

FROM READY-MADE TO TEACHER-CREATED: MAKING SONGS AND CHANTS WORK IN PRIMARY ENGLISH CLASSROOMS

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Ninh Thi Lua
Gia Tran A Primary School



Tran Thi Giang
Ninh Binh Department
of Education and Training



Dinh Thi Van
Mai Son Primary School

01 INTRODUCTION

THE CONTEXT

Young learners need rhythm, repetition and enjoyable opportunities to use English.

THE CHALLENGE

Ready-made songs may not always align with specific vocabulary, sentence patterns, pronunciation targets, proficiency levels, or lesson stages.

THE RESPONSE

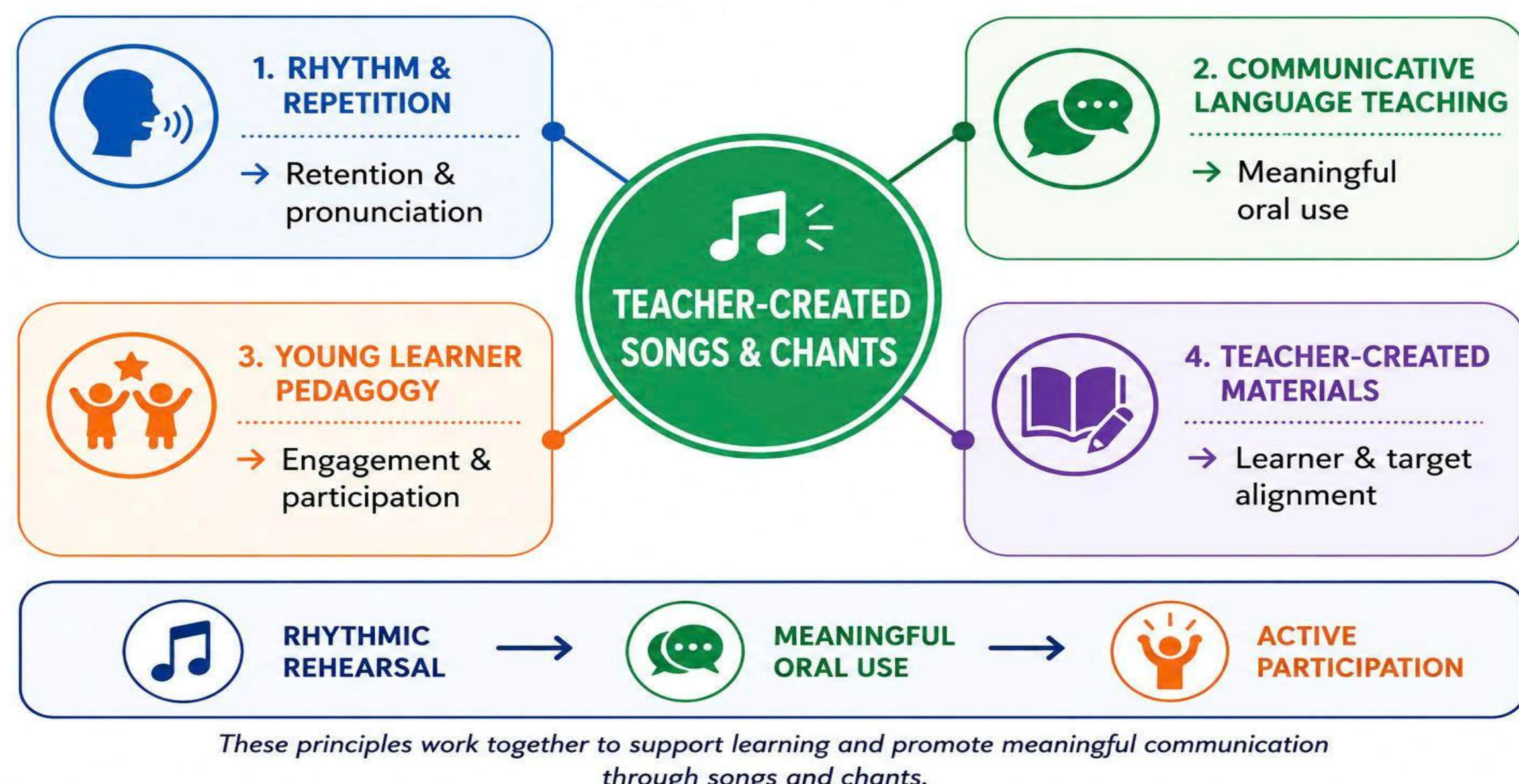
Teachers can create and adapt songs and chants to make learning more relevant, flexible, and engaging.

02 RESEARCH QUESTIONS

1. What **limitations** of ready-made songs and chants emerge when addressing specific learning objectives and learner needs?
2. What **changes** in vocabulary use, pronunciation, and speaking participation are observed when teacher-created songs and chants are used?
3. **How** can these rhythmic activities be effectively integrated into different stages of an English lesson?

03 THEORETICAL FRAMEWORK

Design principles for teacher-created songs and chants



04 METHODOLOGY

PARTICIPANTS: 240 learners (Grades 4 and 5) at Gia Tran A Primary School.

DURATION: 34 weeks

INTERVENTION

60+ teacher-created songs/chants + selected ready-made materials

DATA: Teacher observation, learner participation records, vocabulary/structure performance, pronunciation/speaking samples.

IMPLEMENTATION PROCESS



LESSON INTEGRATION

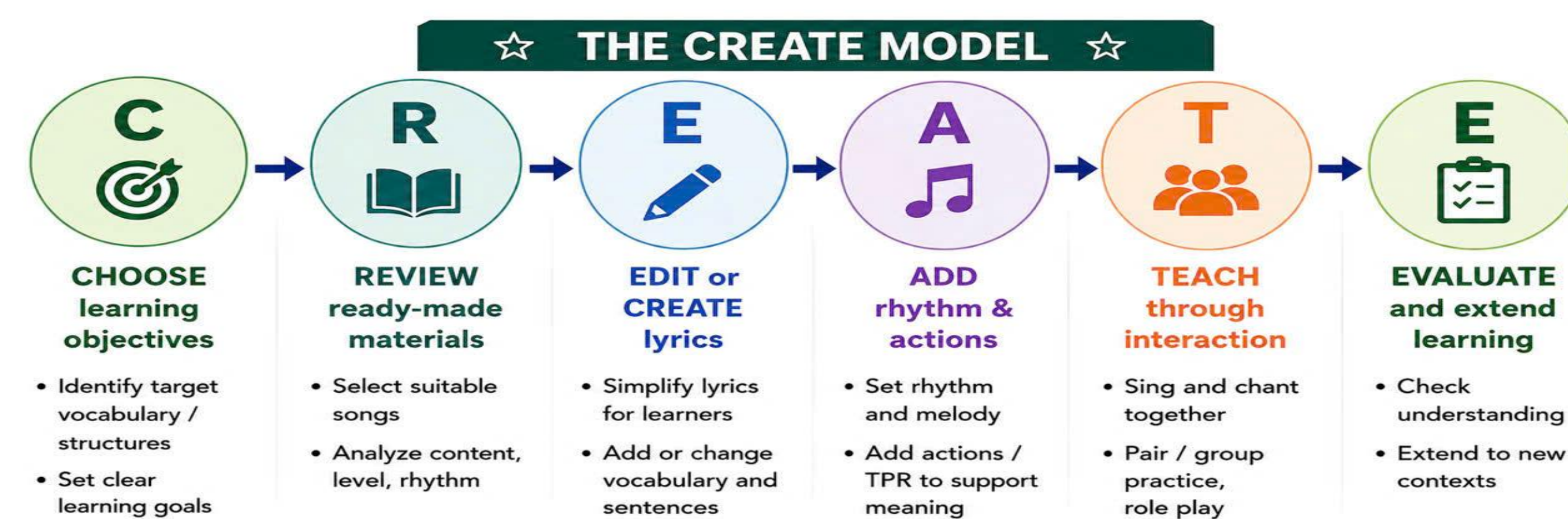


05 EMERGING FINDINGS

KEY FINDINGS		Evidence base: 240 learners • 8 observed classes	
FINDING	KEY RESULT	EVIDENCE	DATA SOURCE & SCOPE
FIT TO PURPOSE	100% of observed lessons aligned songs/chants with target language.	Evidence: Observation checklist	• 8 classes
PURPOSEFUL REPETITION	80% of learners recalled target language after repeated rhythmic practice.	Evidence: Recall checks	• 240 learners
FROM REHEARSAL TO PRODUCTION	8/8 classes demonstrated transfer from rehearsal to oral production.	Evidence: Speaking tasks • classroom observation	• 8 classes
PARTICIPATION & CONFIDENCE	50% → 80% active participation.	Evidence: Participation records	• 240 learners

Across 8 observed classes, songs and chants were **deliberately integrated, repeatedly practised**, and effectively supported learners to **use target language with greater confidence**.

06 PRACTICAL CONTRIBUTION

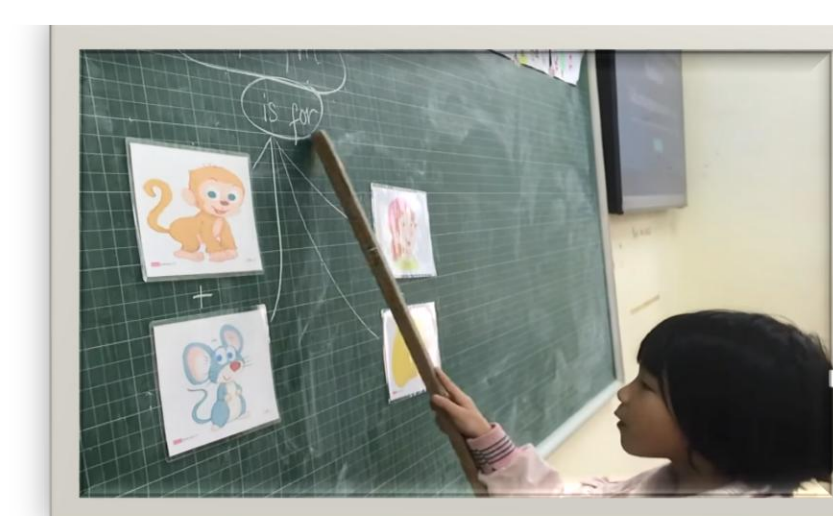


07 CLASSROOM EXAMPLES

**VOCABULARY/
STRUCTURE CHANT**
reinforces target words/sentence

PRONUNCIATION
Rhythm supports stress and sound patterns

SPEAKING
Learners move from chanting to oral production



08 IMPLICATIONS

☞ From repetition to meaningful use, songs and chants become purposeful tools for language learning.

★ When tailored to learners' needs, they strengthen retention, confidence and active language use — in and beyond the classroom.

09 REFERENCES

- Murphey, T. (1992). *Music and Song*. Oxford University Press.
Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.

**SCAN FOR MORE
TEACHER - CREATED SONGS**