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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **"IMPROVING STUDENTS' PRONUNCIATION BY USING ENGLISH SONGS (A CLASSROOM ACTION RESEARCH ON THE EDUCACIÓN GENERAL BÁSICA SUPERIOR OF LAS INSTITUCIONES INTERCULTURALES BILINGÜES OF SANTA ROSA PARISH IN ECUADOR 2017-2018 ACADEMIC YEAR)"**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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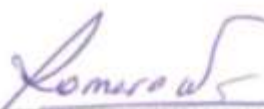
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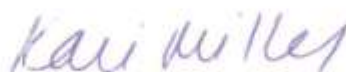
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DEDICATORIA

Al creador de todas las cosas, al que me ha dado sabiduría para continuar cuando a punto de caer he estado, por ello con toda la humildad que de mi corazón puede emanar, dedico primeramente mi trabajo a Dios.

De igual forma, dedico esta tesis a mi amada hija Romina y por ser mi fuente de motivación e inspiración para poder superarme cada día más y así poder luchar para que la vida nos depare un futuro mejor.

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Ivonne Paredes

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCION DE POSGRADO

MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

TEMA

"IMPROVING STUDENTS' PRONUNCIATION BY USING ENGLISH SONGS (A CLASSROOM ACTION RESEARCH ON THE EDUCACIÓN GENERAL BÁSICA SUPERIOR OF LAS INSTITUCIONES INTERCULTURALES BILINGÜES OF SANTA ROSA PARISH IN ECUADOR 2017-2018 ACADEMIC YEAR)"

Autora: Licenciada Ivonne Paredes

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Fecha: 13 de julio de 2018

RESUMEN EJECUTIVO

Este estudio tuvo como finalidad analizar si los estudiantes de 10mo grado de EGB pueden mejorar su pronunciación a través del uso de canciones en inglés. Esta investigación se llevó a cabo en las Instituciones Interculturales Bilingües de la Parroquia de Santa Rosa en Ecuador durante el año académico 2017-2018. La muestra estuvo representada por 60 estudiantes. El estudio se enmarcó en el método cualitativo y cuantitativo y se implementó un diseño cuasi experimental. Para su implementación se usó la metodología de investigación acción en el aula por un periodo de cuatro semanas. Los datos se recolectaron por medio de la aplicación de un cuestionario, una observación, un pretest y un postest. Ocho canciones de pop y actividades de canciones se usaron en la clase de inglés para enseñar aspectos suprasegmentales de la pronunciación: acento, ritmo y entonación. El postest indicó una mejora en la pronunciación de los estudiantes después de la implementación de actividades de canciones en inglés en clase.

Descriptores: Inglés, canciones, canciones pop, listening, speaking, pronunciation, stress, rhythm, intonation, song activities.

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THEME

"IMPROVING STUDENTS' PRONUNCIATION BY USING ENGLISH SONGS (A CLASSROOM ACTION RESEARCH ON THE EDUCACIÓN GENERAL BÁSICA SUPERIOR OF LAS INSTITUCIONES INTERCULTURALES BILINGÜES OF SANTA ROSA PARISH IN ECUADOR 2017-2018 ACADEMIC YEAR)"

Author: Licenciada Ivonne Paredes

Tutor: Licenciada Kari Lynn Miller Bauer Magíster.

Date: July 13th, 2018

EXECUTIVE SUMMARY

The main purpose of this study was to analyze whether English songs can encourage 10th grade EGB students to improve their pronunciation. This research was carried out at Las Instituciones Interculturales Bilingües of Santa Rosa Parish in Ecuador during the 2017-2018 academic year. The sample of this research was 60 students. This research was focused on qualitative and quantitative methods and a quasi-experimental design also known as before-and-after was implemented. This study was conducted by using Classroom Action Research. It was carried out during four weeks. A questionnaire, an observation and a pretest and a posttest were used to collect the data. Eight different pop songs and song activities were used in the English class to teach suprasegmental aspects of pronunciation: stress, rhythm and intonation. The posttest indicated an improvement on students' pronunciation after English song activities were implemented in the class.

Keywords: English, songs, pop songs, actividades de canciones, comprensión auditiva, expression oral, pronunciación, acento, ritmo, entonación.

INTRODUCTION

Language represents the most significant means of communication for human beings. Particularly, spoken language is used to communicate orally and express ideas, and is considered the most important language skill even though all the four, speaking, listening, reading and writing cannot work independently.

English pronunciation, as an aspect of the speaking skill, is quite difficult for foreign students. In some cases, the complications come from the irregular spelling of the language and the main cause of the students' low level in pronunciation comes from the lack of practice and implementation of teaching strategies or techniques that favor pronunciation learning.

In order to teach pronunciation, songs represent an appropriate resource to encourage students to learn stress, rhythm and intonation. Taking this into account, pronunciation has to be isolated for practice of specific items.

Thus, this research is intended to find out whether English songs can encourage 10th grade EGB students to improve their pronunciation. This study took place at Las Instituciones Interculturales Bilingües of Santa Rosa Parish in Ecuador during the 2017-2018 academic year.

The study is structured as follows:

Chapter I contains the problem statement, the problem contextualization, the critical analysis, the prognosis, the research questions, the justification, and the general and specific objectives.

Chapter II describes the research background, the philosophical foundations, the legal basis and the key categories that have helped the researcher to support this research.

Chapter III refers to the methodology, the approach, the level and type of research, the population and sample, the operationalization of objectives, the data and the research method used.

Chapter IV presents the data analysis and the research results.

Chapter V shows the conclusions obtained and the recommendations given.

Finally, Chapter VI exposes the proposed project plan. It contains the theoretical and methodological support and the proposal designed.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

Improving students' pronunciation by using English songs (a classroom action research in the Educación General Básica Superior of Las Instituciones Interculturales Bilingües of Santa Rosa Parish of Ecuador in the 2017-2018 academic year).

1.2 Problem Statement

Concerning an academic need of enhancing student's oral proficiency in the English language, it is necessary to employ different teaching strategies to motivate and encourage them in the development of this skill. In this context, songs represent a valuable resource when learning a language, and particularly learning how to pronounce it.

The aim of this research is to propose a didactic perspective that, from the students' previous knowledge (since students know some English, they have already reached level A.1) and teaching strategies (the use of songs), is oriented towards the improvement of the pronunciation of the English language, encouraging, at the same time, the development of the communicative competence of the students of the different school centers that are part of this study.

1.2.1 Contextualization of the problem

Due to globalization, English has become the most important language in the world. For that reason, learning English as a foreign language is a necessity in non-English speaking countries. In other words, teaching and learning English must be mandatory in all Educational Institutions around the world that, with the purpose of making easier for people to understand and connect with global fields and areas such as technology, economy, sports, health, culture, education and so many others. Considering this, English is taught in most of schools or high schools of the

different countries where English is not the first language like for example, Latin-American countries.

The International Company EF (Education First) every year rates the average level of English proficiency of the citizens of different countries in the world. According to the 8th edition of the EF English Proficiency Index (2018), this year Ecuador ranked 65 out of 88 countries, scoring 48,52/100 which indicates Ecuador citizens have a low level of English proficiency. The company examined people from 18 years old, being a total of 1.3 million of people tested. During the test the four language skills where assessed, the individuals were expected to demonstrated proficiency in reading, writing, speaking and listening.

Considering the score obtained it was concluded that people assessed are not competent to communicate in the English language. Moreover, after obtaining these marks it was evident that even when the Ministry of Education of Ecuador has imposed the teaching and learning of English in all the schools around the country (2014), positive results have not been obtained yet. That is why it is necessary to implement different teaching strategies and activities in the language classrooms, with the purpose of encouraging language learning in the different levels of education.

Although all the four language skills (reading, writing, speaking, and listening) are equally important, oral communication is the main goal to be achieved by the students and most of the individual that learn a language. But developing speaking implies the development of different features which are not frequently taught in the English class. These features are related to pronunciation. The lack of pronunciation practice is one of the main problems that blocks oral communication and reduces the possibilities of being successful in the communicative process.

Despite the advances and innovations that have occurred in the teaching of English as a Foreign Language in Ecuador, it has been observed that pronunciation is still unattended and it does not receive the suitable treatment. This is mainly because the teaching of pronunciation is not integrated by the teachers in the communicative approach, because, on the one hand, they do not know how to integrate it as a

significant part in the communicative lessons, on the other hand, handbooks and activities already proposed do not suggest or present the difference about how to correct pronunciation and phonetic and therefore, its integration in the communicative class becomes difficult.

Particularly, in the province where this study took place, Tungurahua in Ambato, the teaching of English and the importance given to the development of the speaking skill and pronunciation in the level of Educación General Basica does not meet the expectations of many students, this information was part of the report submitted by the coordinator of an Institution of the District 2 (Cuesta, 2017). Teachers do not use strategies or techniques that encourage students in the development of pronunciation, but not only teachers are responsible for this situation since students also make no effort to improve their pronunciation considering there are a lot of activities they can do to in order to improve their pronunciation especially using the internet (songs, videos, movies).

Additionally and more specifically, after a period of observation, it was noticed that in 10th grade at "Las Instituciones Interculturales Bilingües of Santa Rosa Parish" in Tunguarahua - Ecuador, which include Unidad Intercultural Bilingüe Huayna Capac, Unidad Intercultural Bilingüe Mushuc Ñan and Unidad Intercultural Bilingüe Plutarco Naranjo, pronunciation does not represent a relevant aspect of the English language to be taught. 10th grade students at these schools are not able to communicate in English; the lack of pronunciation activities does not allow them to develop this important feature of the speaking.

It is important to know that the reference levels in the EGB superior curriculum guidelines (Education, 2016) states that when students finish 10th grade they will reach an A2 → A2.1 level of proficiency, which will allow them to communicate effectively as basic users of English. This means that learners must be capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs.

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Thus, in order to be able to communicate orally in English, EGB students not only need to know how to produce phonemes and segmental elements properly, but also master suprasegmental features in order to achieve effective oral communication. Considering the English Language Learning Standard mentioned above, pronunciation must be improved. In order to achieve this purpose, the three cited institutions were chosen to carry out this study.

1.2.2 Problem scheme
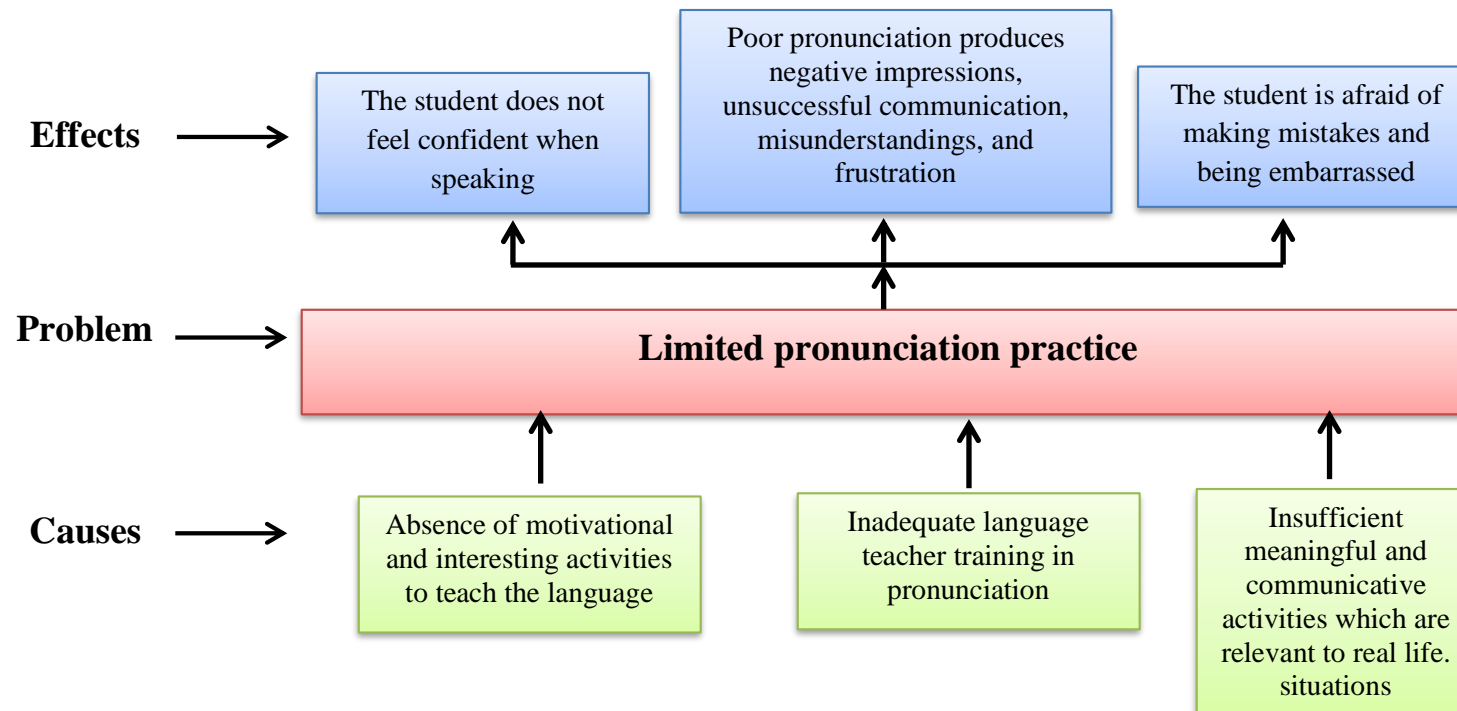
Figure 1 Problem scheme

Elaborated by: Paredes, Ivonne (2018)

1.2.3 Critical analysis

The lack of motivational and interesting activities is one of the main causes of the insecurity in the English class. If students are not motivated to learn English, specifically speaking, they will not feel confident to communicate orally. Therefore, it is necessary to work on pronunciation using encouraging activities, in this way students will not be afraid of making mistakes and will not feel ashamed. With regular practice of this aspect, learners will improve their performance and therefore they will feel confident speaking in English.

On the other hand, the inadequate language teacher training in pronunciation does not allow the teacher to teach accurate pronunciation. If the teacher does not know how to pronounce words and sentences accurately, students will learn incorrect pronunciation; this situation will produce negative impressions to the listeners since they will not understand the message and the communication process will be unsuccessful. Moreover, pronunciation is about listening too, so poor recognition will lead to confusion between words that differ by only one sound. All these failures in pronunciation and misunderstandings will make students feel frustrated during the communicative process.

It is important that the activities carried out in class represent real life situations. Activities that are not meaningful and do not promote communication are not motivating for the students since they do not find them useful. Talking about things that do not mean anything for the students will make them feel afraid and they will be susceptible to make mistakes. If students are not required to talk about real facts it will be more difficult for them to express their thoughts, and their pronunciation will be less fluent and inaccurate.

1.2.4 Prognosis

If a non-native English speaker has improper pronunciation, it will lead to a negative impression, unsuccessful communication, misunderstanding and frustration. Moreover, incomprehensible nonstandard pronunciation produces psychological nervousness in speakers, which is likely to also block their efforts to

seek clarification or to paraphrase using alternative expressions with different pronunciation (Lu, 2002). On the other hand, Gilakjani (2012, p. 96) gives us a gist of what happens to those people who are not able to properly pronounce the English language.

> Learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study. We judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge.

The setting described by Gilakjani emphasizes the importance of working on this aspect. Pronunciation is a difficult problem that non-native English speakers have to face when learning English.

1.2.5 Research problem formulation

How can English songs improve students' pronunciation?

1.2.6 Research questions

What is the level of English pronunciation of 10th EGB students?

How do English songs are implemented to improve students' pronunciation?

In which extent English songs are related to pronunciation improvement?

1.2.7 Delimitation of the study

The study is delimitated as follows:

1. **Place:** Las Instituciones Interculturales Bilingües of Santa Rosa Parish: Unidad Intercultural Bilingüe Huayna Capac, Unidad Intercultural Bilingüe Mushuc Ñan and Unidad Intercultural Bilingüe Plutarco Naranjo.

2. **Grade**: This study focuses on 10th EGB (Educación General Básica Superior). 60 students took part of this research project. As it can be observed in the chart below proposed by the Ecuadorian System, the competence level to be achieved by these students is A2.1 which indicates that the achievement of level A2 is in progress.

3. **Time:** 2017-2018 school year
4. **Gender:** Male as well as female students
5. **Age:** Students are around 14 years old.
6. **Subject:** the study focuses on improving English pronunciation through the use of songs.

1.3 Justification

This research is **important** because pronunciation is one of the most difficult aspects of the language to teach in the English class, and also to be learned. Considering English and Spanish pronunciations are very different, Spanish speakers find difficult to pronounce English sounds, so through the songs it is easier to learn them because English songs are popular and attractive for most of the students, and when they sing the songs, unconsciously, through repetition, they learn pronunciation.

This is an **original** study because the use of songs have not been implemented at Las Instituciones Interculturales Bilingües of Santa Rosa Parish before, so

encouraging students to improve their pronunciation through the use of songs facilitates the development of the speaking skill and the students feel more confident to communicate in English. In addition, learning pronunciation through songs promotes a new and comfortable environment for the language lessons.

This research **benefit** students since using songs motivates them about using the language in various daily life situations, and also encourages them to be more active in class, since they can feel more confident by having better pronunciation. Furthermore, this study also benefits teachers because the method used in this research provides them with the necessary tools to carry out an organized class in which the students can feel completely involved and productive.

The development of this proposal has a positive **impact** on language teaching since it provides teachers with motivational techniques for encouraging students with the development of their English pronunciation and speaking skills.

Finally, there is a special **interest** for solving this problem, since Ecuador has a low proficiency level in English, it is necessary to encourage students to watch music videos and listen to songs in English, they will find them easily on the internet and in Ecuador there are some radio stations where English music is also played. In this way, students can improve their pronunciation without stress and without any rules.

1.4 Objectives

1.4.1 General Objective

To analyze how English songs can improve students' pronunciation in tenth grade at Las Instituciones Interculturales Bilingües of Santa Rosa Parish.

1.4.2 Specific Objectives

To identify the English pronunciation level of the students.

To describe how English songs are implemented to improve students' pronunciation.

To establish the relationship between English songs and the improvement of students' pronunciation.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter is a thorough and critical review of knowledge and studies related to the topic of investigation. On the one hand, it reviews and summarizes previous studies to indicate a gap in research. Identifying work already done, it prevents duplicating what has already been done on using songs to improve students' pronunciation in English. On the other hand, a theoretical background is presented, which is considered relevant to understand the research problem:

2.1 Research background.

After revising the archives at Las Instituciones Interculturales Bilingues of Santa Rosa Parish, no works were found on studies describing the use of songs to improve English pronunciation. In the same way, in the UTA digital archives no works about this topic were found. However, According to the problematic identified, some researches related to these aspects have been conducted in other countries.

Tizian (2016) developed a research project which consisted in verifying the possible effectiveness of using English songs as a means to improve the pronunciation of English as a second language studied by Italian speakers. She organized an experiment that compared two different groups: a group that used the traditional method, studying phonetic examples (Control Group), and another group that had to listen to and sing the songs that contained the same phones on which the first group was asked to focus their attention (Experimental Group). Before conducting the experiment, an audio recording of the reading of eight sentences was made to check the level of pronunciation of each participant. After the experiment an audio recording of the reading was made again. The experiment took three weeks. Results showed that the use of the phonetic table seemed to be considered useful by the students of Languages who have some familiarity with the phonetic pronunciation. For the others, the phonetic alphabet proved to be difficult and not particularly

useful. The students of the Experimental Group considered the assigned task very interesting, fun and relaxing and found no difficulties in carrying out the task. They even showed the desire to work on more songs, using the method proposed for a longer period of time and for educational purposes.

Arjomad (2015) conducted a study to investigate whether listening to music has any significant effect on EFL learners' pronunciation at the lower - intermediate level students in Iran. The participants of this study involved 90 adult female and male EFL learners. After taking a grammar test and a pretest of reading, 60 students, based on the resulting homogeneity, were selected as participants in the research. Participants were divided into two equal groups and were randomly assigned as the experimental and control groups. A 12-session treatment was applied for the experimental group, while the control group followed their usual class routine with short stories. The analysis of the data showed that music has a significant effect on the pronunciation of Iranian EFL learners.

Israel (2013) carried out a case study to enhance language learning through music and song. The setting was a postdemocratic, secondary school in KwaZulu-Natal, South Africa (SA). The class was Grade 11, a mixed ability group of learners mostly from the local informal or shack settlement. The teaching and learning lesson plan and assessment was simple, but experimental. The class was moved to a room far away from the main teaching block and music welcomed the learners for about fifteen minutes. Popular music, kwaito and rap music was played at high volume to make an impact on the young people. The lesson was closed with five more minutes of music. The learners were thereafter allocated three tasks: a writing assignment based on the analysis of the 3 songs as poetry; a small group presentation of any 2 of the 3 songs as their oral assessment; a full discussion of what the learning process meant to them as individuals and as a group. Within three weeks, all English language lessons became increasingly boisterous in a positive way. The motivation was clearly intrinsic, with visible benefits in other learning areas as well. Grammar classes were less tedious. The objective in using music was to motivate the teaching and learning of poetry. The poetry lesson changed. Each poem now had the

potential to be sung. In addition, the teacher realized that analyzing the poem was now more accessible, more possible.

Having analyzed the previous researches related to this topic, it was observed that all of them achieved their objective. Using songs in the language class motivated students to learn different aspect of the language. Through the use of songs, students improved their pronunciation.

2.2 Philosophical foundations

This research is focused on the behaviorism theory designed by B. Frederic Skinner. This theory is the base of the creation of Audio-Lingual method that suggests that a new language is heard and extensively drilled before being learned in its written form. Skinner states that human behavior reacts to external stimuli by means of which a behavior is reinforced. This has the intention to make it repeated or exterminated according to the consequences that the stimulus entails. Skinner's theory is based on the idea that events related to learning change or modify our behavior and our ways of acting according to certain circumstances. The response comes according to the stimulus we receive. When these stimuli are positive or negative, our being tends to repeat them or permanently exterminate them (Skinner, 1987) .

Furthermore, this research is based on the Socio Cognitive theory proposed by Albert Bandura (1986), which is based on the behavioral learning theory. Socio Cognitive theory accepts that humans acquire skills and behaviors in an operative and instrumental way, rejecting that learning is carried out according to the behavioral model. It emphasizes how cognitive factors interfere between observation and imitation which helps the subject to decide whether the pattern is going to be imitated or not. In addition, through a significant social model an unviable behavior is acquired using only instrumental learning.

Both philosophical foundations, behaviorism and socio cognitive theories support this research since they refer to specific aspects of pronunciation learning such as imitation and repetition.

2.3 Legal basis

This study is legally based on the Acuerdo Ministerial 052-14, the LOEI, and the Common European Framework of Reference for Languages (CEFR) as explained in the following paragraphs:

Firstly, the Acuerdo Ministerial 052-14 (2014) indicates that English as a foreign language must be applied as an important component of students' academic performance. The teaching and learning of this language starts from the 2nd year of elementary school until the 3rd year of secondary education (BGU).

Secondly, this research is supported by the Ley Orgánica de Educación Intercultural (LOEI) of Ecuador (2016, p. 12), in which its article 2 (bb) promotes the teaching and learning of a foreign language:

> bb. Plurilingüismo.- Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de relación intercultural; así como en otros de relación con la comunidad internacional.

Finally, learning English as a foreign language at Las Instituciones Interculturales Bilingües of Santa Rosa Parish of Ecuador is based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), (Ministry of Education, 2014), in which are set the foundations for the appropriate development of the language according to the levels to be achieved.

In relation to the reference levels in the Educación General Básica superior curriculum guidelines (Ministry of Education, 2016), when students finish 10th grade (10th GB) they will reach an A2.1 level of proficiency, that means than students will be able to communicate successfully as basic users of English.

The Standards of the English Language Learning are developed taking into consideration the communicative language components and the language skills as an important part of the curriculum: listening, speaking, reading, and writing. In this study "one of the most important features of the speaking skill will be developed:"

2.4 Key categories
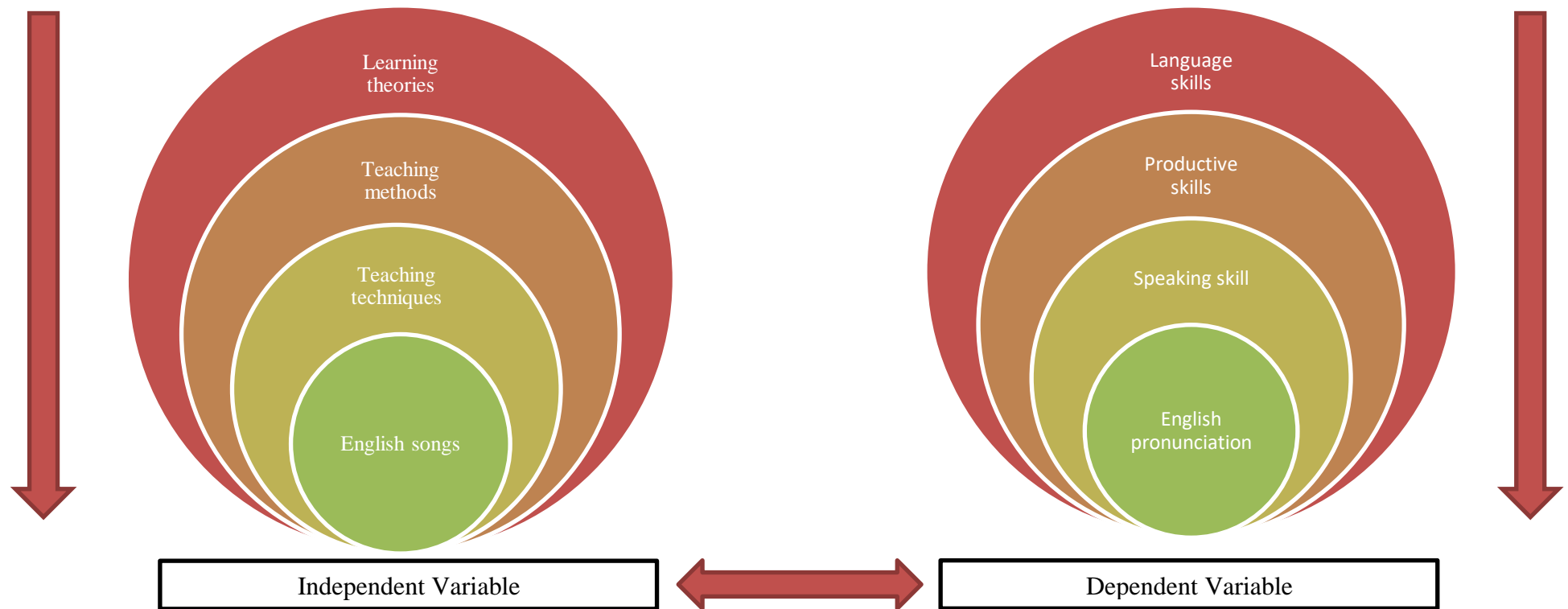
Figure 2 Key Categories
Elaborated by: Paredes, Ivonne (2018)

2.4.1   Independent variable

2.4.1.1   Theories of second language acquisition

Along years different theories of second language acquisition have been emerged trying to provide explanations as to how language learning occurs, to identify the variables responsible for second language acquisition and to offer assistance to second or foreign language teachers. Each theory interprets language acquisition from a different viewpoint.

Theory of Behaviorism by Skinner

Skinner stated that all behavior is no more than a response to external stimuli and there's no innate programming within a human being to learn a language at birth. What differentiates Skinner from those who came before him is the level of detail he went into when connecting behaviorism and language learning. In his concept of what he called "operant conditioning," language learning grew out of a process of reinforcement and punishment whereby individuals are conditioned into saying the right thing (Skinner, 1987).

Universal Grammar by Chomsky

Chomsky proposed a theory called Universal Grammar (1957). Where Skinner saw all learning coming from external stimuli, Chomsky saw an innate device for language acquisition. What Skinner understood to be conditioning according to particular events Chomsky, understood to be the result of the universal elements that structure all languages.

In this regard, Chomsky introduced the concept of language acquisition device (LAD) which is an instinctive mental capacity that makes the infant able to acquire and produce language. According to this theory, human beings have developed a brain that is made up of neural circuits contains linguistic information at birth.

Acculturation Model by Schumann

The Acculturation Model of Schumann explains the process by which immigrants pick up a new language while being completely immersed in that language. This theory does not deal with the process of language learning as it is normally supposed (through the acquisition of grammar or listening skills), but rather focuses on social and psychological aspects that influence our success (Schumann, 1986).

According to this theory, immigrants are more likely to acquire the new target language if their language and the target language are socially equal, if the group of immigrants is small and not cohesive and if there is a higher degree of similarity between the immigrant's culture and that of their new area of residence (Schumann, 1986)

Monitor Model by Krashen

The Monitor model explains the relationship between acquisition and learning. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function (Rodgers & Richards, 1986).

Krashen and Terrel (1983) also highlight the importance of meaning when they refer to the nature of language. For them, language is viewed as a vehicle for communicating meanings and messages, and they state that people demonstrate that have acquired language when they are able to understand messages in the target language.

Cognitive Theories

Psychologists and psycholinguists viewed second language learning as the acquisition of a complex cognitive skill. Some of the sub-skills involved in the language learning process are applying grammatical rules, choosing the appropriate vocabulary, following the pragmatic conventions governing the use of a specific language. These sub-skills become automatic with practice. During this process of automatisation, the learner organizes and restructures new information that is

acquired. Through this process of restructuring the learner links new information to old information and achieves increasing degrees of mastery in the second language (McLaughlin, 1987).

2.4.1.2 Language teaching methods

Through the times, didactic has generated different teaching methods starting from the most traditional to reach those based on the communicative approach. Richards & Rodgers (1986) have the best description for these methods and approaches, and a brief summary of them are described below.

The Direct Method: This method suggests the students to learn completely in the target language, second language learning is similar to first language learning. It emphasizes on oral interaction, no translation, spontaneous use of language, grammatical rules and structures are avoided, everyday vocabulary is taught and there is emphasis on good pronunciation.

Grammar-translation: This method consists of teaching a lesson by presenting grammatical rules. Learning is basically by translation to and from the target language. There is emphasis on learning to read and write. Grammar rules have to be memorized and vocabulary is taught in the form of lists of isolated words. There is no emphasis on developing oral expression.

Suggestopedia: Language learning is facilitated in an environment that is comfortable. Language is acquired only when the learner is receptive. Mental blocks to learning are removed. In order to increase mental relaxation and help to retain new material during the lesson, baroque music is played softly in the background. Reading before sleeping and before they get up is frequently practiced.

Audio-lingual: Learning a language means acquiring habits; identify the grammatical structures and the basic sentence patterns. New language is heard and extensively drilled before being learned in its written form. There is much practice of dialogues of everyday situations. Big importance is given to pronunciation.

Communicative Language Teaching (CLT): It makes emphasis on learning to communicate through interaction in the target language. Occasions for learners to focus, not only on the language but also on the learning process itself are provided. Authentic texts into the learning situation are introduced.

Total Physical Response (TPR): TPR is based on listening related to physical activities which are intended to reinforce comprehension. This method works by having the learner respond to simple commands such as "Sit down", "Open your notebook", "close the window". It emphasizes on the importance of listening comprehension.

The Natural Approach: This approach stresses the similarities between learning the first and second languages. Language is developed through real communication. There is no correction of mistakes. Vocabulary is considered prior to grammar structures. Learning takes place by the students being exposed to language that is made comprehensible to them.

The Silent Way: This method let everyone have the opportunity to experience themselves as independent, responsible, and autonomous learners. Without formal instruction, they learned the language of their environment. The teacher says as little as possible in order that the learner can be in control of what he wants to say.

Community Language Learning: It was designed with the goal of creating a cooperative learning community where students can benefit and learn from each other. Learners in a classroom are seen as a group rather than as a class. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

2.4.1.3 Teaching techniques

In language teaching, specifically for teaching pronunciation, according to Celce-Mauricia (1996) there are some remarkable techniques that can assist students to learn, some of them are outlined below.

Phonetic transcription: One of the long-used and known to all teachers' technique is phonetic transcription, which is a code consisting of phonetic symbols. Each symbol describes a single sound, which is in fact different from a letter of the alphabet. Although it is possible to learn the pronunciation without the code, many linguists believe it to be a valuable tool in learning the foreign sound system.

Auditory reinforcement: Techniques based on this method are often production-oriented and aim at improving students' spoken English. Many of such techniques employ minimal pairs, which are words that have different meaning and their pronunciation differs only in one sound. Minimal pair drills were introduced during the Audiolingual era and have still been used in isolation - at a word-level and in context - at a sentence-level. The technique is useful for making learners aware of troublesome sounds through listening and discrimination practice.

Visual reinforcement: It has been connected with pronunciation teaching since the time of Silent Way was the skill was taught through the use of word charts and color rods. Since that time many other ways of visualising pronunciation have been introduced. While children benefit from oral repetition, drills and taping themselves, adult learners find it difficult to learn the patterns of intonation, stress and rhythm. Real time visual displays are to show learners the relationship between the patterns they produce and those they are required to repeat. One of the possible conventions for making the word stress visible is writing the stressed syllable in capital letters: FAshion, SEssion, behave. Another common way of visualising word stress is the use of dots.

Drama Voice Techniques: The focus of the above techniques has been generally on accuracy of sounds and stress at a word level. Nevertheless, we should bear in mind that both the ability to produce isolated sounds or recognizing suprasegmental features and fluency contribute to effective communication. The interactive aspect of pronunciation as well as other aspects of English can be emphasized by the use of drama techniques. In classes where these techniques are employed, they help to reduce the stress that accompanies oral production in a foreign language. They are

fun, entertaining and relaxing. Moreover, they also increase learner confidence, because they help learners to speak clearer, louder and in a variety of tones. One mean in which drama voice techniques can enter pronunciation classroom are for teachers to employ poetry, songs, tongue twisters and raps.

Audio feedback: In traditional methods, which have been used for a long time now, teachers have taken the advantage of the audio medium, namely a tape recorder, for a dual purpose. First, for listening to the recorded native speaker discourse. And second, for taping students and replaying their own production. As a matter of fact, in today's pronunciation classroom audio feedback still plays a significant role. Most of all, learners are provided with authentic material and unlimited access to native-speaker's discourse. They can also record written passages and ask teachers for feedback.

Considering the teaching techniques previously mentioned, in this research context, audio techniques represent a propitious way to teach pronunciation, since students will learn naturally pronunciation through song activities.

2.4.1.4 Songs

Songs are a combination of melody and lyrics. Songs are created with different beats, harmony and rhythms. In addition, songs are structured with a usual repetition of their verses and choruses. Concerning recording, or radio airplay, a usual song lasts approximately three minutes which is still a standard currently in the 21st century (Flattum, 2004).

Types of songs

- Pop: pop songs are those which have contemporary lyrics and an upbeat rhythm, basically meant for the youth culture. Some of the most popular artists of this genre are Michael Jackson, Madonna, Britney Spears, Backstreet Boys, Justin Timberlake, and Cher. Rhythm and effects are two important elements in pop songs.

- Rock: rock songs are the most popular among teenagers and youngsters. They consist of clear pieces of lead guitar, bass guitar, drums, and keyboards as some of the main instruments. When the instruments are played in sync, they sound energetic along with the vocals. Some popular rock artists are Europe, Creed, Def Leppard, Van Halen, Bon Jovi, Red Hot Chili Peppers and Bryan Adams, among many others.
- Country: country songs are suitable for easy listening. They mainly consist of clean lyrics with music pieces using classical guitars and other traditional instruments. Occasionally, solos of instruments like the banjo, mandolin, fiddle, and harmonica can also be heard in country songs. Popular country artists include: Keith Urban, Taylor Swift, Chris Young, Garth Brooks, and Shania Twain.
- Ballads: ballads are songs which include a narration of a story in a musical way. These are basically slow songs, but may contain heavy components as well. Generally, ballads have an emotional touch to them, owing to the lyrical content. Ballads can be composed by artists from any genre of music. Power ballads are those which combine heavy music with emotional lyrics.
- Love: love songs are slow songs whose lyrics concentrate on the feelings of love and relationships. There are sad love songs whose lyrics relate to breakups, too. They are mostly composed of pop and rock artists. Some of the artists who are known for their love songs are Elton John, Bryan Adams, Richard Marx, Mariah Carey, and George Michael.

Considering this classification of songs, pop and rock are the most preferred songs among teenagers. Those songs are represented by rhythms that make young people vibrate and feel the beat; moreover, the song lyrics are modern and relate to their life situations or emotions. In pop songs, for example, the vocabulary is simple and the sentences are short, sweet and easy to understand. Moreover, they tend to have everyday language, colloquial speech, idioms and common expressions. They use natural stress, rhythm and intonation. These are

the main reasons that make pop songs suitable for teaching pronunciation in the English class.

Songs in language acquisition

It has been asserted that infants learn their native language through principles that make sense of aural information; therefore, it seems reasonable to approach foreign or second language acquisition in a similar way (Jackendoff, 1994). Since music is also acquired through the aural sense, musical activities are suggested to aid in first or second language acquisition.

Using songs for learning a foreign language can be very useful for students because it helps them to get used to new sounds, understand the language better and acquire new rules. Songs also motivate learners and makes them feel more relaxed. Songs helps to reduce the affective filter and create interest in learning language. (Villalobos, 2012).

Songs as a teaching strategy

Being a combination of music and language, songs have innumerable virtues that deserve language teachers' attention. Their richness in culture and themes, their idiomatic and poetic expressions, their therapeutic functions and so on make them a useful tool for language teaching.

Oxford University Press ELT (2011) mentions the benefits of songs as teaching tools. Concerning this research some of the reasons to implement songs in the language lessons are the following:

- Songs create a positive atmosphere: "decorating" the classroom with audio makes a warm environment conducive to learning. By having enjoyable, simple English songs welcoming students as they enter the classroom, the teacher can alleviate some of the stress that results from learning a foreign language.

- Songs allow everyone to participate: weaker students can use gestures and dance as they follow along with the song and gradually learn the words, whereas stronger students can be challenged to use the song to improve their rhythm, intonation, and pronunciation, even if they have already mastered the language in the song. Thus, songs are a good option for mixed-level classrooms, as well, since each student can focus on some aspect to improve regardless of their level, while enjoying themselves as they dance and sing to the song.

- Songs help recycle previously learned language: they are a fun, easy way for the teacher to recycle and review vocabulary and grammatical structures in a meaningful context, in a way that is enjoyable for the student.

- Songs are "sticky": songs tend to stay in our mind, and students will often repeat lyrics from songs over and over in their heads long after the lesson is over, practicing pronunciation unconsciously throughout the normal course of their day.

In addition, Merkur (2000) suggests that using songs in the foreign language classroom has several advantages for the students since they help them to relax and stay motivated, which makes the pronunciation learning process easier. Some of the advantages of using songs are mentioned below:

Songs:

- Provide physiological benefits,

- Guide lesson planning and practical classroom use,

- Lower anxiety and motivation,

- Improve speaking pronunciation,

- Enhance cultural awareness and sensitivity, and

- Contribute to the development of the whole being through the aesthetic domain.

Thus, in terms of this research, playing songs in the classroom allows the students to get large amounts of quality English input specifically related to the suprasegmental aspects of the language.

Song selection

Selecting songs is an easy task, considering now most of the world songs and their lyrics can be found available on the internet. In this way language teachers have access to a huge selection of songs that facilitates the teaching process of a foreign language. Villalobos (2012) posits that it is important to think of the students when choosing an appropriate song. She suggests eight questions teachers can ask when making the choice:

- How should songs be chosen?
- What level are students in?
- How old are they?
- What kind of music/songs do they like?
- Does the rhythm make it comprehensible?
- Is the singer's voice clear enough?
- How fast is the song?
- How complex are the structures and the vocabulary?

Songs contain many different aspects that can provide the teacher and students with a valuable opportunity to practice English pronunciation. The use of music in the classroom requires instructors to select the songs carefully. The students' level is very important; short and slow songs should be used with beginners so that they will be easier for them to understand. On the other hand, advanced students will feel more challenged if songs have a certain degree of difficulty. In addition to keeping in mind students' level, age and preferences, teachers should analyze the song that they want to bring to class. Concerning this research, pop and rock songs

are favorites among young adults because of the rhythm and the style. For 10th GB students, the teacher must consider their music preferences in order to motivate them in their learning and make them feel comfortable and willing to learn English pronunciation with no limits or fears. Therefore, evaluating the song's level of difficulty, its content, vocabulary, rhythm, pace, popularity and artist is essential because those factors can determine the attitude students have towards the song, as well as success in the objectives (Villalobos, 2012).

2.4.2   Dependent Variable

2.4.2.1   Language skills

The English Language Learning Standards are developed around the world considering the communicative language components and the language skills suggested by the Common European Framework of Reference for Languages (Education, 2014). These skills are listening, speaking reading and writing.

Listening involves identifying the sounds of speech and processing them into words and sentences. When people listen, ears are used to receive individual sounds (letters, stress, rhythm and pauses) and the brain is used to convert those sounds into messages that mean something.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, the written symbols are converted into words, sentences and paragraphs that communicate something to the reader.

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

Concerning the language skills, this research is focused on the improvement of the speaking skill, specifically pronunciation.

2.4.2.2.   Productive Skills

Productive skills are also called active skills and refer to the information produced or transmitted by a language user in either spoken or written form. It is important to mention that productive skills would not exist without the existence of receptive ones. Listening and reading, called receptive skills, are the receptors and processors or grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language, which prove that productive skills do not exist independently without receptive skills. When learning a foreign language, receptive skills usually come first and should be followed by practical use of productive ones. If one of them is not develop during the language learning process, the communication act will not be complete (Golkova & Hubackova, 2014).

2.4.2.3 Speaking skill

Webster (1994) states that speaking is an act to express ideas, feelings, and thoughts orally. It is also called oral communication. The speaking skill is a part of language proficiency which can be developed through using learning strategies. Since fluency and pronunciation are two essential factors in speaking, the choice of teaching strategy helps language learners become competent speakers (Rashtchi & Khani, 2010)

According to Bygate (1987) the term speaking involves making the correct choices when using language forms, following the right order, sounding in a way that is similar to that of native speakers, and producing the right meanings that can be understood by the listener. For him, speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom situation

As speaking is to communicate, it generally becomes main goal of learning in language. People learning the language certainly wants to speak it. It means when someone wants to master a certain language being learned, the first language skill

he wants to acquire is speaking, because it will make them able to practice it with other people (Fajariyah, 2009).

2.4.2.4   Pronunciation

Yates & Zielinski (2009, p. 11) define pronunciation as "how we produce the sounds that we use to make meaning when we speak". Pronunciation contains the particular consonants and vowels of a language (which are segments), and suprasegmental aspects of speech such as stress, timing, rhythm, intonation, phrasing, and how the voice is projected (voice quality). Although we often talk about these as if they were separate, they all work together in combination when we speak, so that difficulties in one area may impact another, and it is the combined result that makes someone's pronunciation easy or difficult to understand.

English pronunciation

English is the language used for international communication and speakers need to be able to exchange information effectively, both orally and in writing. According to Morley (1991), "intelligible pronunciation is an essential component of communicative competence" (p. 513), so one of the most important features that learners have to be competent to communicate fluently and effectively in a language is pronunciation. A correct pronunciation is important since it defines whether the message transmitted by someone can be understood or not by the listeners (Fangzhi, 1998).

Listening and pronunciation

It is believed that pronunciation is just important for speaking. It is important for listening as well, according to Hancock (2012, p. 1) "Pronunciation is not only about the mouth, but also the ears". Considering English is the lingua franca, by listening, humans must make sense of all the varieties of spoken English around the

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world. Pronunciation is always tested when people use sounds to recognize words, to identify them and fit them into what they think that is being said. Therefore, there is a relationship between what people hear and what they say orally, which means that when people listen and understand something, they can usually say it as well.

In this study, the relationship between listening and pronunciation is relevant because students learn pronunciation by listening to the songs and then singing to imitate.

Aspects of pronunciation

A broad definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language. The theory outlined below is essential for teachers so that they understand how these different aspects work, but learners do not necessarily need to cover the theory in depth. Traditional approaches to pronunciation have often focused on segmental aspects, largely because these relate in some way to letters in writing, and are therefore the easiest to notice and work on. Recent approaches to pronunciation, however, have suggested that the suprasegmental aspects of pronunciation may have the most effect on intelligibility for some speakers (Yates, 2002). Usually learners benefit from attention to both aspects, and some learners may need help in some areas more than in others. One considerable practical advantage of focusing on suprasegmentals is that learners from mixed L1 backgrounds in the same class will benefit, and will often find that their segmental difficulties improve at the same time (Edo, 2014).

Suprasegmental aspects of pronunciation

Suprasegmental refers to how speech sounds function and are affected at the sentence and discourse level, which is to say over multiple sound segments that combine to make phrases, clauses, and sentences. Improvements in suprasegmental aspects of English accent and pronunciation play an important role in the production

of comprehensible speech patterns in English and are key factors in accent reduction and speaking ability in general. Suprasegmental aspects of accent and pronunciation are intonation, rhythm, stress, tone, linking and connecting, volume, speed, deduction, assimilation, conversational contractions, and standard contractions, which are also used in writing.

This research is focused on the following suprasegmental aspects of pronunciation which are defined by Richards, Platt and Weber (1985):

a. Stress: an extra force used when pronouncing a particular word or syllable. In phonetics, intensity given to a syllable of speech by special effort in utterance, resulting in relative loudness.

b. Rhythm: It is the sense of movement in speech, marked by the stress, timing, and quantity of syllables.

c. Intonation: It is the melodic pattern of an utterance. Intonation is primarily a matter of variation in the pitch level of the voice (see also tone), but in such languages as English, stress and rhythm are also involved. Intonation conveys differences of expressive meaning (e.g., surprise, anger, wariness).

Segmental aspects of pronunciation

Segmental aspects of accent and pronunciation are individual sounds, also known as phonemes, meaning consonants and vowels. Syllables and one-syllable words are considered segmental aspects of accent and pronunciation, as well.

However, even when the segmental aspects of the language are part of the pronunciation, this research is basically focused on the development of the suprasegmental aspects.

Teaching pronunciation

As it has been stated throughout this paper, pronunciation is generally taught on isolated features. When teachers include it in their lesson plans they typically cover any of the following: consonant and vowel sounds, changes to these sounds in the

stream of connected speech, word stress patterns, rhythm, and intonation (Jenkins, 2004). On the other hand, Griffiths (2004) states that teaching pronunciation is not a difficult job, teachers just have to present accessible and enjoyable oral exercises to the students, considering their level. Any kind of speaking activity the students do is an opportunity for them to develop their fluency, intonation, stress and rhythm. These oral activities are propitious for teachers to work on students' accuracy by giving them feedback on their use of language.

The role of the teacher in teaching pronunciation

The role of the teacher as Pronunciation/Speech "Coach" is viewed as one of assisting learners something like a coach, a speech coach, or pronunciation coach. The work of a pronunciation/speech coach can be viewed as similar to that of a debate coach, a drama coach, a voice coach, a music coach, or even a sports coach. A coach characteristically supplies information, gives models from time to time, offers cues, suggestions and constructive feedback about performance, sets high standards, provides a wide variety of practice opportunities, and overall supports, encourages the learner, and gives special consideration to the use and selection of songs for the pronunciation features being practiced. The pronunciation/speech coach has the critical role of monitoring and guiding modifications of spoken English at two levels, as noted earlier: (a) speech production (i.e., the microlevel) and (b) speech performance (i.e., the macrolevel). Note again that articulatory phonetics is not abandoned, but takes place as one part in the larger communicative picture of getting the message across (Morley, 1991).

How to use songs in the language classroom

Even when a simple song can produce language learning, a previous song selection can help the learning process to be more significant. Schoepp (2001) mentions how teachers should use songs in the classroom and the reasons for using them, in this case to teach pronunciation:

- Build up language comprehension: The use of the song text as a reading or listening text in order to teach vocabulary of a particular lexical or

vocabulary group. Reading the text and listening to the pronunciation at the same time will help to improve students' reading and listening comprehension skills.

- Listen and discuss: The teacher asks the students to listen to the whole song once or twice, or to a shorter section. After that, they discuss what happened, including their reactions, interpretations, predictions, etc. Printed lyrics could be given out.

- Complete gapped text: Students receive the lyrics with certain words blanked out, depending on what lexical area is being studied. Students listen carefully and fill in the missing words. The gaps could also be used as a pre-listening exercise with students predicting what the missing words are.

- Relaxation: On test days, the teacher puts some classical or instrumental music on very low. The students feel more relaxed and comfortable during the test.

- Phonetic drills: The teacher uses the song with a clear rhyme pattern to do some phonetics work on particular phonemes.

- Sing along: The students learn the tune and get the rhythm well enough to sing along with the original audio file. This can be quite challenging and requires some careful preparation work on practicing stress and rhythm, probably with spoken rather than sung sentences, perhaps using individual, mouthed and choral practice.

- Speculations: The title of the chosen song or some phrases is written on the board. In pairs, the students predict what the song is about and write the ideas down. Then they pass their paper to the pair on their left and have them read. Students must confirm if the other students' predictions are the same or different from theirs.

The activities described above are different suggestions for teachers on how to implement songs in their lessons, especially for practicing oral and listening skills, which include the practice of pronunciation, stress, rhythm and intonation.

2.5 Hypothesis

The use of English songs encourages the improvement of the pronunciation of 10th
EGB students at Las Instituciones Interculturales Bilingues of Santa Rosa Parish in
Ambato.

2.6 Signaling hypothesis variables

Independent variable: English songs

Dependent variable: Pronunciation

CHAPTER III

METHODOLOGY

This section explains the methodological process that was followed to achieve the objectives set out in this study. First, the approach is defined, the level and type of research are established, the techniques and instruments are presented and finally the data collection method is described.

3.1 Approach

The development of this research was focused on the qualitative and quantitative approach. Qualitative data were collected through observation and a questionnaire. In addition, a quasi-experimental research design was implemented. It did not include a comparison with a control group.

According to Statistics Solutions (2018) this kind of quasi-experimental design is also known as pretest/posttest design. Through the use of this design all the subjects are exposed to the treatment. In the case of the results obtained the site Statistics Solutions (2018) states that "if post-treatment values differ significantly from pre-treatment values, a case can be made that the treatment was the cause of the change".

In this research the subjects' pronunciation skill was tested before and after the action, through the administration of a pretest and a posttest. The pretest was administered on May 07th, 2018. The posttest was conducted on June 4th, 2018. They both lasted 5 minutes. Quantitative methods were used to analyze the tests results.

This research created the basis for the development of a proposal based on an action research which pursued, through songs, to encourage the improvement of pronunciation of English in 10th GB learners at Las Instituciones Interculturales Bilingües of Santa Rosa Parish of Ecuador.

3.2 Level and type of research

This research was a field investigation because the data were obtained from the subjects' reality in relation to their pronunciation level. This investigation was designed as a descriptive study with the aim to explore the improvement of 10th GB students at Las Instituciones Interculturales Bilingües of Santa Rosa Parish during the 2017-2018 academic year, by using songs during English classes in order to improve their pronunciation.

3.3 Population and sample

The population of this study was represented by three groups of students for whom the conclusions were valid. It was made up of the students of Las Instituciones Interculturales Bilingües of Santa Rosa Parish of Ecuador:

Unidad Intercultural Bilingüe Huayna Capac

Unidad Intercultural Bilingüe Mushuc Ñan

Unidad Intercultural Bilingüe Plutarco Naranjo.

On the other hand, the sample chosen for this study was a purposive sampling, also known as judgmental, selective or subjective sampling, and is a type of non-probability sampling technique. Non-probability sampling focuses on sampling techniques in which the units that are investigated are based on the judgment of the researcher. A sample of 60 students was selected from the 10th grade of the 3 schools mentioned above. The average age of these students is fourteen years old.

10th GB students were chosen because these students have already achieved the language competence of a basic user, so at this level it will be propitious to study their pronunciation. Moreover, the pre-observation revealed that these students are enthusiastic to study and learn English; especially since they know that they will be taught by using songs, so they expect the class to be fun and different.

3.3.1 Parental permission:

As the research study includes enrollment of minors (13-15 years old), parental permission was required. When minors are included in research, the parent or guardian must sign a parental permission consent document.

3.4 Operationalization of variables

3.4.1 Independent variable: English songs

Table 1
Independent Variable: English songs

Definition	Dimensions	Indicators	Item	Technique	Instrument
English Songs are pieces of music and lyrics that contain real life language intended to be listened to and sung by students as a way to learn pronunciation.	Real life language Music Lyrics Pronunciation	English music Music genre English Favorite song Faster or slower music Improve pronunciation	1. How old are you? 2. What is your gender? 3. Which genre of music do you like the most? 4. In general, do you prefer more upbeat/faster music, or slower/more melancholic music? 5. Do you listen to English music? 6. What is your favorite song (in English)? You can write more than one. 7. For the most part, what do you focus on when you listen to English music? 8. Do you think English songs can help you improve your pronunciation?	Survey	Questionnaire

Elaborated by: Paredes, Ivonne (2018)

3.4.2 Dependent variable: Pronunciation

Table 2
Dependent Variable: Pronunciation

Definition	Dimensions	Indicators	Item	Technique	Instrument
Pronunciation is an aspect of the speaking skill that produces stress, rhythm and intonation and determines the way how people assign meaning to words and sentences when they speak.	• Speech sounds • Meaning (speech)	Students' Pronunciation (suprasegmental domain)	• Sound clear, expressive, and lively? • Have any problems with stress in individual words or sentences? • Use robot-like speech? • Pronounce very familiar words with constant errors? • Speak smoothly with little hesitation? • Interrupt the flow of conversation? • Speak with confidence? Pronunciation impedes communication?	Class observation	Observation sheet
	Suprasegmental aspects: • Stress • Rhythm • Intonation	Read a song passage	• Does the speaker show limited control of word and sentence stress? • Does the speaker show limited control of rhythm? • Does the speaker show limited control of intonation?	Pretest and Posttest	Rubric

Elaborated by: Paredes, Ivonne (2018)

3.5 Data Collection

The data were collected by using quantitative and qualitative methods. To collect the qualitative data, some instruments were used by the researcher. They were:

3.5.1 *Questionnaire*

In this study, a questionnaire was designed to get information about the students' likes and preferences toward English songs in order to prepare the musical material for the implementation of the research. Closed questions were used. This means that the students were asked to respond to the questions by choosing one of the answers given by the researcher. The items in the questionnaire were prepared under the relevant literature revised in the previous framework. Aspects like age, level, and song preferences were considered. Since all of the participants were English students, the questionnaire was designed in English. Eight (8) questions were included (see Appendix A).

3.5.2 *Observation sheet:*

Observation of the participants took place during the action. Notes about the activities were taken. An observation sheet was used to note changes in the students' pronunciation (see Appendix B). Once the researcher presented and played the songs, she completed on the observation sheet with notes about the students' ability to pronounce the words and sentences of the songs. The observation was focused on suprasegmental features (stress, rhythm and intonation).

3.5.3 *Pretest and posttest:*

To collect the empirical data about the students' level in English pronunciation, the researcher conducted a pretest and a posttest. The purpose of the tests was to assess the students' level regarding three important pronunciation features (stress, rhythm and intonation). The standard pronunciation used in this study was the General American English Pronunciation.

The pretest was applied at the beginning of the action implementation on May 7th, 2018 and the posttest was conducted at the end, June 4[th,]2018. Students had five minutes to take the

test. These tests were applied to the 60 students that were part of the sample. Through the pretest and the posttest the effect of using songs to improve pronunciation in 10th graders of Las Instituciones Interculturales Bilingües of Santa Rosa Parish was able to be evaluated.

The test consisted of two parts:

Part A- Interview

It was based on asking the participants questions about their music preferences based on the first questionnaire (see Appendix A). The purpose of this was to see if the students employed correct stress, rhythm and intonation patterns in spontaneous speech.

Part B- Reading task

The students were asked to read a passage of a song which was the same for everybody and probably unknown to them (see Appendix C). The purpose of this was to see if the participants used stressed words, rhythm and intonation correctly in a text they did not know. When they found it difficult to pronounce some word or a phrase from the text, the interviewer helped them sometimes and also examined if they were able to perceive the stresses or not. The students were recorded with their prior approval.

3.5.3.1 Test assessment:

The A2 Level Assessment Scale for pronunciation designed by UCLES (2011) was used to mark the test results (see Appendix D). This scale is based on Level A2 of the Common European Framework of Reference (CEFR). The results obtained helped the researcher to analyze the students' strengths and weaknesses related to three pronunciation features (stress, rhythm and intonation).

3.6 Research method

The method used in this study was action research. According to Harmer (2001), action research is the name given to a series of procedures. When teachers wish to improve aspects of their teaching, or they want to evaluate the success of certain activities and procedures, they can use classroom action research.

The model of action research used in this study was based on the model developed by Burn (1999), who states that action research occurs through a dynamic and complementary process which consists of four fundamental steps, described below.

3.6.1   The Procedure of Action Research

The procedure of this action research was carried out as follows:

Cycle 1:

a. **Planning:**   Planning was the first step the researcher did before doing the action. The action plan was made based on the problems identified in the pre-research. Through planning, the lesson flowed more efficiently because all the information had been collected and the details had been decided previously. The procedure followed by the researcher can be seen below:

1) Preparing the lesson plan (planning and designing the application model of the teaching-learning scenario of English pronunciation by using songs).

2) Designing and conducting the test (pretest) and establishing the assessment instrument to know students' level of pronunciation before implementing the action.

3) Preparing the musical material (songs selection to teach stress - results of the questionnaire administration). American pop songs were selected.

4) Preparing the activities in this cycle.

b. **Implementing:** Implementation is the process of doing things. In this step, the researcher implemented the activities written in the lesson plan. The researcher made the teaching program, wrote the lesson plan and also chose the songs as the media of teaching pronunciation to the students.

The basic principles of how stress works in English was explained to the students. This phase was held in Spanish in order to avoid any misunderstanding or confusion. Students were encouraged to pronounce different words and decide which way sounded most natural to them. The students did some exercises. They were motivated to pronounce the

words and phrases and tried to put the stresses in different places to see which sounded the most natural for them before they wrote their answers there.

c. **Observing:** In this step, the researcher recorded and took notes of the important events during the teaching-learning process. The teacher also helped the researcher to observe students' activities and attitude towards the lesson during the teaching-learning process. Therefore, the teacher was able to give some input or suggestions.

d. **Reflecting:** After carrying out the teaching and learning process about songs and pronunciation, the researcher recited the events in the classroom as the reflection of the action. She evaluated the process and the result of the implementation of songs in the English class. The data of each step were analyzed, and were used to determine the next step in the next action or cycle to reach the goal which had been completed before

Cycle 2:

a. **Planning:**

1) Preparing the lesson plan.

2) Preparing the musical material (songs selection to teach rhythm - results of the questionnaire administration). American pop songs were selected.

3) Preparing the activities in this cycle.

b. **Implementing:** The activities written in the lesson plan were implemented. As in the first cycle, this stage was also held in Spanish in order to avoid any misunderstanding or confusion.

The basic principles of how rhythm works in English was explained to the students. They were encouraged to read passages to make their pronunciation sound more natural. The students listened to the songs and did some exercises.

c. **Observing:** as in the first cycle the researcher recorded the students pronouncing words and took notes of the important events during the teaching-learning process.

d. **Reflecting:** at the end of the action, the researcher evaluated the process and the result of the implementation of songs in the English class. One again, the data of each step were analyzed, and were used to determine the next and last step in the cycle to reach the research purpose.

Cycle 3:

a. **Planning:**

1) Preparing the lesson plan.

2) Preparing the musical material (songs selection to teach intonation - results of the questionnaire administration). American pop songs were selected.

3) Preparing the activities in this cycle.

b. **Implementing:** The activities written in the lesson plan were implemented. As in the first and second cycle, this stage was also held in Spanish in order to avoid any misunderstanding or confusion.

The basic principles of how intonation works in English was explained to the students. They were encouraged to read passages of songs to make their pronunciation sound more natural. The students listened to the songs and did some exercises. During this cycle, students sang all the songs selected and practiced stress, rhythm and intonation.

c. **Observing:** as in the first and second cycle the researcher recorded the students pronouncing words, phrases, singing and reading the passages and took notes of the important events during the teaching-learning process, like the students' attitudes, participation, interest. At this stage the students' improvement was evident. The researcher could notice that during the implementation of the action the lessons became more alive than the ones observed in the previous cycles.

d. **Reflecting:** at the end of the action, the researcher evaluated the process and the result of the implementation of songs in the English class. For the last time, the data of each

step were analyzed, and were used to determine the next and final step in the cycle to reach the research purpose.

At this step the posttest was conducted and the same A2 level assessment scale (see Appendix D) for pronunciation was used.

3.7   Data Analysis

In order to analyze the qualitative data, the result of observations made during the classes was analyzed by using the constant comparative method as suggested by Glaser & Strauss (1967) . The data analysis process of the constant comparative method included six steps, as follows: preparing and organizing, exploring and coding, describing findings and forming themes, representing and reporting findings, interpreting the meaning and validating the accuracy.

The quantitative data was analyzed by using descriptive statistics. It was done to compare the students' pronunciation level before and after the action or the results of pretest and posttest.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 Analysis of results

4.1.1   Questionnaire

The results of this section facilitate the identification of appropriate musical material in English to teach pronunciation to 10th GB students. After administering the questionnaire, the following results were obtained:

Table 3
How old are you?

Description	Frequency	Percentage
13 years old	16	27%
14 years old	44	73%
15 years old	0	0%
16 years old	0	0%
TOTAL	**60**	**100%**

Elaborated by: Paredes Ivonne (2018)
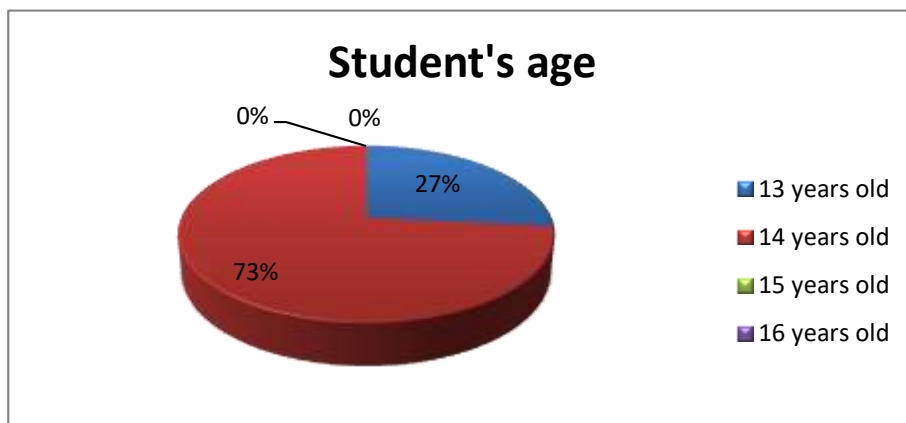
Figure 3 How old are you?
Elaborated by: Paredes, Ivonne (2018)

According to the chart above, most of the students (73%) are 14 years old. This age is key since teens at this stage spend an important amount of time listening to music in their daily lives. Students at this age like songs that narrate stories that are similar to their lives, feelings and emotions. At this age they start to define their musical preferences.

Table 4

What is your gender?

Description	Frequency	Percentage
Male	27	45%
Female	33	55%
TOTAL	60	100%

Elaborated by: Paredes Ivonne (2018)
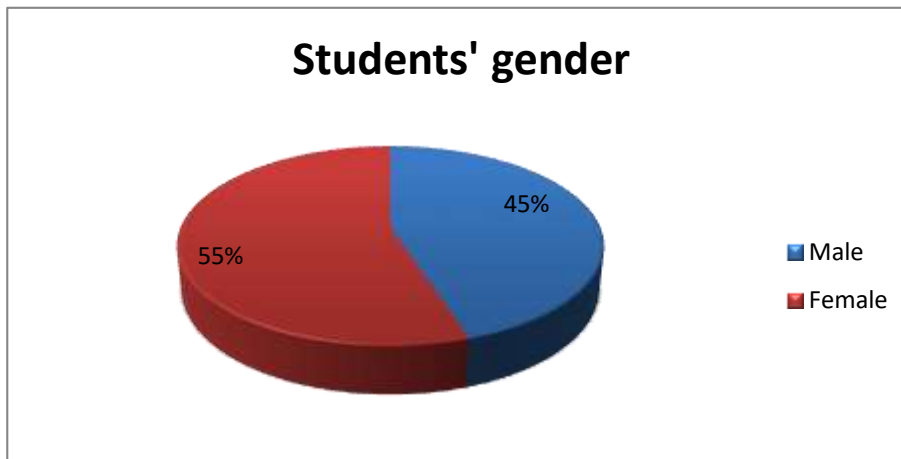
Figure 4 What is your gender?

Elaborated by: Paredes, Ivonne (2018)

As shown in the previous chart, 55% of the students are girls and 45% are boys. A relationship between gender and favorite music style was found. According to Borkes (2016) girls' favorite music seems to be pop music while boys prefer to listen to heavy metal, pop rock or electronic music. Girls are more romantic and sensitive than boys so girls enjoy ballads and romantic music in their daily lives and men generally identifies with this music if they are falling in love or are sad. Boys, according to their genre tend to like more heavy music because it makes them feel more active and excited.

Table 5
Which genre of music do you like the most?

Description	Frequency	Percentage
Pop	28	46%
Rock	16	27%
Country	3	5%
Ballads	6	10%
Love	7	12%
TOTAL	60	100%

Elaborated by: Paredes Ivonne (2018)
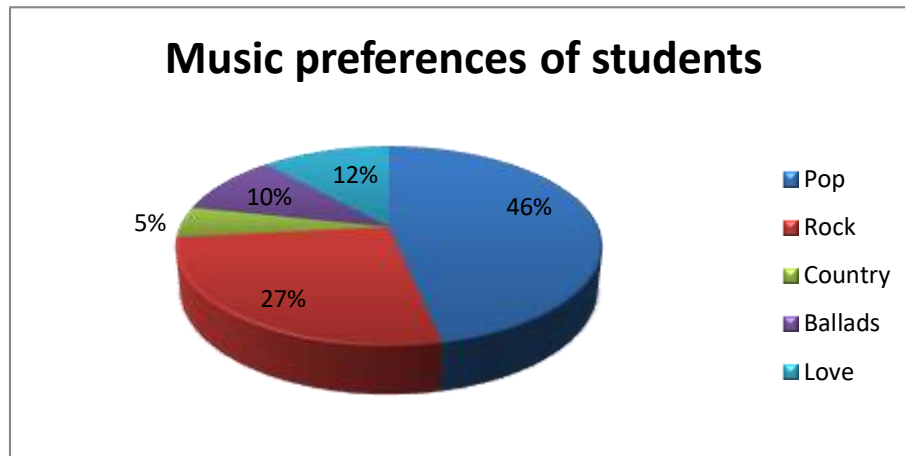
Figure 5 Which genre of music do you like the most?

Elaborated by: Paredes, Ivonne (2018)

As it is shown in the graph above pop (46%) and rock (27%) music represented the most liked genres for the students, followed by love songs (12%). Some others prefer ballads (10%) and to a lesser extent country. Considering pop is a universal genre most of the students like that kind of songs, however it is mainly enjoyed by girls as mentioned in the previous analyzes. Rock is also very popular between young people since the most famous rock bands have influenced teenagers. Ballads are related to pop music since the beat of this music is soft and their lyrics are mainly about love and emotions.

Table 6

Students' Rhythm preference

Description	Frequency	Percentage
Faster/more upbeat	23	38%
Slower/more melancholic	37	62%
TOTAL	60	100%

Elaborated by: Paredes Ivonne (2018)
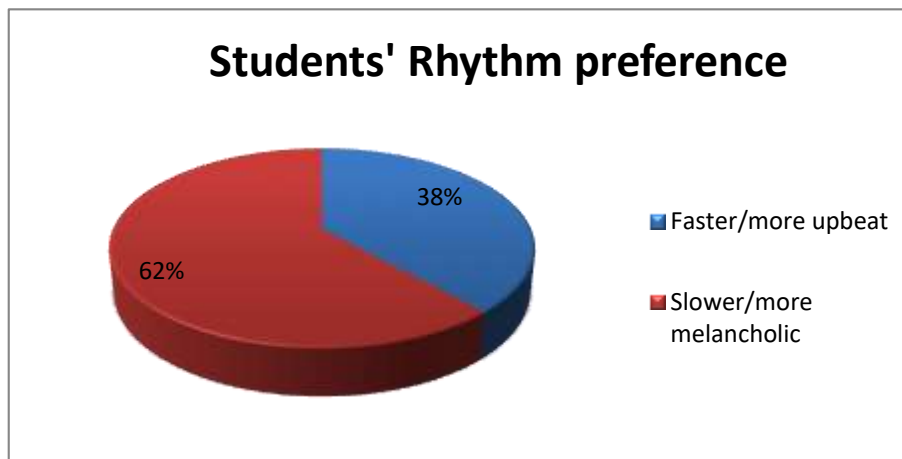
Figure 6 In general, do you prefer more upbeat/faster music, or slower/more melancholic music?
Elaborated by: Paredes, Ivonne (2018)

This graph states that students prefer slower or more melancholic music (62%). The music teenagers listen to generally reflects their state of mind. Slow music has different effects. Slow music with positive lyrics can make teenagers happy and also slow music with sad lyrics can make them depressed, whereas faster and upbeat music with a major tonality like rock generally is all about expression more than inner emotions (Vella & Mills, 2017). Teenagers mainly like soft music because they are experiencing new feelings so this kind of music allows them to think about themselves and connect with their emotions.

Table 7

Do you listen to English music?

Description	Frequency	Percentage
Yes	21	35%
No	39	65%
TOTAL	60	100%

Elaborated by: Paredes Ivonne (2018)
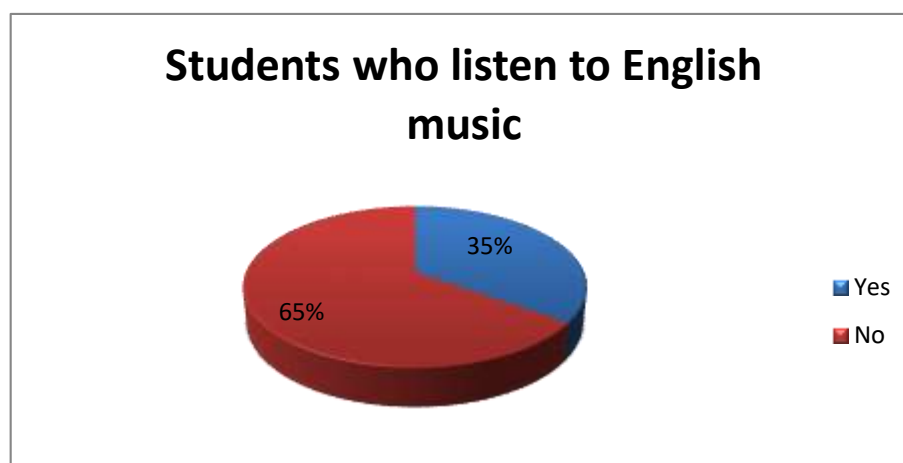
Figure 7 Do you listen to English music?

Elaborated by: Paredes, Ivonne (2018)

This graph reveals that 65% of the students do not listen to English music. This means that most of the students are not exposed on a regular basis to the English language through songs at this stage. Even though the English language is been positioned in education in Ecuador, English music is not frequently played on the radio and it is not part of the musical culture changes of the country yet. At schools, English songs are not used in class as an authentic resource to teach the language that is one of the reasons why students are not used to listen to English to music all the time.

Students expressed their likes for different songs from diverse genres. Their favorites are mentioned below:

Table 8
What is your favorite song (in English)?

	Song	Songwriter	Genre	Frequency
1	Havana	Camila Cabello ft. Young Thug	Pop	12
2	Closer	The Chainsmokers	Pop Electropop	10
3	Thinking out loud	Ed Sheeran	Pop	8
4	Blank space	Taylor Swift	Pop	7
5	Attention	Charlie Puth	Pop Pop rock	6
6	Someone like you	Adele	Pop	6
7	Hey, hey, hey	Katy Perry	Pop	6
8	The lazy song	Bruno Mars	Pop	5

Elaborated by: Paredes, Ivonne (2018)

According to the students' preferences the 8 most named songs were summarized in the list above. Most of them are from pop singers, which are popular among teenagers. These songs are on the play list of the last year and students have mentioned them as some of their favorite songs. These songs can be used in class since the lyrics and vocabulary is appropriate to the students; the words are intelligible on first hearing, and they were selected by the students so they are identified with their topics.

Table 9

For the most part, what do you focus on when you listen to English music?

Description	Frequency	Percentage
The instruments/melody	43	72%
The lyrics/meaning	17	28%
TOTAL	60	100%

Elaborated by: Paredes, Ivonne (2018)
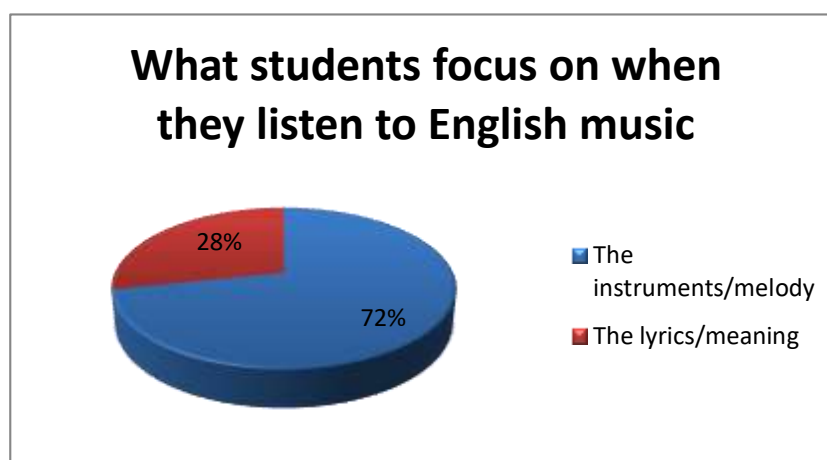
Figure 8 For the most part, what do you focus on when you listen to English
music?
Elaborated by: Paredes, Ivonne (2018)

The results in the previous graph indicate that 72% of the students focus more on the
instruments or the melody than on the lyrics or the meaning of the song. That means that
most of the students probably do not understand the language or they just are not giving the
lyrics/words importance. Considering English sounds are different from Spanish sounds, the
students do not recognize those sounds and they do not know what the song is about, but the
melody is pleasant to their ears so they just enjoy hearing the music.

Table 10

Do you think English songs can encourage you to improve your pronunciation?

Description	Frequency	Percentage
Yes	55	8%
No	5	92%
TOTAL	60	100%

Elaborated by: Paredes, Ivonne (2018)

Students can improve pronunciation with the use of songs

8%

92%

- Yes
- No
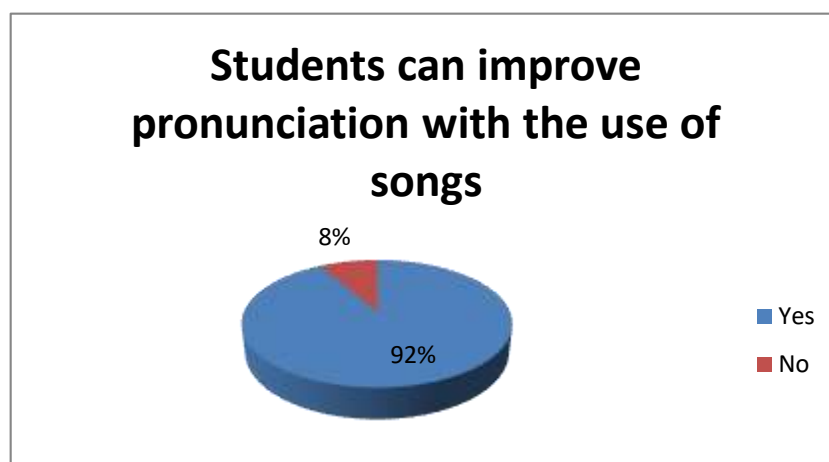
Figure 9 Do you think English songs can encourage you to improve your pronunciation?

According to the graph below, most of the students consider English songs are a positive resource to improve pronunciation in language learning. Through the use of songs, learners are encouraged to develop their fluency, pronunciation and therefore they can develop their speaking skill and sound clear, expressive, and lively during a conversation. Students are open to learn the language through the use of songs since they already expressed they like some songs in English.

4.1.2 Class observation

In order to describe how English songs were implemented to improve students' pronunciation, observations in the different cycles of the action research were done. Classroom observation data were coded and analyzed to triangulate them with the results of the pretest and posttest. The following results were obtained:

Learning stress patterns by singing pop songs

Stress refers to the intensity given to a speech sound, syllable, or word producing relative loudness. As Norkist (2018) states "Stress can be used to provide emphasis, but more often than not it is used to provide meaning to words in general and can be either associated word stress on the word, phrase or sentence level". During the class interventions it was observed that:

- Students have problems with stress in individual words and sentences.
- Students sound nervous, they are not very expressive and they do not sound lively.

Thus, after implementing stress activities positive results were obtained. Students learned to stress words and sentences, they sounded lively and it was easy to understand them when they spoke.

Shaping the way to use the language through the rhythm of pop songs

Rhythm is defined as an ordered recurrent alternation of strong and weak elements in the flow of sound and silence in speech. During the implementation of the proposal the following situations associated to rhythm were observed:

- Students did not speak efficiently.
- Students sometimes demonstrated some hesitation.
- Sometimes, they used robot-like speech.

Nevertheless, after doing the rhythm activities students demonstrated they got to control the length of time between the main stress or accent, they also sounded more natural and spoke more fluent.

Pop songs for learning patterns of intonation

Intonation is an important aspect of English pronunciation and speech. Intonation units are segments of speech; they can be groups of words, single, small words or long sentences. Two identical sentences may have different numbers of intonation units when spoken, based on the intent or emotional state of the speaker. It's important to learn to distinguish these units because they help to understand meanings and help organize a conversation. In relation to this definition of intonation, during the class sections the following facts were perceived:

- The lack of intonation interrupted the flow of the song.
- Some of the students did not sing with confidence.

However after practicing several times the intonation activities, the results included: satisfactory use of intonation and making the intelligibility of the communication high, although there were occasional lapses. Intelligibility was sometimes hindered by making the wrong syllables perceptible.

4.1.3 Pretest and posttest

The results obtained, before and after the implementation of the quasi-experiment during the pretest and posttest, were analyzed descriptively and presented in percentages, frequencies and tables. The data were used to find weaknesses and strengths in the students' pronunciation. Details obtained from the classroom observations were also mentioned in the analysis paragraphs to complement the results description.

4.1.3.1 English speaking proficiency level of students in the Pretest

Pronunciation proficiency level of 10th GB students was assessed according to the Common European Framework (CEFR) for level A2, which suggests the following evaluation criteria: stress, rhythm, intonation. Students' assessment varied along the following grading scale:

Good (4-5)

Not so Good (1-3)

The assessment criteria are described in the following table:

Table 11

Criteria to evaluate in the pretest and posttest

Criteria	Application
Stress	Students' sentences and word stress are generally accurately placed.
Rhythm	Students control movement in speech, marked by the stress, timing, and number of syllables.
Intonation	Students' intonation varies in the pitch level of the voice.

Source: Elaboration adapted from the Common European Framework of Reference for Languages (CEFR) (Council of Europe , 2001)

An analysis of the obtained data is presented in the tables below.

Table 12

Obtained results of the students' performance during the pretest

Students (Stud)	Stress	Rhythm	Intonation	Speaking pronunciation level
Stud 1	1	1	1	1
Stud 2	2	1	2	2
Stud 3	1	1	1	1
Stud 4	3	2	2	2
Stud 5	2	3	3	3
Stud 6	1	1	2	1
Stud 7	4	4	4	4
Stud 8	1	2	2	2
Stud 9	1	1	1	1
Stud 10	2	3	3	3
Stud 11	3	3	4	3
Stud 12	1	1	1	1
Stud 13	2	3	2	2
Stud 14	1	2	2	2
Stud 15	4	3	3	3
Stud 16	1	2	2	2
Stud 17	1	1	1	1
Stud 18	3	3	4	3
Stud 19	1	1	1	1
Stud 20	2	3	2	2
Stud 21	2	1	2	2
Stud 22	1	1	1	1
Stud 23	4	4	3	4
Stud 24	2	2	2	2
Stud 25	3	3	2	3
Stud 26	1	1	1	1
Stud 27	1	2	1	1
Stud 28	4	3	3	3
Stud 29	2	3	2	2
Stud 30	2	1	2	2
Stud 31	1	1	1	1
Stud 32	2	3	2	2
Stud 33	1	1	1	1
Stud 34	4	3	3	3
Stud 35	1	2	2	2
Stud 36	4	3	3	3
Stud 37	1	2	2	2
Stud 38	1	1	1	1
Stud 39	3	3	4	3

Stud 40	3	2	2	2
Stud 41	5	4	4	4
Stud 42	1	1	1	1
Stud 43	1	1	1	1
Stud 44	5	5	5	5
Stud 45	3	2	3	3
Stud 46	3	2	2	2
Stud 47	4	3	3	3
Stud 48	4	4	4	4
Stud 49	1	2	2	2
Stud 50	1	1	1	1
Stud 51	2	2	2	2
Stud 52	1	1	1	1
Stud 53	3	2	2	2
Stud 54	2	3	3	3
Stud 55	1	1	2	1
Stud 56	1	1	1	1
Stud 57	3	3	3	3
Stud 58	1	2	2	2
Stud 59	1	1	2	1
Stud 60	4	4	4	4
X	2	2	2	2

As can be seen, *the arithmetic mean (x)* for the pretest is 2 out of 5.

Stress

Table 13
Pretest results: stress

Description	Frequency	Percentage
Good (4-5)	11	18%
Not so good (1-3)	49	82%
TOTAL	60	100%

Elaborated by: Paredes Ivonne (2018)
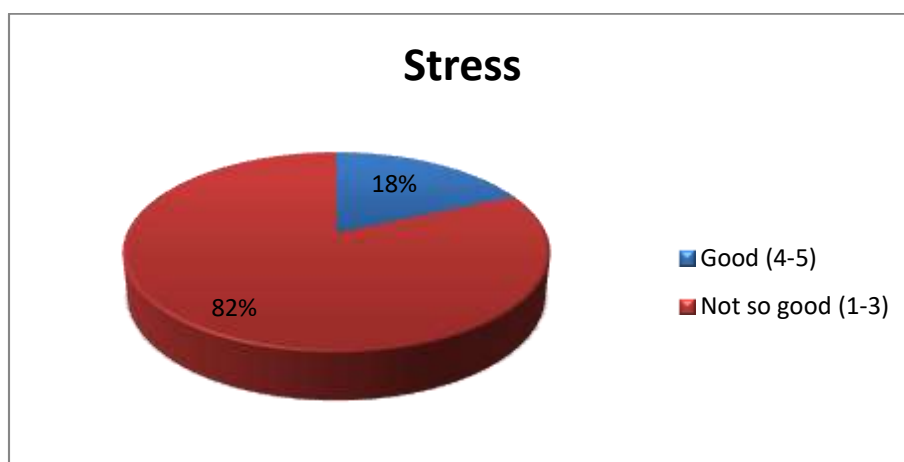
Figure 10 Pretest results: stress

Elaborated by: Paredes, Ivonne (2018)

As observed in the graph above, the students had difficulties in the ability to stress words and sentences correctly. This might be due to little practice done in the classroom, lack of listening practice or because of lack of corrections or reinforcement. Students are recommended to practice more listening in order to get familiar with the correct stress placement.

Rhythm

Table 14
Pretest results: rhythm

Description	Frequency	Percentage
Good (4-5)	6	10%
Not so good (1-3)	54	90%
TOTAL	60	100%

Elaborated by: Paredes Ivonne (2018)
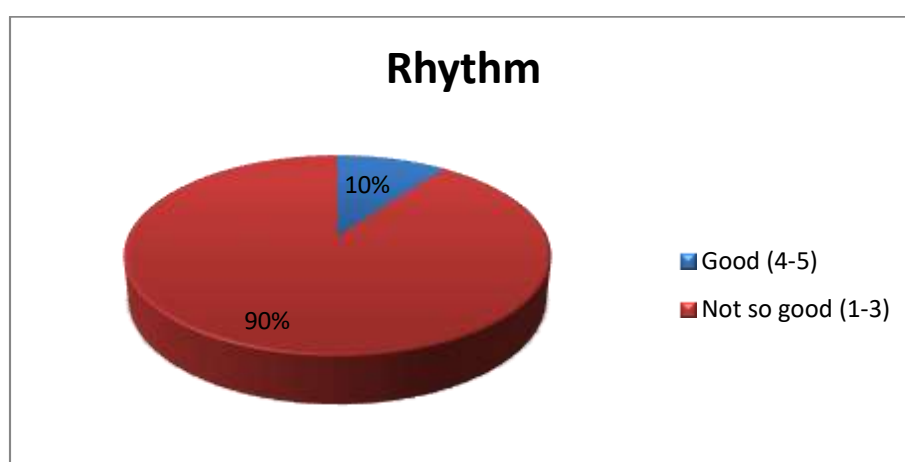
Figure 11 Pretest results: rhythm
Elaborated by: Paredes, Ivonne (2018)

As it can be observed in the graph only 10% of the students were able to communicate in English without interruption, controlling movement in speech. The rest of the students could not maintain the rhythm during the speech; this might be produced by the limited oral practice as well as the students' limitations like shyness or inhibition to speak English in class. In order to help those students to improve their rhythm in speech the teacher must help them reduce the affective filter, by using oral activities that make them feel more comfortable and dare to speak with more confidence.

Intonation

Table 15
Pretest results: intonation

Description	Frequency	Percentage
Good (4-5)	8	13%
Not so good (1-3)	52	87%
TOTAL	60	100%

Elaborated by: Paredes Ivonne (2018)
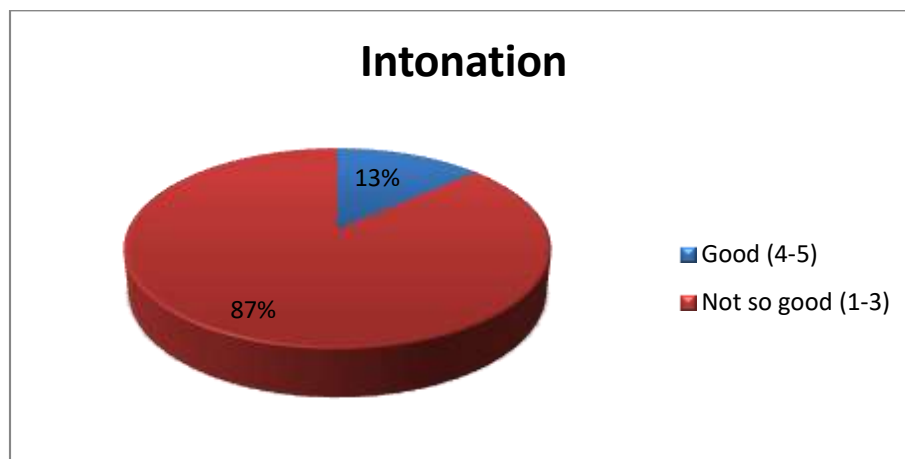
Figure 12 Pretest results: intonation
Elaborated by: Paredes, Ivonne (2018)

According to this graph, 87% of students found intonation difficult. Some reasons for this may be because teachers do not teach intonation patterns in the class because they do not know how to integrate it to the lessons. With some practice and adequate activities in which students can listen to and produce with proper intonation, they will improve this feature of the speaking skill.

4.1.3.2 English speaking proficiency level of students in the posttest

After the administration of the pretest, the researcher implemented English songs in the language classroom for four weeks. Subsequently, students were given a posttest. They were assessed on the following standards: stress, rhythm and intonation. The test used to assess the students' pronunciation was the same used in the pretest. Pre and posttest were applied to evaluate the effectiveness of using songs to improve students' pronunciation. The same scale as the pretest was used.

Good (4-5)
Not so Good (1-3)

The assessment criteria are described in the following table:

Table 16
Criteria to evaluate in the pretest and posttest

Criteria	Application
Stress	Students' sentences and word stress are generally accurately placed.
Rhythm	Students control movement in speech, marked by the stress, timing, and number of syllables.
Intonation	Students' intonation varies in the pitch level of the voice.

Source: Own elaboration adapted from the Common European Framework of Reference for Languages (CEFR) (Council of Europe , 2001)

An analysis of the obtained data is presented in the tables below.

Table 17

Obtained results of the students' performance during the posttest

Students (Stud)	Stress	Rhythm	Intonation	Speaking pronunciation level
Stud 1	3	3	3	3
Stud 2	4	3	4	4
Stud 3	2	2	2	2
Stud 4	4	4	4	4
Stud 5	4	4	4	4
Stud 6	2	2	2	2
Stud 7	5	5	5	5
Stud 8	3	3	3	3
Stud 9	3	4	4	4
Stud 10	3	4	4	4
Stud 11	4	4	4	4
Stud 12	3	3	3	3
Stud 13	3	4	3	3
Stud 14	3	4	4	4
Stud 15	4	4	4	4
Stud 16	3	3	3	3
Stud 17	4	4	4	4
Stud 18	4	4	4	4
Stud 19	3	3	3	3
Stud 20	4	4	4	4
Stud 21	4	4	4	4
Stud 22	2	2	2	2
Stud 23	5	5	5	5
Stud 24	4	4	4	4
Stud 25	4	4	4	4
Stud 26	3	3	3	3
Stud 27	2	3	3	3
Stud 28	4	4	4	4
Stud 29	3	4	4	4
Stud 30	4	3	3	3
Stud 31	4	4	4	4
Stud 32	4	4	5	4
Stud 33	5	5	5	5
Stud 34	5	5	5	5
Stud 35	4	4	3	4
Stud 36	4	3	4	4
Stud 37	3	4	4	4
Stud 38	3	3	3	3
Stud 39	4	4	5	4

Stud 40	4	4	3	4
Stud 41	5	5	5	5
Stud 42	3	4	3	2
Stud 43	3	2	3	3
Stud 44	5	5	5	5
Stud 45	4	4	4	4
Stud 46	4	4	4	4
Stud 47	4	4	3	4
Stud 48	4	4	4	4
Stud 49	3	4	3	3
Stud 50	3	3	3	3
Stud 51	4	4	4	4
Stud 52	3	3	3	3
Stud 53	4	4	3	4
Stud 54	2	3	3	3
Stud 55	4	4	3	4
Stud 56	3	4	3	3
Stud 57	3	3	3	3
Stud 58	4	4	4	4
Stud 59	4	4	2	3
Stud 60	5	5	5	5
X	4	4	4	4

Source: Posttest
Elaborated by: Paredes Ivonne (2018)

As can be seen, *the arithmetic mean (x)* for the posttest is 4 out of 5.

Stress

Table 18
Posttest results: stress

Description	Frequency	Percentage
Good (4-5)	35	58%
Not so good (1-3)	25	42%
TOTAL	60	100%

Elaborated by: Paredes Ivonne (2018)
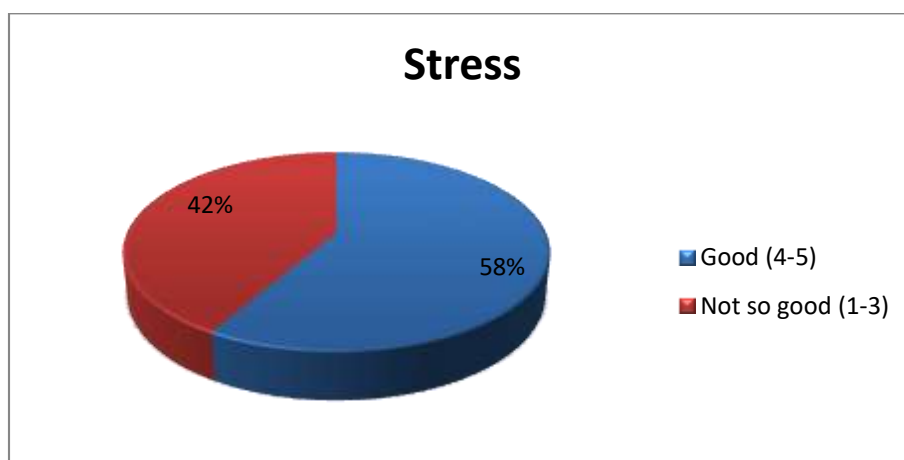
Figure 13 Posttest results: stress

Elaborated by: Paredes, Ivonne (2018)

This graph reveals that one of the weaknesses found in the students before the implementation of the proposal when applying the pretest has been successfully addressed and most of them have improved this suprasegmental aspect of their pronunciation. The use of pop songs was an effective strategy to help students to recognize the correct stress placement. As the students began to listen and use stressed words, they discovered new word and sentence stress places that helped them to make themselves understood.

Rhythm

Table 19
Posttest results: rhythm

Description	Frequency	Percentage
Good (4-5)	41	68%
Not so good (1-3)	19	32%
TOTAL	60	100%

Elaborated by: Paredes Ivonne (2018)
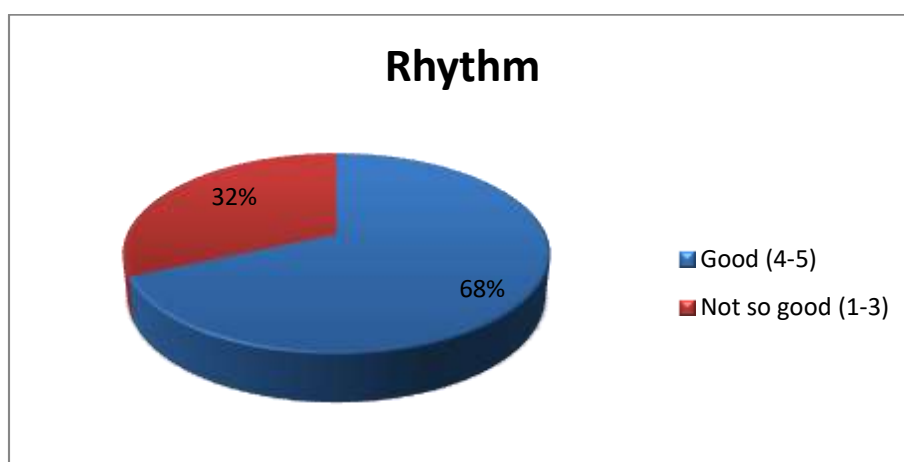
Figure 14 Posttest results: rhythm

Elaborated by: Paredes, Ivonne (2018)

The previous graph shows that after the intervention, 68% of the students controlled movement in speech. Through the use of pop songs students learned how to place the right emphasis on the breath, since it could be deeper or faster in different situations during speech. In songs, rhythm is used to highlight important phrases, increase the impact of some others, and even suggest the singers (students) take a break.

Intonation

Table 20
Posttest results: intonation

Description	Frequency	Percentage
Good (4-5)	33	55%
Not so good (1-3)	27	45%
TOTAL	60	100%

Elaborated by: Paredes Ivonne (2018)
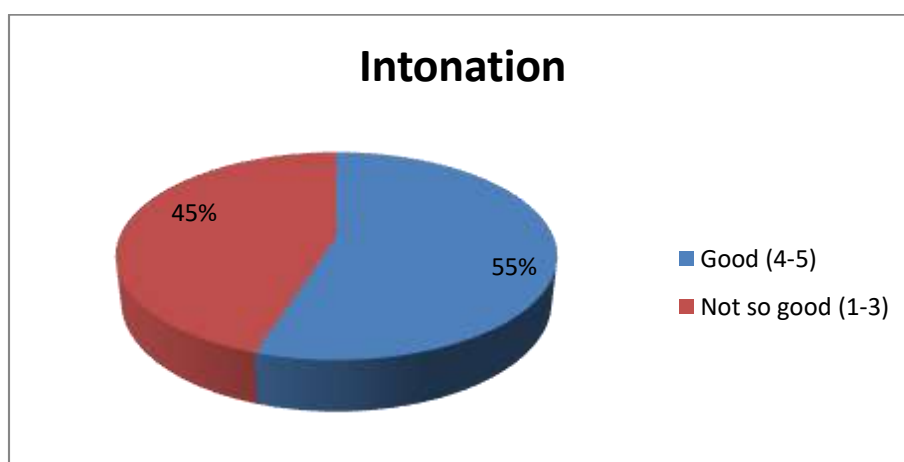
Figure 15 Posttest results: intonation
Elaborated by: Paredes, Ivonne (2018)

This graph states that students have improved their abilities of intonation. This improvement can be considered as a global result of the strategy applied by the researcher. Singing songs helped them to intonate properly. Also, some songs were organized around intonation units and phrases, and this made speech intelligible. When students intonate properly, the listener can better understand the message because intonation involves intensity and emotions.

4.2 Hypothesis verification

For the hypothesis verification, this research responds to the application of a quasi-experiment with pretest and posttest, and the purpose was to determine the effect of using English songs to improve students' pronunciation. Therefore, it is required to corroborate if equality of means were suggested or not. Accordingly, the following hypotheses were derived:

H0: The use of English songs does not improve the pronunciation of 10th EGB students at Las Instituciones Interculturales Bilingues of Santa Rosa Parish in Tunguragua.

H1: The use of English songs improves the pronunciation of 10th EGB students at Las Instituciones Interculturales Bilingues of Santa Rosa Parish in Tunguragua.

Confidence level

The significance level established for this analysis is $\alpha = 0.05$, a risk of 5% is assumed, making the confidence level = 95%. This significance level is related to the study, since it is suggested for social researches.

Selection of the hypothesis testing:

Taking into consideration the characteristics of this study, it must be first verified that the data comply with the assumptions to choose between a parametric and nonparametric test, in this case it should be identified if the following assumptions are met:

1. The sampled populations follow the normal distribution.
2. The sampled populations are independent

The above-mentioned refers to the application of the Kolmogoroc-Smirnov normality test, since the sample is bigger than 30 individuals, which is evidenced by the 60 students that make up the sample in the study. It was established that the distribution of the sample is normal if it is met that the value $p \geq 0,05$.

Table 21
Normality test

	Test	Kolmogorov-Smirnov[a]		
		Statistic	**gl**	**Sig.**
Stress	**Pretest**	0,267	60	0,000
	Postest	0,266	60	0,000
Rhythm	**Pretest**	0,223	60	0,000
	Postest	0,321	60	0,000
Intonation	**Pretest**	0,254	60	0,000
	Postest	0,229	60	0,000
Speaking pronunciation level	**Pretest**	0,212	60	0,000
	Postest	0,293	60	0,000

Source: SPSS
Elaborated by: Paredes, Ivonne *(2018)*

As it can be evidenced in the table above the results obtained in the Kolmogoroc-Smirnov test, the value p, contained in the column that expresses the value of the significance, observing that all the data of the pre-test and the post-test generated p-values for both cases in which p≤0.05, so it is inferred that the behavior of the scores is not normal. As the assumption of normality is not approved, the verification of the hypothesis must be directed through a nonparametric test for the numerical data, being the Wilcoxon test the most suitable.

Estimation of P value

Table 22
Wilcoxon test analysis

	Stress	**Rhythm**	**Intonation**	**Speaking pronunciation level**
Z	-8,285[a]	-8,627[a]	-8,809[a]	-8,688[a]
Sig. asintót. (bilateral)	0,000	0,000	0,000	0,000

a. Based on the negative ranks
b. Wilcoxon signed rank test

Source: SPSS
Elaborated by: Paredes, Ivonne *(2018)*

The table above shows the results of the Wilcoxon test, obtaining in the Stress assessment the value of Z = -8.285[a] with a p = 0.000, in the Rhythm criterion the value of Z = -8.627[a] with a p = 0.000, also in the Intonation criterion the value of Z = -8,809[a] with a p = 0,000, and finally in the Speaking pronunciation level the value of Z= -8.688[a] with a p = 0.000, taking into consideration that all the Z values are negative and and the p values obtained are less than 0,05 the null hypothesis is rejected in favor of the alternative hypothesis, this means that there are enough statistical evidence to demonstrate that the use of English songs in the 10th grade students of Las Instituciones Interculturales Bilingues of Santa Rosa Parish has positive results for the significant improvement of the pronunciation of English; that is, the strategy designed is favorable to improve the students' pronunciation.

Hypothesis verification graph

It should be noted that n = 60 being greater than 25, so, it is inferred that the sample is large, consequently the Wilcoxon two-tailed rank sum test under the approximation of the standard normal distribution, in this particular the critical value, for these conditions the two-tailed test, a level of significance of 5% is selected, that is, $\alpha = 0.05$ for tables corresponding to the standard normal, it is obtained that Z_c $\alpha = 1.96$.
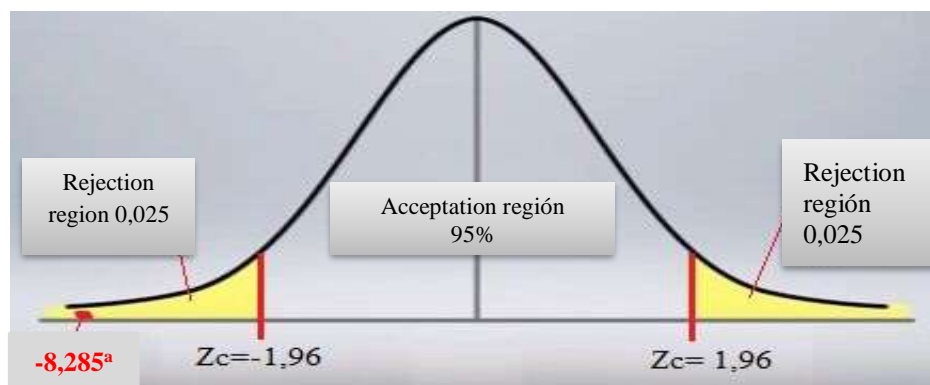
Figure 16 Graphic decision rule for the Wilcoxon test, stress criteria

It can be observed in the graph above the value of the test Z = -8,285[a] this value is not contained in the range of Zc = -1,96 and 1,96, which indicates that the value obtained from Z is contained in the rejection zone because it is smaller Zc = -1,96, the obtained results allow to reject the H0 and accept H1. Now the graph of the Rhythm criteria is displayed.
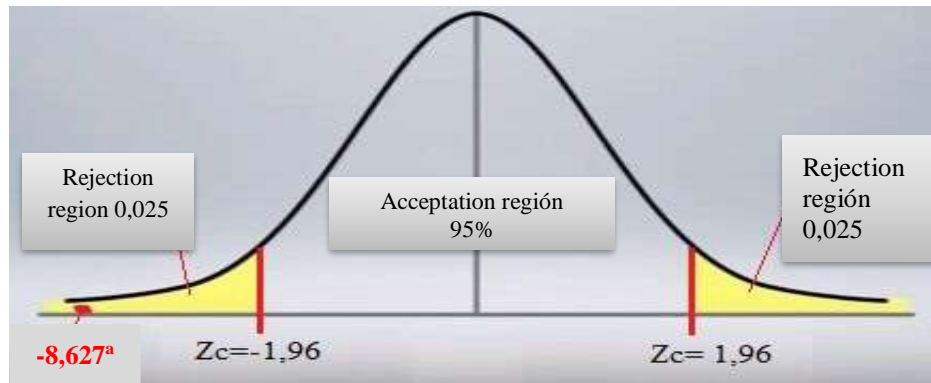
Figure 17 Graphic decision rule for the Wilcoxon test, rhythm criteria

In the graph above, it can be observed that the value of the test Z = -8.627[a] this value is not contained in the range of Zc = -1.96 and 1.96, which indicates that the value obtained from Z is contained in the rejection zone because it is lower Zc = -1,96, the obtained results allow to reject H0 and accept H1. Now the Intonation criteria graph is shown.
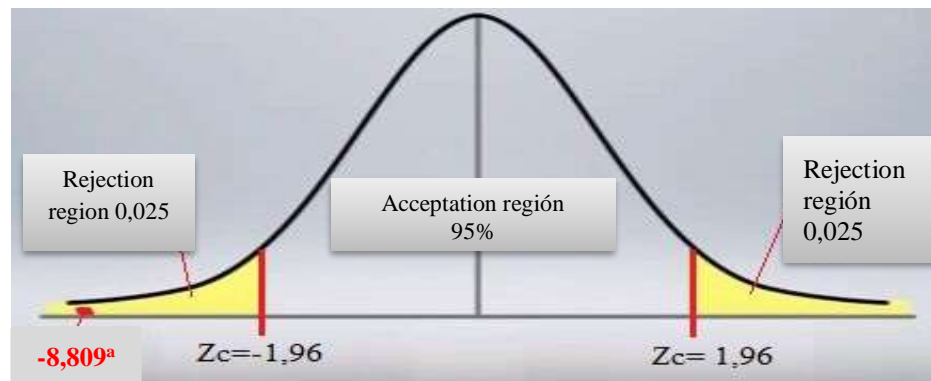
Figure 18 Graphic decision rule for the Wilcoxon test, intonation criteria

The graph above indicates that the value of the test Z = -8,809[a] as the value obtained is not contained in the range of Zc = -1,96 and 1,96, which allows evidence that the value obtained from Z is contained in the area of rejection because it is lower Zc = -1,96, the obtained results allow to reject H0 and accept H1. Now the graph of the criteria Speaking pronunciation level is displayed.
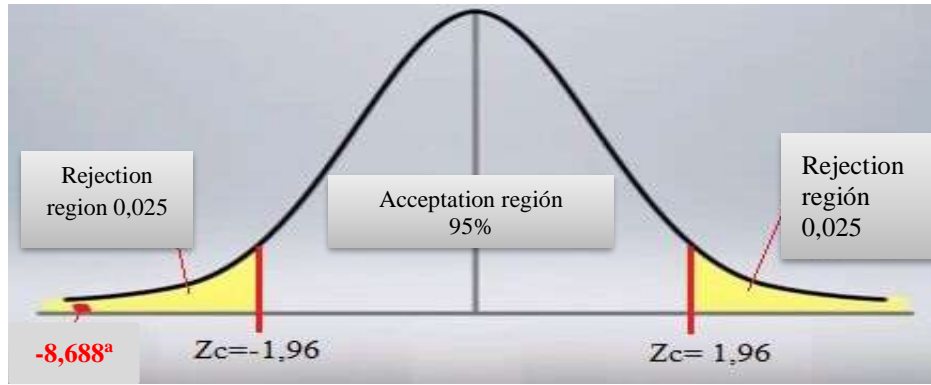
Figure 19 Graphic decision rule for the Wilcoxon test, speaking pronunciation level criteria

Lastly, it can be observed in the graph above that the value of the test $Z = -8.688^a$, as this value is not contained in the range of $Zc = -1.96$ and 1.96, it is inferred that there is enough statistical evidence that shows that the value obtained from Z is contained in the rejection zone because it is smaller $Zc = -1,96$, the obtained results allow to reject the H0 and accept H1.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This research was aimed to encourage students of 10th grade EGB at Las Instituciones Interculturales Bilingües of Santa Rosa Parish in Ecuador to improve their pronunciation in the English language through the use of songs. After analyzing the results the following conclusions were obtained:

✓ Firstly, this research was aimed to identify the English pronunciation level of the students. In this regard, findings showed that the level of pronunciation of the students in the English language was low; thus to encourage the students to improve their pronunciation the implementation of the proposal about song activities was carried out.

✓ Secondly, it was intended to describe how English songs were implemented to improve students' pronunciation. In relation to this, the action research method was used. The implementation of the teacher's booklet containing songs and song activities using the action research method was beneficial to stimulate the students through the different activities. Moreover, it was very significant since it allowed the teachers and the students to get involved, through different phases, in all the teaching and learning process of the improvement of stress, rhythm and intonation.

✓ Thirdly, it was intended to establish the relationship between English songs and the improvement of students' pronunciation. In this concern, the improvement of the students' pronunciation level was determined by the differences obtained between the pretest and the posttest results. After applying the pretest, it was evidenced that the pronunciation level of the students was increased. Thus, it was concluded that songs as a fun and entertaining technique had a positive effect on the students' learning.

✓ Finally, using songs to teach students pronunciation is considered an effective resource for improving students' pronunciation in the English language. Through the implementation of song activities, students learned how to stress words and sentences; they sounded more natural, spoke more fluent and their speech became more intelligible.

5.2 Recommendations

✓ It is recommended to use songs to teach English in a fun and entertaining way, promoting a warm environment where the students can participate and produce accurate speech with enthusiasm. This will help them to improve their speaking level, including pronunciation.

✓ The use of action research method is suggested to be used. This will benefit the development of the lessons since this method will provide a clear definition of the steps and objectives proposed, and will help teachers to reflect and analyze real problems in the class.

✓ Using authentic materials to teach any aspect of the English language is highly suggested, considering that speech can be developed naturally. Songs are an excellent resource to implement inside the classroom as well as outside it, and this resource can be easily accessed from the internet, radio, TV etc.

✓ As a final recommendation, as using songs in the foreign language classroom has positive effects on students' language learning, it is suggested to incorporate or adapt the song activities proposed in this research to enhance the development of pronunciaiton and speaking skills in all academic levels.

CHAPTER VI
THE PROPOSAL

TOPIC: TEACHER'S BOOKLET: SONGS AND ACTIVITIES FOR IMPROVING ENGLISH PRONUNCIATION.

6.1. Informative Data

a. Name of the Institutions:

Instituciones Interculturales Bilingues of Santa Rosa Parish:

- Unidad Intercultural Bilingüe Huayna Capac.
- Unidad Intercultural Bilingüe Mushuc Ñan.
- Unidad Intercultural Bilingüe Plutarco Naranjo

b. Location:

Tungurahua – Ecuador

c. Beneficiaries:

60 students of 10th grade EGB

d. Estimated execution time:

From May 7th to June 1st (4 weeks)

e. Person in charge:

Lcda. Ivonne Paredes

6.2 Background of the proposal

This proposal is part of a study as a reaction to the limited pronunciation practice in the English classes. The consequence of this fact is that students are not able to communicate orally and keep the flow of a conversation because they have a poor pronunciation.

Additionally, students are not motivated to speak because they are not aware of the different activities they can do to improve their pronunciation.

In this context, nowadays it is necessary to teach pronunciation even though it has been identified as an important challenge for teachers. In this regard, the use of English songs has great benefits for the development of students' pronunciation.

The results obtained of this study have demonstrated that learners who are taught to pronounce accurately become very competent in speaking. This positive effect is shown in the students' tests results, as evidenced by the statistical analysis of pre and post intervention pronunciation tests. This research has persistently exposed that English teachers need to find different ways to encourage leaners to improve their pronunciation.

6.3 Justification

Music is a form of expression that transmits different sensations that other forms of art may not. It is a complex system of sounds, melodies and rhythms that man has constantly been inventing. Music has great importance for human beings since it allows people to express fears, joys, and very deep feelings of different types (Merkur, 2000).

Due to globalization, English has become the most important languages in the world, which is why English songs are everywhere, and for those people who desire to learn English it has been recommended to pay attention to the lyrics, as Li & Brand (2009, p. 75) state, "Songs, with their repeated lyrics and rhythms, have been examined by researchers as possible tools for enhancing learning/memory of vocabulary development and other language competencies such as grammatical structures and pronunciation, especially for ESL students". Even if people do not understand all the words, they can get attracted to speech, rhythm, pronunciation and other aspects of language.

According to the previous statement, songs can also be used in the foreign language English classroom, as a teaching-learning strategy that helps students on the development of their speaking skills. Considering the song is an original, authentic and very exploitable resource, students can develop different language skills through them.

According to Merkur (2000) using songs in the classroom of a foreign language is a way to take advantage of the linguistic and motivating potential that students possess. Through songs, people can:

- Improve concentration
- Improve memory
- Practice pronunciation
- Bring a sense of community to a group
- Be motivated to learn
- Relax when feeling overwhelmed or stressed
- Have fun learning
- Absorb new material better
- Develop creativity

As it can be seen there are multiple reasons to use songs to teach pronunciation in particular. Stress, rhythm and intonation are special features of pronunciation and spoken language, recognizing them makes students able to better understand and by putting these features into practice makes them more competent in speaking.

6.4 Objectives

6.4.1 General Objective

To improve students' pronunciation, by using English songs in tenth grade at Las Instituciones Interculturales Bilingües of Santa Rosa Parish during the academic year 2017-2018.

6.4.2 Specific Objectives

To identify appropriate musical material in English.

To implement songs in the English class to help students to improve their pronunciation.

To evaluate the effectiveness of using songs to improve students' pronunciation.

6.5 Feasibility analysis

The current proposal is considered feasible due to the following analysis:

Technical: The person in charge is a professional English Teacher with experience in the field and committed to encourage English pronunciation learning through the use of songs. Moreover, during the implementation of the proposal the classroom teachers will help the researcher with the students' assessment.

Administrative: This proposal was implemented at Las Instituciones Interculturales Bilingues and was approved by the school authorities, including the principal, teachers, students and parents. They all supported the implementation of the proposal and they bet for the best quality of education, strengthening the learning of the English language.

Economic: The implementation of this proposal does not require any special resources, or budget that impede the researcher achieve the goal. However the expenses required for the elaboration and application of this proposal (e.g. transportation, printings or photocopies) are covered by the researcher.

6.6 Proposal fundamentals

6.6.1 Theoretical foundations

6.6.1.1 Importance of songs to teach pronunciation

Songs are used regularly by language teachers for purposes such as grammar practice, listening comprehension, vocabulary enhancement and even as inspiration for writing exercises. Why not use them to help students improve their pronunciation in English?

The link that song lyrics have with rhythm makes them different from other kinds of texts. That makes them useful for teachers to help students to improve their pronunciation in a natural way. All the features of the speaking skill focused specifically on the connected speech can be identified and easily developed through the use of songs (Villalobos, 2008). Students can improve their pronunciation autonomously since music makes the rhythm of

the language more natural, and therefore songs can be used as a means to improve pronunciation not only inside the classroom, but outside as well.

6.6.1.2 A basic framework for incorporating songs in the language class

Lorenzutti (2014) describes through a basic framework how to make the most of the natural advantages that the implementation of songs brings to the language classroom. He recommends a simple three-stage framework for general listening activities that impact pronunciation at the same time. This basic framework is adapted to the activities included in this proposal.

1. The pre-listening stage: Students are involved in activities that activate schema or background knowledge of a song's main theme. In this proposal, students learn about the basic principles of the pronunciation features they are learning through the song.

2. The while listening stage: Students listen to the song and analyze new vocabulary, discuss lyrics, understand the meaning of the song and make emphasis on the pronunciation features.

3. The post-listening stage: Students complete the proposed activities to improve their pronunciation (stress, rhythm and intonation).

6.6.1.3 Song activities

Stanculea and Bran (2015) suggest that song activities can be used to focus on different aspects of pronunciation. They can be used to focus on sounds, to focus on words or to focus on connected speech.

- **Using songs to focus on sounds:**

Considering songs are authentic material they represent real examples of spoken meaning. The rhymes that songs contain provide listener with repetition of similar sounds.

- **Using songs to focus on words:**

Words in songs help learners identify the stress in these words with memorable rhythms.

- **Using songs to focus on connected speech:**

Songs provide real examples of how long sentences are pronounced often to the extent that students find it difficult to pick out individual words.

6.6.1.4 Preparation of songs for the language classroom

When using songs in the classroom, Zogota (2011) suggest that:

a. The words are intelligible on first hearing.
b. The speed of the song permits itself to sing along.
c. The instrumental is not excessively loud.
d. The lyrics have been written in a natural speech rhythm.
e. The vocabulary is appropriate to the students.
f. The students can identify with the topic of the song.
g. The songs contain meaningful language teaching.
h. The song is appropriate to the student age.

Speaking or singing the lyrics along with a song will allow:

a. Imitate natural stress and intonation.
b. Follow the pattern of normal speech.
c. Hear the pitch of the song that follows the intonation
d. Note intonation and stress changes.

6.6.2 Psychological foundations

Regarding psychology, this proposal studies the relationship between music and learning, and the psychological processes involved between both of them. When the teachers use fun and relaxing activities it becomes easier for the students to learn, when learners are interested in the class the affective filter is reduced and the students are encourage to practice and learn the foreign language, in this case the brain processes the information in faster way and significant learning is produced.

6.6.3 Methodological foundations

Considering pronunciation of foreign language learners and listening comprehension are intrinsically connected, it is mandatory to increase the implementation of listening activities in English since the first grades in schools. There are plenty exercises and activities to be applied. In this way students can reach a higher level in pronunciation and speaking when they start EGB levels.

Therefore, based on this proposal about the use of English songs to improve pronunciation, a change of class methodology is being experienced. To teach a foreign language is necessary to consider the level of the students, their interests and needs, all of this in order to design the appropriate activities regarding the students' characteristics. Through this booklet the activities proposed will promote oral communication and the development of the speaking skill through the improvement of pronunciation.

The activities contained in this booklet include eight (08) English pop songs. All of the songs were selected by the students and were approved by the researcher considering the songs met the expectations, like appropriate vocabulary, intelligible words, natural speech rhythm and were suitable for the students age.

The booklet is divided in two sections.

Section 1 contains three lesson plans with all the information to carry out the activities successfully.

LESSON PLAN N° ____	
SONG ACTIVITIES FOR IMPROVING PRONUNCIATION	
LESSON N°:	PROCEDURE:
SKILLS:	1. Class explanation:
FEATURE:	_____
TIME:	2. Activities (songs):*
OBJECTIVE:	_____ _____
CLASS METHOD:	_____

RESOURCES:	
ACTIVITIES:	
ASSESSMENT:	
* NOTE:	

Figure 20 Lesson plan format

Section 2 includes the songs and the activities. This section is divided into 3 parts:

Part 1: Songs and activities for teaching words and sentences stress. It contains:

Two (2) songs and each song contains 1 activity:

> Song: Thinking Out Loud by Ed Sheeran.
> Activity: Word and sentence stress drilling

> Song: Hey, Hey, Hey by Katy Perry.
> Activity: Disappearing song

Part 2: Songs and activities for teaching rhythm. It contains:

Three (3) songs and each song contains 1 activity:

> Song: Havana by Camila Cabello ft. Young Thug.
> Activity: Complete the song (change the original lyrics)

> Song: Someone like you by Adele:
> Activity: Retell the song's story

> Song: Closer by The Chainsmokers
> Activity: Sing along

Part 3: Songs and activities for teaching intonation. It contains:

Three (3) songs and each song contains 1 activity:

Song: Attention by Charlie Puth

Activity: Asking questions

Song: Blank space by Tailor Swift

Activity: Create a dialogue

Song: The lazy song by Bruno Mars

Activity: Inside out

6.7   Proposal development

With the implementation of the proposal, students are expected to improve their pronunciation. The activities proposed in each lesson are focused on the improvement of specific features of pronunciation such as stress, rhythm and intonation. Before listening to the songs and do the activities, the researcher will explain the students the pronunciation features mentioned above. Then, students will listen to the songs and will do the activities focused on pronunciation. A pretests and a posttest will be applied before and after the implementation of the proposal.

The proposal will be implemented at the same time in the three institutions

- Unidad Intercultural Bilingüe Huayna Capac.
- Unidad Intercultural Bilingüe Mushuc Ñan.
- Unidad Intercultural Bilingüe Plutarco Naranjo

The pretest will be applied on May 07th, 2018 and during the next 4 weeks the song activities will be carried out until June 1st. The pretest will be conducted the week after the implementation of the activities. The posttest will be applied on June

In the table below the Proposal operating model can be observed in detail.

Proposal operating model

Phases	Objectives	Activities	Resources	Person in charge	Time
Planning	To communicate to the authorities of the Institutions the proposal to improve 10th grade students pronunciation.	Write and submit a permission letter to the schools' principals.	**Human:** Researcher, teachers, school´s authorities	Ivonne Paredes	2 hours April 30th
Socialization	To introduce the proposal "Teacher's booklet: songs and activities for improving English pronunciation." and how they can be applied in class.	Show the different activities students will do to improve their pronunciation.	**Materials:** Letter. **Human:** Researcher, teachers. **Materials:** Music player, teacher's booklet	Ivonne Paredes	One week From April 30th to May 4th
Application	To apply the song activities to the students.	Explain the pronunciation features and use the selected English song to improve pronunciation.	**Human:** Teachers, students **Materials:** Music player, teacher's booklet, songs' lyrics.	Ivonne Paredes	Four weeks From May 7th to June 1st
Evaluation	To assess the effectiveness of English songs to improve students' pronunciation.	Apply a posttest. Demonstrate the effectiveness of the use of English songs.	**Human:** Researcher, teacher, students **Materials:** Pretest, posttest	Ivonne Paredes	One week From June 4th (posttest application) to June 8th

Elaborated by: Paredes, Ivonne (2018)

TEACHER'S BOOKLET:

Songs and activities for improving English pronunciation

Teacher's booklet: Songs and activities for improving English pronunciation

This booklet has been created as a tool for teachers to help students to improve their pronunciation in the English language.

This teacher's booklet is divided into two sections:

Section 1 contains three lesson plans with all the information to carry out the activities successfully.

Section 2 includes the songs and the activities. This section is divided into 3 parts:

Part 1 Songs and activities for teaching words and sentences stress

Songs	Activities	Page
Thinking out loud (by Ed Sheeran)	1. Word and Sentence stress drilling	p. 94
Hey Hey Hey (Katy Perry)	2. Disappearing song	p. 97

Part 2: Songs and activities for teaching rhythm (includes 3 songs and each song contains 1 activity)

Songs	Activities	Page
Havana (by Camila Cabello ft. Young Thug)	3. Complete the song (change the original lyrics)	p. 99
Someone like you (by Adele)	4. Retell the song's story	p. 102
Closer (by The Chainsmokers)	5. Sing along	p. 104

Part 3: Songs and activities for teaching intonation (contains 3 songs and each song contains 1 activity)

Songs	Activities	Page
Attention (by Charlie Puth)	6. Asking questions	p.106
Blank space (by Taylor Swift)	7. Create a dialogue	p.109
The lazy song (by Bruno Mars)	8. Inside out	p.111

SECTION 1

LESSON PLANS

LESSON PLAN 1
SONG ACTIVITIES FOR IMPROVING PRONUNCIATION

LESSONS 1 AND 2
Teaching stress

SKILLS:
Listening and speaking

FEATURE:
Pronunciation (stress)

TIME: 80 Minutes (each activity)

OBJECTIVE:
To produce words and sentences with proper stress.

CLASS METHOD:
Action research (Cycle 1)

RESOURCES:
Songs:
1. Thinking Out Loud (Ed Sheeran)
2. Hey, Hey, Hey (Katy Perry)

ACTIVITIES: *

1. Word and sentence stress drilling
2. Disappearing song

ASSESSMENT:
Assessment scale (Stress section)

PROCEDURE:

9. Class explanation:

Teach students the basic principles of how stress works.

10.   Activities (songs):*

Steps:

- **Play the song:** The song is played at least 3 times without the use of lyrics.
- **Follow the lyrics:** The students just listen to the song following the lyrics.
- **Revise the lyrics:** The students analyze the lyrics, understand the meaning, and check pronunciation.
- **Sing along with lyrics**: Students sing the song with the lyrics, at least 3 times.
- **Sing along without lyrics:** Students sing the song on their own, without the lyrics. The song must be memorized and they must try to imitate the singer.
- **Practice now**:
  - ✓ Word and sentence stress drilling
  - ✓ Disappearing song

* NOTE: CHECK SECTION 2 (Part 1) OF THE TEACHER'S BOOKLET FOR FURTHER INFORMATION ABOUT THE ACTIVITIES.

LESSON PLAN 2

SONG ACTIVITIES FOR IMPROVING PRONUNCIATION

LESSONS 3, 4, 5
Teaching rhythm

SKILLS:
Listening and speaking

FEATURE:
Pronunciation (rhythm)

TIME: 80 Minutes (each activity)

OBJECTIVE:
To speak with proper rhythm.

CLASS METHOD:
Action research (Cycle 2)

RESOURCES:
Songs:
   3. Havana (by Camila Cabello ft. Young Thug)
   4. Someone like you (by Adele)
   5. Closer (by The Chainsmokers)

ACTIVITIES: *

   3. Complete the song (change the original lyrics)
   4. Retell the song's story
   5. Sing along

PROCEDURE:

11.   Class explanation:

Teach students the basic principles of how rhythm works.

12.   Activities (songs):*

Steps:

- **Play the song:** The song is played at least 3 times without the use of lyrics.
- **Follow the lyrics:** The students just listen to the song following the lyrics.
- **Revise the lyrics:** The students analyze the lyrics, understand the meaning, and check pronunciation.
- **Sing along with lyrics**: Students sing the song with the lyrics, at least 3 times.
- **Sing along without lyrics:** Students sing the song on their own, without the lyrics. The song must be memorized and they must try to imitate the singer.
- **Practice now**:
  - ✓ Complete the song (change the original lyrics)
  - ✓ Retell the story
  - ✓ Sing along

ASSESSMENT:
Assessment scale (Rhythm section)

* NOTE: CHECK SECTION 2 (Part 2) OF THE TEACHER'S BOOKLET FOR FURTHER INFORMATION ABOUT THE ACTIVITIES.

LESSON PLAN
SONG ACTIVITIES FOR IMPROVING PRONUNCIATION

LESSONS 6, 7, 8
Teaching intonation

SKILLS:
Listening and speaking

FEATURE:
Pronunciation (intonation)

TIME: 80 Minutes (each activity)

OBJECTIVE:
To produce appropriate intonation in normal speech.

CLASS METHOD:
Action research (Cycle 3)

RESOURCES:
Songs:
     6. **Attention (by Charlie Puth)**
     7. **Blank space (by Tailor Swift)**
     8. **The lazy song (by Bruno Mars)**

ACTIVITIES: *

     6. Asking questions
     7. Create a dialogue
     8. Inside out

PROCEDURE:

13.   **Class explanation:**

Teach students the basic principles of how intonation works.

14.   **Activities (songs):***

  Steps:

- **Play the song:** The song is played at least 3 times without the use of lyrics.
- **Follow the lyrics:** The students just listen to the song following the lyrics.
- **Revise the lyrics:** The students analyze the lyrics, understand the meaning, and check pronunciation.
- **Sing along with lyrics**: Students sing the song with the lyrics, at least 3 times.
- **Sing along without lyrics:** Students sing the song on their own, without the lyrics. The song must be memorized and they must try to imitate the singer.
- **Practice now**:
  - ✓ Asking questions
  - ✓ Create a dialogue
  - ✓ Inside out

ASSESSMENT:
Assessment scale (Intonation section)

*NOTE: CHECK SECTION 2 (Part 3) OF THE TEACHER'S BOOKLET FOR FURTHER INFORMATION ABOUT THE ACTIVITIES.

SECTION 2

SONG ACTIVITIES

Part 1

Songs and activities for learning words and sentences stress

Songs	Activities
Thinking out loud (by Ed Sheeran)	Word and Sentence stress drilling
Hey Hey Hey (Katy Perry)	Disappearing song

Activity 1. Word and Sentence stress drilling

1. **Play the song:** Listen to the song "**Thinking out loud**" by Ed Sheeran at least 3 times.
2. **Follow the lyrics:** Listen to the song again but this time read the lyrics. The song is played at least 3 times.

THINKING OUT LOUD
(Ed Sheeran)

When your legs don't work like they used to before
And I can't sweep you off of your feet
Will your mouth still remember the taste of my love
Will your eyes still smile from your cheeks
And darling I will be loving you 'til we're 70
And baby my heart could still fall as hard at 23
And I'm thinking 'bout how people fall in love in mysterious ways
Maybe just the touch of a hand
Oh me I fall in love with you every single day
And I just wanna tell you I am
So honey now
Take me into your loving arms
Kiss me under the light of a thousand stars
Place your head on my beating heart

Baby your smile's forever in my mind and memory
I'm thinking 'bout how people fall in love in mysterious ways
Maybe it's all part of a plan
I'll just keep on making the same mistakes
Hoping that you'll understand
But baby now
Take me into your loving arms
Kiss me under the light of a thousand stars
Place your head on my beating heart
I'm thinking out loud
That maybe we found love right where we are, oh
So baby now
Take me into your loving arms
Kiss me under the light of a thousand stars
Oh darling, place your head on my beating heart

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I'm thinking out loud
Maybe we found love right where we are
When my hair's all but gone and my memory fades
And the crowds don't remember my name
When my hands don't play the strings the same way, mm
I know you will still love me the same
'Cause honey your soul can never grow old, it's evergreen

I'm thinking out loud
That maybe we found love right where we are
Oh maybe we found love right where we are
And we found love right where we are

3. **Revise the lyrics:** Analyze the lyrics, understand the meaning, and check pronunciation.

4. **Sing along with lyrics**: Sing the song with the lyrics, at least 3 times.

5. **Sing along without lyrics:** Sing the song on your own, without the lyrics. Memorize the song and try to imitate the singer, focusing mainly on words and sentences stress.

6. **Practice now**: As you have already memorized the song, your knowledge will be tested by doing an activity developed out of the song. This way you will pronounce words and sentences with accurate stress.

Activity
Word and Sentence stress drilling

✓ The teacher works with the students
✓ The teacher and the students drill each sentence of the chorus normally first.

So honey, now, take me into your loving arms
Place your head on my beating heart, I'm thinking out loud
And maybe we found love right where we are

✓ Then drill each sentence backwards but starting with only the stressed words. At the end the full sentence is pronounced.

Sentence: So honey, now, take me into your loving arms.

Teacher: arms
Students: arms

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T: loving arms
S: loving arms
T: into your loving arms
S: into your loving arms
T: take me into your loving arms
S: take me into your loving arms
T: honey now take me into your loving arms
S: honey now take me into your loving arms
T: So honey now take me into your loving arms
S: So honey now take me into your loving arms

Activity 2. Disappearing song

1. **Play the song:** Listen to the song "**Hey, hey, hey**" by Katy Perry at least 3 times.

2. **Follow the lyrics:** Listen to the song again but this time read the lyrics. The song is played at least 3 times.

HEY, HEY, HEY
(Katy Perry)

A big beautiful brain with a pretty face, yeah
A babydoll with a briefcase, yeah
A hot little hurricane, ha

'Cause I'm feminine and soft, but I'm still a boss, yeah
Red lipstick but still so raw, yeah
Marilyn Monroe in a monster truck

'Cause I can be zen, and I can be the storm, yeah
Smell like a rose, and I pierce like a thorn, yeah
Karate chopping the clichés and norms all in a dress

Hey, hey, hey
You think that I'm a little baby
You think that I am fragile like a Fabergé
You think that I am cracking, but you can't break me
No, oh oh oh oh, no way
No, oh oh oh oh, no way
No, oh oh oh oh, no way
You think that I am cracking, but you can't break me
(Brea-brea-break me)

Yeah, I bounce back like a pro 'cause I'm so resilient
LOL at all your limits
Keep your penny thoughts, I'm making a mint

'Cause I can be zen, and I can be the storm, yeah
Smell like a rose, and I pierce like a thorn, yeah
Karate chopping the clichés and norms all in a dress

Hey, hey, hey
You think that I'm a little baby
You think that I am fragile like a Fabergé
You think that I am cracking, but you can't break me
No, oh oh oh oh, no way
No, oh oh oh oh, no way
No, oh oh oh oh, no way
You think that I am cracking, but you can't break me
(Brea-brea-break me)

I ain't got no strings (no strings, no strings, no strings)
I'm no one's little puppet
Got my own cha ching in my chubby little wallet
And secretly you love it (you *** love it)
And secretly you love it

Hey, hey, hey
You think that I'm a little baby
You think that I am fragile like a Fabergé
You think that I am cracking, but you can't break me
No, oh oh oh oh

Hey, hey, hey
You think that I'm a little baby
You think that I am fragile like a Fabergé
You think that I am cracking, but you can't break me
No, oh oh oh oh, no way (no)
No, oh oh oh oh, no way (no way)
No, oh oh oh oh, no way (uh-uh)
Oh, you think that I am cracking, but you can't break me
(Brea-brea-break me)

3. **Revise the lyrics:** Analyze the lyrics, understand the meaning, and check pronunciation.
4. **Sing along with lyrics**: Sing the song with the lyrics, at least 3 times.
5. **Sing along without lyrics:** Sing the song on your own, without the lyrics. Memorize the song and try to imitate the singer, focusing mainly on words and sentences stress.
6. **Practice now**: As you have already memorized the song, your knowledge will be tested by doing an activity developed out of the song. This way you will pronounce words and sentences with accurate stress.

Activity
Disappearing song

✓ The teacher gives the students a piece of paper with the song's lyrics.
✓ Twenty percent of the words and ten percent of sentences have been erased.
✓ Students recall the words and the sentences that have been erased from the lyrics.
✓ Students sing the song including the missing words and sentences, they must pay special attention to those words and sentences stress.

Part 2

Songs and activities for teaching rhythm

Songs	Activities
Havana (by Camila Cabello ft. Young Thug)	Complete the song (change the original lyrics)
Someone like you (by Adele)	Retell the song's story
Closer (by The Chainsmokers)	Sing along

Activity 3. Complete the song (change the original lyrics)

1. **Play the song:** Listen to the song "**Havana**" by Camila Cabello ft. Young Thug at least 3 times.
2. **Follow the lyrics:** Listen to the song again but this time read the lyrics. The song is played at least 3 times.

HAVANA
(Camila Cabello ft. Young Thug)

Hey
Havana, ooh na-na (ay)
Half of my heart is in Havana, ooh-na-na (ay, ay)
He took me back to East Atlanta, na-na-na
Oh, but my heart is in Havana (ay)
There's somethin' 'bout his manners (uh huh)
Havana, ooh na-na (uh)
He didn't walk up with that "how you doin'?" (uh)
(When he came in the room)
He said there's a lot of girls I can do with (uh)
(But I can't without you)
I knew him forever in a minute (hey)
(That summer night in June)
And papa says he got malo in him (uh)
He got me feelin' like
Ooh-ooh-ooh, I knew it when I met him
I loved him when I left him
Got me feelin' like

Shawty cakin' on me, got the bacon on me (wait up)
This is history in the makin' on me (on me)
Point blank, close range, that be
If it cost a million, that's me (that's me)
I was gettin' mula, man they feel me
Havana, ooh na-na (ay, ay)
Half of my heart is in Havana, ooh-na-na (oh, ay, ay)
He took me back to East Atlanta, na-na-na (oh no)
Oh, but my heart is in Havana (ay)
My heart is in Havana (ay)
Havana, ooh na-na
Ooh na-na, oh na-na-na (oo-ooh)
Take me back, back, back like
Ooh na-na, oh na-na-na (yeah, babe)
Take me back, back, back like
Ooh na-na, oh na-na-na (yea, yeah)
Take me back, back, back like

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Ooh-ooh-ooh, and then I had to tell him I had to go, oh na-na-na-na-na Havana, ooh na-na (ay, ay) Half of my heart is in Havana, ooh-na-na (ay, ay) He took me back to East Atlanta, na-na-na (uh huh) Oh, but my heart is in Havana (ay) My heart is in Havana (ay) Havana, ooh na-na Jeffery Just graduated, fresh on campus, mm Fresh out East Atlanta with no manners, damn Fresh out East Atlanta Bump on her bumper like a traffic jam Hey, I was quick to pay that girl like Uncle Sam (here you go, ay) Back it on me, shawty cravin' on me Get to diggin' on me (on me) She waited on me (then what?)	Ooh na-na, oh na-na-na (yea, babe) Take me back, back, back (Hey, hey) Ooh-ooh-ooh Ooh-ooh-ooh Take me back to my Havana Havana, ooh na-na Half of my heart is in Havana, ooh-na-na (oh, yeah) He took me back to East Atlanta, na-na-na (ay, ay) Oh, but my heart is in Havana My heart is in Havana (ay) Havana, ooh na-na Uh huh Oh na-na-na (oh na, yeah) Oh na-na-na Oh na-na-na No, no, no, take me back Oh na-na-na Havana, ooh na-na

3. **Revise the lyrics:** Analyze the lyrics, understand the meaning, and check pronunciation.

4. **Sing along with lyrics**: Sing the song with the lyrics, at least 3 times.

5. **Sing along without lyrics:** Sing the song on your own, without the lyrics. Memorize the song and try to imitate the singer, focusing mainly on rhythm.

6. **Practice now**: As you have already memorized the song, your knowledge will be tested by doing an activity developed out of the song. This way you will learn how to speak with proper rhythm.

Activity
Complete the song by changing the original lyrics

✓ Divide the class in pairs

✓ The teacher plays the song and stops it at a point of it.

✓ The students must complete the song with new lyrics maintaining the same rhythm.

E.g.

Original Lyrics:

Havana, ooh na-na (ay)
Half of my heart is in Havana, ooh-na-na (ay, ay)
He took me back to East Atlanta, na-na-na
Oh, but my heart is in Havana (ay)

Student contribution:

Havana, ooh na-na (ay)
Half of my heart is in Havana, ooh-na-na (ay, ay)
I always think of Ana, na-na-na
Oh, and I like music from Nirvana

Activity 4. Retell the song story

1. **Play the song:** Listen to the song "**Someone like you**" by Adele at least 3 times.

2. **Follow the lyrics:** Listen to the song again but this time read the lyrics. The song is played at least 3 times.

SOMEONE LIKE YOU
Adele

I heard, that you're settled down
That you found a girl and you're, married now
I heard, that your dreams came true
I guess she gave you things
I didn't give to you
Old friend, why are you so shy
Ain't like you to hold back
Or hide from the light
I hate to turn up out of the blue uninvited but I
Couldn't stay away I couldn't fight it
I had hoped you'd see my face
And that you be reminded that for me it isn't over
Never mind I'll find someone like you
I wish nothing but the best
For you too, don't forget me
I beg, I'll remember you said
Sometimes it lasts in love
But sometimes it hurts instead
Sometimes it lasts in love
But sometimes it hurts instead yeah
You know how the time flies
Only yesterday it was the time of our lives
We were born and raised
In a summer haze bound by the surprise
Of our glory days
I hate to turn up out of the blue uninvited but

I Couldn't stay away I couldn't fight it
I hoped you'd see my face
And that you'd be reminded that for me it isn't over
Never mind I'll find someone like you
I wish nothing but the best for you too
Don't forget me I beg, I'll remember you said
Sometimes it lasts in love but sometimes it hurts instead
Nothing compares no worries or cares
Regrets and mistakes their memories made
Who would have known how bittersweet
This would taste
Never mind I'll find someone like you
I wish nothing but the best for you
Don't forget me I beg, I'll remember you said
Sometimes it lasts in love but sometimes it hurts instead
Never mind I'll find someone like you
I wish nothing but the best for you too
Don't forget me I beg, I'll remember you said
Sometimes it lasts in love but sometimes it hurts instead
Sometimes it lasts in love but sometimes it hurts instead

3. **Revise the lyrics:** Analyze the lyrics, understand the meaning, and check pronunciation.

4. **Sing along with lyrics**: Sing the song with the lyrics, at least 3 times.

5. **Sing along without lyrics:** Sing the song on your own, without the lyrics. Memorize the song and try to imitate the singer, focusing mainly on rhythm.

6. **Practice now**: As you have already memorized the song, your knowledge will be tested by doing an activity developed out of the song. This way you will learn how to speak with proper rhythm

Activity
Retell the song's story

✓ Organize the class in groups of 3-5 participants.

✓ Students know already the story song.

✓ Each group narrates a part of the song (as a story) focusing on rhythm.

Activity 5. Sing Along

1. **Play the song:** Listen to the song "**Closer**" by The Chainsmokers at least 3 times.

2. **Follow the lyrics:** Listen to the song again but this time read the lyrics. The song is played at least 3 times.

CLOSER
The chainsmokers

Hey, I was doing just fine before I met you
I drink too much and that's an issue
But I'm OK
Hey, you tell your friends it was nice to meet them
But I hope I never see them
Again

I know it breaks your heart
Moved to the city in a broke-down car
And four years, no calls
Now you're looking pretty in a hotel bar
And I, I, I, I, I can't stop
No, I, I, I, I, I can't stop

So, baby, pull me closer
In the back seat of your Rover
That I know you can't afford
Bite that tattoo on your shoulder
Pull the sheets right off the corner
Of that mattress that you stole
From your roommate back in Boulder
We ain't ever getting older

We ain't ever getting older
We ain't ever getting older

You look as good as the day I met you
I forget just why I left you,
I was insane
Stay and play that Blink-182 song

And four years, no call
Now I'm looking pretty in a hotel bar
And I, I, I, I, I can't stop
No, I, I, I, I, I can't stop

So, baby, pull me closer
In the back seat of your Rover
That I know you can't afford
Bite that tattoo on your shoulder
Pull the sheets right off the corner
Of that mattress that you stole
From your roommate back in Boulder
We ain't ever getting older

We ain't ever getting older
We ain't ever getting older

So, baby, pull me closer
In the back seat of your Rover
That I know you can't afford
Bite that tattoo on your shoulder
Pull the sheets right off the corner
Of that mattress that you stole
From your roommate back in Boulder
We ain't ever getting older

We ain't ever getting older
No, we ain't ever getting older
We ain't ever getting older
No, we ain't ever getting older
We ain't ever getting older
We ain't ever getting older
We ain't ever getting older

That we beat to death in Tucson, OK	No, we ain't ever getting older
I know it breaks your heart	We ain't ever getting older
Moved to the city in a broke-down car	No, we ain't ever getting older

3. **Revise the lyrics:** Analyze the lyrics, understand the meaning, and check pronunciation.

4. **Sing along with lyrics**: Sing the song with the lyrics, at least 3 times.

7. **Sing along without lyrics:** Sing the song on your own, without the lyrics. Memorize the song and try to imitate the singer, focusing mainly on rhythm.

8. **Practice now**: As you have already memorized the song, your knowledge will be tested by doing an activity developed out of the song. This way you will learn how to speak with proper rhythm.

Activity
Sing Along

✓ The students learn the tune and get the rhythm well enough to sing along without the lyrics and the song (audio file).

✓ This can be quite challenging and requires some careful preparation work on practicing rhythm. Students can practice with spoken rather than sung sentences.

Part 3

Songs and activities for teaching intonation

Songs	Activities
Attention (by Charlie Puth)	Asking questions
Blank space (by Taylor Swift)	Create a dialogue
The lazy song (by Bruno Mars)	Inside out

Activity 6. Asking questions

1. **Play the song:** Listen to the song "**Attention**" by Charlie Puth at least 3 times.

2. **Follow the lyrics:** Listen to the song again but this time read the lyrics. The song is played at least 3 times.

ATTENTION
Charlie Puth

Whoa oh oh hm

You've been runnin' 'round, runnin' 'round, runnin' 'round throwin' that dirt all on my name
'Cause you knew that I, knew that I, knew that I'd call you up
You've been going 'round, going 'round, going 'round every party in LA
'Cause you knew that I, knew that I, knew that I'd be at one, oh

I know that dress is karma, perfume regret
You got me thinking 'bout when you were mine, oh
And now I'm all up on ya, what you expect?
But you're not coming home with me tonight

You just want attention
You don't want my heart

You just want attention
You don't want my heart
Maybe you just hate the thought of me with someone new, someone new
Yeah, you just want attention, oh
I knew from the start, the start
You're just making sure I'm never gettin' over you, over you, oh

What are you doin' to me?
What are you doin', huh? (What are you doin'?)
What are you doin' to me?
What are you doin', huh? (What are you doin'?)
What are you doin' to me?
What are you doin', huh? (What are you doin'?)
What are you doin' to me?
What are you doin', huh?

Maybe you just hate the thought of me with someone new
Yeah, you just want attention
I knew from the start
You're just making sure I'm never gettin' over you, oh

You've been runnin' round, runnin' round, runnin' round throwing that dirt all on my name
'Cause you knew that I, knew that I, knew that I'd call you up
Baby, now that we're, now that we're, now that we're right here standing face to face
You already know, 'ready know, 'ready know that you won, oh

I know that dress is karma (dress is karma), perfume regret, yeah
You got me thinking 'bout when you were mine, oh
(You got me thinking 'bout when you were mine)
And now I'm all up on ya (all up on ya), what you expect?
(Oh, baby)
But you're not coming home with me tonight, oh no

I know that dress is karma, perfume regret
You got me thinking 'bout when you were mine
And now I'm all up on ya, what you expect?
But you're not coming home with me tonight

You just want attention
You don't want my heart
Maybe you just hate the thought of me with someone new
Yeah, you just want attention
I knew from the start
You're just making sure I'm never gettin' over you, over you

What are you doin' to me? (hey)
What are you doin', huh? (what are you doin', what?)
What are you doin' to me?
What are you doin', huh? (yeah, you just want attention)
What are you doin' to me? (I knew from the start)
What are you doin', huh?
(You're just making sure I'm never gettin' over you)
What are you doin' to me?
What are you doin', huh?

3. **Revise the lyrics:** Analyze the lyrics, understand the meaning, and check pronunciation.

4. **Sing along with lyrics**: Sing the song with the lyrics, at least 3 times.

5. **Sing along without lyrics:** Sing the song on your own, without the lyrics. Memorize the song and try to imitate the singer, focusing mainly on intonation.

6. **Practice now**: As you have already memorized the song, your knowledge will be tested by doing an activity developed out of the song. This way you will produce appropriate intonation in normal speech.

Activity
Asking questions

✓ Divide the class in pairs.

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- ✓ Students check the song lyrics and make 10 questions to respond to different sentences from the song imitating the singer's intonation (emotions, feelings). Be careful with intonation in questions.
  E.g.

  S1. What did I know??
  S2. You knew that I, knew that I'd call you up.

  S1. What do you think I want from you?
  S2. You just want attention. You don't want my heart

Activity 7. Create a dialogue

1. **Play the song:** Listen to the song "**Blank Space**" by Taylor Swift at least 3 times.

2. **Follow the lyrics:** Listen to the song again but this time read the lyrics. The song is played at least 3 times.

BLANK SPACE
Taylor Swift

Nice to meet you, where you been?
I could show you incredible things
Magic, madness, heaven, sin
Saw you there and I thought
"Oh, my God, look at that face!"
You look like my next mistake
Love's a game, wanna play?
New money, suit and tie
I can read you like a magazine
Ain't it funny? Rumors fly
And I know you heard about me
So hey, let's be friends
I'm dying to see how this one ends
Grab your passport and my hand
I can make the bad guys good for a weekend

So it's gonna be forever
Or it's gonna go down in flames
You can tell me when it's over
If the high was worth the pain
Got a long list of ex-lovers
They'll tell you I'm insane
'Cause you know I love the players
And you love the game
'Cause we're young and we're reckless
We'll take this way too far
It'll leave you breathless
Or with a nasty scar
Got a long list of ex-lovers
They'll tell you I'm insane
But I've got a blank space, baby
And I'll write your name

Cherry lips, crystal skies

Rose garden filled with thorns
Keep you second guessing like
"Oh, my God, who is she?"

I get drunk on jealousy
But you'll come back each time you leave
'Cause, darling, I'm a nightmare dressed like a daydream
So it's gonna be forever
Or it's gonna go down in flames
You can tell me when it's over
If the high was worth the pain
Got a long list of ex-lovers
They'll tell you I'm insane
'Cause you know I love the players
And you love the game
'Cause we're young and we're reckless
We'll take this way too far
It'll leave you breathless
Or with a nasty scar
Got a long list of ex-lovers
They'll tell you I'm insane
But I've got a blank space, baby
And I'll write your name

Boys only want love if it's torture
Don't say I didn't say, I didn't warn ya
Boys only want love if it's torture
Don't say I didn't say, I didn't warn ya
So it's gonna be forever
Or it's gonna go down in flames
You can tell me when it's over
If the high was worth the pain
Got a long list of ex-lovers
They'll tell you I'm insane
'Cause you know I love the players
And you love the game

> I could show you incredible things
> Stolen kisses, pretty lies
> You're the King, baby, I'm your Queen
> Find out what you want
> Be that girl for a month
>
> Wait, the worst is yet to come, oh no
> Screaming, crying, perfect storms
> I can make all the tables turn
>
> 'Cause we're young and we're reckless
> We'll take this way too far
> It'll leave you breathless
> Or with a nasty scar
> Got a long list of ex-lovers
> They'll tell you I'm insane
> But I've got a blank space, baby
> And I'll write your name

3. **Revise the lyrics:** Analyze the lyrics, understand the meaning, and check pronunciation.

4. **Sing along with lyrics**: Sing the song with the lyrics, at least 3 times.

5. **Sing along without lyrics:** Sing the song on your own, without the lyrics. Memorize the song and try to imitate the singer, focusing mainly on intonation.

6. **Practice now**: As you have already memorized the song, your knowledge will be tested by doing an activity developed out of the song. This way you will produce appropriate intonation in normal speech.

Activity
Create a dialogue

✓ Divide the class in pairs.

✓ Select sentences, questions, expressions from the song and create a 20-line dialogue using the emphasis and pitch that reflects the emotions in the given situation.

✓ New words, sentences, expressions, questions can be included.

E.g.

S1. Hello, what's your name?

S2. Hi, I'm Taylor.

S1. Nice to meet you, where you been? Saw you there and I thought "Oh, my God, look at that face".

Activity 8. Inside out

1. **Play the song:** Listen to the song "**The Lazy Song**" by Bruno Mars at least 3 times.

2. **Follow the lyrics:** Listen to the song again but this time read the lyrics. The song is played at least 3 times.

THE LAZY SONG
Bruno Mars

Today I don't feel like doing anything
I just wanna lay in my bed
Don't feel like picking up my phone, so leave a message at the tone

'Cause today I swear I'm not doing anything

I'm gonna kick my feet up, then stare at the fan
Turn the TV on, throw my hand in my pants
Nobody's gon' tell me I can't, No!

I'll be lounging on the couch, just chilling in my Snuggie
Click to MTV, so they can teach me how to dougie
'Cause in my castle I'm the freaking man

Oh Yes! I said it, I said it, I said it 'cause I can

Today I don't feel like doing anything
I just wanna lay in my bed
Don't feel like picking up my phone, so leave a message at the tone
'Cause today I swear I'm not doing anything

Nothing at all
Woo, Ooh, Woo, Ooh, Ooh
Nothing at all
Woo, Ooh, Woo, Ooh, Ooh

Tomorrow I'll wake up, do some P90X
Meet a really nice girl, ***

And she's gonna scream out "This is great" (Oh My God, This is great) Yeah!

I might mess around and get my college degree
I bet my old man will be so proud of me
But sorry pops, you'll just have to wait

Oh Yes! I said it, I said it, I said it 'cause I can

Today I don't feel like doing anything
I just wanna lay in my bed
Don't feel like picking up my phone, so leave a message at the tone
'Cause today I swear I'm not doing anything

No, I ain't gonna comb my hair
'Cause I ain't going anywhere
No, no, no, no, no, no, no, no, no, oh

I'll just strut in my birthday suit
And let everything hang loose
Yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah

Oh, today I don't feel like doing anything
I just wanna lay in my bed
Don't feel like picking up my phone, so leave a message at the tone
'Cause today I swear I'm not doing anything

Nothing at all
Woo, Ooh, Woo, Ooh, Ooh
Nothing at all
Woo, Ooh, Woo, Ooh, Ooh
Nothing at all

---

3. **Revise the lyrics:** Analyze the lyrics, understand the meaning, and check pronunciation.

4. **Sing along with lyrics**: Sing the song with the lyrics, at least 3 times.

5. **Sing along without lyrics:** Sing the song on your own, without the lyrics. Memorize the song and try to imitate the singer, focusing mainly on intonation.

6. **Practice now**: As you have already memorized the song, your knowledge will be tested by doing an activity developed out of the song. This way you will produce appropriate intonation in normal speech.

Activity
Inside out

✓ Students will express emotions, feelings and attitudes (like in the kids' movie "Inside Out") using intonation.

✓ Each student selects a sentence of the song and thinks about a specific emotion or feeling (such as "excitement," "fear," "sadness," "confusion", "laziness" and so on).

✓ Each student must communicate the sentence using the emphasis and pitch that reflects their feeling. (The students can add or change part of the information of the sentence) e.g.

Original lyrics: Today I don't feel like doing anything I just wanna lay in my bed

Student sentence:

I'm so tired; I just wanna lay in my bed.

Or

I feel active, I don't wanna lay in my bed.

6.8   Administration of the proposal

The Teacher's booklet: songs and activities for improving English pronunciation. It is addressed to the students of 10th grade EGB at Las Instituciones Interculturales Bilingues of Santa Rosa Parish

The song activities were administered during the English class by the researcher and were supported by the classroom teachers. The proposal was carried out during 4 weeks and it was implemented from May 7th to June 01st. In the case of those teachers who wish to employ the proposal in their lessons, they can contact the author (researcher) and set up a workshop to receive orientation about the booklet and how to use it.

Before implementing the proposal a pretest was conducted. A posttest was also administered at the end. They were conducted in order to measure the level of pronunciation of the students and the improvement obtained after using English songs.

6.9   Proposal Evaluation

The evaluation of the proposal must be considered to determine the effect of using English songs to improve students' pronunciation in tenth grade at Las Instituciones Interculturales Bilingües of Santa Rosa Parish.

A graphic with basic questions was created to evaluate this proposal:

What to evaluate?
The implementation of the proposal

Why to evaluate?
To verify the proposal feasibility

For what to evaluate?
To validate the proposal efficacy

Who evaluates?
The researcher and the teachers

When to evaluate?
After the implementation of the proposal

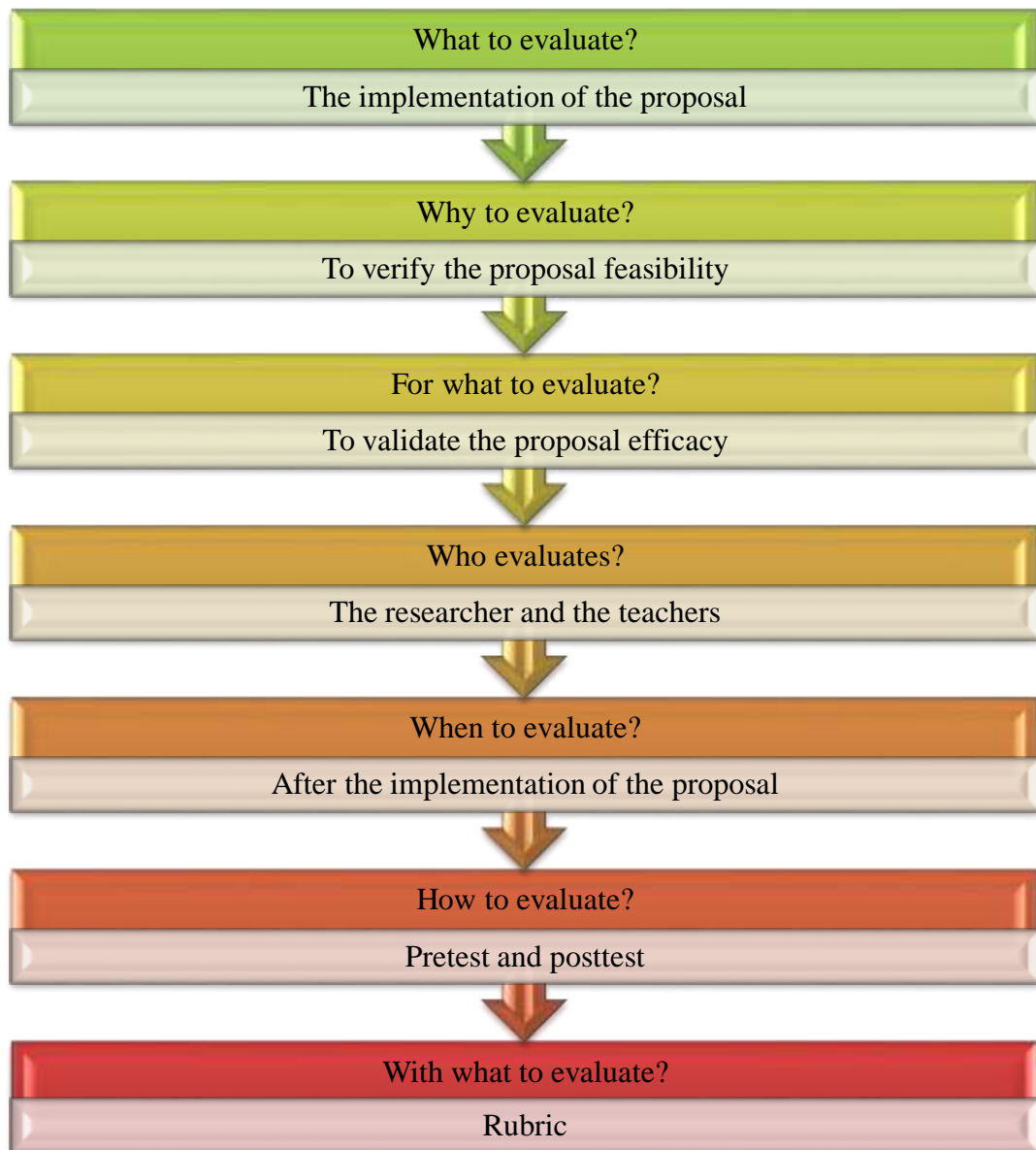| How to evaluate? |
| --- |
| Pretest and posttest |

With what to evaluate?
Rubric

Figure 21 Proposal Evaluation
Elaborated by: Paredes, Ivonne (2018)

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UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

Student´s name: _____

Grade: _____

Date: _____

Song preference questionnaire

Dear students,

The following instrument is aimed to identify the appropriate musical material in English, based on your likes and preferences toward English songs, in order to prepare a repertoire for the implementation of a research project. The project is intended to help you to improve your pronunciation in English.

Please, respond to the questions by choosing one of the answers given. Try to be as accurate about yourself as possible. If you cannot find an exact answer to suit you, please check the closest relevant answer.

Thank you very much for your participation.

1) **How old are you?**

   a.   13
   b.   14
   c.   15
   d.   16

2) **What is your gender?**

   a.   Male
   b.   Female

3) **Which genre of music do you like the most?**

    a. Pop
    b. Rock
    c. Country
    d. Ballads
    e. Love

4) **In general, do you prefer more upbeat/faster music, or slower/more melancholic music?**

    a. Faster/more upbeat
    b. Slower/more melancholic

5) **Do you listen to English music?**

    a. Yes
    b. No

6) **What is your favorite song (in English)? You can write more than one.**

    _____

    _____

    _____

7) **For the most part, what do you focus on when you listen to English music?**

    a. The instruments/melody
    b. The lyrics/meaning

8) **Do you think English songs can help you improve your pronunciation?**

    a. Not at all
    b. A little open
    c. Very open

Validated by:_____

TECHNICAL UNIVERSITY OF AMBATO

DIRECCION DE POSTGRADO
MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

OBSERVATION SHEET

Date: _____   **Class:_____**   **Time:** _____ to_____

This observation sheet is to be completed during the English class. This is intended to determine 10th GB students' reaction towards the used technique (songs) regarding the improvement of English pronunciation.

Instructions: Observe students during the English class during and after using songs and check all reactions that were seen or heard in relation to the suprasegmental domain of the language.

	Aspects	Never	Rarely	Sometimes	Often	Always
Students' Pronunciation (suprasegmental domain) *Do the students...?*	Sound clear, expressive, and lively?					
	Have any problems with stress in individual words or sentences?					
	Use robot-like speech?					
	Pronounce very familiar words with constant errors?					
	Speak smoothly with little hesitation?					
	Interrupt the flow of conversation?					
	Speak with confidence?					
	Pronunciation impedes communication?					
Comments/observations:						

Validated by:_____

APPENDIX C

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA

Student´s name: _____

Grade: _____

Date: _____

Part B

Test (Pre and Post)

The following test will help the researcher to get information about EGB media students' pronunciation level and pronunciation achievements.

In a few minutes you will read the following passage of a song aloud to the researcher. But first you should become familiar with it. Read it over silently now. Then read the passage aloud in as natural a way as possible

<div align="center">

You take a deep breath

And you walk through the doors

It's the morning of your very first day

You say hi to your friends you ain't seen in a while

Try and stay out of everybody's way

It's your freshman year

And you're gonna be here for the next four years

In this town

Hoping one of those senior boys

Will wink at you and say, "You know I haven't seen you around, before".

</div>

Fifteen by Taylor Swift

Validated by:_____

A2 Level Assessment scale for pronunciation

Cambridge English: Key (LEVEL A2) SPEAKING PRONUNCIATION	
Name of student:	
Does the speaker show limited control of word and sentence stress?	
Good (4-5)	Not so good (1-3)
Does the speaker show limited control of rhythm?	
Good (4-5)	Not so good (1-3)
Does the speaker show limited control of intonation?	
Good (4-5)	Not so good (1-3)
Comments	

Source: *Adapted from UCLES* (2011)

Validated by:_____

A2 Level Assessment scale for pronunciation (Answer key)

Cambridge English: Key (LEVEL A2) SPEAKING PRONUNCIATION	
Name of student:	
Does the speaker show limited control of word and sentence stress?	
Good (4-5)	Not so good (1-3)
Sentence and word stress is generally accurately placed.	There is (almost) no attempt to make sentence and word stress accurately placed.
Does the speaker show limited control of rhythm?	
Good (4-5)	Not so good (1-3)
Students control movement in speech, marked by the stress, timing, and number of syllables.	Students do not control movement in speech, marked by the stress, timing, and number of syllables.
Does the speaker show limited control of intonation?	
Good (4-5)	Not so good (1-3)
Intelligibility is almost never impeded by insufficient or misplaced prominence.	Awkward variation in the pitch level of the voice impedes intelligibility.
Comments	

Source: *Adapted from UCLES* (2011)