



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE IDIOMAS**

**Perfil de investigación previo al informe final de trabajo de graduación y obtención del Título de Licenciada en Ciencias de la Educación Mención: Inglés.**

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**“Lyrics Training and the pronunciation of the English language”**

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Ambato – Ecuador

2020

## **STRUCTURE OF THE RESEARCH PROJECT**

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# TUTOR APPROVAL



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Presente

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## DECLARATION PAGE

I declare this undergraduate dissertation entitled “**LYRICS TRAINING AND THE PRONUNCIATION OF THE ENGLISH LANGUAGE**” is the result of the author’s investigation and has researched the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



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## DEDICATION

To God, because thanks to his endless love and my faith this part of my life become true.

To my parents Blanca and Roberto, who have shown their infinitive support and have taught me that perseverance and self-confidence are the keys to get our dreams that we have in mind and fight for achieving each one of them.

To my three sisters and my grandmother who were vital in every process of this research work.

To my boyfriend, who was supporting me and giving me encouragement through all my difficult days.

Jessica

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Jessica



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# UNIVERSIDAD TÉCNICA DE AMBATO

## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

### CARRERA DE IDIOMAS

**TEMA:** “LYRICS TRAINING Y LA PRONUNCIACIÓN DEL IDIOMA INGLÉS”

**AUTOR:** Jessica C. Quisnia Aldas

**TUTOR:** Lic. Mg. Ruth Infante

### RESUMEN EJECUTIVO

Determinar la relación entre Lyrics Training y la pronunciación del idioma inglés en el tercer semestre de la carrera Pedagogía de Los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato involucra el interés de los estudiantes de inglés por la comprensión de rasgos segmentarios y suprasegmentales. Además, se utilizó un examen de certificación internacional de Cambridge, PET Speaking Parte 1 para recopilar la información académica de los estudiantes; aplicándola a 27 estudiantes. No obstante, se aplicaron enfoques cualitativos y cuantitativos al experimento porque incluyen a todo el grupo en el mismo contexto sin dividir la investigación en sus partes. Concertándolo por la recolección de datos específicos y la medición numérica con observaciones y descripciones a través de la prueba T-Student para así obtener los resultados de todo el proceso dando a conocer la hipótesis alternativa o nula. Por lo tanto, los resultados sugieren que existe una relación entre la aplicación Lyrics Training y la pronunciación del idioma inglés que la práctica de características segmentarias y supra-segmentarias refuerza las características fonológicas para hablar. En conjunto, el proyecto de investigación mostró que la ejecución de la aplicación en actividades de pronunciación ayuda a expandir el interés de los estudiantes en las actividades de pronunciación para mejorar su habilidad de pronunciación y su desarrollo del habla.

**Palabras clave:** Lyrics Training, tecnología educativa, aplicación de tecnología móvil, pronunciación del idioma inglés, habilidades del habla, sub habilidades del habla.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**

**TOPIC:** “LYRICS TRAINING AND THE PRONUNCIATION OF THE ENGLISH LANGUAGE”

**AUTHOR:** Jessica C. Quisnia Aldas

**TUTOR:** Lic. Mg. Ruth Infante

**ABSTRACT**

To determine the relationship between the Lyrics Training and the pronunciation of the English language in the third semester from Pedagogía de Los Idiomas Nacionales y Extranjeros career at Universidad Técnica de Ambato involves English students' interest with the segmental and supra-segmental features comprehension. Moreover, an international approval exam from Cambridge, which was PET Speaking Part 1, was used to collect students' academic information; it was applied to 27 students. Nevertheless, qualitative and quantitative approaches were applied to the experiment because they include the whole group in the same context without dividing the research into its parts. It is concerted due to the specific data collection and numerical measurement with observations and descriptions through the T-Student test to get the results of the entire process to know the alternative or null hypothesis. Therefore, the results suggest that there is a relationship between the Lyrics Training app and the pronunciation of the English language that the practice of segmental and supra-segmental features reinforce the phonological features for speaking. Altogether, the research project showed that the execution of the app in pronunciation activities helps to expand students' interest in pronunciation activities to improve their pronunciation subskill and their speaking development.

**Key words:** Lyrics Training, educational technology, mobile technology applications, pronunciation of the English language, speaking skill, speaking subskills.

# INTRODUCTION

This research project has been divided into five chapters, which are detailed below:

**CHAPTER I.** The theoretical framework is the researches that contribute with pieces of information that support the author, as well as the theoretical evidence of each variable, the results, and the hypothesis.

**CHAPTER II.** The methodology is the brief elementary description of the method that will be applied in this research, the procedure, and type of research are some of the characteristics that have the methodology chapter.

**CHAPTER III.** The results and discussions are composed of the numerical data collection got from the pre and post-test applied in the third semester, which does organize, analyzed, and interpreted, through tables and graphics in order to explain the results in an understandable form. Hypothesis verification to accept the alternative or reject the null hypothesis through the application of the T Student Test.

**CHAPTER IV.** Conclusions and recommendations of the research project after verifying the hypothesis.

## **B. CONTENT**

### **CHAPTER I. THEORETICAL FRAMEWORK**

#### **1.1. Investigative Background**

Currently, there are some researches about Lyrics Training and the pronunciation of the English language, which were studied to develop different skills from the English language; it depends on the purpose that the researches have in order to carry out the articles and investigation based on the objectives they want to accomplish. In this case, the issue about improving and developing pronunciation and listening comprehension subskills of the English has emerged to be one of the study proposals for educational years and considered important factors of language acquisition.

According to Azhari & Adnan (2018), the article published with the topic: “The use of lyrics training website to improve Student’s listening comprehension in senior high”. One of the main objectives is to increase students’ motivation learning by applying the right technique and technological media through the LyricsTraining.com online site in listening comprehension. This website uses music videos from YouTube as a tool to practice English language skills. The author uses the three stages of the listening process, which are Pre-listening, While-listening, and Post-listening procedures to apply the techniques and different modes of the Lyrics Training through gap filling, listening for gist, listening for detail, and listening for specific information. The teacher could control and check the results on the website delivered for each student. To conclude, the use of the Lyrics Training website can support teachers and students in improving listening comprehension. Trough songs students can understand the pronunciation, so it is suggested for teachers to continue applying this tool to improve learning by selecting the right music videos for each student’s level.

Borromeo (2015) published an article with the topic: “The Use of Lyrics Training Website to Improve Listening Comprehension”. The main objective of this research was to know if undergraduate students from Universidad Veracruzana would use the Lyrics Training website, which contains music videos from YouTube. Action research was used as a methodology for the participants, which consists of introducing or using something in a research study in order to get results from the implementation and record the process for forthcoming improvements. The techniques were the use of a questionnaire and a blog.

For recollecting the impressions about the effectiveness of Lyrics Training of close and open-ended questions with 33 items was used as an online questionnaire through Google Docs' Forms. The blog was used to provide information about the website like a user's manual with the links to do the exercise from the Lyrics Training. At the end of the process, the students had a positive attitude when they practice listening comprehension in the Lyrics Training website. There was positive and negative feedback about the technological tool as well as the significant result, the use of songs seems to advantage undergraduates to retain more information such as grammar structures, words, or phrases presented in each song. For all that, students are free to practice outside the classroom.

Research carried out by Medina (2019) with the topic: "Lyrics Training and the listening comprehension". One of the main objectives is the importance of the use of Lyrics Training as an educational tool for listening comprehension and its increase in students' interest, motivation, and comprehension of words in songs. Field research was used because it allowed the data collected directly from reality; it aims to obtain important information about the problem to achieve the objectives. The technique and the instrument were taken based on the variables, the instrument for this research project was a survey applied for the students and the technique was a questionnaire with 17 items with three options in which the answers were: always, sometimes, and never. To conclude, the perception of students by using Lyrics Training was adequate because they showed motivation and acceptance; students supported this website for meaningful learning from another language and considered that the exercises completed in the website were understandable to improve their listening comprehension.

## **1.2. Justification**

Learning another language has become a great opportunity to improve goals, get knowledge, better jobs, and to continue with some advanced studies, so the importance of English in superior education is relevant for those students who need an extra knowledge in their academic and professional lives to continue with their studies. However the lack of learning linguistic competences affects the pronunciation of English in students and their real communication of a new language acquisition (Francisco D Sandoval-ortiz, 2017).



In fact, the lack of practice in the pronunciation of the English language has been seen as a dilemma in the educational field due to the lack of motivational technology tools in English language learning. The current research work is focused on the usage of technology apps for teaching English as a foreign language; apps have become increasingly popular in the 21st century. The new students appreciate mobile apps because of their accessibility, usability, easy downloading, and the different services provided to review and support what they are learning in the classroom.

This project will contribute to the educational field because the pronunciation subskill through music videos with lyrics is very **important**. Certainly, music is considered a feeling expression and communication tool due to learning pronunciation skills with motivation and self-confidence. Afterwards, this topic is compelling to establish the usage of a mobile app, Lyrics Training, as a favorable English learning process tool to be assigned in speaking classes. This app will help students to develop their oral abilities in a great class environment and to have interesting fun in English language learning.

Furthermore, Lyrics Training app is **interesting** for teachers as well as students because it will improve students' pronunciation in segmental and supra-segmental features even though students will develop their listening skill and subskills. It is a motivational technological tool for classrooms' activities reinforce in order to avoid the monotony into classes. This will not only facilitate good classroom motivation in students also teachers. It will be seen as an interactive English learning thanks to the usage of this contemporary app.

The **feasibility** of this research work that is carried out is already well-known for its reviser, project coordinator and English teachers from the career. Beforehand, this topic is accepted thanks to the needed for the pronunciation of English as a foreign language process. Overall, the interest in the use of a deadly modern technology application, which is Lyrics Training, demanded to succeed one of the aspects considered relevant into the educational field.

The necessity of English pronunciation has a great impact on learners' language community and educational field at all levels. If any student were required to know another language and dominate it, it would depend on the education or work field. In this item, English pronunciation is essential to develop the international business of any type, considering that communication is the key to any exchange. That is the purpose why

modern technology, the Lyrics Training app, would work effectively in the pronunciation of EFL learners during a considerable time, effort, and practice.

The **beneficiaries** of this research project will be the educators and EFL students of first level from Pedagogía de Los Idiomas Nacionales y Extranjeros English language training program at Universidad Técnica de Ambato. Providing that teachers could increase the motivation environment due to active participation during the classes through the good management of technology and avoiding monotonous classes. The students because they are involved in technology, so the application can be developed in their smartphones and increase self-confidence to participate in oral activities and meaningful learning.

## **1.2 Theoretical Framework**

### **1.2.1 Independent variable theoretical support**

#### **1.2.1.1 Educational Technology**

Technology has been considered as an integral element in the world today. Technology is becoming increasingly important in both our personal and professional lives and learners are using this more and more (Dudeney & Hockly , 2007).

According to Solano et al. (2017), technology is used at present to improve the education system, which means the significance of effective use with a great combination of educational and professional learning.

Azmi (2017) stands the correct use of ICT (Information and Communications Technology) in a particular English language classroom can improve and enhance students' motivation and language acquisition through learning stimulation to develop their creativity and passion. Technology in language learning classrooms can boost a variety of learning environments giving many opportunities to check the quality of learning experience; the class can be enhanced into the use of the technology to demonstrate their knowledge and to improve it. Learning and teaching systems can be changed because of the current use of ICT; ICT is essential in the educational field because they can make the subject matter more accessible to the student.

Incorporating ICT in learning provides students some advantages in effectively learning a foreign language from enhancing motivation to promoting their autonomous learning, fostering critical thinking skills, improving innovation and creativity, establishing

interaction with many updated activities as well as increasing cooperation into the classroom.

Furthermore, technology incorporation into great environments of restructured classrooms are more thought-provoking than just teaching computer skills; it involves mentors to make every effort for creativity to uphold individual and group students' participation and build up their learning; thus, instructional technology is one of the best manners to achieve personal and learning objectives.

### **1.2.1.2 Technology in language teaching**

Teaching and learning have been involved by technology many years ago, which means language teaching brings about the compromise of learners and their response to the computer websites or by using mobile technology to carry out tasks such as filling in gapped small texts, doing multiple-choice activities, completing song's lyrics or lyrics pronunciation.

The use of ICT by some old version of teachers of foreign languages is still not well known, technology is one of the updated tools used in classrooms at present, and it will be a standard and well-designed part of EFL (English as a Foreign Language) practice in the following years. There are many reasons to support that idea, which involves the significance of internet access to encourage learners into knowledge. Another reason is that the new generation of learners is improving their lives through technology; therefore, it is a natural and integrated part of their lives. It means to carry out the learners outside the classroom integrating world knowledge with technology.

### **1.2.1.3 Mobile Technology Applications**

Costa (2017) establishes that using mobile devices in the way of teaching or learning a different language may be effective as they are a widely part of our personal and educational life.

A mobile learning technology application is an institutional - vital tool using to learn different topics, it has been seen as an innovative resource to develop the learning environment and assessed their effects on the learning motivation and performance during classes of English in EFL (English as a Foreign Language) situations.

Furthermore, mobile technology applications are useful and easy to manage, the technology development has carried out learning varieties to apply in the educational and as well as social fields, which have some benefits such as increasing its availability of low-cost mobile or free and wireless devices associated with the economic situation of an EFL learners' group. Additionally, higher education institutions are confronted by considerable factors driven by multiple external changes to improve teaching strategies to give a high educational model.

According to Rachel et al. (2006), the reason for undertaking a mobile device analysis was to recognize and welcome improvements in learners, teachers, and organizations in tandem with relevant developments in ICT while considering the risks.

The integration of digital learning offers the advantages of placing institutions at the forefront of pedagogical and didactic practice and discusses the student's mobility and prevalence requirements, which is student engagement in everywhere, anywhere, and any device.

#### **1.2.1.4 Lyrics Training App**

According to Augusto et al. (2015), Lyrics Training is a technological tool that is characterized by its web 2.0 that provides language learners with innovative and real-life resources. Web 2.0 is one of the most beneficial tools, which combines the same requirements, benefits, and easy installation as well as desktop applications, so the user only needs a technological device, internet connection, and the predisposition to achieve and complete all the activities.

Lyrics Training is an attractive free educational technological resource that involves music videos in different languages with their lyrics and advanced technology to follow each word. The lyrics are time-stamped to the music video clip, meaning that each user

could find individual lines of the lyrics in the mobile screen that will gradually scroll up from the bottom as the video plays. The individuals can interact and enjoy the application with the music videos in two different ways: game mode (Multiple Choice Mode) and karaoke.

- **Game mode**

There are four levels at this game time. Users can select the game level based on individual abilities, such as Beginner level, Intermediate level, Advanced level, and Expert level.

- ✓ **Beginner level**

Users who do not have a great level in vocabulary can select the beginner level to start completing 39 missing words from 385 words for each musical video.

- ✓ **Intermediate level**

Users who have an adequate level in vocabulary and listening comprehension can select the intermediate level to complete the 75 missing words from 385 words in the total of the lyrics.

- ✓ **Advanced level**

Individuals who have sufficiency abilities in listening comprehension, vocabulary, and writing can select the advanced level in the game to complete 148 missing words from 385 of the video.

- ✓ **Expert level**

Individuals who have an excellent domain of the foreign language developing their abilities in the selected language can choose the expert level for completing 385 missing words from 385 of the lyrics.

Random words are missing throughout the lyrics. Users select the correct word from a list of four words given at the bottom of the mobile screen. Users may go back to the last lyric sentence as well as advance to the next lyric sentence. In that way, users can check quickly if there is a mistake in their selection words. Furthermore, there are four stages that indicate the progress, which are the score, the number of missing words (according to the game level), hits, and misses. Therefore, points are awarded for speed and accuracy.

- **Karaoke**

Karaoke mode presents captioned music videos. Users may pause and play the video by clicking on the mobile screen or repeat a sentence by pressing the line of the lyrics.

The karaoke mode of the Lyrics Training app plays the video and shows the lyrics. The complete lyrics are displayed but the mobile app highlight and change the line color, which is in progress in a queue right below the video.

As the video presents advancements, the lyrics continue to when the line was time-stamped to the video. Individuals who use the app can pause or continue watching the video by clicking on it. Moreover, users can control the time of lyrics deliver by pressing and selecting the specific line to repeat and sing.

Lyrics Training stances that its application mobile uses a deadly modern technology to make the learning easy and fun, so users can play the most popular or favorite music videos to learn, develop or increase language skills. This turn-of-the-century app allows players to interact with the different modes of the app by watching music videos published on YouTube as well as lyrics transcribed.

The single-mindedness of this application is to assist and enjoy individuals' run-through songs by applying listening comprehension with pronunciation. While the person listens to a song, the lyrics appear to emphasize and reinforce activity knowledge. It saves ratings or connects with other people from around the world, who are learning different languages through music.

Music is a significant source to provide aural input and it can be used to practice pronunciation as well; it can provide a powerful teaching tool for all levels of the educational system. (Coats et al., n.d.). Furthermore, Lyrics Training is a free tool that pairs songs videos with their lyrics, which engages learners to use the tool as a karaoke-style based on the music videos taken from YouTube music platform with activities to do, such as fill in the blank or multiple choice comprehension depending on its difficulty. In addition, teachers or users can edit the activities according to their necessities, for example, they can create cloze activities.

Ziegler (2016) wrote, "Lyricstraining.com is an excellent tool for enhancing the use of music in the world language classroom through technology" (p.72).

Chen (2016) explores the effects of the English pronunciation combined to integrating music. The investigation supported the incorporation of YouTube music videos, a list of specific lyrics vocabulary, and the correct pronunciation rules with the phonetic symbols. Therefore, the students were required to take quizzes related to the previous lyrics vocabulary and use their memorization to complete the activity. At the end, the results had positive effects, because almost all students enjoyed listening to English songs, they became familiar with some words given by the lyrics, and they practiced the pronunciation rules by singing and using lyrics memorization.

## **1.2.2 Dependent variable theoretical framework**

### **1.2.2.1 Speaking Skill**

According to Kumar & Asst (2015), language plays a critical role in human society's growth. It is the principal means of communication between persons, communities, and nations. More and more people nowadays are learning English as a foreign or second language, and their main goal is to acquire English expertise depend on their work and study field.

A language is a tool for communication, so we communicate with other people to express our ideas and to know other people's thoughts. A language is reduced to a mere script, without speech. Indeed, language use is a practice that exists within the boundaries of our culture. We use language in a whole range of situations. Communication takes place when people develop speech. The necessity of speaking skills, therefore, is immense for any language learners (Qureshi, n.d.).

Speaking has different definitions but it encourages the main activity, which is to communicate by talking with others and receiving the information from the people who receive the message, so speaking is natural and integral that it is easy to keep the way of learning and achieve it.

Moreover, speaking is involved in every situation of our quotidian life. The first point to emphasize is that speech production takes place in real-time and is therefore essentially linear. As simple as words by words, phrases by phrases to complement sentences to express ideas.

However, the activities for learners might be focused on fluency and accuracy achievement. It is clear that both fluency and accuracy are vital elements for communication, so classroom activities could help students in communicative development. In this case, learners need to know how works the language speaking system.

Leong (2017) mentions the most relevant characteristics of speaking skills. Firstly, fluency is the way to answer coherently connecting words and phrases with clear words pronounce, and using intonation and stress. In addition, fluency is the main component of speaking because it is the learners' ability to express understandable ideas without breaking down communication in order to avoid listeners' distraction and misunderstanding. Secondly, accuracy is taught to take into account the exactness and completeness of the foreign language form. When speaking, learners need to focus on grammatical, structure, vocabulary, and pronunciation aspects. Thirdly, pronunciation is the lowest aspect in speaking but learners have to be masters in phonological rules and they have to be careful with the different sounds because it can change the meaning of the word and the sense of the ideas. Therefore, all of those aspects could help learners speak English as a foreign language easily and successfully.

Besides, speaking is one of the productive skills that cause more impact because people based their interactions and teachings through communication; it needs to be clear and effective to transmit important information to the rest of the people.

### **1.2.2.2 Speaking Subskills**

#### **Fluency**

Ashour (2014) defined fluency as the ability to express ideas in an efficient and simultaneous way. On top of that, fluency is one of the features of a second and a foreign language oral performance that shows the speakers' effectiveness to mobilize and integrate a successful and acceptable speech with sounds, syllables, words, and phrases.

Furthermore, fluency is one of the speaking sub-skills that means speaking freely and smoothly to express ideas and thoughts in real-life situations notwithstanding making



mistakes. So, it is the way of speaking continually without extreme breaks or hesitations and stopping to think about what to say to the audience or listener.

### **Grammar**

According to Parupalli Srinivas Rao (2019), learners have to produce sentences by themselves before speaking and delivering a speech to the listeners, so learners need to practice a lot every day and learn different things related to grammar, vocabulary, sentence structure, and active usage.

Grammar is a rules' system in which learners can focus on the correctness of tenses, structures, and word order because the main aim of grammar is to facilitate the planning between form and meaning formed in words and phrases to be expressed.

### **Vocabulary**

Vocabulary is considered as the basis of the speech in teaching a second or foreign language because semantic procedures and development are taught from childhood and continue to adulthood. It means that if the child learns vocabulary from an early age, he or she continues developing it through extra practice.

Ashour (2014) mentioned that the goal of learning vocabulary is to facilitate learners speaking development and independence to infer and learn meanings of unknown words to apply in a real conversation.

Further, learners study two aspects of vocabulary words, which are recognition and meaning. First, recognition involves familiar items identification, it means to understand and know the familiarity and the additional information of the word. "Word recognition contains all the strategies students employ to decode words, including phonemic analysis, analogies, analysis of syllables, sight word mastery, and analysis of **morphemes.**" (Ashour, 2014). Second, word vocabulary meaning is to know and learn the significance of a word and use it in communicative competence. Although, students develop vocabulary recognition and meaning while they start reading and writing.

#### **1.2.2.3 Pronunciation**

According to Ashour (2014), pronunciation is as well as important in speaking language. It forms a part of the language code in which we distinguish the language and the sounds

of the words to avoid misunderstandings while delivering the speech. Apart from this, pronunciation is the act of speaking knowing the codes combined with other factors to make possible communication between people and the significant connection with utterances and words.

Besides, pronunciation is the learners' ability to produce understandable and significant sounds and meaningful sounds in different contexts and terms of utterances and words to accomplish the activities requirements in the classroom. The teaching of pronunciation has experienced some changes to new and updated technological instruments for teaching to EFL and ESL learners.

On account of the fact that wrong pronunciation could cause misunderstandings or dissatisfaction in learners. Hence, it is crucial to controlling the pronunciation for the improved acquisition of the language, so learning to pronounce in a foreign language means building up new rules, habits, and cultural involvement to overcoming language interference.

According to Gilakjani (2017), pronunciation is one of the most difficult skills in learning and teaching the English language because pronunciation has been considered as an ultimate part of language learning and no serious attempt has been made to specify its worth in learning classrooms. Besides, English pronunciation is measured as one of the least favorite parts of teachers to teach in classes. There are some reasons why teachers do not pay attention to English pronunciation. Some teachers do not have plentiful knowledge to teach pronunciation in classes; they think that pronunciation is not relevant because of their attempts of teaching it and they have not been successful. They say that pronunciation is not relevant and appropriate part of communication because it is not related to the identity of the foreign learners. However, some other teachers believe that pronunciation has a key role in communication. Therefore, people can learn a cognitive skill by appropriate materials and opportunities.

Research by Ghorbani et al. (2016) attests that pronunciation instruction has been treated differently depending on the approaches and methods. The Grammar Translation Method does not involve the correct pronunciation; instead, it focuses on the grammar part of the foreign language affecting the L2 language learning. On the other hand, the Communicative Approach recognizes the significance of teaching pronunciation taking into account the challenges for teachers and material developers to incorporate those

features in their language instruction. It is mentioned that students will speak correctly if they hear correctly; teachers must involve their students' ears by drawing in their minds the sound when spoken. Therefore, teachers can help students to recognize and learn new sounds through demonstration and practice.

According to Gilakjani (2017), there are two views of pronunciation. The first view is mentioned as a narrow view, which means pronunciation as the construction of right sounds in the right order as an individual. The second view is called the broad view because it mentions that pronunciation is a relevant part of communication. It involves all vowel and consonant sound and supra-segmental features such as intonation, word stress, and sentence stress. These views have been resulted in intelligibility and were accepted as the main aspect of teaching pronunciation.

### **Intelligibly**

Intelligibility is defined as the speakers' utterance extension and expression and is understood by the listeners. The comprehensibility as the listeners understand the utterances produced spoken by the others. Stand on the previous conceptualization intelligibility denotes listeners' perceptions of understanding, comprehension, and accent (Gilakjani, 2017).

There are three basic elements of intelligibility, which are accentedness, the listeners' understanding degree, and interlocutor load. When the accent in a conversation is familiar to the listeners, it is easy to understand. Thus, intelligibility is a two-way process in which involves the speaker and the listener. In this case, a speaker may be difficult to be understood because of the accent or the listener may stop the comprehensibility of the speaker's delivery.

In brief, intelligibility in pronunciation is the level of understanding and comprehension by the speakers and listeners, which is important to develop in the English conversation competence through real situations without putting pressure on learning it.

### **Segmental features**

Pourhosein Gilakjani (2011) mentions that segmental features are the basic register of distinctive sounds and the speaking combination in communication competence. Indeed, the vowel and consonant sounds are part of the segmental features and the main

fundament to start learning the correct pronunciation. He states that pronunciation instruction has focused on the discrimination, identification, and production of target sounds through drills, so there are vowel and consonant sounds.

### **1.2.2.3.3 Suprasegmental features**

Supra-segmental features are the level of the individual sounds production due to segmental features that are unconsciously produced. Supra-segmental features such as stress, rhythm, and intonation are important in real conversations because listeners can easily understand what speakers tell. It is described as an unfortunate separation of the segmental and supra-segmental features of pronunciation when taking a communicative approach especially in teaching pronunciation to students (Pourhosein Gilakjani, 2011).

Moreover, pronunciation is a complex and multifaceted subskill, which is influenced by social factors, motivation, exposure to the target language, and interaction

- **Motivation exposure**

The learner's motivation for learning another language and the cultural group that the learner encounters and spends time with help decides whether the learner can acquire native-like pronunciation along with different ages at developing a language. It means that this stage of people's lives, which is to be motivated to learn something different, will carry out to do it and learning motivation about a new language.

Pourhosein Gilakjani (2011) stands that having a professional or personal reason for learning English can induce necessity and preference for natural pronunciation. Besides, adults might become highly competent second-language speakers, even native speakers, specifically if they are motivated to do so. In this part, the author is emphasizing the importance of being motivated to start learning something diverse.

According to Lexicon Dictionary, native-like means “Resembling that of a native; specifically designating proficiency in a foreign language comparable to that of a native speaker.” Indeed, emphasizing on pronunciation and accent in a motivational EFL class, teachers or instructors will want to empower learners to speak English outside the classroom and assign them activities that organize those interactions.

- **Exposure to Target Language**

Agreeing to Pourhosein Gilakjani (2011), when people have a communication is the main exposure that learners have to the target language; it may take part in their form of socialization and civilization in their average daily life as well as the amount of previous instruction obtained by the learner into the target language. According to both the language teaching and learning theories with the exposure to the target language, learners mainly obtain language from the input and they must receive significant quantities of comprehensible input before they need to talk.

Pourhosein Gilakjani (2011) affirms, “It is mainly challenging for foreign language learners to learn and advance a new language as well as to communicate because prosperous oral communication needs the capacity to use the language properly in a variety of interactions.” (p.4).

The ability and possibility to be exposed to the target language and native speakers can be useful to improve and develop the language acquisition. However, adult English language learners often do not get the native-like pronunciation, fluency, and idiomatic expressions due to cultural pragmatics.

- **Instruction**

It is supported by Pourhosein Gilakjani (2011) that foreign language curricula consider the pronunciation in the first year of study; teachers or instructors provides the introduction of the target language by teaching the alphabet and the sound system with lacking the pronunciation teaching in the following levels because of the grammar focusing system.

Lack of focus on pronunciation progress may be due to a relative lack of enthusiasm on the part of target-language teachers and students including in the educational system. Pronunciation is viewed as a component of linguistics rather than a conventional fluency; in that way, it has less importance in a communicative classroom orientation.

Pourhosein Gilakjani (2011) stands that teachers view pronunciation as a last recourse of the basic language skills and they tend to sacrifice teaching pronunciation in order to spend class time on other activities or language areas, such as writing or reading. Also, teachers could justify themselves in neglecting pronunciation, assuming that obtaining target language pronunciation skills is more difficult for adults than other aspects of language acquisition.

Developing students' pronunciation seems to be a challenging area. However, teachers or instructors and foreign language students consider pronunciation as a crucial facilitator of social interaction, communication, and fluency in speaking, so the combination of the learning pronunciation factors and the new technologies may help foreign language learners improve their abilities.

## **1.2 Objectives**

### **1.2.1 General Objective**

- To determine the relationship between the Lyrics Training and the pronunciation of the English Language.

### **1.2.2 Specific Objectives**

- To evaluate the students' pronunciation according to the Common European Framework exam.
- To state the elements that the Lyrics Training app provides to the pronunciation of the English language.
- To analyze the pronunciation indicators that take place in the English class.

## CHAPTER II. METHODOLOGY

### 2.1 Resources

Administrative Framework

#### 2.1.1 Humans

- Research tutor
- Investigator
- Students

#### 2.1.2 Institutional

- Universidad Técnica de Ambato
- Facultad de Ciencias Humanas y de la Educación
- Virtual Classes

#### 2.1.3 Materials

- Technological materials
- Computer
- Cellphone

#### 2.1.4 Economics

**Table 1**

*Research project economics*

Economies	Money
Design	50 \$
Development	50\$
Delivery of the research project	50\$
Total	150\$

Source: Research project economics

Author: Quisnia, J. (2020).

## **2.2 Methods**

### **Basic Methods of Research**

#### **2.2.1 Research approach**

The present research is stated to the educational and philosophical foundation. The qualitative and quantitative approaches were applied because it is the main aspect to study the whole, the total group in the same context without dividing the research into its parts. It is concerted due to the specific data collection and numerical measurement with observations and descriptions. The main goal is to prove if the hypothesis is acceptable after applying the Lyrics Training app to improve the pronunciation of the English language.

### **2.3 Basic mode of investigation**

#### **2.3.1 Field research**

Field research allows the data collection directed at understanding, observing, and interacting from the reality where it is applied, which means being out in real life and involving in everyday people lives and study (Researchconnections.org, s.f.). So, this is field research because the research was carried out in the place of the facts connecting the subjects and applied for the first level from the Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato during six sessions per week in one month and two weeks. In effect, the process of the research project began with the application of the Cambridge PET exam-Speaking Part 1 to the students to check and determine the influence of the Lyrics Training as a technological tool in the pronunciation of the English learning process. In the second instance, the familiarization with the tool and the commands for the following activities, which gave the opening to students to be acquainted with the Lyrics Training and check vocabulary and pronunciation. In the third instance, the sessions of using the Lyrics Training app completing the first stage, the game model increased and acquired vocabulary and some utterances to be applied in the next stage, which is the karaoke mode. In that way, students could create conversations and complete dialogues using the specific vocabulary and utterances obtained from the music videos and record their voices.



### **2.3.2 Bibliographic research**

According to (Schwandt, 2015) bibliographical research is a type of literary recompilation, including educational papers, previous investigations, books, journals, and so on. It is a type of research concentrated on determining new facts based on benchmarks and researches from different authors. So, this research project is bibliographical because of the information taken from books, educational papers, internet articles, journals, among others. Moreover, it is based on the information from different authors, who provide criteria about the Lyrics Training app and the pronunciation from the English language.

## **2.4 Level or type of investigation**

### **2.4.1 Exploratory Investigation**

The exploratory investigation was based on the previous research focused on the identification and definition of the nature of the problem taking into account the environment in which the situation is identified and the relevant factors of the research project. The research project was developed focusing on the independent variable, which is about the Lyrics Training app and the dependent variable, which is the pronunciation of the English language.

### **2.4.2 Correlational Research**

Correlational research studied the relationship between variables (Lyrics Training) and (The pronunciation of the English language) through techniques such as tabulation and correlations that are focusing on the examination of the two variables and having an outcome for the studied population, if a relationship appears, the two variables would be measured. A degree and a direction are given by statistical analysis. The T-Student test was applied to get the results of the entire process to know the alternative or null hypothesis. The degree of the relationship dogged how closely the two variables are, in the case of the independent variable: Lyrics Training and the dependent variable: The pronunciation of the English language.

### **2.4.3 Experimental Research**

(Ross & Morrison, 2014) stands that experimental research interests in the effects of different environmental changes referred to the assignment of standardized procedures to afford the conditions to achieve a result. So, this research project is experimental because of the usage of the Lyrics Training app to evaluate the pronunciation from English as a Foreign Language learning. Besides, the examination was corresponding a qualitative-quantitative methodology by applying a standardized pre and post-test taken from Cambridge, which assesses the elements of the pronunciation of the English language such as intelligible, phonological features at both utterances and words levels, segmental (vowel and consonant sounds) and supra-segmental (intonation in affirmative sentences) features. As a result, to assess the elements Lyrics Training was applied inside the virtual classroom such as the karaoke mode game, listening for detail mode game, and practicing the specific vocabulary. The subject of the examination was the third semester of the Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

### **2.4.4 Hypothesis**

#### **Alternative Hypothesis**

The Lyrics Training has a relationship with the pronunciation of the English language of the students of the Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

#### **Null Hypothesis**

The Lyrics Training does not have a relationship with the pronunciation of the English language of the students of the Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

## CHAPTER III. RESULTS AND DISCUSSION

### 3.1 Analysis and discussion of the results

This chapter is based on the analysis of the adequate experimental group, which was carried out in the Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, and the subject for this research project was the students from the third semester. Therefore, 27 students formed the experimental group. Moreover, the chapter demonstrates the total average that the 27 students got in the experimental group for each element of the PET speaking assessment part 1, such as intelligible, phonological features at both utterances and words level with the segmental and supra-segmental features.

#### Pre-Test and Post-Test Results from the Experimental Group

In view of the interpretation's research, the estimation of the pronunciation's evaluation was created thinking into account the pronunciation criteria of the rubric from the PET examination and the specific segmental and supra-segmental features.

#### Pre-Post Test Pronunciation Segmental Features (Vowel Sound and Consonant Sounds)

**Table 1**

*Pre-Post Test Pronunciation Segmental Features*

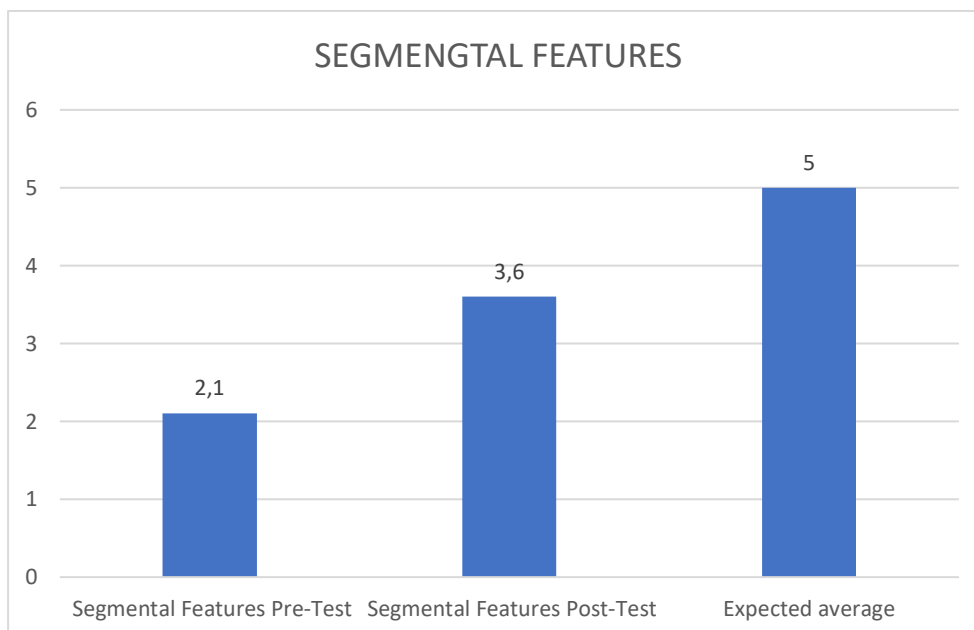
Segmental features – vowel and consonant sounds			
Group	Pre-Test	Post-Test	Expected average
Experimental	2,1	3,6	5

Source: Pre-test and Post-test scores-Experimental group-Pronunciation Segmental Features (Vowel Sound and Consonant Sounds).

Author: Quisnia, J. (2020)

**Figure 1**

*Pre and Post Test- Segmental Features*



Source: Pre-test and Post-test scores-Experimental group- Pronunciation Segmental Features (Vowel Sound and Consonant Sounds).

Author: Quisnia, J. (2020)

Table 1 summarizes the data on Segmental Features as the extra element for evaluation pronunciation of the PET speaking test. The results of the Experimental group can be seen in figure 1, the value of 2,1 the students got in the pre-test, but we can see from the graph the value of 3,6 they got in the post-test. It shows that the application of the Lyrics Training app to improve the segmental features, which are vowel and consonant sounds, of the English language pronunciation worked well in the Experimental group.

### **Pre-Post Test Pronunciation Supra Segmental Features**

**Table 2**

*Pre-Post Test Pronunciation Supra Segmental Features*

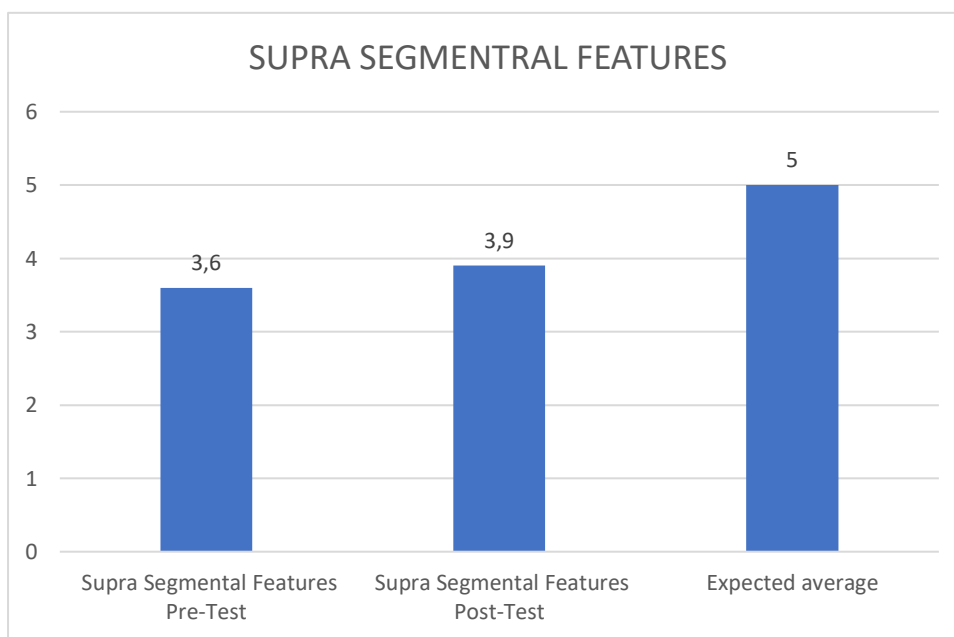
Supra segmental features – intonation affirmatives			
Group	Pre-Test	Post-Test	Expected average
Experimental	3,6	3,9	5

Source: Pre-test and Post-test scores-Experimental group-Pronunciation Supra Segmental Features (Intonation Affirmatives).

Author: Quisnia, J. (2020)

**Figure 2**

*Pre and Post Test- Supra Segmental Features*



Source: Pre-test and Post-test scores-Experimental group- Pronunciation Supra Segmental Features (Intonation Affirmative).

Author: Quisnia, J. (2020)

Table 2 summarizes the data on Supra Segmental Features as the extra element for evaluation pronunciation of the PET speaking test. The results of the Experimental group can be seen in figure 2, the value of 3,6 the students got in the pre-test, but we can see from the graph the value of 3,9 they got in the post-test. It shows that the application of the Lyrics Training app to improve the supra-segmental features, which was the intonation in affirmative statements, of the English language pronunciation worked well in the Experimental group.

## Final Pre-Test and Post-Test Scores

**Table 3**

*Pre-Post Test scores-Experimental Group*

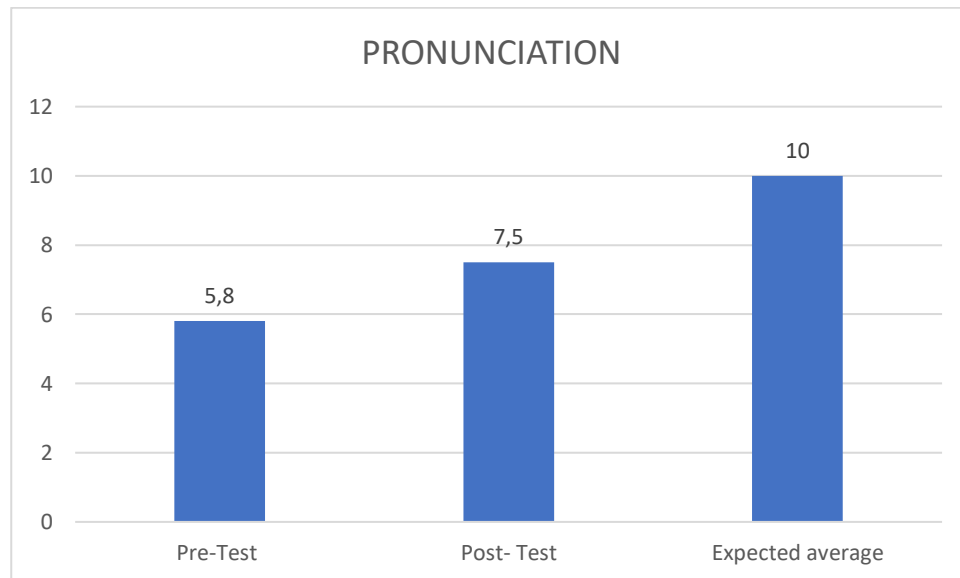
Elements of Experimental Pronunciation	Pre-Test	Post-Test	Expected average
Segmental Features	2,1	3,6	5
Supra Segmental Features	3,6	3,9	5
Total Pronunciation Elements	5,8	7,5	10

Source: Pre-test and Post-test scores-Experimental group

Author: Quisnia, J. (2020)

**Figure 3**

*Pre-Post Test scores-Experimental Group*



Source: Pre-test and Post-test scores-Experimental group

Author: Quisnia, J. (2020)

Table 3 summarizes the data on the elements of pronunciation, which were Segmental and Supra-segmental Features as the extra elements for evaluation pronunciation of the Pre and Post PET speaking test. The results of the Experimental group can be seen in figure 3, the value of 5,8 the students got in the pre-test, but we can see from the graph

the value of 7,5 they got in the post-test. It shows that the application of the Lyrics Training app to improve the segmental and supra-segmental features, which were the vowel and consonant pronunciation due to the intonation in affirmative statements, of the English language pronunciation worked well in the Experimental group.

### 3.2 Verification of hypotheses

For this experimental research work, it is decided to apply T Student Test, making an allowance for the results obtained, the acceptance or the rejection of one of the two hypotheses can be identified; the table shows the information regarding from T Student Test calculation:

**Table 4**

*Statistics of paired samples*

	Statistics	Media	N	Deviation standard	Media of standard error
Par 1	Pretest	5,71	28	1,560	,295
	Posttest	7,50	28	1,319	,249

Source: IBM SPSS Statistics

Author: Quisnia, J. (2020)

According to the analysis of the IBM SPSS Statistics using the T- Student to get the results of the deviation standard of the statistics of paired samples from the pre and post-test with the twenty-eight students of the third semester.

**Table 5**

*Paired Samples Test*

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Uper		
Pair	Pre-test & Post-test	-1,786	1,449	,274	-2,348	-1,224	-6,520	,000

Source: IBM SPSS Statistics

Author: Quisnia, J. (2020)

According to the analysis of the IBM SPSS Statistics using the T – Student test, the results obtained can be corroborated that the value 0,000 is less than 0,05. The null hypothesis is rejected and the alternative hypothesis is accepted, it means that the Lyrics Training app has an appropriate educational relationship with the development, improvement, and understanding of the pronunciation of the English language of students from the Pedagogía de los Idiomas Nacionales y Extranjeros Career at Universidad Técnica de Ambato.



## CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

Subsequently examining and interpreting the score and results obtained from the application of the Lyrics Training app in the pronunciation of the English language in students from Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, there are some conclusions and recommendations to mention to upcoming researches.

- There is a relation between the Lyrics Training app and the pronunciation of the English language. Evidently, the Alternative Hypothesis was approved with an element 0,000 that is less than 0, 05 and the Null Hypothesis was rejected.
- The students evaluation based on the Common European Framework exam was a relevant tool to value the specifics indicators of English pronunciation, it supported and gave a grade to the knowledge that students had and the specific pronunciation subskills that students needed to improve and develop.
- The elements of the Lyrics Training app, such as game aspect with different levels to play like beginner level, intermediate level, advanced level, and expert level due to the Karaoke aspect are crucial in the pronunciation practice of the English language because each of them support the pronunciation learning during the four actively sessions. The results showed that they used and played two times before practicing the segmental features (vowel and consonant sounds) of the English language pronunciation. Besides, they developed their speaking interaction efficiently by dialogues, reading aloud, and drills.
- The solution to the problem is to apply the Lyrics Training app to practice and improve the pronunciation of the English language by focusing on the specific indicators of the pronunciation: segmental and supra-segmental features. Nevertheless, the indicators to be improved were segmental and supra-segmental features they use the Lyrics Training app to do their best by practicing the

elements of the app and complementing with the extra activities, which were dialogues, reading aloud, tongue twisters, and dialogue completion.

## **4.2 Recommendations**

Afterward, the usage of the Lyrics Training app, the following suggestions are recognized for the next researches.

- Applying the Lyrics Training app with its practical aspects in class will be an effective contribution to the pronunciation of the English language. Besides, the practice will be applied more in class as well as home by using specific words for enhancing pronunciation and communication.
- Applying the PET-Speaking Part 1 exam according to the Common European Framework to the students from third level helped to denote the strengths and weaknesses that they had in the pronunciation English language and its specific indicators.
- To research the elements of the Lyrics Training app, such as game and karaoke aspects by taking into account the process needed for the practice of the English pronunciation in classes, so students can communicate efficiently by using factual language in real situations.
- English teachers should consider the Lyrics Training app as an innovative technological tool to teach in their classes when it is necessary to focus on specific indicators of the English language pronunciation such as segmental features (Vowel and consonant sounds) and supra-segmental features (Intonation).

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# ANNEXES

## Annex 1: Approval

### ANEXO 3

## CARTA DE COMPROMISO

Ambato, 27/04/2020


Dr. Marcelo Núñez  
Presidente  
Unidad de titulación  
Carrera de Idiomas  
Facultad de Ciencias Humanas y de la Educación

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Idiomas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"LYRICS TRAINING AND THE PRONUNCIATION OF THE ENGLISH LANGUAGE"** propuesto por la estudiante Jessica Carolina Quisnia Aldas, portadora de la Cédula de Ciudadanía 180492309-0, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,



Lic. Sarah Iza Pazmiño, Mg.

0501741060

2818175

0984060528

[sj.iza@uta.edu.ec](mailto:sj.iza@uta.edu.ec)

**Annex 2: Pre and Post-test**  
**PET SPEAKING PART 1**

**B1: Preliminary  
 Speaking Test**

**Part 1 (2–3 minutes)**

*Phase 1*  
**Interlocutor**

*To both candidates*      Good morning/afternoon/evening.  
 Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ..... and this is .....

*To Candidate A*            What's your name? Where do you live/come from?  
 Thank you.

*To Candidate B*            And what's your name? Where do you live/come from?  
 Thank you.

	<b>Back-up prompts</b>
<b>B</b> , do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	
And <b>A</b> , do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	

**Phase 2**  
**Interlocutor**

Select one or more questions from the list to ask each candidate.  
Ask Candidate A first.

	<b>Back-up prompts</b>
How do you get to work/school/university every day?	Do you usually travel by car? (Why/Why not?)
What did you do yesterday evening/last weekend?	Did you do anything yesterday evening/last weekend? What?
Do you think that English will be useful for you in the future? (Why/Why not?)	Will you use English in the future? (Why?/Why not?)
Tell us about the people you live with.	Do you live with friends/your family?
Thank you.	

**Annex 3: Rubric Pre and Post – Test**  
**PET SPEAKING PART 1 – PRONUNCIATION**



A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges.</li> <li>Requires very little prompting and support.</li> </ul>
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses appropriate vocabulary to talk about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>
0	<i>Performance below Band 1.</i>		



## Annex 4: Lesson plans templates

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Carrera de Idiomas

Lesson plans templates

“Lyrics Training and the pronunciation of the English language”

In order to conduct the research project, the author elaborated lesson plans distributed in six sessions during one month and two university classes' weeks. The first session goes to the application of the pre-test. The second, third, fourth, and fifth sessions fit to the application of the Lyrics Training app. The last session states to the post-test application. Furthermore, the lesson plans contain the procedures and activities according to the requirements of each pronunciation indicators.

### Resume Table

Date	Activity	Duration	Recorded classes link
June 22 <sup>nd</sup> , 2020	Pre-test application	1 hour and 10 minutes	<a href="https://n9.cl/dy3i">https://n9.cl/dy3i</a>
July 13 <sup>th</sup> , 2020	The d/t/ id consonant sounds in segmental features.	45 minutes	<a href="https://n9.cl/dy3i">https://n9.cl/dy3i</a>
July 27 <sup>th</sup> , 2020	The /θ/ and /ð/ consonant sounds in segmental features.	45 minutes	<a href="https://n9.cl/dy3i">https://n9.cl/dy3i</a>

July 29 <sup>th</sup> , 2020	The /i:/ long and the /ɪ/ short vowel sounds in segmental features.	45 minutes	<a href="https://n9.cl/dy3i">https://n9.cl/dy3i</a>
July 31 <sup>st</sup> , 2020	The vowel and consonant sounds (/t/ /d/ /ɪd/ /θ/ /ð/) with emphasis in intonation of affirmative statements in supra-segmental features.	45 minutes	<a href="https://n9.cl/dy3i">https://n9.cl/dy3i</a>
August 5 <sup>th</sup> , 2020	Post-test application	1 hour and 10 minutes.	<a href="https://n9.cl/dy3i">https://n9.cl/dy3i</a>

**Elaborado por:** Quisnia, J (2020).

## CLASSES SESSIONS

### Session 1

<b>Date</b>	June 22 <sup>nd</sup> , 2020
<b>Activity</b>	Pre-test application
<b>Duration</b>	1 hour and 10 minutes
<b>Class</b>	A2
<b>Number of students</b>	28
<b>Objectives</b>	To analyze the pronunciation development through The Preliminary Speaking Test from Cambridge.
<b>Materials</b>	PET exam Cambridge

## Session 2

### Planning

#### Lesson Plans

#### Lesson Plan 1

**Background:**

**Context:** Ambato

**Institution:** Universidad Técnica de Ambato

**Level:** Third semester – A2

**Number of students:** 27 young adults, ages 19 to 23

**Time:** 45 minutes

**Objective:** Students will be able to produce the d/t/ ɪd consonant sounds in segmental features through Lyrics Training app.

**Previous class work/what do Ss' know that prepares them for the lesson:** Students are familiar with regular verbs in past and vocabulary of the Unit 7.

## Procedures

Stage	Activity/Time	Materials/equipment	Step-by-step details	Interaction/seating	Contingency plans/other notes
Engage	- Listening for detail: Find regular verbs in past - 5 minutes	- Lyrics Training App	Share with the Ss previous knowledge about the song. Listen to Adele song-Set fire to the rain and write down the regular verbs in past.	T-Ss	Try to make sure every Ss understand what we have to do.
	- Do you notice some differences in -ed pronunciation? (Kissed, saved, watched, touched, burned, and cried) - 5 minutes	- Cellphone  - Computer	Discuss some differences between the final -ed sound of each verb found.	T-Ss	Make sure not to have distractions
Study	- Complete the game of the song in the Lyrics Training App. - 10 minutes  - Karaoke - 5 minutes	- Lyrics Training App  - Cellphone	Now use the Lyrics Training App to complete the song with different words from this song.	T-Ss	Ss may already know the differences sounds of the regular verbs in past.

				Use the karaoke option to practice –ed pronunciation of the regular verbs in past.	Ss	
Activate	- Dialogue creation - 20 minutes (Whole class)	- Computer - Recorder	Ss create a dialogue They need to use the verbs in past found in the song with t/d/ id consonant sounds and some vocabulary of the Unit 7 (Thanks. That’s really helpful, definitely, of course not. What’s up?)	T - Ss – peer work		Be ready to use regular verbs in past in a dialogue.
Follow Up	- Dialogue recording	- Cellphone - Computer	Ss have to record their dialogue in pairs and send it to the teacher.	Ss-T		

## Activity 1

<b>Topic</b>	Past of regular verbs
<b>APA Function</b>	Sound discrimination- Sound practice
<b>Time</b>	45 minutes
<b>Resource</b>	Song – Lyrics Training App
<b>Level</b>	Third
<b>Speaking subskill</b>	Pronunciation
<b>Segmental Features</b>	Consonant sounds (d/t/ id).

Elaborado por: Quisnia, Jessica

### Procedures:

#### Engage:

attention to the pronunciation of the regular verbs in the past.

#### Listening for detail:

Listening to the song, set fire to the rain- Adele and write down the regular verbs in the past.

#### Pronunciation:

Use the Karaoke option to practice the pronunciation of the regular verbs in the past.

#### Discussion:

Discuss some differences between the final –ed sound of each verb found.

#### Activate:

#### Study:

#### Speaking - Dialogue creation:

#### Complete the activity:

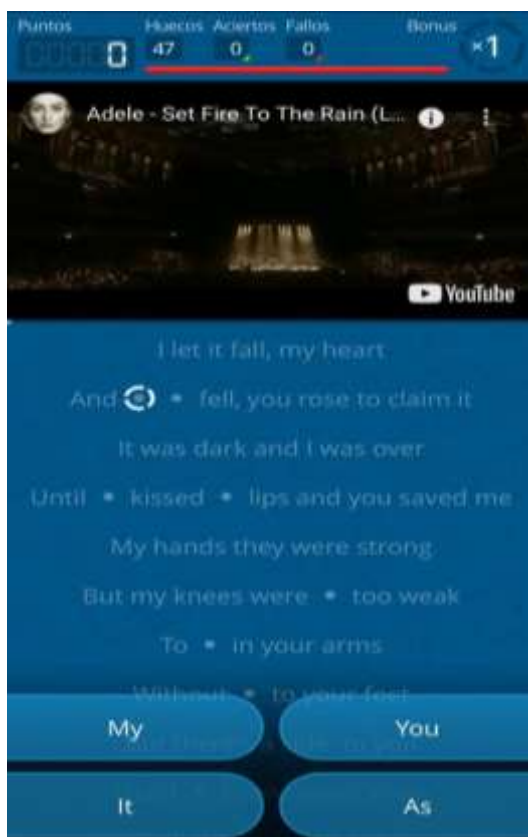
While listening to the song, select the correct word, which is missing, and pay

Students reflect about –ed pronunciation rules and present a dialogue using the regular verbs in the past taken from the song and some vocabulary of the Unit 7 (Thanks. That's really helpful, definitely, of course not. What's up?)

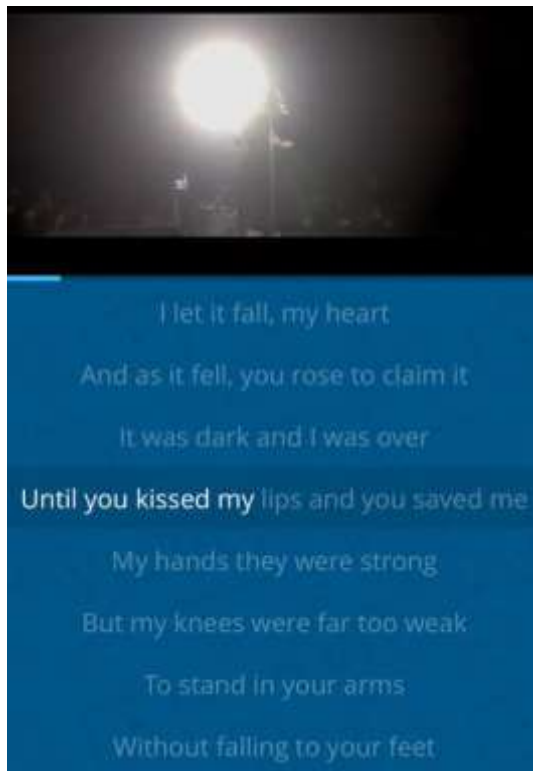
## 1. Lyrics Training App – Listening for detail



## 2. Complete the activity.



### 3. Karaoke



### 4. Dialogue example – Add a verb with **rd sound**

A: Tony! Hi! Great to see you. How are you?

B: I'm bad. Yesterday, I **burned** my love letters.

A: **Of course not. What's up?**

B: I **watched** a video where my girlfriend and my best friend **kissed**.

A: Aw... That is too bad! It **definitely touched** my heart.

B: I **wanted** to call her to talk about that, instead I **cried** all night.

A: You need to rest and forget everything for a moment.

B: **Thanks, that's really helpful.**



## Session 3

### Planning

#### Lesson Plans

#### Lesson Plan 2

**Background:**

**Context:** Ambato

**Institution:** Universidad Técnica de Ambato

**Level:** Third semester – A2

**Number of students:** 27 young adults, ages 19 to 23

**Time:** 45 minutes

**Objective:** Students will be able to produce the /θ/ and /ð/ consonant sounds in segmental features through Lyrics Training app.

**Previous class work/what do Ss' know that prepares them for the lesson:** Students are familiar with the vocabulary of the Unit.

## Procedures

Stage	Activity/Time	Materials/equipment	Step-by-step details	Interaction/seating	Contingency plans/other notes
Engage	<ul style="list-style-type: none"> <li>- Listening for detail: Find the vocabulary with /θ/ and /ð/ sounds. <b>(Those, that, everything, through, think)</b></li> <li>- 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Lyrics Training App</li> <li>- Cellphone</li> </ul>	<p>Share with the Ss previous knowledge about the song.</p> <p>Listen to Beyoncé song-Halo and write down the words with the /θ/ and /ð/ sounds.</p>	T-Ss	Try to make sure every Ss understand what we have to do.
	<ul style="list-style-type: none"> <li>- Could you identify the /θ/ and /ð/ sound in the lyrics?</li> <li>- <b>(Those, that, everything, through, think).</b></li> <li>- 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Computer</li> </ul>	Discuss how you identify and write the /θ/ and /ð/ sound in the song.	T-Ss	Make sure not to have distractions
Study	<ul style="list-style-type: none"> <li>- Complete the game of the song in the Lyrics Training App.</li> <li>- 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Lyrics Training App</li> <li>- Cellphone</li> </ul>	Now use the Lyrics Training App to complete the song with different words from this song.	T-Ss	Ss may already know the differences sounds of the regular verbs in past.

- 
- Karaoke
  - 5 minutes

Use the karaoke option to practice /θ/ and /ð/ sounds from the song.

Ss

---

Activate

- Dialogue practice
- 20 minutes (Whole class)
- Computer
- Recorder

Ss read a dialogue. They need to use the vocabulary of the song and Unit 7 (**That's right, how about that, thanks! Same to you!**) focusing on the /θ/ and /ð/ sound.

T - Ss – peer work

Be ready to use the vocabulary of the Unit in a dialogue.

---

## Activity 1

<b>Topic</b>	Past of regular verbs
<b>APA Function</b>	Sound discrimination- Sound practice
<b>Time</b>	45 minutes
<b>Resource</b>	Song – Lyrics Training App
<b>Level</b>	Third
<b>Speaking subskill</b>	Pronunciation
<b>Segmental Features</b>	Consonant sounds /θ/ and /ð/

Elaborado por: Quisnia, Jessica

### Procedures:

#### Engage:

attention to the pronunciation of the /θ/ and /ð/ sound in the song.

#### Listening for detail:

Listen to Beyoncé song-Halo and write down the words with the /θ/ and /ð/ sounds.

#### Discussion:

Discuss how you identify the /θ/ and /ð/ sound in the song.

#### Study:

#### Complete the activity:

While listening to the song, select the correct word, which is missing, and pay

#### Pronunciation:

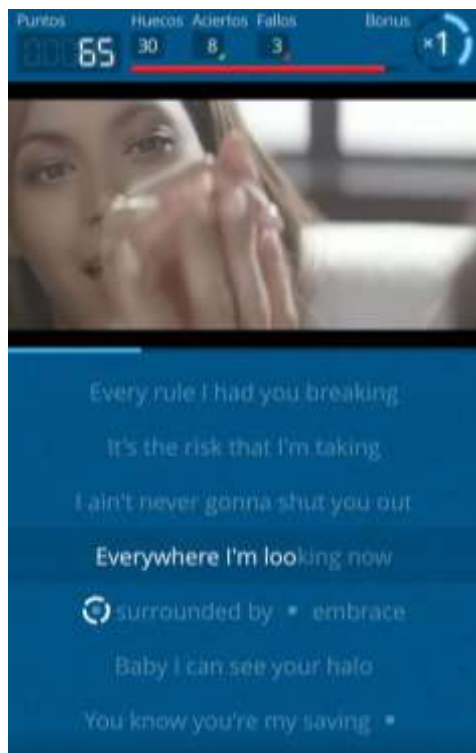
Use the Karaoke option to practice the pronunciation of the /θ/ and /ð/ sounds and the vocabulary of the Unit.

#### Activate:

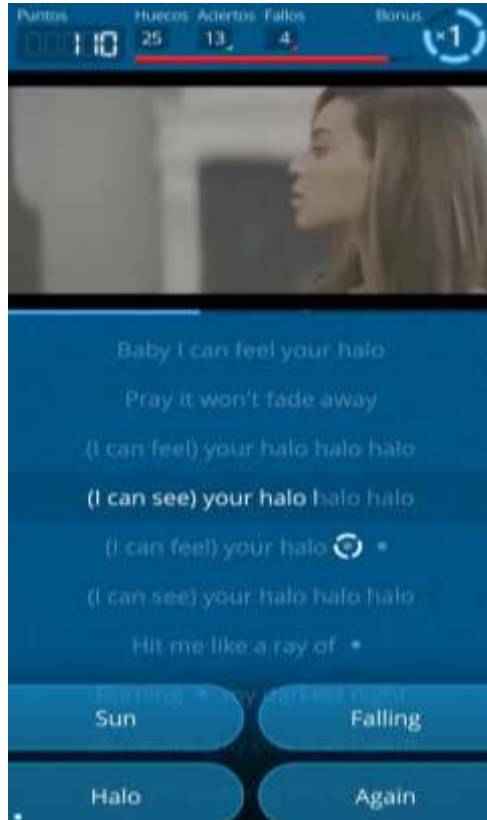
#### Speaking - Dialogue creation:

Students reflect about /θ/ and /ð/ sound and the vocabulary of the Unit. They present a dialogue using the /θ/ and /ð/ sounds taken from the song and the vocabulary of the Unit 7.

## 1. Lyrics Training App – Listening for detail



## 2. Complete the activity.



### 3. Karaoke



### 4. Dialogue practice

**Teacher:** Today, we are going to practice the use of **those**/these and **that**/this **through** music videos.

**Student:** I **think** it could be great. Are they demonstratives?

**Teacher:** **That's right.** So, we use these/this to refer to things close to the speaker or very close in time.

**Student:** **How about that**/those?

**Teacher:** We use that/those to refer to **everything** that is more distant, either in time or physically.

**Student:** It help me a lot! Thank you teacher, have a good day.

**Teacher:** **Thanks! Same to you!**

## Session 4

### Planning

#### Lesson Plans

#### Lesson Plan 3

**Background:**

**Context:** Ambato

**Institution:** Universidad Técnica de Ambato

**Level:** Third semester – A2

**Number of students:** 27 young adults, ages 19 to 23

**Time:** 45 minutes

**Objective:** Students will be able to produce the /i:/ long and the /ɪ/ short vowel sounds in segmental features through Lyrics Training app.

**Previous class work/what do Ss' know that prepares them for the lesson:** Students are familiar with the vocabulary of the /i:/ long and the /ɪ/ short vowel sounds.

## Procedures

Stage	Activity/Time	Materials/equipment	Step-by-step details	Interaction/seating	Contingency plans/other notes
Engage	- Listening for detail: Find the vocabulary with the /i:/ long and the /ɪ/ short vowel sounds. <b>(Boring, inside, sing, see, tree, and feel).</b>	- Lyrics Training App	Share with the Ss previous knowledge about the song.	T-Ss	Try to make sure every Ss understand what we have to do.
	- 5 minutes	- Cellphone	Listen to Fool's Garden-Lemon tree song and write down the words with the /i:/ long and the /ɪ/ short vowel sounds.		
	- Could you identify the /i:/ long and the /ɪ/ short vowel sounds in the lyrics? <b>(Boring, inside, sing, see, tree, and feel).</b>	- Computer	Discuss how you identify the /i:/ long and the /ɪ/ short vowel sounds in the song.	T-Ss	Make sure not to have distractions
	- 5 minutes				
Study	- Complete the game of the song in the Lyrics Training App.	- Lyrics Training App	Now use the Lyrics Training App to complete the song with different words from this song.	T-Ss	Ss may already know the differences sounds of the regular verbs in past.
	- 10 minutes	- Cellphone			



- Karaoke
- 5 minutes

Use the karaoke option to practice the /i:/ long and the /ɪ/ short vowel sounds. Ss

Activate	- Tongue Repetition	Twister (Whole class)	- Computer Recorder	Ss practice the tongue twister focusing on the /i:/ long and the /ɪ/ short vowel sounds.	T - Ss – peer work	Be ready to use the correct pronunciation in the vowel sounds in the repetition part.
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## Activity 1

<b>Topic</b>	Tongue Twister – Vowel sound.
<b>APA Function</b>	Sound identification- Sound practice
<b>Time</b>	45 minutes
<b>Resource</b>	Song – Lyrics Training App
<b>Level</b>	Third
<b>Speaking subskill</b>	Pronunciation
<b>Segmental Features</b>	The /i:/ long and the /ɪ/ short vowel sounds

Elaborado por: Quisnia, Jessica

### Procedures:

#### Engage:

attention to the pronunciation of the /i:/ long and the /ɪ/ short vowel sounds.

#### Listening for detail:

Listen to Fool's Garden-Lemon tree song and write down the words with the /i:/ long and the /ɪ/ short vowel sounds.

#### Discussion:

Discuss how you identify the /i:/ long and the /ɪ/ short vowel sounds in the song.

#### Study:

#### Complete the activity:

While listening to the song, select the correct word, which is missing, and pay

#### Pronunciation:

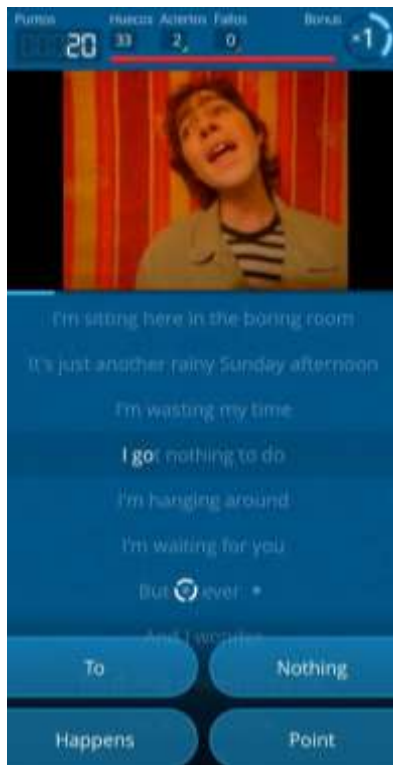
Use the Karaoke option to practice the pronunciation of the /i:/ long and the /ɪ/ short vowel sounds and the vocabulary of the Unit.

#### Activate:

#### Speaking - Dialogue creation:

Students reflect about the /i:/ long, the /ɪ/ short vowel sounds that they listened from the song. Ss practice a tongue twister related to the /i:/ long and the /ɪ/ short vowel sounds taken from the son

## 1. Lyrics Training App – Listening for detail



## 2. Complete the activity.



### 3. Karaoke



### 4. Tongue Twister practice

- I slit the sheet, the sheet I slit, and on the slitted sheet, I sit.
- I see and sing a song about a tree into the sea and I feel boring inside me.

## Session 5

### Planning

#### Lesson Plans

#### Lesson Plan 4

**Background:**

**Context:** Ambato

**Institution:** Universidad Técnica de Ambato

**Level:** Third semester – A2

**Number of students:** 27 young adults, ages 19 to 23

**Time:** 45 minutes

**Objective:** Students will be able to produce the vowel and consonant sounds (/t/ /d/ /ɪd/ /θ/ /ð/) with emphasis in intonation of affirmative statements in supra-segmental features through Lyrics Training app.

**Previous class work/what do Ss' know that prepares them for the lesson:** Students are familiar with the vocabulary of the Unit 8 and the segmental – supra-segmental features.

## Procedures

Stage	Activity/Time	Materials/equipment	Step-by-step details	Interaction/seating	Contingency plans/other notes
Engage	- Listening for detail: Find the vocabulary with the vowel and consonant sounds learned during the last three lessons. - 5 minutes	- Lyrics Training App - Cellphone	Share with the Ss previous knowledge about the song. Listen to Lewis Capaldi- Someone you loved song and write down the words with the vowel (/i:/ /ɪ/) and consonant sounds (/t/ /d/ /ɪd/ /θ/ /ð/).	T-Ss	Try to make sure every Ss understand what we have to do.
	- Could you identify the vowel and consonant sounds in the lyrics? - 3 minutes	- Computer	Discuss how you identify the vowel and consonant sounds in the song.	T-Ss	Make sure not to have distractions
Study	- Complete the game of the song in the Lyrics Training App. - 7 minutes  - Karaoke	- Lyrics Training App - Cellphone	Now use the Lyrics Training App to complete the song with different words from this song.	T-Ss	Ss may already know the differences sounds of the regular verbs in past.

	- 5 minutes		Use the karaoke option to practice the vowel (/i:/ /ɪ/) and consonant sounds (/t/ /d/ /ɪd/ /θ/ /ð/).	Ss	
Activate	- Reading aloud - 25 minutes (Whole class)	- Computer - Recorder	Ss practice reading aloud with the correct pronunciation of the vowel (/i:/ /ɪ/) and consonant sounds (/t/ /d/ /ɪd/ /θ/ /ð/) emphasizing in the intonation of affirmative statements.	T - Ss – individual work	Be ready to use the correct pronunciation in the vowel and consonants sounds and the intonation of affirmative statements.

## Activity 1

<b>Topic</b>	Reading Aloud-
<b>APA Function</b>	Sound identification- Sound practice
<b>Time</b>	45 minutes
<b>Resource</b>	Song – Lyrics Training App
<b>Level</b>	Third
<b>Speaking subskill</b>	Pronunciation
<b>Segmental Features</b>	- <b>Consonant Sounds:</b> 1. d/t/ rd 2. /θ/ and /ð/ - <b>Vowel Sound:</b> The /i:/ long and the /ɪ/ short.
<b>Suprasegmental Features</b>	<b>Intonation:</b>  - Affirmatives statements (231).

Elaborado por: Quisnia, Jessica

### Procedures:

#### Engage:

#### Listening for detail:

Listen to Lewis Capaldi-Someone you loved song and write down the words with the vowel (/i:/ /ɪ/) and consonant sounds (/t/ /d/ /rd/ /θ/ /ð/).

#### Discussion:

Discuss how you identify the vowel and consonant sounds in the song.

#### Study:

#### Pronunciation:

Use the Karaoke option to practice the pronunciation of the vowel (/i:/ /ɪ/) and consonant sounds (/t/ /d/ /rd/ /θ/ /ð/) emphasizing in the intonation of affirmative statements.



### Complete the activity:

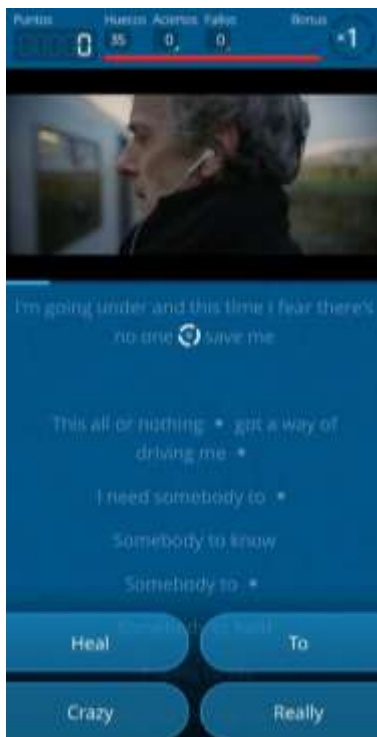
While listening to the song, select the correct word, which is missing, and pay attention to the pronunciation of the vowel (/i:/ /ɪ/) and consonant sounds (/t/ /d/ /ɪd/ /θ/ /ð/).

### Activate:

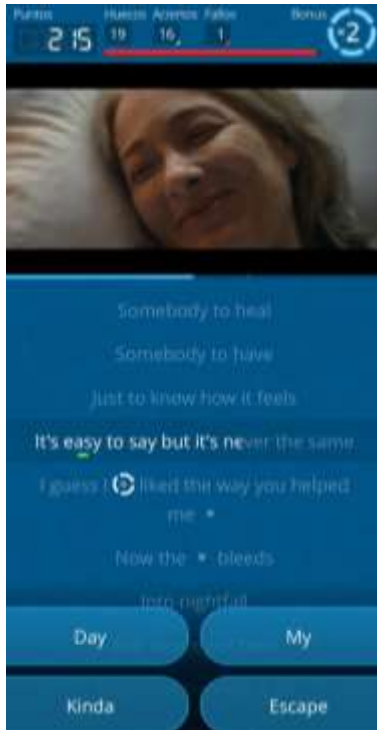
#### Speaking – Reading aloud:

Students reflect about the practice of reading aloud with the correct pronunciation of the vowel (/i:/ /ɪ/) and consonant sounds (/t/ /d/ /ɪd/ /θ/ /ð/) emphasizing in the intonation of affirmative statements taken from the song.

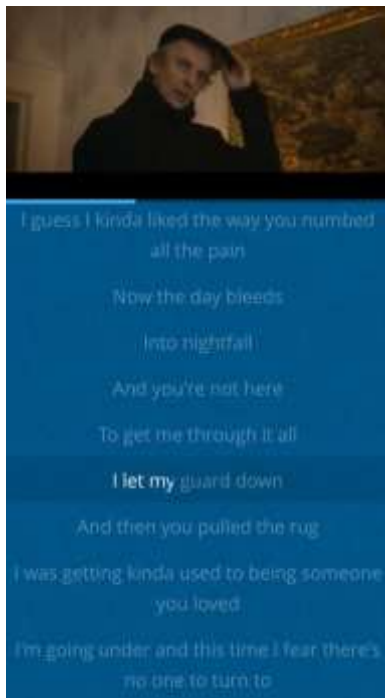
### 1. Lyrics Training App – Listening for detail



## 2. Complete the activity.



## 3. Karaoke



#### 4. Reading aloud

Song Phrases	Unit 8 Phrases
1. <b>This</b> all or <b>nothing</b> way of loving got me <b>sleeping without</b> you.	2. <b>This</b> itching is driving me crazy
3. I guess I kind <b>liked</b> the way you <b>numbed</b> all the pain.	4. Ben and I got eaten alive last <b>weekend</b> . We went away for a second honeymoon at <b>this</b> cute little bed and breakfast in the mountains.
5. Now the day <b>bleeds into</b> nightfall.	6. I <b>agree</b> , but Ben won't hear of it. You know, next time we go away for a romantic <b>weekend</b> , I'm packing one of <b>those</b> mosquito nets to hang over the bed.
7. I let my guard down and <b>then</b> you <b>pulled</b> the rug.	

#### Session 6

<b>Date</b>	August 5 <sup>th</sup> , 2020
<b>Activity</b>	Post-test application
<b>Duration</b>	1 hour and 10 minutes
<b>Class</b>	A2
<b>Number of students</b>	28
<b>Objectives</b>	To analyze the effects of the pronunciation development through The Preliminary Speaking Test from Cambridge applying the Lyrics Training app.
<b>Materials</b>	PET exam Cambridge

## Annex 5: Urkund



### Urkund Analysis Result

**Analysed Document:** QUISNIA JESSICA\_RESEARCH PROJECT\_URKUND.docx  
(D83064458)  
**Submitted:** 10/29/2020 1:29:00 AM  
**Submitted By:** jqisnia3090@uta.edu.ec  
**Significance:** 4 %

Sources included in the report:

Research Project\_Lyrics Training\_Quisnia Jessica.pdf (D66617354)  
[https://www.researchgate.net/publication/315035214\\_A\\_Study\\_on\\_the\\_Situation\\_of\\_Pronunciation\\_Instruction\\_in\\_ESLEFL\\_Classrooms](https://www.researchgate.net/publication/315035214_A_Study_on_the_Situation_of_Pronunciation_Instruction_in_ESLEFL_Classrooms)

Instances where selected sources appear:

10

A handwritten signature in blue ink, appearing to read "Ruth Elizabeth Infante Paredes", written over a horizontal line.

**MG. LIC. RUTH ELIZABETH INFANTE PAREDES**  
**TUTOR TRABAJO TITULACIÓN**