to complement songs with gestures and use this combination of TPR techniques with songs to improve the ability of comprehension and increase the motivation to participate in the classroom. The reasoning behind this was that if a student needed to use a word or chunk of language to get a message across while speaking, he would possibly remember it more easily next time, through songs

and gestures, especially if he needed to use it more than once. Songs combined with gestures could be useful to improve vocabulary acquisition and speaking in the classroom, because they are related through the need to use the language. This, in turn could promote more interest to speak and participate in the classroom, through oral production and body language. In a classroom, students are different and unique and don't learn in the same way. That is why, it is important to combine audio and visual learning, in this case, music, lyrics and gestures.

Two separate research phases were conducted, the first research phase started in September, and lasted until the end of October. The idea was to conduct the classes following the academic curriculum of the school and using the student's book *Let's Rock 3* (Abreu & Esteves, 2021), only using hello/goodbye songs, already known by the students, at the beginning or at the end of the lesson, and with no use of gestures. The second research phase lasted from November until the end of December, where there was the use of gestures and songs combined.

The research tools consisted of questionnaires, written tests and observation grids in order to consolidate the learning and collect data for the project.

The objective of this action research was to answer two questions:

- How effective is teaching songs with gestures in promoting accurate use of English vocabulary in Portuguese primary school classrooms?
- Do songs and gestures give the students more motivation to participate in class and in speaking activities related to learning English?

For the first question, observation grids and tests were used to gather data. Two tests were made to assess the students after teaching with songs and gestures. For the second question, two questionnaires were handed out to the students, seeking their opinions on the matter if songs and gestures gave them more motivation to participate in class and in speaking activities related to learning English.

1.3. Songs and gestures used

The project was conducted by integrating two songs per lesson, where one was previously taught and known from the previous lessons and the other was a new song that was introduced in the lesson in question. In the first month of the project, to keep a routine and to not disturb too much the students, The Hello song (Abreu & Esteves, 2021) was kept at the beginning of the lesson and the Rocky song (Abreu & Esteves,

2021) at the end. After the first month, those songs were changed progressively with the new songs that I integrated in my research. There were always two songs per lesson that were introduced in a first lesson, reinforced in a second lesson and if necessary, reinforced in a third lesson. The different types of participation varied between singing at the same time as the song, hearing the instrumental and completing the missing lyrics orally, applying vocabulary from the songs by doing dialogues, games, role plays in pairs or groups, doing and guessing the gestures of the vocabulary learnt, either through songs or through flashcards and by doing sequences of gestures.

Each song was carefully chosen to create an enjoyable environment and the motivation to participate. The songs had to present all of the words of the vocabulary of the lesson and a catchy repetitive chorus that could facilitate vocabulary acquisition. The video platform Youtube was also used to find appropriate songs that were linked to the structure or vocabulary of the curriculum. The songs used in the course of the action research are presented below in **Table 1**.

Table 1. Table of songs used while conducting the action research, with the corresponding gestures that were associated with the vocabulary of each lesson.

Songs used	Purpose	Vocabulary in the song	Word represented by gestures	Data collected/ Evaluation	Sources
1.The Alphabet is so much Fun (week 38)	Teaching alphabet	Alphabet (<i>A,B,C, ...</i>), <i>Love, sing, everyone, I, you, Know.</i>	Love, sing, everyone, I, you, Know.	Observation grid.	Kids Songs – Super Simple Songs https://www.youtube.com/watch?v=kDdg2M1_EuE
2.Hello Song (week 39)	Put in place a routine. Teaching Feelings and greetings.	<i>Hello, Great, fine, ok, Happy, wonderful, tired, sleepy, angry, Sad.</i>	Hello, Great, fine, ok, Happy, wonderful, tired, sleepy, angry, Sad.	Observation grid and test.	Let's Rock 3 (Abreu & Esteves, Porto Editora, 2021) https://app.escolavirtual.pt/lms/playerteacher/resource/14936/E?se=&seType=&coId=768283&bkid=16482034
3.The Family Song (week 47)	Teaching members of the Family and “I've got ...”, “This is ...”.	I've got, Grandma, Grandpa, Mum, Dad, Sister, Brother, Aunt, cousin, Uncle, my Family.	Great, Fabulous, kind, Nice, sing,	Observation grid.	Let's Rock 3 (Abreu & Esteves, Porto Editora, 2021) https://app.escolavirtual.pt/lms/playerteacher/resource/14966/Ese=&seType=&coId=768283&bkid=16482034 .
4.The School Objects song (week 42)	Teaching classroom objects	Pencil case, sharpener, ruler, rubber, pencil, pen, desk, chair, school bag, sit down, stand up.	sit down, stand up, one, two, three, listen, time for school. The students had to take in their hands and their school objects already display on their desks.	Test	Let's Rock 3 (Abreu & Esteves, Porto Editora, 2021), https://app.escolavirtual.pt/lms/playerteacher/resource/14920/Ese=&seType=&coId=768283&bkid=16482034 .

5. Macarena song (week 48)	Teaching Months.	<i>January, February, March, April, May, June, July, August, September, November, December, All the month of the year.</i>	Macarena Dance.	Observation grid.	Hotel Transylvania 3 - Macarena scene https://www.youtube.com/watch?v=__djlgmUIO4 .
6. Preposition song (week 40)	Teaching prepositions	<i>on, in, under, near.</i>	Using hands and do the sequence on, in, under, near.	Observation grid	original composition by teacher Sofia Rosado Dias
7. Mariah Carey – All I want for Christmas is you (Make my wish come true edition) (week 49)	Teaching Christmas vocabulary and have fun	<i>Christmas, Christmas tree, present, wish, fireplace, Santa Claus, stocking, toy, north pole, reindeer, bells.</i>	Bells, stocking, all, you. Dancing	None	https://www.youtube.com/watch?v=aAkMkVFWAoo .
8. The months song (week 45)	Discovering the vocabulary. Learning about birthdays.	<i>January, February, March, April, May, June, July, August, September, November, When is your birthday?, it's in + month, fun, Are you ready?</i>	<i>Are you ready?</i>	Observation Grid	Let's Rock 3 (Abreu & Esteves, Porto Editora, 2021) https://app.escolavirtual.pt/lms/playerteacher/resource/14938/Ese=&seType=&colId=768283&bkid=16482034 .
9. Keywords song (week 44)	Learn the key words vocabulary	<i>Listen, don't speak, open your book, circle, look, read, write, stop</i>	<i>Listen to me, don't speak, now it's time, open your book, circle, look at the board, read, write, so fun, I want to be there all the time, I know, the rules, I can't stop singing with you!</i>	Observation grid	original composition by the author
10. Halloween song (week 43)	Learning about English culture	<i>ghost, monster, witch, scary, broomstick, spider, red, yellow, black, bat, pumpkin, looking at me, owl, hands, feet</i>	<i>ghost, monster, witch, scary, broomstick, spider, red, yellow, black, bat, pumpkin, looking at me, owl, hands, feet</i>	None	ESL Music for Kids https://www.youtube.com/watch?v=SJacezRo9qc
11. Rocky song (week 41)	Put in place a routine. Learning "My name is ..." and greetings,	<i>Hello, boys, girls, welcome to school, my name is, cool, act, rock, sing, dance, clap your hands, 1,2,3 , cat.</i>	Hello, boys, girls, welcome to school, my name is, cool, act, rock, sing, dance, clap your hands, 1,2,3 , cat.	None	Let's Rock 3 (Abreu & Esteves, Porto Editora, 2021) https://app.escolavirtual.pt/lms/playerteacher/resource/480950/E?se=&seType=&colId=768283&bkid=16482034

Each song was shown after the introduction of the new words or chunks that the students had to learn, by first showing pictures and then the words. If gestures could be used, I would introduce them alongside the new words or chunks. I would then play the song twice asking the students only to listen. In a second phase, I asked the students to try to tell me what they understood from the listening, and after, I would explain the

song. If applicable, I would do it using gestures. The third phase consisted simply of learning the song by reading it. I would either ask the students to go on the student's book, look at the lyrics or I would give worksheets. After playing the song several times, when I felt that the students were comfortable enough, I would ask chorally or in small groups to sing the song without the lyrics.

In some lessons, gestures were not possible to use, so there would only be a song (for example, lesson 3 “The Family members” of **Table 1**). In the numbers lesson, only gestures were used to introduce vocabulary, by using and showing the fingers to count along with each number in English (lesson 7 “Numbers” of **Table 2**).

1.4. Writing skill

After using the songs, and where appropriate, gestures, all of the spellings of the vocabulary and chunks were taught with the use of flashcard and using the Alphabet song to spell out the words. When a student had difficulties to spell out a word, I would start singing the alphabet song (**Table 1**) and all of the class joined to help him/her.

1.5. Observation grids

Observation grids, which are recordings of observations from the classes on worksheets, were made during the introducing of English vocabulary in different scenarios: only with songs, only with gestures and finally with songs and gestures in order to assess the students. A list of all of the observation grids done is presented in **Table 2**. For each vocabulary assessed during the lesson, there were two grades: One grade depended on their ability to produce orally the correct English word with correct pronunciation from the song, and the other grade was given by doing the appropriate gesture linked to the corresponding English word that they learnt in the song. In the grids, “V” was used for correct and “F” for incorrect. The sum of all of the grades of a student would translate into a numerical grade in the observation grid which gave the average grade of the class: one for oral production, and one for the gestures. The average grade of the class in turn would seek to show if teaching songs and gestures were effective in promoting accurate use of English vocabulary for the class.

The observation grids were done three lessons after introducing the vocabulary, and would be filled after teaching the students a particular theme with a song, gestures or both at the same time. Over the course of six lessons, six different observation grids

were conducted. This data was collected by showing gestures, pictures or asking the missing lyrics, individually and chorally through songs and/or gestures, pair activities and group activities using gestures or/and vocabulary learnt in songs and through reading stories related to the vocabulary they learnt through songs. Data on oral vocabulary production was also collected onto an observation grid by listening to the students present a show-and-tell about their family tree using the vocabulary taught with the family song. A show-and-tell is an activity prepared by the students as homework and later presented in class. Because oral data was the most important component of the research, there was more focus made on the gestures while speaking and speaking while gesturing than the writing of vocabulary. Some observation grids measure vocabulary learnt with songs, some with a combination of songs and gestures and one was done only with gestures. Words that they already knew were not taken into account.

Table 2. Table of observation grids made while conducting speaking activities, songs and/or gestures.

Observation Grid	Vocabulary Included	Song used	Were gestures used	Speaking activities	Notes
1- Prepositions	“on”, “in”, “under”, “near”	Preposition song	Yes	-Dialogue: “Where is + school object?”; “It’s + prep + furniture/object”. -Mime game	The gestures were presented as a sequence, and could be sped up or down, louder or whispering.
2- Feelings	“great”, “fine”, “ok”, “happy”, “wonderful”, “tired”, “sleepy”, “angry” and “sad”.	The hello song	Yes	-Memory game -Dialogue: “How are you today?”; “I’m + feeling” -Mime game: “You are +feeling”	In the beginning of each lesson since this observation grid, I would ask the students to use the gestures when replying to “How are you?”
3- Keywords	“listen”, “look”, “don’t speak”, “speak”, “open your notebook”, “read”, “write”, “circle”	Keywords song	Yes	-Game: Guess the gesture -Dialogue	The initial keyword gesture for “writing” was changed to avoid confusion with the gesture for “reading”.
4- Months	“January”, “February”, “March”, “April”, “May”, “June”, “July”, “August”, “September”, “October”, “November”, “December	Macarena song	Yes	-Dialogue with “When is your birthday?” -Story: Students had to answer questions.	The Macarena song was adapted with the Months of the year, but the dance was the same.
5- Family	“mum”, “dad”, “brother”, “sister”, “baby”, “grand-mother”, “grand-father”, “uncle”, “aunt”, “cousin”	Family song	No	-Dialogue: “How many + family member + Have you got?”, “I’ve got + number + family member. -Show and tell -Game: who is who -Story: The frog family; Students had to answer questions.	The song had both the family members and the questions “Have you got + a + family members?” and answers “I’ve got + a + family member”.
6- Show-and-Tell	“I’ve got” + “number” + “Family member”	Family song	No	-“I’ve got” + “number” + “Family member” “This is my + family member”	The more family members were included into the show-and-tell, the more points the student would get.
7- Numbers	All of the numbers until twenty	None	Yes	-“Go fish” game and counting with missing numbers.	This was the only lesson that did not have a song.

1.6. Tests

Two graded tests were done to assess the vocabulary taught during the semester and see if teaching using songs and gestures was effective in accurate use of English vocabulary. The interpretation of the results of the observations grids and the tests was later made in order to see if there was differences in oral vocabulary retention when teaching vocabulary with songs and gestures.

The first test (**Appendix G**) included the lessons about the school objects and numbers. The test was done using the lyrics of a song from the student's book "Let's Rock! 3" that the students learnt with gestures. Some words were missing from the lyrics, and the students had to remember the vocabulary and the song in order to complete them.

The second test (**Appendix H**) included the lessons about colours, numbers and feelings. The students had to use coloured pencils to colour various shapes according to the colour demanded, read and write numbers in words or numerically and circle the correspondent feeling represented by an emoji.

1.7. Questionnaires

The research and opinion questionnaires (**Appendix D**) were designed to to investigate if, combining songs and gestures in EFL in primary school would make classes more enjoyable, interesting, help students to have more motivation to participate in activities, related to English learning and improve accurate use of vocabulary, such as, miming, role playing, dancing and singing. This was done once, before the project, and once, at the end of the project, to assess if their opinions changed. Since they only had a small experience from the beginning of the semester with a few songs and a few gestures, a comparison could be made if the remainder of the semester was done with an increase in both songs and gestures.

For this, two questionnaires divided in two parts were done in total. Questionnaire 1 was given before the start of the project and questionnaire 2 was given at the end of the project.

The aim of the first questionnaire was to assess what their position was regarding the use of gestures and songs in class, before the start of the project. At the end of the project, the same questionnaire was again distributed to the students, to see if there were

any changes in their answers and opinions towards gestures and songs in class. The questions had to be easy in order to have a concrete set of answers, and in a simple language that was easy to understand by the students, so they were divided into two parts.

For the first part, six statements were made, all in Portuguese, regarding learning songs and gestures. The students had to answer with “Sim”, “Mais ou menos” and “ Não” by circling only one of them for each question.

The second part of the questionnaire consisted of asking the students to rank six statements from the most important to the least important, being 1 the most important and 6 the least important. The question asked was “How do you remember the words of the songs?” (in English class), and the answers they had to rank varied between the possible ways to do so. In the second questionnaire, the students also had the liberty to write their opinions and what they thought about learning using gestures and songs during the project. It was important to see if they motivated all of the students to participate in class, especially those that are shy and less confident to speak in front of their peers.

The questionnaires were analysed by counting the percentages of answers in the first part of the questionnaire and by using mean rankings and Friedman's Test in the second part of the questionnaire.

2. Results

2.1. Observation grids

All of the observation grids done during the semester were graded for each student and an average grade of the class was obtained, one for vocabulary oral production, and one for the gestures. The same quantity of activities such as games and written exercises for each lessons were used in order for them to be relevant in the results of the observation grids.

A table was made with all of the data obtained (**Table 3**). The observation grids were always performed one or two classes after the vocabulary was taught, and no refresh of the material was needed for the students to score exceptionally high.

Table 3. List of all observation grids and the average scores of the class in percentages.

Observation Grid		Vocabulary (Oral Production)	Gestures
Lessons taught with songs and gestures	Observation Grid 1: Prepositions	100% succeeded to say the prepositions correctly	95.00% succeeded to do the gestures applied to the prepositions while saying the prepositions.
	Observation Grid 2: Feelings	89 % succeeded to sing and say the feelings correctly.	89 % succeeded to gesture the feelings correctly.
	Observation Grid 3: Keywords	86 % succeeded to sing and say the keywords correctly.	96 % succeeded to gesture the keywords.
	Observation Grid 4: Months	97 % succeeded to sing the song about months of the year correctly.	89 % succeeded to gesture the Macarena sequence correctly.
Lessons taught only with songs	Observation Grid 5: Family	71 % succeeded to sing the song about family members correctly.	none for this lesson
	Observation Grid 6: Show-and-Tell	77 % succeeded to say the family members correctly after learning the song and presented a “show and tell” about their family tree in front of the class.	none for this lesson
Lessons taught only with gestures	Observation grid 7: Numbers	80% succeeded to say the numbers correctly.	100% succeeded to do the gestures.

The first observation grid measured if the students retained the prepositions (**Table 2**) that were taught with gestures and a song. The results were almost perfect, with 100% of the class remembering the vocabulary and pronouncing it correctly. Only a couple of students had some confusion and mixed up some of the gestures, but with repetition they were able to do the sequence correctly.

The second observation grid measured if the students were able to memorise a song while doing a sequence of gestures. The song was “The Hello song” with the feeling vocabulary (**Table 2**). Each feeling had a corresponding gesture. Again, the results were very good, with 88,33% of the class remembering the vocabulary and 83,33% correctly replicating the gestures when singing and saying the vocabulary in speaking activities.

The third observation grid was meant to see if the management of the class could be done only by gestures and also to check if the students were able to understand orders using gestures (**Table 2**). The students had difficulties to differentiate the gestures “write” and “read” as they were similar. Changes were made to the gesture “write” that made it clearer for them to distinguish it from “read”. The students scored 86,11% with the English vocabulary and 96,52% with the memorisation of the gestures. These results are curious and might happen because these gestures are universal and the students already know their meaning in the maternal language. Throughout the project, the students were able to follow instructions easily only with gestures.

The fourth observation grid observed if the students could retain the vocabulary with only a song. The vocabulary taught was the family members (**Table 2**). From the twenty-two students, only seven students succeeded to remember and pronounce correctly the ten members. Two students could only retain two members. The general score of the class for the vocabulary was 70,90%.

The fifth observation grid was conducted in the span of two classes taught with a song and gestures. The vocabulary included all of the months of the year (**Table 2**). For this lesson, the “Macarena” choreography and lyrics were adapted with the months of the year in order to teach them, and each movement of the choreography corresponded to a month. Students scored very high, having a 96,96% score for knowing the months vocabulary and 89,47% score for knowing the gestures and choreography. We have to keep in mind that the months in Portuguese are very similar to the months in English, which would have helped the students remember them easily and score highly. Those two lessons were a success and the students enjoyed them very much. They were very motivated and everyone participated. The song was later kept, to start or end the lessons, depending on their mood and behaviour, which they loved.

For the sixth observation grid, the students had to perform a show-and-tell that consisted in presenting their family trees and making sentences about their family members with the vocabulary for numbers and family (**Table 2**). It was remarkable that it was given as a voluntary homework to prepare, however, fifteen out of nineteen students (three students were absent) performed the show-and-tell in front of the rest of the class, even when they had no obligation to do so. The score they achieved was 76,53%.

The seventh observation grid was for the numbers lesson (**Table 2**). This lesson was without the use of a song, and only with gestures. Even if 80% of the students managed to say correctly the numbers at the time of the observation grid, I felt that the success of memorisation was not at the same level as the other lessons taught with songs or song and gestures. Was it the fact that they didn't sing a song about numbers or the fact that the vocabulary is more difficult than the other vocabulary taught, or a combination of both? Comparing the results of the observation grids and knowing that I used the same quantity of activities in all of the lessons, the lack of a song may have penalised the learning of the numbers, so I had to do a lot of drills along the semester to reinforce them. All of the observation grids that used gestures and songs together had a better score than the ones with only songs or gestures. The grades of vocabulary oral

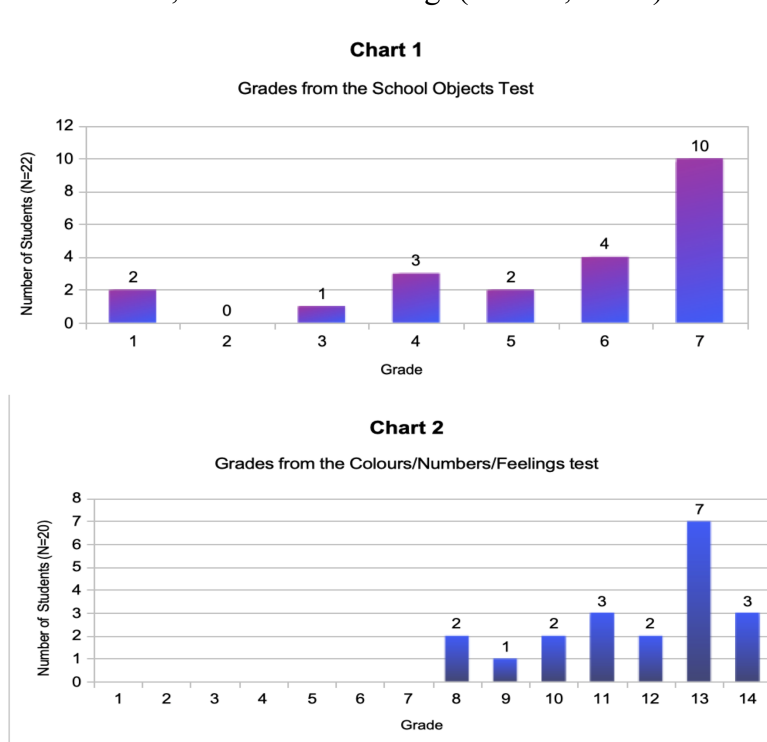
production were on par with the counterpart gesture reproduction grades.

I also observed that the students memorised the vocabulary very fast, straight in the introductory lesson, and there was less need for many repetitions, which helped me with time management in class.

2.2. Tests

The first test had a perfect attendance and 22 students were present (N=22). In the second test, two students were in COVID quarantine and 20 students were present (N=20). The grades for the first test were on a scale of 0 to 7, being that 0 and 1 corresponded to “Keep practising”, from 2 up to 4 corresponded to “Good”, 5 and 6 corresponded to “Very Good”, and 7 corresponded to “Super job”. The grades for the second test were on a scale of 0 to 14.

Fig 1.1 – Results for the graded tests done in class about school objects (Chart 1, N=22), and about colours,numbers and feelings (Chart 2, N=20).



Looking at the **Fig 1.1**, we can see that the tests had highly satisfactory results. On the “School objects” test, 10 students (45,45%) scored the highest grade, “Super Job”, while 6 students (27,27%) scored “Very Good” (5 and 6). These higher grades corresponded to 72,72% of the class. 3 Students (13,63%) of the class scored “Good”, and only three students (13,63%) scored below that. The average score was 5,5 and the

median score was 6. This test was based only on a song, to which they remembered well the missing lyrics and scored fairly high. Even when students didn't write the word correctly, they used the correct vocabulary for each missing space. This means that, they had to remember the song in order to be able to do this, regardless of knowing the spelling.

On the “Colours, Numbers, Feelings” test, 3 Students (15%) scored the highest grade 14/14, and 7 students (35%) scored at 13/14. This represents 50% of the class, which is very good. 7 students (35%) scored between 10 to 12, with only 3 students (15%) scoring below that. The average score was 11,75 and the median score was 12,5. The results were better in this test, with a 5% higher average than the first test (78.57% vs. 83,92%). The feelings vocabulary was tested without writing, with an exercise that used pictures of the gestures they had learned. However, the numbers vocabulary could not be tested in this way and had to be done with writing. It is not apparent if correlating the numbers that the students learnt through gestures with their ability to write them should be done, but some of the numbers in the exercise had to be written in numerical form, and here the correct answer did not depend on their ability to write the vocabulary word. Since the 3rd grade is still very young, they are not used to doing a lot of tests and their difficulty is not very hard, hence knowing if it was more effective for them to learn with songs only or with songs and gestures is hard to pinpoint. Also, the subject matter on each of the tests was different, which is not a fair comparison to make.

It is complicated to correlate any more data from the results of the tests, regarding effectiveness of teaching with gestures, other than do say that they still did score very high on both occasions, and that the gestures complemented the songs well in a way that was easy to put into a test.

2.3. Questionnaires

The main objective of the questionnaires was to know if the students were more motivated to participate orally in class, if they were learning with songs and gestures before the project, and assess if their opinions changed after the project was done. In the results, both questionnaires are compared.

2.3.1. Results from section 1 of the questionnaire

The Results from the first question of both questionnaires have been put together in **Table 4** for ease of comparison and discussion.

Table 4 – Results for the first part of questionnaire 1 and 2 expressed as a table (N=22).

Pergunta 1. Responde às minhas perguntas, lê e assinala com um círculo: Sim / Mais ou Menos / Não Question 1. Please answer my questions by reading and circling Yes / More or less / No								
Perguntas / Questions		Questionnaire 1				Questionnaire 2		
		Sim / Yes	Mais ou menos / More or less	Não / No		Sim / Yes	Mais ou menos / More or less	Não / No
1) As canções ajudam-me a lembrar o vocabulário Inglês <i>Songs help me remember English vocabulary</i>		16 (73%)	4 (18%)	2 (9%)		20 (91%)	2 (9%)	0 (0%)
2) Os gestos ajudam-me a lembrar o vocabulário Inglês <i>Gestures help me remember English vocabulary</i>		13 (59%)	7 (32%)	2 (9%)		19 (86%)	3 (14%)	0 (0%)
3) As canções motivam-me a participar na aula <i>Songs motivate me to participate in class</i>		19 (86%)	2 (9%)	1 (5%)		21 (95%)	0 (0%)	1 (5%)
4) Os gestos motivam-me a participar na aula <i>Gestures motivate me to participate in class</i>		14 (64%)	6 (27%)	2 (9%)		19 (86%)	2 (9%)	1 (5%)
5) Gosto de aprender com gestos <i>I like learning using gestures</i>		18 (82%)	4 (18%)	0 (0%)		20 (91%)	2 (9%)	0 (0%)
6) Gosto de aprender canções <i>I like learning songs</i>		21 (95%)	0 (0%)	1 (5%)		21 (95%)	1 (5%)	0 (0%)

In Questionnaire 1, almost all of the students (95%) answered that they like to learn songs (statement 6, “Gosto de aprender canções”). Regarding learning with gestures (statement 5, “Gosto de aprender com gestos”), 82% answered that they like to learn with gestures, and 18% answered that they more or less like to learn with gestures. The students answered less favourably when it concerned motivation in class with gestures (statement 4 “Os gestos motivam-me a participar na aula”), with only 64% answering that they do motivate participation, 27% answering they more or less motivate participation, and 9% answering that they don't motivate participation. Continuing with the gestures, 59% feel they remembered better the vocabulary through gestures (statement 2 “Os gestos ajudam-me a lembrar o vocabulário Inglês”), with 32% answering more or less and 9% answering no. The answers were more positive when asked about songs, with 86% saying they motivated overall participation in class (statement 3, “As canções ajudam-me a participar na aula”) and 73% agreeing that the songs helped them to remember the English vocabulary (statement 1, “As canções ajudam-me a lembrar o vocabulário Inglês”).

The results of questionnaire 1 show us that they did not have much expectations that gestures would be helpful in remembering English vocabulary and motivating them in class. However, three quarters of the class said that songs were helpful to them in remembering English vocabulary and even a bigger percentage said they were motivating them in class. Maybe the reason why some of the students didn't think the songs helped, was that the ones they were used to listening in class didn't reflect their tastes, thus not being catchy enough for them to remember. Along the semester, I made care to select songs relevant to current trends in order to captivate even more the students.

Looking at the results from the second questionnaire, we can see that there was an overall increase in every single question. In statements 3 and 4, only one student responded that songs didn't motivate participation in class and that gestures didn't motivate participation in class. Statements 2 and 4, which were about learning and motivation in class with gestures, had the biggest improvement out of all of the statements. The students had no experience with gesturing before the action research, and realised at the end that the gestures were useful for them to remember English vocabulary and to motivate them to participate in class.

In conclusion, the results from questionnaire 2 showed that students enjoyed learning with more gestures and songs, felt they motivate overall participation in class and that they helped to remember the English vocabulary.

2.3.2. Results from section 2 of the questionnaire

After inputting all of the answers of the second part of the questionnaire 1 and 2 into the statistical software SPSS[®], the mean rank of all of the answers was determined through Friedman's Test. This is the average ranking from 1st to 6th that the students answered for each one of the statements. For example, a mean rank of 2 shows us that the statement's average rank would be 2 out of 6. Since all of the answers of the students are not alike, two answers can rank similarly in average, making it hard to know if there was a majority in agreement. To seek to know if there was agreement between the students, the Kendall's coefficient of concordance was also determined. This is a statistical test that gives a value of easy interpretation that represents agreement between the raters of a question. The value can range from 0 to 1, being that 0 is equal to a no agreement, and 1 to a complete agreement (everyone would have had to reply exactly

the same way). In the scale of this value, 0.1 is considered a weak agreement, 0.3 a moderate agreement and 0.6 a strong agreement (Berg, 2022).

2.3.2.1. Questionnaire 1

The results for the second part of the first questionnaire, “How do you remember the words of songs?” are expressed below in **Table 5**.

Table 5 – Results for the second part of questionnaire 1 expressed as a table and ranked using Friedman's Test and Kendall's coefficient of concordance. (N=22).

<p>Pergunta 2. Como te lembrás das palavras das canções ? (Da aula de Inglês) Coloca as respostas na ordem que achas mais verdadeira para ti (de 1 a 6) sendo que 1 é a mais verdadeira. Question 2. How do you remember the words to the songs? (Of English Class) Put the following answers in the order that you feel is the truest to you, from 1 to 6, with 1 being the truest answer.</p>						
Order of importance	Só lendo a canção / <i>By only reading the lyrics</i>	Cantando a canção muitas vezes / <i>By singing the song multiple times</i>	Ouvindo a canção e lendo as palavras / <i>By listening to the song and reading the lyrics</i>	Cantando a canção / <i>By singing the song</i>	Cantando a canção com gestos / <i>By singing the song while doing gestures</i>	Cantando, lendo e fazendo os gestos da canção / <i>By singing, reading and doing gestures</i>
1 st	0	1	1	6	7	7
2 nd	0	6	2	1	10	3
3 rd	1	6	3	5	2	5
4 th	3	4	5	4	3	3
5 th	1	5	10	4	0	2
6 th	17	0	1	2	0	2

Ranking (Friedman Test)

	Mean Rank
Cantando a canção com gestos (I) <i>By singing the song while doing gestures</i>	2.05 / 6
Cantando, lendo e fazendo os gestos da canção (II) <i>By singing, reading and doing gestures</i>	2.82 / 6
Cantando a canção (III) <i>By singing the song</i>	3.23 / 6
Cantando a canção muitas vezes (IV) <i>By singing the song multiple times</i>	3.27 / 6
Ouvindo a canção e lendo as palavras (V) <i>By listening to the song and reading the lyrics</i>	4.09 / 6
Só lendo a canção (VI) <i>By only reading the lyrics</i>	5.55 / 6
Kendall's W ^a	.414

The answer that ranked the highest on average, at a mean rank value of 2.05 out of 6 was that it was easier to remember the words of the songs by singing the song with gestures (I). The second highest ranked statement at 2.82 out of 6, was that it was easier to remember the words of the song while singing, reading and doing gestures (II). The fact that this statement indicated reading along with the singing and gestures made it rank lower than the previous statement. The lowest ranked statement, at a mean rank of 5.55 was also through reading the words of the song (VI) and another statement that included reading alongside the singing (V) ranked low, at a mean value of 4.09. “Singing the song once” (III) and “Singing the song multiple times“ (IV) ranked similarly at 3.23 and 3.27, respectfully, so the students might felt this did not make a big difference in the memorisation of the song.

The Kendall's coefficient of concordance of 0.414 indicated that the students did not have a big agreement between themselves in the answers they provided (Gearhart et al. (2013). This means that there was not an unanimous decision in the order to which they considered the truest, so there was less accuracy in the mean rank values of the six statements.

2.3.2.2. Questionnaire 2

The results for the second part of the second questionnaire, identical to the second part of the first questionnaire, are expressed below in **Table 6**.

Table 6 – Results for the second part of questionnaire 2 expressed as a table and ranked using Friedman's Test and Kendall's coefficient of concordance. (N=22).

<p align="center">Pergunta 2. Como te lembrás das palavras das canções ? (Da aula de Inglês) Coloca as respostas na ordem que achas mais verdadeira para ti (de 1 a 6) sendo que 1 é a mais verdadeira. Question 2. How do you remember the words to the songs? (Of English Class) Put the following answers in the order that you feel is the truest to you, from 1 to 6, with 1 being the truest answer.</p>						
Order of importance	Só lendo a canção / <i>By only reading the lyrics</i>	Cantando a canção muitas vezes / <i>By singing the song multiple times</i>	Ouvindo a canção e lendo as palavras / <i>By listening to the song and reading the lyrics</i>	Cantando a canção / <i>By singing the song</i>	Cantando a canção com gestos / <i>By singing the song while doing gestures</i>	Cantando, lendo e fazendo os gestos da canção/ <i>By singing, reading and doing gestures</i>
1 st	0	1	1	2	16	2
2 nd	1	3	1	9	5	3
3 rd	0	5	3	5	0	9
4 th	1	10	6	3	1	1
5 th	2	3	10	3	0	3
6 th	18	0	1	0	0	4

Ranking (Friedman Test)

	Mean Rank
Cantando a canção com gestos (I) <i>By singing the song while doing gestures</i>	1.36 / 6
Cantando a canção (II) <i>By singing the song</i>	2.82 / 6
Cantando a canção muitas vezes (III) <i>By singing the song multiple times</i>	3.5 / 6
Cantando, lendo e fazendo os gestos da canção (IV) <i>By singing, reading and doing gestures</i>	3.52 / 6
Ouvindo a canção e lendo as palavras (V) <i>By listening to the song and reading the lyrics</i>	4.18 / 6
Só lendo a canção (VI) <i>By only reading the lyrics</i>	5.61 / 6
Kendall's W ^a	.570

The answer that the students rated the highest was again “Singing the songs with gestures” **(I)**. However, this time, the mean rank for this answer was 1.36/6, placing it well above the 2.05/6 value from the first questionnaire, and very close to the value 1 (for 1st), making it almost unanimous. The second most ranked option was not the same between questionnaires. “Singing the song” **(II)** ranked higher this time, with a mean rank of 2.82/6. This means that the students valued more singing the song without any gestures, than the 4th highest ranking option (with a mean rank 3.52/6) that included reading along with the singing and gestures **(IV)**, and which was ranked 2nd in the first questionnaire. The option “Singing the songs multiple times” **(III)** moved up to the 3rd highest ranking position, making the bottom three rankings all of the options that included “reading”. The sentences “Only reading the words of the song” **(VI)** and “Listening and reading the words of the song” **(V)** ranked even closer to the bottom than in the first questionnaire, at a mean rank of 5.61/6 and 4.18/6, respectfully. By the end of the semester, the students have come to prefer songs and gestures, where they actively participate in the song, over reading in memorising English vocabulary.

The value of Kendall's coefficient obtained was 0,57/1 and indicated that the students were close to a strong agreement between themselves, which was a very positive outcome from the questionnaire. This meant that the students more or less ranked the options in the same way between each other, validating that the options chosen were done so with strong agreement between the students. The answers were less dispersed than in the first questionnaire, which had a Kendall's coefficient of 0,414/1. This time,

72% of the students ranked “Singing the songs with gestures” in first place, compared to 31% in the first questionnaire. In the first questionnaire, “By singing, reading and doing gestures” had 31% of students ranking it in first place, however in the second questionnaire, this number dropped to 9%. Most of the student that had ranked it in first place in the first questionnaire changed their first place choice to just “Singing the songs with gestures” in the second questionnaire. This meant that by the end of the semester, they valued more songs and gestures than reading, for learning in the class. With this information, combined with their answers for question one, we can conclude that most students agreed that songs and gesture motivated them to participate in speaking activities, orally in class, and helped them to remember the English vocabulary. The songs used, whose words always included all of the vocabulary of the lessons, were better remembered by the students when singing them (oral participation) combined with the gestures rather than just singing or jointly with reading.

2.4. Student's comments after the project

At the end of this questionnaire, all of the students wrote comments on the lessons with songs and gestures (**Appendix E**), and they were all positive. Most comments referred to the classes with songs and gestures as “less boring”, “fun”, “motivating” and “joyful”. In some comments, students admitted that they didn't like English class that much before they started to have more songs and gestures, and others felt like since the introduction of more songs and gestures, they were participating more, and having more fun. For some students, this became their favourite class and they were increasingly motivated in it. Some comments also acknowledged the repetition of songs and gestures in the increase of vocabulary memorisation.

The comments showed that the students were excited, engaged and motivated by the way the lessons were prepared, with songs and gestures. Otherwise, there would be criticism by the students and a pushback from them in class.

3. Conclusion of the Action Research

3.1. Summary and Findings

This action research was intended to see if teaching songs with gestures in L2 would improve vocabulary learning of the English language, the motivation and participation in class, and answer the questions:

- How effective is teaching songs with gestures in promoting accurate use of English vocabulary in Portuguese primary school classrooms?
- Do songs and gestures give the students more motivation to participate in class and in speaking activities related to learning English?

To answer the first question, although this action research project was only performed with a small sample of one class over a semester, it was clear that there was an increase of the grades. I found that using gestures and songs together in the classroom was effective in vocabulary retention and correct oral use of vocabulary in speaking activities and that this action research supports and reflects the research done by Arntsen (2016), which states that the use of gestures associated with words help the students remember the vocabulary and are a precursor of accurate vocabulary use. The observation grids were insightful into this, as the lessons that were taught with songs and gestures were more successful in accurate oral use of vocabulary than the ones that were taught only with songs. The observation grids of the family members, which only used a song and no gestures, scored a 70,90%, however, if we compare it to the other observation grids where there were songs with gestures, their scores greatly exceeded it, ranging from 86.11% up to a 100%. The average of the grades of test 1, where only a song was used to teach the vocabulary, was 5% lower than for test 2 where songs and gestures were used to teach the vocabulary. This wasn't a big difference, however, it became evident from both of the test scores that they were not slow learners in English. This could be correlated with the motivation and participation they had throughout the semester.

Regarding the second question, participation and motivation were very high during the whole action research. The results from the second questionnaire increased in every single question, most importantly, concerning the motivation to participate, with 86% of students considering gestures motivated them to participate in class and 95% saying that songs motivated them to participate in class.

The students had no experience with gesturing before the action research, and realised at the end that the gestures were useful for them to remember English vocabulary, going from 59% to 86% in answering “yes” to the question “Gestures help me remember English vocabulary” in the questionnaires. They have even started to incorporate them

very well into the routines: since learning the vocabulary for the feelings, the students have started to use the gestures to describe their mood after replying to the question “How are you?” at the start of every lesson. It enabled to have a class environment that is more likeable and enjoyable. This is an aspect where I saw a change in the student's attitude, whereas they were more committed, more disciplined and respectful towards themselves and myself. The fact that they overwhelmingly stated that the songs and gestures helped them to memorize English vocabulary could also be a factor for their motivation in class, as their success in L2 acquisition translated into confidence and motivation for more learning. The songs and gestures kept the classes interesting and useful, as they presented a real case for the students to apply the vocabulary that is both fun and rewarding. They led to social and personal development such as self-esteem and a sense of achievement when the student succeeded to accurately sing.

The positive attitude towards English class was really made evident by the comments provided by the students at the end of the questionnaire 2, which were all very positive towards the songs and gestures being used. The whole process of the research was quite fun to perform, and the results obtained reflect that the students also enjoyed themselves and learnt in the process.

3.2. Discussion

Overall, the students memorised the vocabulary very fast, straight in the introductory lesson, and there was less need for many repetitions, which helped with time management in class. This might not be directly correlated to the use of songs and gestures, but I feel that they had a part in it, since the students were always occupied with the singing and gesturing. The repetitions inside songs (chorus), along with the replaying of songs, do not fatigue the students or lead them to distractions and procrastination. On the contrary, this motivates them even more to redo the song and try harder than if they were repetitions of a sequence of vocabulary. Another variable that could make them memorise vocabulary faster could be due to some cognates to the Portuguese language which could have influenced the scores of the observation grid and tests. However, if we look at the observation grids and the vocabulary that was assessed, only the months of the year, some family members (“mum and “baby”) and numbers from one to ten have cognitive similarities in Portuguese. All of the prepositions, feelings and keywords are different between languages, so their learning did not depend

on cognate similarities between English and Portuguese, and was done through the songs and gestures.

The observation grids were always performed one or two classes after the vocabulary was taught, and no revision of the material was needed for the students to score exceptionally high. Thornbury, (2002) says in “How to teach vocabulary”, how working memory is linked to a kind of mental sketch pad where images such as visual mnemonics, or memory prompts, can be placed and scanned in order to elicit words from long-term memory into working memory. So we can consider that gestures do add some value to the process of learning vocabulary. The question remains if teaching songs and gestures is more effective together or separately because this was not easily quantifiable in the results from the tests, as there was only a 5% average score increase from the test with vocabulary taught with songs and gestures versus the test with vocabulary taught with only songs. However, the strong success of some parts of the action research, like the “Macarena” song, seem to strongly indicate that the combination of both is even better when correctly applied. At first it might seem that doing gestures while singing would be a challenge, but when the right song is paired with the right gestures and vocabulary, it can almost become second nature and an addictive activity. When music was playing, most of the students were involved and motivated, and imitated the gestures made by me. I found the students to be more involved and better behaved than before the project. They were eager to participate and waited for instructions as they wanted to learn more gestures and sing along. I also feel that since the students had to do gestures and sing, which they loved, they ended up being less agitated while doing other activities such as written exercises because they were more dedicated in class.

I feel after the action research project that using songs and gestures significantly improved memorisation and learning of vocabulary, and that this positive feedback loop of giving more satisfaction in the learning process also raised the interest in English class, motivated students to speak more and improved the overall learning results of the class. However, as I conducted one unit of vocabulary using only gestures, I noticed on my observation grid, that the success of memorisation was not at the same level than when teaching vocabulary with songs or with songs and gestures. I initially felt strongly positive that gestures would increase the memorisation of vocabulary, but in fact, it seems they serve more as an aid to the song by becoming a visual cue that helps the memorisation.

3.3. Limitations

One of the biggest limitations with teaching with gestures is that they can only be done with vocabulary that can be expressed with gestures, for instance, colours, can't be taught with gestures. Songs, however, are able to be used in every lesson.

Time was certainly a limitation, since there was not enough time to give more tests and other questionnaires that would have shed some more light into the students learning during the teaching with songs and gestures. If more data was available for discussion, maybe other conclusions would have been possible to reach.

If the action research were to have been conducted on students that were more proficient in English, maybe they would have noticed more difference with songs and gestures, since most of their previous learning was done without songs and gestures in the classroom. In this case, since it was the 3rd grade, the first year that English is taught in school, they only had two months of English class without songs and gestures. The 4th grade would have been a better pick to perform this action research, as they would have entered the project with one year of English lessons and already a routine of how classes are, but unfortunately my co-operative teacher didn't teach the 4th graders this year.

Another limitation is present with the tests that were made. Since they are written rather than oral, they didn't test oral retention of the vocabulary taught with songs and gestures. Exercises with writing were avoided but necessary for the numbers lesson since there was no other way to evaluate it. The observation grids proved to be better at assessing the oral retention. More observation grids with a bigger variety of teaching styles would have also been useful for better comparison between the lessons with, and without, songs and gestures.

Finally, it should be said that although the lessons heavily features songs and gestures, other classroom activities, like speaking, reading and writing activities, were done simultaneously and the effect they had on vocabulary memorisation should be considered to have some effect in the results for this action research.

3.4. Future Research

Going forward, hopefully more research will be conducted on the subject of gestures and songs. If I was to continue my research, I would get the students to do more oral

presentations, and I would collect more data about the vocabulary used in speaking and also in writing. More analysis that was possible in this action research needs to be done, such as a larger comparison with teaching without songs and gestures.

We have come a long way since only using L1 as a way of learning L2, but much more is still yet to be discovered and tested. Hopefully without resorting so much to schoolbooks and pushing forward with the use of new media like Spotify, videos, which demonstrate the full capacity of songs and gestures in a fun and motivating way.

Finding new ways of presenting the lessons proved to be very challenging but also very rewarding as I felt that the students were more engaged when I started to add more songs (at least two per lessons, and doing gestures throughout the lesson) than with a traditional lesson, which has fewer songs and no use of gestures. This action research gave me self-assurance about the way that I wish to conduct my lessons. I feel confident that songs are a powerful tool for learning languages and that gestures are an aid to this tool. I will continue to apply songs with gestures in my future lessons and continue to improve this teaching method, always trying to find a perfect balance to keep the lesson joyful but also interesting for my students. I loved to watch my students grow as individuals and appreciate the way of learning what I was teaching.

3.5. The start of a journey

This action research and internship in this school was also the way I learnt to be a teacher, since I had no previous experience teaching. I benefited fully from the experience: I learnt to manage a class, which was difficult at first, but throughout these 3 and a half months, I gained in confidence and started to trust my instincts as a new teacher. I motivated and entertained the “troops”, which was beautiful to watch and see that I was able to combine interesting, fun and educational lessons with all the requirements needed to learn English as a foreign language in this action research. Throughout the process of doing an action research, my exposure to new teaching methods expanded my planning a lot and perspective on the classes. It wasn't easy but I did it and I'm proud: proud of myself and proud of my students that I love. It was enriching and conclusive to be sure that it is my calling to become a teacher. I found myself and this is who I am today, a passionate teacher who loves her job.

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Appendices

Appendix A Letter of consent to the school



Lisboa 19 de setembro de 2021

Joyce Herail
Aluna de Mestrado
da FCSH

Exma. Sr. Diretor da Escola Luís Madureira,

O meu nome é Joyce Herail e sou aluna do Mestrado “Ensino de Inglês no 1º Ciclo do Ensino Básico” da FCSH, Universidade Nova de Lisboa. No âmbito do protocolo estabelecido entre a Universidade Nova de Lisboa e a escola Luís Madureira para realização do meu estágio em Ensino de Inglês no 1º ciclo, solicito a vossa autorização para a realização do projecto de investigação que constitui parte do relatório final do mestrado. O título do meu projecto de investigação é “*Introducing English vocabulary with songs and gestures*”. Este projecto de investigação foi aprovado pela minha coordenadora de curso, Dra. Carolyn Leslie, da FCSH, Universidade Nova de Lisboa, e irá decorrer entre Setembro até o final das aulas em Dezembro durante o meu estágio com a turma 3A e 3B.

O objectivo do meu projecto passa por utilizar músicas e gestos no ensino do Inglês, de modo a averiguar se a aprendizagem da língua inglesa será mais fácil, divertida e eficaz. Como parte do meu projecto, irei solicitar que os alunos participem em jogos, actividades de audição, dicção, leitura e escrita em Inglês. Irei solicitar aos alunos que preenchem um questionário no início e final do projecto, de modo a compreender as suas opiniões sobre a maneira pela qual estou a leccionar o Inglês utilizando música e gestos. A recolha de dados será feita através de questionários, observações em sala de aula, excertos do meu diário de professora e avaliação das actividades desenvolvidas. A escola e as crianças permanecerão anónimas ao longo de todo o processo. Os resultados individuais serão anónimos, e incluídos no relatório final da tese de mestrado. O aluno pode escolher a qualquer momento de não participar nas actividades, e será também pedido o seu consentimento para participar no projecto, para além do consentimento dos pais.

Irei também solicitar opcionalmente aos pais e alunos, a autorização para tirar fotografias da sala de aula e dos alunos com as caras censuradas e anónimas, para utilizar apenas na apresentação do meu projecto e de modo a demonstrar os gestos que serão ensinados aos alunos e que estes têm que replicar. Estas fotografias serão posteriormente apagadas após conclusão do projecto. Esta autorização adicional é opcional para cada aluno.

Agradeço desde já a vossa colaboração para proceder à implementação do estudo em causa e se por algum motivo necessitar de entrar em contacto comigo, ou necessitar de alguma informação adicional, pode entrar em contacto comigo através do email joyce.herail@orange.fr.

Com os melhores cumprimentos,

Joyce Herail

Eu, _____ Diretor da Escola Luís Madureira, declaro que fui informada dos objetivos do projeto “*Introducing English vocabulary with songs and gestures*” e autorizo os alunos da turmas 3A e 3B a participarem no estudo.

Data: _____
Assinatura: _____

Appendix C
Letter of consent to the students

Convite para participar no meu projecto!

Olá!!!! Chamo-me Joyce e estou a estudar para ser professora! Gostava da tua ajuda para me tornar professora ao participar no meu projecto de investigação de Setembro até Dezembro.

Para o meu projecto, quero descobrir se é mais fácil aprender a usar música e gestos nas aulas de Inglês!

Para isso, vamos falar e jogar jogos em Inglês, e vou te pedir para preencheres um questionário e responder a perguntas divertidas! O objectivo é de dizer se estás a gostar das minhas aulas e se te estás a divertir. Também queria tirar Selfies contigo e com os teus amigos a fazer os gestos que vamos aprender para colocar no meu projecto :)

A participação é voluntária e podes desistir quando quiseres. O teu encarregado de educação também sabe que vais participar neste projecto e também lhe foi pedido autorização para tu participares. Se tiveres alguma pergunta sobre o projecto podes perguntar aos teus pais ou a mim!

Que te Parece?

Pinta o quadro que corresponde à tua resposta!

Quero participar! :))

Não quero participar :C (Não faz mal)

Thank you :D

Teacher Joyce

Appendix D
Questionnaire 1 and 2 (same)

NAME: _____

DATE: _____



Olá Amigo/a! Dá-me
a tua opinião!



Responde às minhas perguntas, lê e assinala com um circulo.

SIM MAIS OU MENOS NÃO

1) As canções ajudam-me a
lembrar o vocabulário Inglês



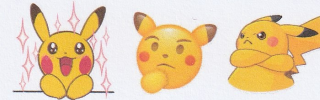
2) Os gestos ajudam-me a
lembrar o vocabulário Inglês



3) As canções motivam-me a
participar na aula.



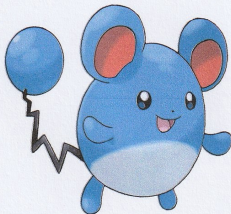
4) Os gestos motivam-me a
participar na aula.



5) Gosto de aprender com gestos.



6) Gosto de aprender canções.



Coloca as respostas na ordem que achas mais verdadeira para ti (De 1 até 6) sendo que 1 é a mais verdadeira




Como te lembravas das palavras das canções ?

- Só lendo a canção
- Cantando a canção muitas vezes
- Ouvindo a canção e lendo as palavras
- Cantando a canção
- Cantando a canção com gestos
- Cantando, lendo e fazendo os gestos da canção



Great work ,Thank you !!!

Obrigada por responderes,
Fico muito feliz!!

TeacherJoyce 

Appendix E

Questionnaire 2: opinions and comments from the students

Only the most relevant comments were added to this research:

Eu acho que as tuas aulas são motivadas divertidas e alegres.
Adoro - te
teacher
Joyce ♥

“Eu acho que as tuas aulas são motivadas, divertidas e alegres”.
“I think that your lessons are motivating, fun and cheerful”.

fiquei mais participativa e gostei mais das aulas de Inglês.

“Fiquei mais participativa e gostei mais das aulas de Inglês”.
“I became more participative and I enjoyed more the English lessons”.

Eu adoro as aulas de Inglês gosto quando ouvimos e depois cantamos uma canção e depois fazemos os gestos e gosto muito da nossa nova professora!

“Eu adoro as aulas de Inglês, gosto quando ouvimos e depois cantamos uma canção e depois fazemos os gestos”.
“I love English lessons, I like it when we listen and then sing a song, and after we do the gestures”.

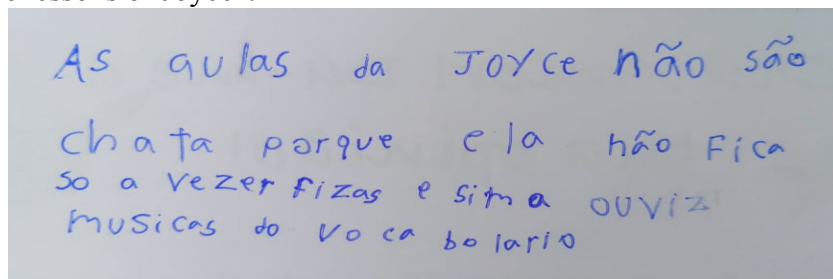
Gosto muito de Inglês mas quando a teacher Joyce não estava cá eu odiava Inglês

“Gosto muito de Inglês mas quando a teacher Joyce não estava cá, eu odiava Inglês”.
“I like English a lot, but when Teacher Joyce wasn't here I used to hate English”.

Eu acho que as aulas da Joyce são muito divertidas e umas vezes gosto de aprender com gestos e outras vezes gosto de aprender com canções e outras vezes gosto de aprender com os dois. -Eu gosto muito das aulas da Joyce! ♥

“Eu acho que as aulas da Joyce são muito divertidas e umas vezes gosto de aprender com gestos e outras vezes gosto de aprender com canções e outras vezes gosto de aprender com os dois. Eu gosto muito das aulas da Joyce”.

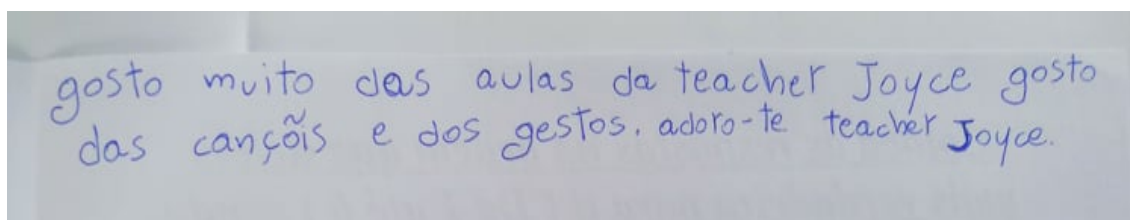
“I think that Joyce's lessons are really fun. Sometimes, I like to learn with gestures, other times, I like to learn with songs, and some other times, I like to learn with both. I like a lot the lessons of Joyce”.



As aulas da Joyce não são chatas porque ela não fica só a fazer fichas e sim a ouvir músicas do vocabulário

“As aulas da Joyce não são chatas porque ela não fica só a fazer fichas e sim a ouvir músicas do vocabulário”.

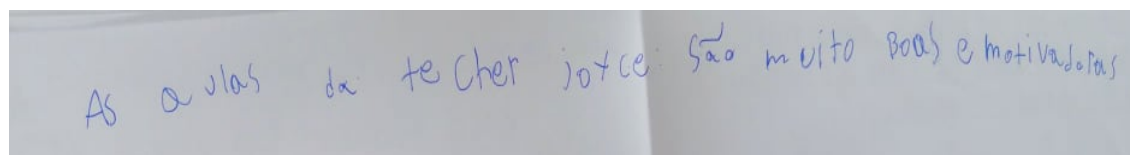
“The lessons of Joyce are not boring because we are not doing worksheets all the time, we are listening to songs with the vocabulary”.



gosto muito das aulas da teacher Joyce gosto das canções e dos gestos. adoro-te teacher Joyce.

“Gosto muito das aulas da teacher Joyce, gosto das canções e dos gestos”.

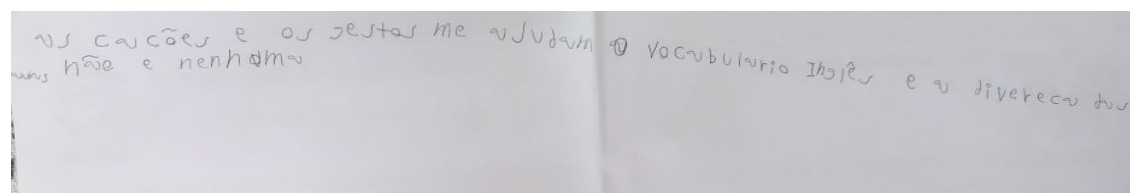
“I like a lot the lessons of teacher Joyce, I like the songs and the gestures”.



As aulas da teacher Joyce são muito boas e motivadoras

“As aulas da teacher Joyce são muita boas e motivadas”.

“The lessons of teacher Joyce are really good and motivating”.



As canções e os gestos me ajudam o vocabulário Inglês e a divertir me nas aulas, não a nenhuma

“As Canções e os gestos me ajudam o vocabulário Inglês e a divertir me nas aulas, não a nenhuma”.

“The songs and gestures help my vocabulary and this is the only class where I have fun”.

Appendix F
Observation Grid - example

	ON		IN		UNDER		NEAR	
	SING	GESTURE	SING	GESTURE	SING	GESTURE	SING	GESTURE
Student 1	+	+	+	+	+	+	+	+
Student 2	-	-	-	+	~	~	-	+
Student 3								
Student 4								
Student 5								
Student 6								
Student ...								



+ was positive
- was negative
~ was approximate

Show and tell grid - example
Students present their Family Tree

	I've	got	number	Member(s) of family	This is my	Member(s) of family	Extra words
Student 1	+	+	+	+++++ (5 members said)	+	+++ (3 members said)	+ (his/her name, pets,...)
Student 2	-	~	~	++	+	+	~
Student 3							
Student 4							
Student 5							
Student 6							
Student ...							

+ was positive
- was negative
~ was approximate
multiple + in the member's of family column, gave more points relatively to the number of vocabulary they were able to say.

Appendix G
TEST – School object song with missing words

read  and complete 


This is my _____
This is my sharpener
This is my _____
This is my rubber



Sit down. Stand up.
One, _____, three
Time for school
Listen carefully

Sit down. Stand up.
_____, two, three
Time for school
Listen carefully

This my desk
This is my chair
This my school _____
That I take everywhere

This is my pencil
This is my _____ 
I use my school things
Again and again



Sit down. Stand up.
One, two, _____
Time for school
Listen carefully

WELL DONE!

Appendix H
TEST – Colours, numbers and feelings

Name _____ Date: _____

1) Read  and colour 



YELLOW



RED



BLUE



PURPLE

2) Read  and write 

Example: 7 : SEVEN

- | | |
|------------------|------------------|
| 1) NINE : _____ | 5) 10 : _____ |
| 2) EIGHT : _____ | 6) 2 : _____ |
| 3) 1 : _____ | 7) THREE : _____ |
| 4) 4 : _____ | 8) 5 : _____ |

3) Look  and circle 

1) How are you?   I'm sad / great

2) How are you?  I'm tired / fine

An extra sheet was given to the students that finished before allocated time. It included “plus”, “minus”, “equals” and colour the right areas of the drawing.

FAST FINISHER

1) Read  and write 

Example : 7 minus 2 equals 5

1) 10 _____ 4 _____ 6

2) 6 _____ 4 _____ 10

3) 7 _____ 3 _____ 4

4) 8 _____ 5 _____ 3

2) look  and colour 



Appendix I Songs used in the classroom

1. Keywords' Song - Original composition

Listen to me, and don't speak
Now it's time for, the activity.
Open your book, circle words!
Look at the board, read and write. X2

The English lessons are so fun!
I want to be there all the time!
Now I know all of the rules,
I can't stop singing with you!

The purpose of this original composition was for the students to sing and gesture at the same time. Words in purple are the main keywords of the lesson. In Highlights, are all of the words that were gestured during the song.

2.The Hello Song - Let's Rock 3 (Abreu & Esteves, Porto Editora, 2021)

<https://app.escolavirtual.pt/lms/playerteacher/resource/14936/E?se=&seType=&colId=768283&bkid=16482034>

3.The Rocky song -Let's Rock 3 (Abreu & Esteves, Porto Editora, 2021)

<https://app.escolavirtual.pt/lms/playerteacher/resource/480950/E?se=&seType=&colId=768283&bkid=16482034>

4.Halloween song - ESL Music for Kids

<https://www.youtube.com/watch?v=SJacezRo9qc>

5.The months song – Let's Rock 3 (Abreu & Esteves, Porto Editora, 2021)

[https://app.escolavirtual.pt/lms/playerteacher/resource/14938/Ese=&seType=&colId=768283&bkid=16482034.](https://app.escolavirtual.pt/lms/playerteacher/resource/14938/Ese=&seType=&colId=768283&bkid=16482034)

6. The Alphabet is so much fun – Kids Songs – Super Simple Songs

https://www.youtube.com/watch?v=kDdg2M1_EuE

7.The School Objects Song

Let's Rock 3 (Abreu & Esteves, Porto Editora, 2021),

[https://app.escolavirtual.pt/lms/playerteacher/resource/14920/Ese=&seType=&colId=768283&bkid=16482034.](https://app.escolavirtual.pt/lms/playerteacher/resource/14920/Ese=&seType=&colId=768283&bkid=16482034)

8. The Family Song

Let's Rock 3 (Abreu & Esteves, Porto Editora, 2021),

<https://app.escolavirtual.pt/lms/playerteacher/resource/14966/Ese=&seType=&colid=768283&bkid=16482034>.

9. Hotel Transylvania 3 - Macarena scene

https://www.youtube.com/watch?v=__djlgmUIO4.

10. Preposition song – original composition by the author.

11. Mariah Carey – All I want for Christmas is you (Make my wish come true edition)

<https://www.youtube.com/watch?v=aAkMkVFwAoo>.