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English Songs as a Strategy to Improve the Pronunciation of Voiceless Stop Sounds in
Sophomore Students at Luis Ulpiano de la Torre High School

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Autora: Velastegui Haro María José

Directora: Dra. Sandra Mariana Guevara Betancourt

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DATOS DE CONTACTO		
CÉDULA DE IDENTIDAD:	100446176-8	
APELLIDOS Y NOMBRES:	Velastegui Haro María José	
DIRECCIÓN:	Cotacachi, El sagrario, Barrio los Arupos 4	
EMAIL:	mjvelasteguih@utn.edu.ec	
TELÉFONO FIJO:		TELÉFONO MÓVIL: 0959946309

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AUTOR (ES):	Velastegui Haro María José
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DIRECTOR:	PhD. Sandra Mariana Guevara Betancourt
ASESOR:	MSc. Franklin Fernando Narvaéz Vega

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Ibarra, a los 12 días del mes de febrero de 2025

EL AUTOR:

(Firma) 
Nombre: María José Velastegui Haro

CERTIFICACION DE DIRECTOR


Ibarra, 12 de febrero del 2025

PhD. Sandra Mariana Guevara Betancourt

DIRECTOR DEL TRABAJO DE TITULACIÓN

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① 

PhD. Sandra Mariana Guevara Betancourt

C.C:1002503520.....

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ABSTRACT

The correct pronunciation of vowel and consonant sounds in English is a frequent challenge for non-native learners, especially in the case of voiceless stop sounds, such as /p/, /t/ and /k/. This work explores the use of English songs as a strategy to improve the pronunciation of these sounds in second year high school students of the Luis Ulpiano de la Torre Educational Unit. The study was conducted with a group of high school sophomores, who participated in the application of the appropriate instruments. Through an inductive and deductive methodology, a sample was taken from the population of students of the Educational Unit with whom the instruments such as the survey and the interview to the teachers of the English area were applied. The results were analyzed by means of the surveys answered by the students and the answers to the interviews with the teachers, which were evidenced through audios and videos. The findings indicate that the experimental group showed certain inconveniences in the auditory comprehension of certain sounds such as voiceless plosive stop sounds. As a result, the results obtained from the research allow the definition of strategies and academic activities to be applied in the classroom. Finally, the proposal has been made with the purpose of improving the ability of listening problems, also the proposal suggests strategies and interactive activities that guarantee the improvement of pronunciation through the songs, so that the self-esteem of the students is reflected positively to ensure the learning of English is dynamically as a foreign language.

RESUMEN

La pronunciación correcta de los sonidos vocálicos y consonánticos en inglés es un desafío frecuente para los estudiantes no nativos, especialmente en el caso de los **sonidos oclusivos sordos** (voiceless stop sounds), como /p/, /t/ y /k/. Esta tesis explora el uso de **canciones en inglés** como estrategia para mejorar la pronunciación de estos sonidos en estudiantes de segundo año de secundaria de la Unidad Educativa Luis Ulpiano de la Torre. El estudio se realizó con un grupo de estudiantes de segundo de bachillerato, quienes participaron en la aplicación de los debidos instrumentos. A través de una metodología inductiva y deductiva, se tomó la muestra de la población de estudiantes de la Unidad Educativa con los cuales se aplicaron los instrumentos como el survey y la entrevista a los profesores del área de inglés. Los resultados fueron analizados mediante las encuestas respondidas por los estudiantes y las respuestas a las entrevistas a los profesores que fueron evidenciadas a través de audios y videos. Los hallazgos indican que el grupo experimental mostró ciertos inconvenientes en la comprensión auditiva de ciertos sonidos como son los sonidos de parada plosiva sin voz. Como resultado, los resultados obtenidos en base a la investigación permite definir las estrategias y actividades académicas para aplicarlas en el aula. Finalmente, el diseño de la propuesta se ha realizado con el propósito de mejorar la habilidad de problemas en escuchar, también la propuesta sugiere estrategias y actividades interactivas que garantiza la mejora de la pronunciación a través de las canciones, de tal manera que el autoestima de los estudiante se vea reflejado positivamente para garantizar el aprendizaje del inglés se forma dinámica como lengua extranjera.

INTRODUCTION

The English language has become more significant during the last 10-15 years in the educational field, increasing the interest of scholars and educators around the world (Hernandez-Fernandez & Rojas, 2018). This is due to the fact that English is not only the primary medium of instruction in many educational institutions worldwide, but it also serves as a crucial tool for accessing a vast array of academic resources and research (Guevara-Betancourt 2022). English teachers and students target the development of communicative competence in English as a Foreign Language (EFL) education. Thus, good pronunciation is crucial because it impacts communication and overall language proficiency. Research indicates that accurate pronunciation enhances intelligibility, reducing misunderstandings in verbal communication (Derwing & Munro, 2015).

From a teaching perspective, effective pronunciation instruction boosts learners' confidence, fostering a more positive attitude toward language use and increasing their willingness to engage in conversations (Thomson & Derwing, 2015). It is required to point out that accurate pronunciation is essential for successful listening comprehension, as it helps learners better recognize and understand spoken language (Field, 2019). When EFL learners improve pronunciation, they can achieve more natural and fluent speech, which is vital for both academic success and real-world communication (Levis, 2018). Thus, integrating focused pronunciation practice into EFL curricula is essential for developing comprehensive language skills.

Research Context

The teaching of English in Ecuador, particularly in high school settings, faces significant challenges, especially concerning the pronunciation skills in high school students. One of the primary issues is the limited exposure to native English speakers and authentic English language environments (Soto & Pérez, 2021). Furthermore, Escudero and Rivas (2022) note that the curriculum in many Ecuadorian schools tends to prioritize grammar and vocabulary over pronunciation, resulting in students who can write and read English relatively well but struggle with speaking it correctly. This imbalance in language instruction contributes to persistent pronunciation issues that are difficult to rectify at later stages of learning.

Martínez et al. (2023) highlights that many English teachers in Ecuadorian high schools lack the specialized training needed to effectively teach pronunciation. They often rely on traditional methods that do not address the specific phonetic challenges faced by Spanish-speaking learners of English. Moreover, a study by Jiménez and Morales (2021) points out that there is a scarcity of teaching materials focused on pronunciation, which limits the teachers' ability to provide comprehensive instruction in this area. As a result, students receive insufficient feedback on their pronunciation, leading to the reinforcement of incorrect habits. Aspect that highlights the need to integrate more pronunciation-focused resources into the English language curriculum.

Research Problem

The main issue faced by sophomore high school students in Ecuador is the phonetic differences between English and Spanish, which contribute to pronunciation difficulties, as students struggle with sounds that do not exist in their native language (Jiménez, 2020). This phonetic gap often leads to persistent mispronunciations, making it harder for students to achieve fluency and intelligibility in spoken English.

In many Ecuadorian schools, English is taught using outdated textbooks and audio materials that do not reflect contemporary spoken English (Mora, 2022). This lack of exposure is compounded by insufficient opportunities for students to practice speaking with native speakers or engage in immersive language experiences. Research indicates that interactive and immersive learning environments are crucial for improving pronunciation skills (Cedeño & Rodríguez, 2023). Addressing these pronunciation issues requires the creation of teaching materials which must include updated and motivating activities.

Justification

Teaching pronunciation to sophomore high school students in Ecuador is crucial because it is a key component of language proficiency, influencing both the intelligibility of speech and the listener's perception of the speaker's competence (Derwing & Munro, 2015). Recent studies emphasize the importance of integrating pronunciation instruction into the curriculum, highlighting its benefits in improving students' overall language skills (Gilakjani & Sabouri, 2016; Murphy, 2017). Furthermore, the Ecuadorian Ministry of Education has recognized the importance of English proficiency, mandating improved language instruction in schools (Ministerio de Educación del Ecuador, 2020).

In Ecuadorian classrooms, where resources may be limited and teachers may not have specialized training in phonetics, it is essential to identify and implement practical strategies that can be easily adopted. Studies suggest that even with these constraints, incorporating pronunciation activities into regular language lessons can yield positive results (Saito & Plonsky, 2019). Therefore, exploring effective strategies for teaching pronunciation in Ecuadorian high schools is both necessary and beneficial.

Ecuador is a multilingual country with significant indigenous languages and Spanish as the dominant language, which affects how English is learned and spoken (Mora-Pablo, 2021). Understanding the specific phonological challenges faced by Ecuadorian students, such as the influence of their first language on English pronunciation, is essential for the application of effective teaching strategies. Then, by addressing these particular pronunciation needs, educators can help students overcome common pronunciation issues, thereby enhancing their English language proficiency and confidence (Levis, 2018).

This research was intended to analyze practical strategies to teach pronunciation to sophomore students from Luis Ulpiano de la Torre High School, an Ecuadorian educational institution located in Cotacachi city. As a result, a booklet containing songs will be elaborated including activities aimed at practicing and improving the production of voiceless plosive stop sounds: (/p/,/t/,/k/). Thus, the direct beneficiaries of this study will be English teachers and students from this high school and the indirect beneficiaries of this academic proposal will be all the EFL community around the world.

Objectives

General objective

Analyze English songs as a strategy to improve the pronunciation of voiceless stop sounds in sophomore students at Luis Ulpiano de la Torre High School

Specific objectives

- Collect songs containing voiceless stop sounds vocabulary.
- Identify learning strategies applied in the EFL classroom.
- Design a booklet with the voiceless stop sounds p, t, and k with their language learning strategies and pronunciation.

CHAPTER I: THEORETICAL FRAMEWORK

1. Learning English as a Foreign Language

Learning English as a Foreign Language (EFL) with a focus on listening along with speaking but particularly in pronunciation, presents unique challenges for English learners. Studies have shown that immersive listening activities, such as engaging with native speakers and utilizing multimedia resources, significantly enhance listening skills (Vandergrift & Goh, 2018). Field (2019) states that targeted listening exercises can improve learners' adaptability and comprehension abilities, which are crucial for appropriate pronunciation in real-world communication.

Integrating pronunciation practice into daily language learning instruction can significantly improve learners' confidence and overall speaking abilities (Levis, 2018). Pronunciation practice is not just about sound accuracy but also about making oneself understood in diverse communicative situations. Listening and pronunciation are interconnected, and research suggests that when learners engage in active listening, they enhance their pronunciation (Gilakjani & Sabouri, 2016). Therefore, a comprehensive EFL curriculum should incorporate integrated listening and pronunciation activities to foster holistic language development.

As learners advance in their EFL journey, integrating strategic language learning approaches can further enhance their listening and pronunciation skills. Strategies such as metacognitive, including self-monitoring and self-evaluation, empower learners to take control of their learning process, leading to more targeted and effective practice (Vandergrift & Goh, 2018). These strategies not only build language proficiency but also foster a sense of autonomy and confidence in learners (Ali, 2023). They will be explored in the next section, highlighting their importance in fostering autonomous and proficient language learners.

1.1 Language Learning Strategies

At referring to the learning of any language the strategies applied are relevant in the process, but in the particular case of English as a foreign language, these strategies are crucial for developing proficiency because they impact a learner's success. Ali (2023) asserts that implementing English learning strategies can effectively improve the effectiveness of instruction in the classrooms because they provide teaching feedback. Oxford (2017) categorizes these learning strategies with the language purpose into direct and indirect strategies. Direct strategies involve memory, cognitive, and compensation techniques, while indirect strategies include metacognitive, affective, and social strategies. Each category offers specific tools that can help learners face the complexities of language learning. For instance, cognitive strategies might involve repetition, summarization, or translation, whereas metacognitive strategies focus on planning, monitoring, and evaluating

one's learning process (Chamot, 2018). These strategies are further analyzed with an approach to its application for the development of English language pronunciation.

1.1.1 Direct Strategies

Direct language learning strategies are involved in working with the native language and consist of memory, cognitive, and comprehension strategies. The use of direct strategies to enhance the development of English as a foreign language involves the creation of mental links, memory, repetition, and recognition of formulas and patterns for natural practice (Dahmash, 2023). They include memory, cognitive, and compensation strategies.

1.2.1.1 Memory Strategies

Memory Strategies include grouping techniques, the use of imagery, and the making of mental links or associations. These strategies help learners to retrieve and store information in the learners' brains (Dahmash, 2023). Memory strategies are essential tools in language learning, particularly for improving pronunciation. For instance, mnemonic devices, such as associating sounds with images or stories, can enhance the retention of correct pronunciation patterns (Schmitt, 2017). Additionally, repetition and spaced repetition systems are powerful memory strategies that aid in consolidating phonetic details over time, ensuring long-term retention and recall (Nation, 2020). At leveraging memory strategies, learners can develop more accurate and consistent pronunciation, which is crucial for effective communication in the new language.

One effective memory strategy for improving pronunciation is the use of songs. Songs naturally combine melody with language, creating a memorable context that helps learners internalize pronunciation patterns. Music can facilitate language learning by enhancing phonological memory, which is the ability to remember spoken information. When learners sing along with songs, they practice the rhythm, stress, and intonation patterns of the language, which are critical components of pronunciation (Ludke et al., 2014). Furthermore, the repetitive nature of songs provides ample opportunities for learners to practice and reinforce correct pronunciation in a fun and engaging way (Murphey, 2014). Thus, incorporating songs into language learning can significantly improve pronunciation.

Songs also provide a rich linguistic input that can help learners improve their pronunciation. They often include varied and authentic language, exposing learners to different accents, colloquial expressions, and natural speech patterns. Research by Good, Russo, and Sullivan (2015) indicates that songs can enhance auditory discrimination skills, which are essential for distinguishing between similar sounds in a new language. Additionally, songs can create an emotional connection to the language, making the learning experience more enjoyable and motivating. This emotional engagement can enhance memory retention and encourage more frequent practice, both of which are crucial for mastering pronunciation. Therefore, the use of songs is not only an effective memory strategy but also a means of providing rich and meaningful language exposure.

1.2.1.2 Cognitive Strategies

Cognitive Strategies are direct strategies that help learners into the comprehension and production of the English language. They embrace summarizing, reasoning, analyzing, taking notes, skimming, and scanning (Dahmash, 2023). Regarding pronunciation in English, the use of analysis is crucial due to the discrimination that must be made between sounds that are often similar while imitating the correct pronunciation e.g., when listening to the lyrics of a song.

In the context of pronunciation, these strategies can help learners internalize the phonetic patterns of a language. Using songs as a cognitive strategy engages multiple senses and reinforces phonological memory through rhythm and melody, making it easier to remember and reproduce sounds (Lems, 2018). The repetitive nature of songs also allows for repeated exposure to specific pronunciation features, thereby reinforcing learning through practice (Pérez-Canado, 2020).

One of the key advantages of using songs in language learning is their ability to enhance phonetic awareness. Songs naturally incorporate elements such as stress, intonation, and rhythm, which are crucial for accurate pronunciation (Li & Brand, 2020). By listening to and singing along with songs, learners can improve their ability to discern and produce these elements. Research has shown that engaging with songs can lead to significant improvements in pronunciation accuracy, as the musical context helps learners focus on and mimic the phonetic details of the language (Schoepp, 2017). This approach not only makes the learning process enjoyable but also deeply embeds the phonetic patterns in the learner's mind.

1.2.1.3 Compensation strategies

Compensation strategies in language learning are essential tools that learners use to overcome gaps in their language proficiency, including guessing (Dahmash, 2023). These strategies enable learners to communicate more effectively even when they have not yet fully mastered the phonetic elements of the language. One effective compensation strategy for improving pronunciation is the use of circumlocution, where learners describe or paraphrase a word they cannot pronounce accurately (Dörnyei & Scott, 2017). Thus, learners maintain the flow of conversation while simultaneously gaining more exposure to the target sounds and structures, which can aid in improving their pronunciation over time. These strategies collectively contribute to more effective communication and gradual improvement in pronunciation skills.

Songs are an innovative and engaging tool for improving pronunciation in language learning. The rhythmic and melodic elements of songs can aid in the acquisition of phonetic and prosodic features of the target language (Ludke, 2018). Singing along to songs helps learners internalize the intonation, stress patterns, and rhythm of the language, which are critical components of pronunciation. Additionally, the repetitive nature of songs provides ample opportunity for practice, reinforcing the correct articulation of sounds (Engh, 2013). Songs also expose learners to colloquial and natural speech, which can be beneficial for developing a more

authentic pronunciation style. Therefore, incorporating songs into language learning can make the process more enjoyable and effective.

Compensation strategies and the use of songs are effective methods for improving pronunciation in language learning. Compensation strategies help learners navigate communication barriers, while songs offer a multi-faceted approach to mastering the phonetic elements of the target language. At combining these strategies with other language learning techniques, learners can develop a comprehensive set of skills that enhance their overall proficiency.

1.2.2 Indirect Strategies

Indirect strategies comprise metacognitive, affective, and social strategies. They help language learners to coordinate their learning process by evaluating, planning, managing anxiety, cooperation, setting goals, and paying attention (Dahmash, 2023). They include metacognitive, affective, and social strategies.

1.2.2.1 Metacognitive Strategies

These strategies involve learners actively planning, monitoring, and evaluating their learning processes. Research indicates that metacognitive awareness enables learners to set specific pronunciation goals, such as mastering particular sounds or intonation patterns, and to devise personalized plans to achieve these goals (Vandergrift & Goh, 2018). By self-monitoring their progress, learners can identify areas of difficulty and adjust their strategies accordingly. For instance, a learner might notice that they struggle with certain sounds and decide to focus more on those specific sounds. This cycle of planning, monitoring, and evaluating fosters a more effective and autonomous approach to language learning.

Combining metacognitive strategies with the use of songs can further enhance pronunciation skills. Learners can plan their practice around specific songs that target their pronunciation goals, monitor their progress by recording themselves singing, and evaluate their performance by comparing their pronunciation to the original recording (Oxford, 2017). Moreover, the emotional and motivational aspects of music can help reduce anxiety and increase learners' willingness to practice, leading to more consistent and effective pronunciation improvement (Kara & Aksel, 2020).

In addition to the phonetic benefits, songs can also enhance learners' metacognitive skills. At analyzing song lyrics and reflecting on their pronunciation, learners develop greater self-awareness and critical thinking abilities (Ludke, 2016). This reflective practice encourages learners to become more proactive in their learning, setting realistic pronunciation goals and seeking out

additional resources to address their needs. Furthermore, the process of learning and performing songs can help learners build a sense of accomplishment and confidence in their pronunciation abilities, which can motivate them to continue improving (Alisaari & Heikkola, 2017).

1.2.2.2 Social Strategies

Social strategies in language learning, particularly in the context of improving pronunciation, involve interaction with others to facilitate language acquisition. These strategies can include practicing with peers, engaging in conversation groups, and seeking feedback from native speakers (Oxford, 2017). Social interactions also expose learners to various accents and speaking styles, aiding in the development of a more flexible and comprehensible pronunciation (Dörnyei & Ryan, 2015). Thus, social strategies are integral in creating an immersive and supportive learning environment that promotes pronunciation proficiency.

The benefits of using songs as a pronunciation tool are further amplified when combined with other social strategies. For instance, organizing sing-along sessions or karaoke nights can create a supportive community where learners feel comfortable experimenting with their pronunciation (Zyngier et al., 2017). These activities encourage peer feedback and collaborative learning, which are crucial for refining pronunciation skills (Dörnyei, 2001). Moreover, integrating technology, such as language learning apps that use songs and interactive exercises, can provide additional practice opportunities and track learners' progress (Stockwell, 2020). Such blended approaches ensure that learners receive a comprehensive and dynamic language learning experience.

Social strategies play a pivotal role in enhancing pronunciation skills in language learners. The use of songs, in particular, offers a rhythmic and enjoyable way to practice pronunciation, supported by peer interaction and feedback. As learners engage with songs and other social activities, they not only improve their pronunciation but also build confidence and fluency in the target language. Moving forward, exploring a wider range of language learning strategies will further equip learners with the tools they need for effective language acquisition.

1.2.2.3 Affective Strategies

Affective strategies, which involve managing emotions, motivation, and attitudes, play a crucial role in language learning, particularly in improving pronunciation. These strategies help learners create a positive and supportive learning environment, which is essential for acquiring new phonetic patterns and sounds. According to Oxford (2017), affective strategies can include techniques such as self-encouragement, anxiety reduction, and self-rewarding, all of which help learners stay motivated and confident. When learners feel less anxious and more motivated, they are more likely to practice pronunciation consistently and effectively (Dörnyei, 2019). Therefore,

affective strategies are fundamental in helping learners overcome the psychological barriers that often accompany the acquisition of new pronunciation skills.

Songs provide a fun and engaging way for learners to practice pronunciation, intonation, and rhythm. Research by Murphey (2014) indicates that the repetitive and rhythmic nature of songs helps learners internalize phonetic patterns and improve their pronunciation. Additionally, songs can reduce anxiety and create a positive learning atmosphere, which is conducive to language acquisition (Lems, 2018). By incorporating songs into their practice routine, learners can enjoy the process of learning pronunciation, making it more likely for them to practice regularly and persistently.

Songs also offer authentic language input, which is essential for developing accurate pronunciation. They expose learners to natural speech patterns, colloquial expressions, and cultural nuances, providing a rich context for practicing pronunciation (Medina, 2019). The melodic and rhythmic elements of songs help learners to mimic the intonation and stress patterns of native speakers, which are critical components of effective pronunciation (Zhang, 2021). Thus, songs serve as a powerful tool for enhancing pronunciation through affective engagement and authentic practice.

1.3 Enhancing Pronunciation Skills Through English Songs

Research supports the effectiveness of using songs for pronunciation improvement, highlighting their role in enhancing both segmental and suprasegmental features of speech (Good et al., 2018). For example, learners who engage with songs tend to show improvement in their ability to produce difficult phonemes and maintain proper intonation patterns (Wood, 2020). Furthermore, incorporating songs in language education has been shown to enhance pronunciation skills by providing learners with opportunities for repeated exposure to authentic spoken English and engaging them in meaningful language practice (Mora, 2019). This exposure not only aids in pronunciation but also in overall language comprehension and use.

Thus, improving pronunciation among Ecuadorian teenagers learning English as a foreign language can be effectively facilitated through the integration of English songs into language learning curricula. Notably, songs often feature clear articulation of phonemes and rhythmic patterns, which can aid learners in distinguishing and producing challenging sounds, such as plosive consonants like /p/, /t/, and /k/. Through listening to and singing along with English songs, students can develop a heightened awareness of these sounds and refine their pronunciation through mimicry and repetition (Mora, 2019).

Then, the rhythmic nature of songs can help learners internalize the timing and stress patterns of English speech, which are crucial for accurate pronunciation. Research suggests that rhythmic

activities, such as chanting and singing, can facilitate the acquisition of segmental and suprasegmental features of pronunciation, including plosive sounds like /p/, /t/, and /k/ (Derwing & Munro, 2015). Through exposure to songs with clear enunciation and rhythmically emphasized sounds, Ecuadorian teenagers can improve their ability to produce plosive consonants accurately and fluently. Moreover, the repetitive nature of songs allows learners to practice these sounds in a low-pressure, enjoyable manner, contributing to their overall language proficiency (Derwing & Munro, 2015).

1.4 Voiceless Stop Sounds Production

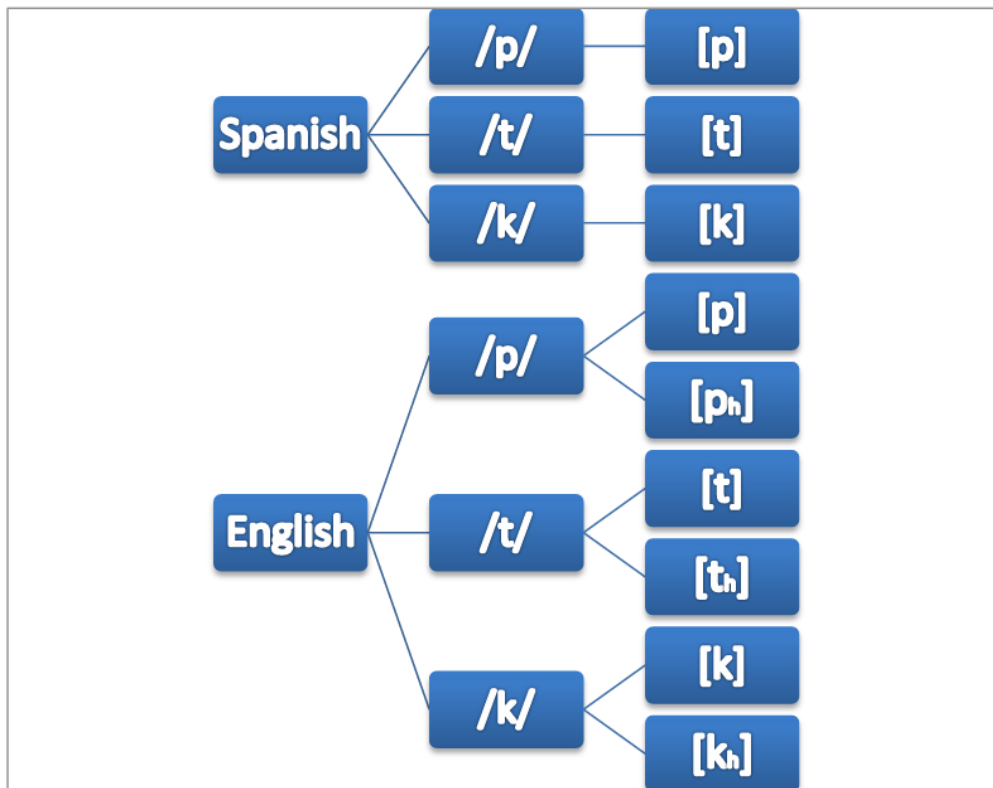
Voiceless stop sounds are a fundamental aspect of phonetics, produced by a complete closure in the vocal tract, resulting in a buildup of air pressure followed by an abrupt release. These sounds, represented by /p/, /t/, and /k/ in the International Phonetic Alphabet (IPA), occur without the vocal cords vibrating. The articulation involves different places of closure: bilabial for /p/, alveolar for /t/, and velar for /k/. Research indicates that the burst of air, known as aspiration, varies depending on the linguistic context and the specific language being spoken (Ladefoged & Johnson, 2014). This burst is particularly noticeable in word-initial positions in languages like English, whereas in other languages, such as Spanish, the aspiration is minimal or nonexistent.

1.4.1 Contrast Between /p/, /t/, /k/ in English

In English, the voiceless stops /p/, /t/, and /k/ exhibit notable differences in their production, particularly in terms of aspiration. When these sounds occur at the beginning of a stressed syllable, they are aspirated, meaning there is a noticeable puff of air following the release of the closure (Crystal, 2008). For example, in the words "pin," "tin," and "kin," the aspiration is evident. However, when these sounds follow an /s/ in words like "spin," "stun," and "skin," the aspiration is significantly reduced or absent (Ladefoged & Johnson, 2014). This pattern of aspiration is a distinguishing feature in English, helping to differentiate it from other languages where voiceless stops are produced with little to no aspiration.

Figure 1

Figure 1. Voiceless stops in Spanish and in English Language



Note: Taken from Semental (2014)

1.4.2 Contrast Between /p/, /t/, /k/ in Spanish

In Spanish, the production of voiceless stops /p/, /t/, and /k/ differs from English primarily in the absence of aspiration. These sounds are typically unaspirated regardless of their position in a word (Hualde, 2014). For instance, in words like "papa" (potato), "taco" (taco), and "casa" (house), the stops are produced with a clean release, without the burst of air characteristic of English voiceless stops. This lack of aspiration can make Spanish voiceless stops sound softer and less forceful to native English speakers (Hualde, 2014). Furthermore, the place of articulation for /t/ in Spanish is more dental, produced with the tongue touching the teeth, compared to the alveolar articulation in English (Ladefoged & Johnson, 2014).

1.4.3 Comparative Analysis and Implications for Language Learning

The differences in the production of voiceless stops between English and Spanish have significant implications for language learners. Native English speakers learning Spanish must adjust to producing voiceless stops without the aspirated burst of air they are accustomed to. This adjustment can be challenging because in English, the aspiration of /p/, /t/, and /k/ at the beginning of stressed

syllables is a key phonetic feature. For example, in English words like "pat," "tap," and "cat," the initial stops are aspirated, producing a noticeable puff of air. However, in Spanish, equivalent words like "pata" (paw), "tapa" (lid), and "cata" (taste) feature stops that are unaspirated and sound more muted to English speakers. Native English speakers may initially produce these Spanish words with unintended aspiration, leading to a foreign accent and potential misunderstandings (Flege & Bohn, 2021).

Conversely, Spanish speakers learning English face the challenge of adding aspiration in contexts where they are not used to it. Spanish voiceless stops are generally produced without aspiration regardless of their position in a word. Thus, when Spanish speakers produce English words like "pat," "tap," and "cat" without aspiration, they may sound more like "bat," "dap," and "gat" to native English listeners. Hualde (2014) asserts that this lack of aspiration can impede their intelligibility and contribute to a noticeable accent. Spanish speakers must learn to introduce aspiration in their production of voiceless stops at the beginning of stressed syllables in English to be understood correctly.

These phonetic adjustments are crucial for achieving proper pronunciation and intelligibility in the target language. For language instructors, understanding these articulatory differences can aid in the development of more effective teaching strategies. For instance, pronunciation training for English speakers learning Spanish should emphasize the reduction of aspiration, using techniques such as auditory discrimination exercises and minimal pair drills (e.g., contrasting English "pat" with Spanish "pata"). Similarly, teaching Spanish speakers to aspirate voiceless stops in English can involve explicit instruction and practice with word lists and real-time feedback to ensure correct aspiration levels (Flege & Bohn, 2021).

Moreover, these adjustments go beyond mere phonetic accuracy; they play a critical role in the learner's overall communicative competence. Proper pronunciation can significantly enhance a learner's confidence and ability to engage in conversations with native speakers. Effective pronunciation training programs that incorporate these articulatory differences can thus bridge the gap between learners and native speakers, fostering better communication and cultural exchange (Flege & Bohn, 2021).

1.5 Practical Implications of Music for EFL Young Learners and Educators

One of the significant benefits of using songs in English language learning is the improvement of pronunciation as aforementioned, particularly with challenging phonetic elements like voiceless stop sounds (/p/, /t/, /k/). Music provides repetitive and rhythmic practice, which helps in the internalization of correct pronunciation patterns. Using music in a classroom is particularly effective because it integrates auditory and kinesthetic learning styles, allowing students to hear and feel the sounds simultaneously, thus reinforcing correct pronunciation habits (Lems, 2018).

The practical implications of using songs in the classroom are substantial for educators seeking to improve their students' pronunciation and overall language proficiency. Teachers in Ecuador can incorporate English songs into their lesson plans to create a dynamic and interactive learning environment. At selecting songs that prominently feature voiceless stop sounds, educators can target specific pronunciation challenges while keeping students engaged. Additionally, the cultural relevance of music can increase students' intrinsic motivation, making them more willing to participate and practice (Lems, 2018). Such strategies not only enhance pronunciation but also build a more profound connection to the language, facilitating long-term retention and fluency.

Thus, integrating English songs into EFL instruction can serve as a valuable tool for enhancing pronunciation skills among Ecuadorian teenagers, particularly concerning plosive sounds such as /p/, /t/, and /k/. At leveraging the rhythmic and repetitive nature of songs, educators can provide students with engaging opportunities for meaningful language practice, leading to improved pronunciation accuracy and fluency. Incorporating songs into language learning curricula aligns with communicative and task-based approaches to language teaching, promoting an immersive and enjoyable learning environment conducive to linguistic development (Derwing & Munro, 2015; Mora, 2019).

CHAPTER II

METHODOLOGY

2.1 Description of the study area

The present research study was conducted in a public institution, Luis Ulpiano de la Torre High School in Cotacachi, Ecuador, located on Simón Bolívar Street. This educational institution has around 1025 students from primary school to high school level. The sample of the study consists of 114 sophomore students in the morning session of A, B, C, D, E, and F parallels whose ages ranged between 15-16 years old. In addition, the English teachers of the institution took part in this research.

2.2 Research Approach / Type of Research

2.2.1 Mixed research approach

The present research focused on a mixed research approach, combining both quantitative and qualitative aspects and offering a more comprehensive framework for conducting deeper data analysis. On the one hand, Creswell and Plano Clark (2020) argue that "quantitative methods enable researchers to make statistical inferences and generalize findings to a larger population"(p.17)., highlighting the importance of numerical data in understanding broad patterns and relationships. On the other hand, Johnson and Christensen (2021) emphasize that "qualitative approaches provide a deeper, contextual understanding of phenomena through non-numerical data such as interviews and observation" (p.278). Consequently, combining quantitative and qualitative approaches allows researchers to benefit from the strengths of both methods, ensuring a more complete understanding of the established research problem.

In addition to the mixed research approach, this study provides a descriptive, explanatory, and cross-sectional research design. According to Babbie (2020), "descriptive research aims to describe the characteristics of a population or phenomenon accurately" (p.93), which is crucial for obtaining a detailed snapshot of the current state of affairs. Smith (2020) adds that "Cross-transitional designs allow researchers to investigate the effects of variables across different stages of a process or over time, providing a more comprehensive understanding of dynamic changes and causal relationships." (p. 214), thus being great to detect trends and patterns, without taking too long in longitudinal data tracking. Furthermore, explanatory research helps in "clarifying why and how there is a relationship between two or more aspects of a phenomenon" (Maxwell, 2020). By integrating these designs, the study describes the current scenario, explores underlying relationships, and offers insights into the phenomena under investigation.

2.3 Methods

2.3.1 Inductive

The inductive method of reasoning plays a crucial role in research studies by allowing researchers to develop theories and insights based on observed patterns and data. Hussain and James (2002) highlight the importance of this approach, stating that "inductive reasoning enables researchers to draw general conclusions from specific observations, facilitating the development of new theories and concepts." In this research, this reasoning method was applied to identify some characteristics of the selected group of students, the teachers, and instructional material role, and also factors that influence the learning process.

2.3.2 Deductive

The deductive method of reasoning in research studies is essential for testing theories and hypotheses with a structured approach. This method is important because it allows researchers to apply established theories to specific situations and verify their validity through empirical data. According to DeCarlo et al. (2018), "deductive reasoning starts with a general theory or hypothesis and then tests this through specific observations and experiments." In this research, this reasoning method helped identify teachers' deductions related to the factors that influence students' pronunciation.

2.4 Techniques and Research Instruments

2.4.1 Survey

The survey was an important technique for gathering quantitative data. Young (2020) asserts that "surveys are a versatile and efficient way to collect a large amount of data from a sizeable population in a relatively short time." Additionally, this technique uses questionnaires as the main instruments to get numerical information. Persson (2020) further elaborates that "questionnaires allow for the standardized collection of data, ensuring that each participant is asked the same set of questions in the same way." By utilizing surveys and structured questionnaires, researchers can effectively gather and analyze quantitative data, providing a solid foundation for statistical analysis and inference. For this research work, a questionnaire with close-ended and multiple-choice questions was applied. These 12 questions were divided into three specific sections. The first section was warming questions about the English language in general, the second group was about the methodology used by the teachers, and the last group related to possible activities to be used in class for improving pronunciation. It is important to mention that expert teachers validated this instrument before being applied in a presential way to 114 sophomore students at Luis Ulpiano de la Torre High School.

2.4.2 Interview

The interview technique is a useful method to collect qualitative data because it allows the researchers to have a better understanding of complex issues such as perspectives, experiences, and feelings. Persson (2015), “The interview let the researcher probe into casual factors, determine attitudes, and discover the origin of a problem” (p.60). In agreement with this, in this investigation, a structured interview with seven open-ended questions and some follow-up questions was applied to gain a more comprehensive understanding of the research topic and also to get information about the teachers’ vision of pronunciation problems among students. Additionally, it is important to mention that this interview lasted from 10 to 15 minutes per teacher on a face-to-face interview.

2.5 Research questions

- a. What strategies will be applied to help students improve the pronunciation of voiceless stop sounds?
- b. What are the advantages of listening to music in learning English?

2.6 Operationalization of variables – Diagnostic Matrix

Table 1

Variable Matrix

Variable	Dimensions	Indicators	Technique and instrument	Information source
English songs	Popularity	Frequency of listening	Survey (questionnaire)	Students at Luis Ulpiano de la Torre
	Engagement	Motivating activities in class		
	Comprehension	Effectiveness of English songs		
Pronunciation	Accuracy	Correctness of pronunciation	Interview	English teachers at Luis Ulpiano de la Torre
	Fluency	Smoothness of speech		

	Improvement	Progress over time		
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Note: Own elaboration June 2024

2.7 Research Participants

2.7.1 Population

The population in this research work involves all 197 EFL sophomore students from the morning section at Luis Ulpiano de la Torre High School and 4 English teachers in this academic year September 2023 – July 2024. This number of students is divided into 6 different courses as shown in the following table:

Table 1

Number of EFL sophomore students and teachers

Luis Ulpiano de la Torre High School							
Course	A	B	C	D	E	F	TOTAL
Number of students	36	34	32	33	32	30	197
Number of teachers							4

Source: Luis Ulpiano de la Torre High School

2.7.2 Sample

Regarding sample research, it is necessary to mention that a non-probabilistic sample was chosen from a population of 197 sophomore students divided into 6 courses. Bryman (2020) emphasizes that "sampling enables researchers to gather data from a manageable number of subjects, thereby making the research process more feasible and less costly" (p. 182). This sample oscillated between approximately 114 students according to the results obtained from the formula presented below:

$$n = 197$$

$$d^2 = 0,25$$

$$d = 0,5$$

$$Z^2 = 1,96$$

$$E = 0,06$$

$$N \cdot d^2 \cdot Z^2 \qquad (197) (0,25) (1,96)^2$$

$$n = \frac{\quad}{\quad} \qquad n = \frac{\quad}{\quad}$$

$$(N-1) E^2 + d^2 Z^2 \qquad (197-1) (0,03)^2 + (0,25) (1,96)^2$$

$$189,12$$

$$n = \frac{\quad}{\quad} \qquad n = 114$$

$$1,66$$

2.8 Procedure

In this section, it is mentioned the methodology used by the researcher. Starting with the selection and analysis of the theory that gives strong support to this research, complementing the design of two data collection instruments, which were validated by two professors of the English Major. The first instrument, a survey (questionnaire) was applied to 114 sophomore students to gather the quantitative data, then the application of the interview (qualitative instrument) was done with the participation of 4 teachers of the same Institution. After collecting the quantitative and qualitative data, it was interpreted, systematized, analyzed, and graphically represented using the Excel application. Finally, the obtained results induced the design of a proposal as a possible solution to the problems mentioned in previous sections of this research work.

CHAPTER III

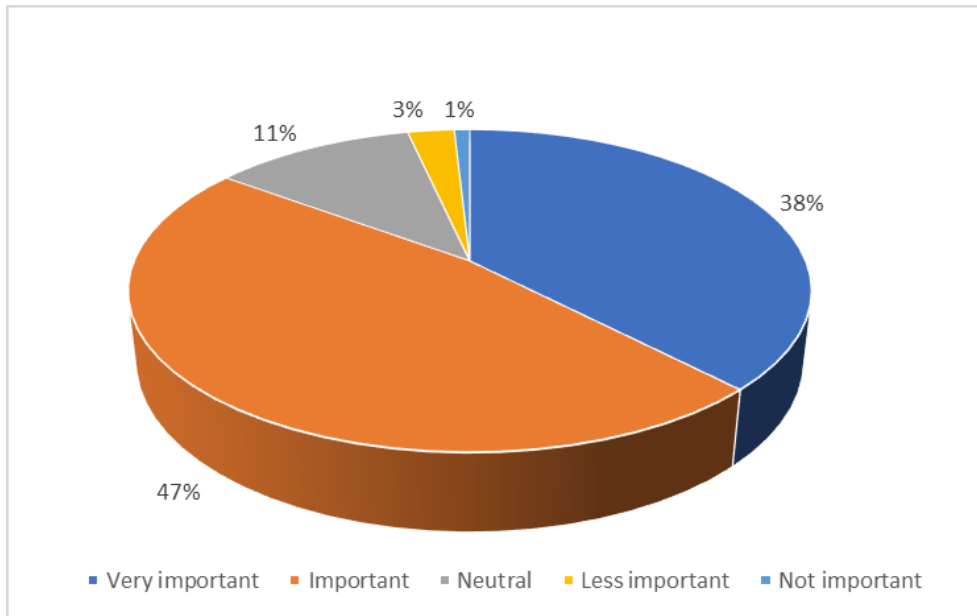
RESULTS AND DISCUSSION

This chapter details the results obtained by applying the corresponding data-gathering techniques and tools to assess and verify the achievement of the research objectives. This section delves into a detailed statistical analysis, interpreting the implications of these findings in the broader context of methodology and English pronunciation improvement. The application and analysis of a survey of 114 sophomore students from four courses (A, B, C, and D) using pie charts showed a vision of classroom reality. Additionally, the arguments presented by the English teachers through a structured interview gave another perspective to analyze. Therefore, the results of both data collection instruments provided essential information that contributes a lot to this research.

3.1 Survey for Students

Figure 2

The importance of learning the English language



Note: Own elaboration. Source: Student's survey June 2024.

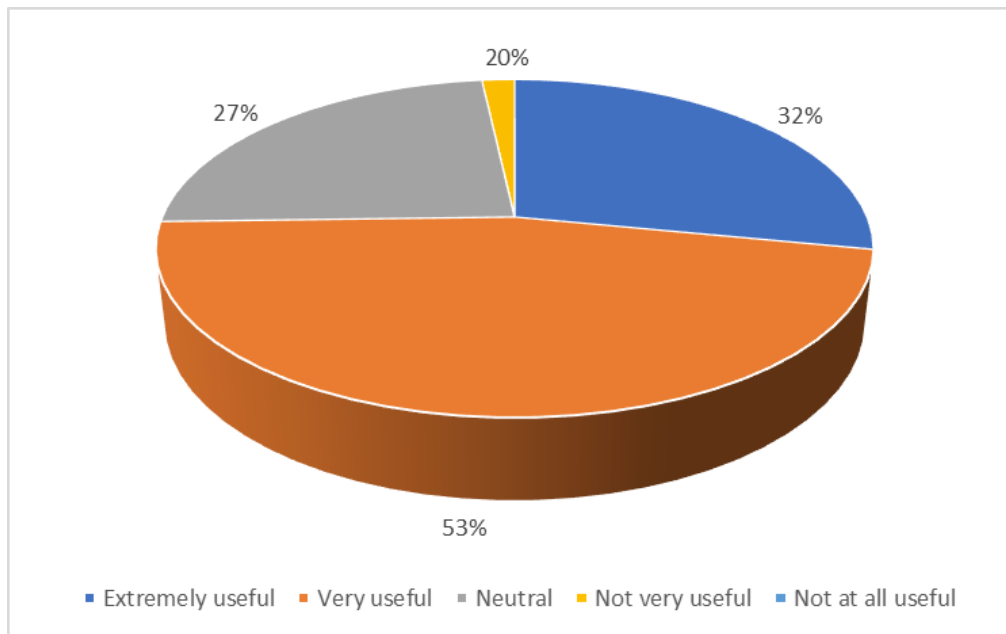
Analysis

English has established itself as the predominant language worldwide in different fields, bringing numerous opportunities to those who dominate it. This graph reveals this vision among a significant portion of students (47%), who recognize this fact and acknowledge the importance of learning English. However, 38% of the respondents didn't see the necessity of learning English in their

context. Besides, the neutral stance of 11% of students reflects an ambivalence towards the issue, showing that the debate surrounding the importance of this language continues to evoke diverse perspectives. On the other hand, the minority of students who consider English less important and very important highlight both extremes of the spectrum, recognizing both the benefits and the potential downsides of learning English.

Figure 2

The use of English in academic and personal development



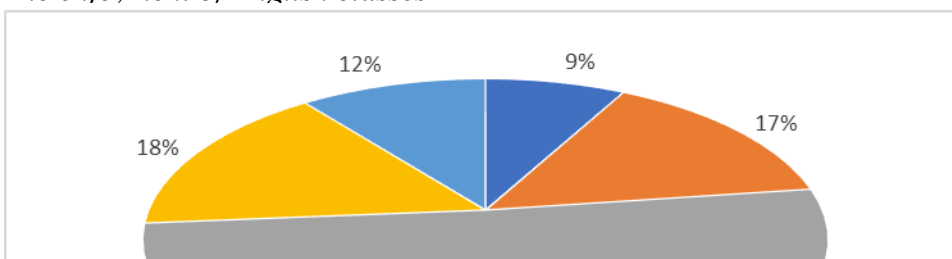
Note: Own elaboration. Source: Student’s survey June 2024

Analysis

The findings shown in the graph reveal the importance that English plays in the academic and personal growth of the people who were interviewed. According to the data, a significant majority of the students expressed their voluntary desire to learn this language for a variety of reasons such as: travel, business, education, and others. However, it is essential to note that the 32% and 20% of students considered that English is not useful for them showing a kind of demotivation in the learning of this language. Instead, a portion of students (27%) did not have a clear vision of the importance or no of the mentioned language.

Figure 4

The enjoyment of English classes



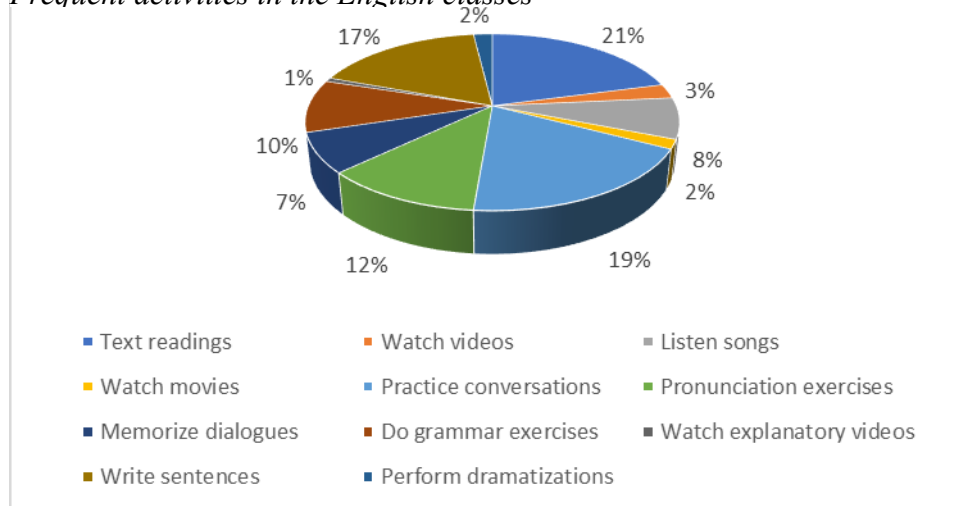
Note: Own elaboration. Source: Student's survey June 2024

Analysis

Based on the results of this graph, they provided a complete understanding of the student's viewpoints and enjoyment levels in English classes. Starting with the 9% of students who said that they enjoyed their English classes showed a strong desire to master this subject and perhaps they perform well academically. However, the biggest group of students, 58%, responded indifferently regarding English classes, stating that they are fine but not especially inspiring or fun. Furthermore, according to the data in the pie chart, 18% of students found the classes interesting and engaging to some level. Instead, 17% of students enjoyed their classes, indicating a high level of satisfaction and engagement. These students might find English classes particularly stimulating and rewarding. Finally, 12% of students answered that they did not enjoy their classes at all, finding them unenjoyable.

Figure 5

Frequent activities in the English classes



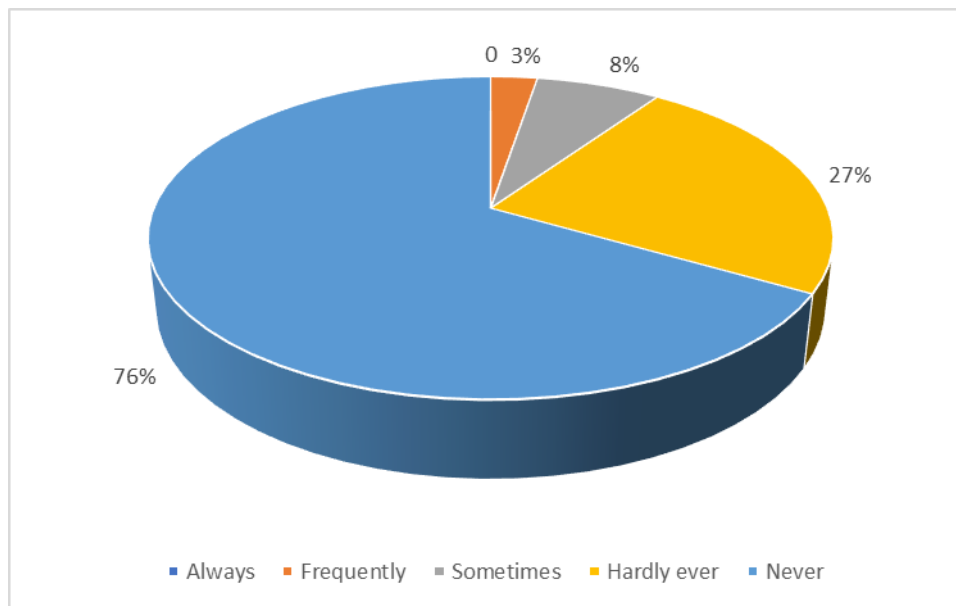
Note: Own elaboration. Source: Student's survey June 2024

Analysis

This graph illustrates the most common activities used by teachers in classrooms. Text reading (21%) and practice conversations (19%) are the predominant English activities, emphasizing reading and writing skill development. Second, watching videos (17%) and pronunciation exercises (12%) also play important roles, suggesting a balanced approach between listening and speaking skills. Besides that, memorizing dialogues, watching videos, and dramatizations demonstrate a clear preference for more interactive activities. As Brown (2020) stated, “interactive and varied activities are key to effective language acquisition” (p. 45). This diversified range of activities is consistent with modern language teaching practices. Surprisingly, grammar exercises (1%) are the least popular activity, offering a different point of view than usual activities.

Figure 6

Frequency of using songs as part of the English classes



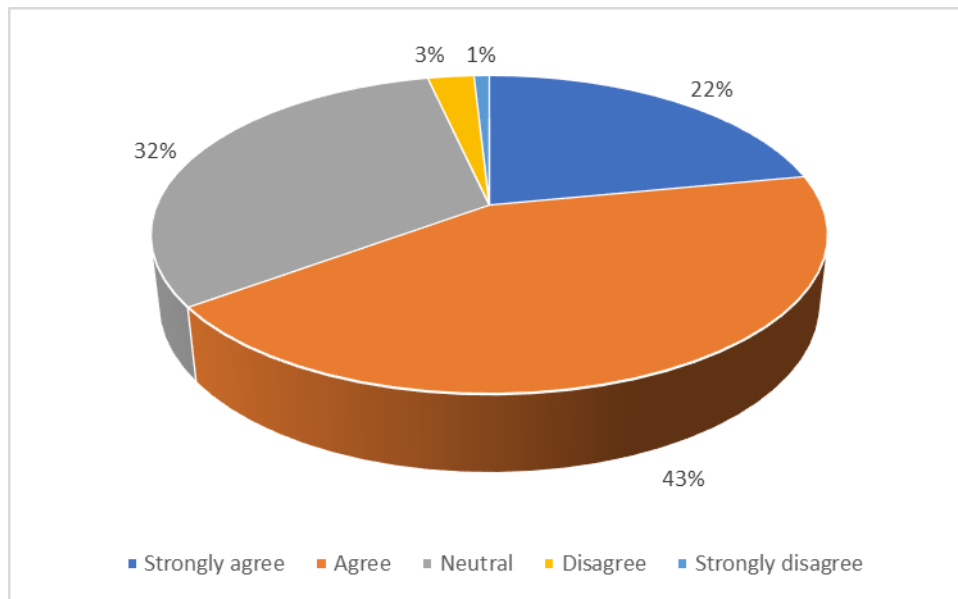
Note: Own elaboration. Source: Student's survey June 2024

Analysis

Based on the results of this graph, a convincing 76% of students reported that teachers never employ songs as part of the class, showing a strong preference for traditional instructional techniques. Also, 27% of students mentioned that they hardly ever practice English through songs, missing a great opportunity to learn the target language in a different and motivating way and make the new knowledge more meaningful. Furthermore, only 8% of pupils said that teachers rarely used songs in class. Finally, it is important to mention the smallest segment: 3% frequently use songs, according to the students, highlighting their limited adoption. Thus, English songs as a didactic strategy for pronunciation improvement continue to be an unexplored source of new knowledge in English.

Figure 7

English songs for a more motivating and fun learning process



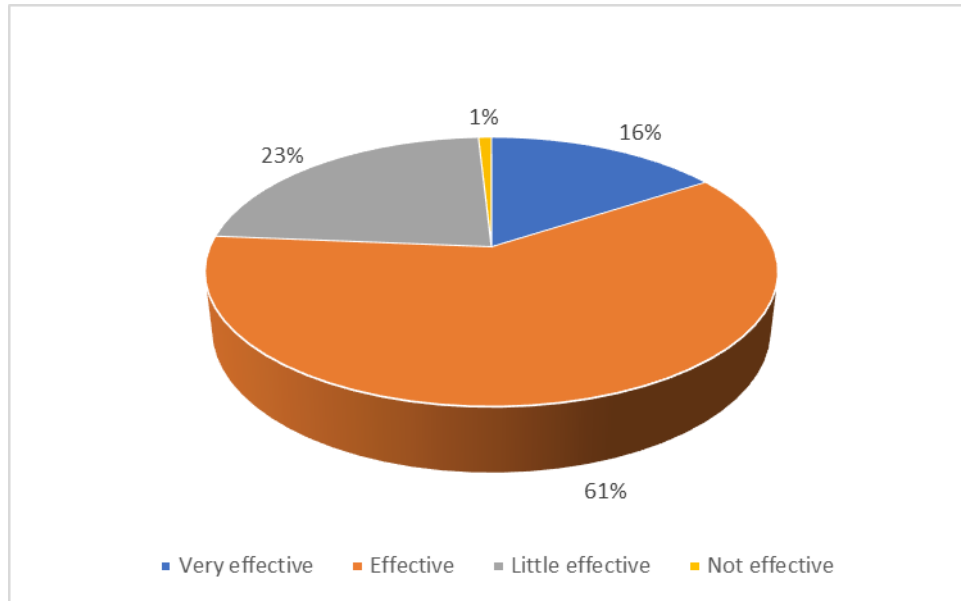
Note: Own elaboration. Source: Student's survey June 2024

Analysis

The results display a wide range of students' opinions. 43% of students surveyed agree that English songs contribute in a positive way to their learning experience. These points of view demonstrate that many students find this practice entertaining and effective. Meanwhile, a good percentage of students (32%) remain indifferent or neutral regarding English songs in class. Another interesting issue is that 28% of students strongly disagree or disagree, highlighting a substantial minority who reject using songs as a didactic strategy. On the other hand, just 1% of them feel strongly agree with using this strategy in English courses and are satisfied with it. Consequently, this data shows that students see English songs as beneficial for learning a second language, although there is still significant opposition.

Figure 8

The effectiveness of using songs in the improvement of English pronunciation



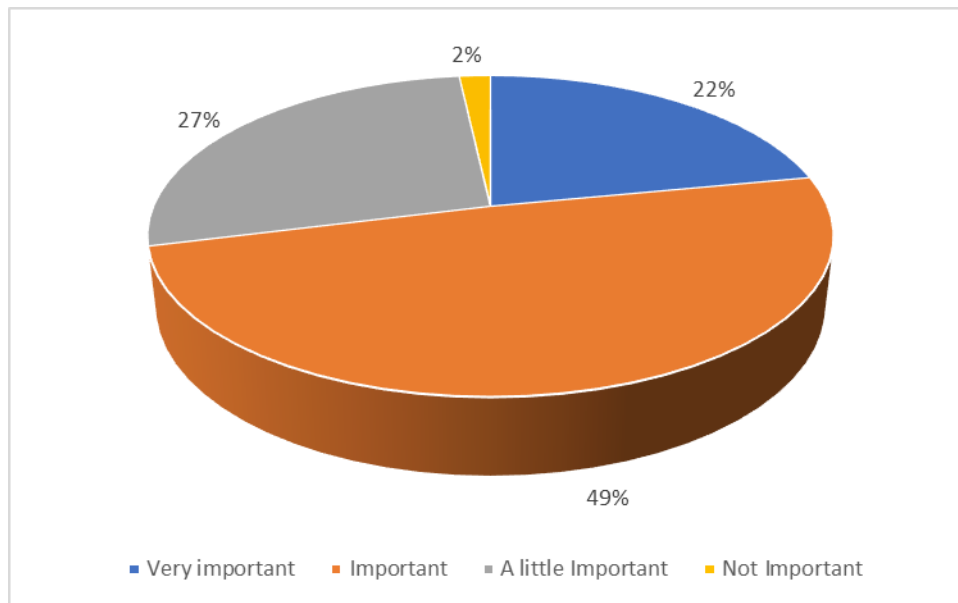
Note: Own elaboration. Source: Student's survey June 2024

Analysis

In concordance with the results shown in Figure 7, most of the surveyed students recognize the value of incorporating songs into their English pronunciation practice, and a notable 61% effective and 16% very effective demonstrate this acceptance. This aligns with the findings of Yanti (2022), who states that singing songs in English is believed to have a direct influence on pronunciation skills (p. 3). This data shows that most learners recognize the value of incorporating songs into their language learning routine because the rhythmic and repetitive nature of songs helps to internalize the sounds and intonation patterns of English, making pronunciation practice enjoyable and impactful. Thus, songs can be a valuable tool in enhancing this speaking sub-skill among students. Nevertheless, 23% of students claimed that this didactic strategy has little effect on English pronunciation. Last but not least, just 1% claimed that songs are not effective at all.

Figure 9

The importance of using English pronunciation activities



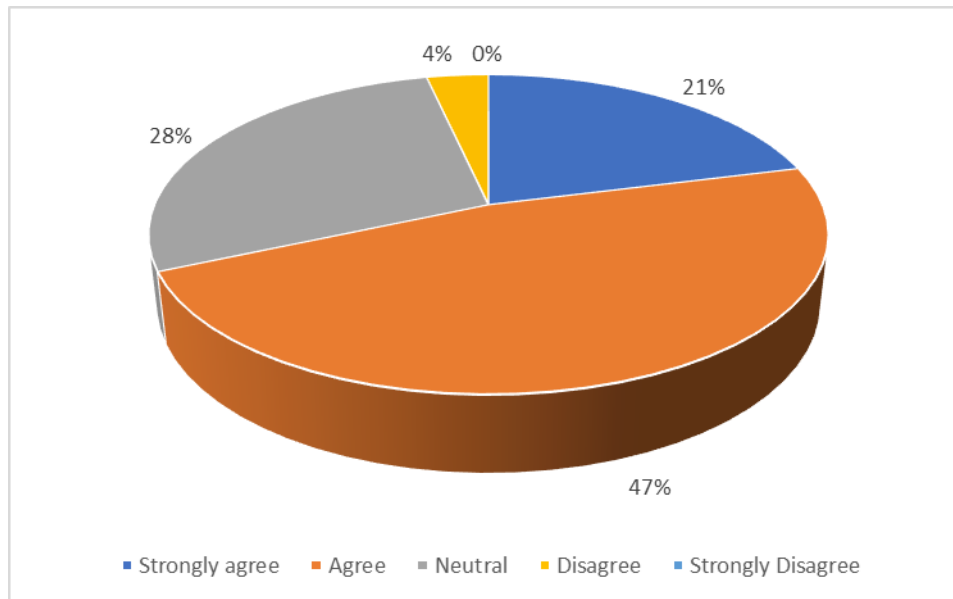
Note: Own elaboration. Source: Student's survey June 2024

Analysis

Based on the results from students show that English pronunciation exercises play an important role in language learning. 49% of students consider pronunciation activities as important, demonstrating their conviction of the importance of clear and accurate speech. Furthermore, 22% of students see these activities as very important, emphasizing an even stronger belief in their necessity for effective communication. On the other hand, 27% of them stated pronunciation exercises as little important, which might show confidence in their current pronunciation skills. Additionally, just 2% believe that pronunciation activities are not important. These findings support the general perspective of English pronunciation practice in schools since precise pronunciation is essential to understanding and comprehending people in real-world interactions.

Figure 10

The improvement of English pronunciation through English songs



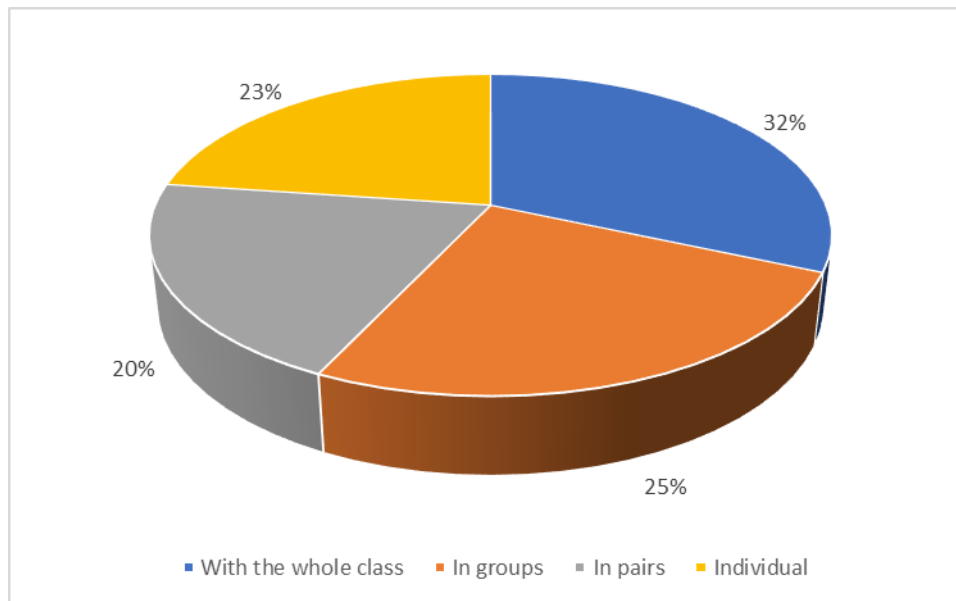
Note: Own elaboration. Source: Student's survey June 2024

Analysis

Concerning the question of using songs to improve English pronunciation, students responded with a broad range of options. Firstly, the survey showed that most students (68%) think that English songs help them greatly because listening to and singing in English can enhance and refine their pronunciation. Moreover, some students (21%) show strong agreement and enthusiasm for using songs in their classes recognizing the potential of using music as a valuable tool as well as providing an enjoyable way to improve and practice pronunciation. Furthermore, a minority of students (4%) disagreed with this idea, since they find songs ineffective for improving their pronunciation.

Figure11

Preference of practicing English pronunciation in class



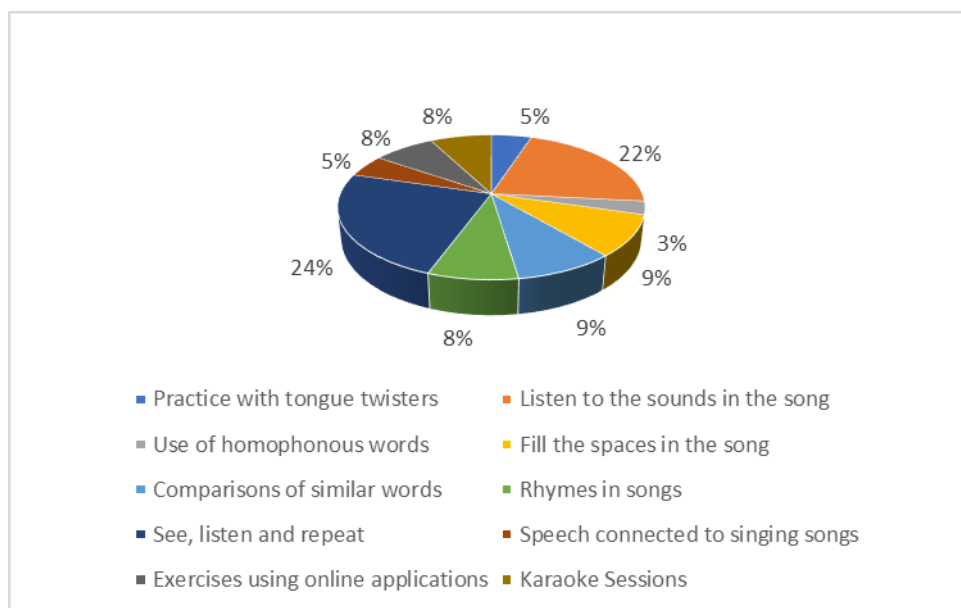
Note: Own elaboration. Source: Student's survey June 2024

Analysis

The results in Figure 10 show a range of preferences for practicing pronunciation in class. According to the statistics, 32% of students prefer to practice pronunciation with the entire class. It implies that many students appreciate cooperative learning and active participation in a bigger group setting, so students may learn from each other's pronunciation and receive instant feedback from the teacher, generating a dynamic learning environment. As James Nottingham states, "Collaboration allows students to learn from each other's strengths and weaknesses and to develop their communication skills in a supportive environment." (Nottingham, 2023). Hence, the group working with a 25% preference is the third most selected option, which provides a comparable collaborative advantage to practicing pronunciation with peers. Individually practicing pronunciation with 23% acceptance is another alternative, since it focuses on pronunciation without the pressure of an audience and receives direct feedback from the teacher. Lastly, a small percentage (20%) of students prefer to work in pairs, where students may receive personalized feedback from their partner while participating in interactive activities that enhance pronunciation progress.

Figure 12

Suggested activities for the English classes



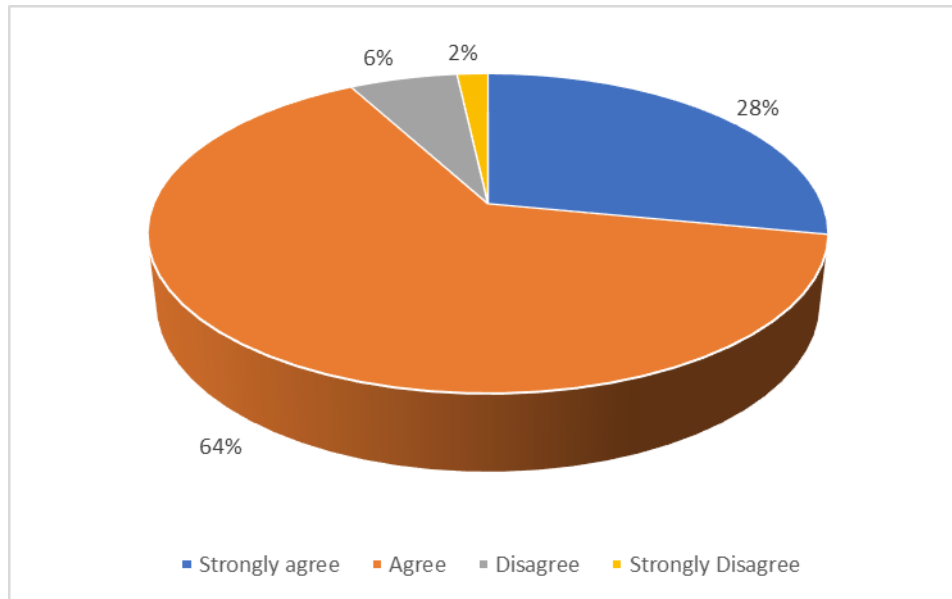
Note: Own elaboration. Source: Student's survey June 2024

Analysis

The data in the pie chart offers useful information about activities that students prefer in English classes. The figure shows a variety of activities, with some apparent favorites emerging among the student population. The most popular exercise, with 24% of students' acceptance, is "See, Listen, and Repeat." It means that students prefer multisensory learning activities linked to their learning styles. (visual, auditory, and kinesthetic). "Listen to the sounds in the song" comes next with 22%. This percentage shows how important it is to use music for the improvement of listening and pronunciation. Surprisingly, two activities are tied at 9% each: "Comparisons of similar words" and "Fill the spaces in the song." These show that students appreciate activities that promote vocabulary development and listening comprehension in context. The next activities in the ranking are "karaoke sessions" and "exercises using online applications," with 8% of preference. These aspects enunciate the influence of technology in the learning process, increasing interest in interactive activities with a special emphasis on English pronunciation. Thus, the practice with tongue twisters and speech connected to singing songs with 5% each have a satisfactory rank because they are motivating activities that help a lot to improve their pronunciation and fluency. Finally, 3% of students preferred "fill the spaces in the song" as an independent task. It is worth noting that this activity debuted earlier combined with another, which might explain its lower percentage here.

Figure 13

The use of digital tools in the improvement of English pronunciation



Note: Own elaboration. Source: Student's survey June 2024

Analysis

This pie chart presents data on using digital tools to improve English pronunciation. Starting with the majority (92%) who agree or strongly agree with the statement, it is clear that digital tools can improve pronunciation skills. A survey conducted by the British Council in 2022 revealed that 75% of language learners use digital tools to improve their speaking skills, including pronunciation. This further supports the notion that digital tools are a popular and effective means of enhancing English pronunciation. Only around 8% of students disagree or strongly disagree with the statement. This implies that even skeptical people about the usefulness of digital aids for pronunciation development do not view them negatively. According to Smith and Jones (2022), students who used digital pronunciation tools in combination with traditional classroom instruction training improved their pronunciation accuracy much more than those who used only traditional methods. This study returns to the favorable feeling expressed in the pie chart.

3.2 Interview for teachers

Question 1

From your point of view, how has the way of teaching English changed?

Teacher A

Times are changing, currently, the English teaching-learning process is evolving, students of the new generations are learning with technology, in virtual classrooms, and in this way, we have even changed our methodological strategies.

Teacher B

I believe that in recent years there has been a substantial change in the way of teaching and learning. I think there is no doubt that the help of technology has played a fundamental role in the way it is done because we have platforms, and music that is accessible to everyone when using computers, and cell phones. It has made the teaching of English easier.

Analysis

Without a doubt, the way of teaching English has been changing over the years, from memorizing and repetitive teaching to a more communicative approach. According to the perspective of the teachers interviewed, technology within the educational environment has helped them a lot. They see the use of educational platforms, websites, and different applications as useful tools that facilitate the teaching and learning process. Learning English is easier, more motivating, dynamic, and flexible, they mentioned.

Question 2

Do you think that oral expression and especially pronunciation is being developed correctly in the English subject?

Teacher A

With the students we have practiced pronunciation through reading and they practice English with a foreign person (Nina), who visits this institution every year and helps us with pronunciation.

Teacher B

I believe that there has been a notable improvement in the issue of pronunciation, and one of the reasons is that this institution has appropriate music equipment that allows the development of auditive expression and above all pronunciation. Undoubtedly the students listen to English songs and try to replicate the pronunciation correctly.

Analysis

The conversation with two English teachers emphasizes the necessity of using various methods for improving students' pronunciation skills. The first teacher emphasizes the need for direct communication with native speakers. This technique offers students authentic pronunciation practice and real-time feedback. On the other hand, the second teacher attributes the improvement in pronunciation to the use of music. Both teachers' observations demonstrate how a mix of human interaction and multimedia resources may successfully enhance students' pronunciation skills.

Question 3

What methods, techniques, or strategies do you use most frequently to improve pronunciation in your students?

Teacher A

The methodology used is more communicative, students apply the pronunciation acquired within the classrooms.

Teacher B

What we do is to take advantage of the music theme, do not forget that Ulpiano de la Torre School has this specialty, we use it as a medium. We make the student learn the song, and translate it, so that he knows the meaning of each thing he is going to say, and obviously the repetition when singing makes him understand and pronounce it in the best way and his learning is more feasible.

Analysis

The English teachers mention two different and complementary strategies for improving students' pronunciation. The first teacher emphasizes a communicative style, suggesting that classroom practice and interactions are important. This strategy focuses on conversational practice, helping students to develop and refine their pronunciation skills. On the other hand, the second teacher takes advantage of music by integrating song learning as a teaching strategy. So, students learn and translate songs, making it easier to understand the meaning behind the lyrics. The repetitive nature of singing helps students practice and perfect their pronunciation. Together, these methods highlight the importance of context and repetition in language learning, offering students varied and engaging ways to improve their pronunciation skills.

Question 4

How often do you use English songs as a teaching tool in your lessons? Can you tell me about a specific activity that you found particularly effective?

Teacher A

In this high school, in the English area, we are committed to ensuring that the student learns through songs, that is why the English Song Festival is held, where different institutions of our province participate, demonstrating their interest in learning English. through songs.

Teacher B

We use music as a method or technique of teaching English. A specific activity is when we talk about verbs. We use songs with the forms of verbs that are taught, so the students learn the meaning or use of a verb in the song, and with it, they have fun singing, and listening to music, which is what they like, that's why students come to this school.

Analysis

Both English teachers highlighted the effectiveness of using songs as a teaching tool. The first teacher talked about using English songs in the teaching-learning process. He also mentioned an English Song Festival organized by the teachers of this institution. This festival evokes students' and institutions' interest in learning English through music. The second teacher focused on using music as a method to teach specific grammatical concepts, such as verbs, incorporating songs that introduce these verbs. This approach not only helps students understand and memorize verb forms and meanings but also adds an element of enjoyment to their learning experience, making lessons more engaging and encouraging attendance. Together, these insights illustrate the positive impact of music on student engagement and language acquisition.

Question 5

How do your students generally respond to using English songs in class? Have you ever received any feedback from them about it? And if so, what was the nature of that feedback?

Teacher A

As stated in the previous question, students feel very excited when they learn a song and practice. They feel satisfied along with the students from other institutions and are motivated. We are pioneers in holding this type of Festivals. In addition, we have participated in other festivals organized by PUCESI; Therefore, with the songs in English, the students have managed to learn the pronunciation and understand the meaning.

Teacher B

More than comments, it is observing the reactions of the children because many students come with a fear of English since they were not taught at school and also, they are afraid of the same pronunciation, English sometimes causes stage fright, but when we use the songs in English the students change their attitude. The same song is shared with the group and they lose the fear of talking. More than commenting, it is the positive reaction of the student who did not like English.

Analysis

The analysis of this question emphasizes the use of English songs in the classroom, as claimed by the English teachers at Ulpiano de la Torre High School. Teachers agree that English songs have a positive effect on the students. The first teacher highlighted students' excitement and motivation when learning and practicing songs. This effect is notorious for improving pronunciation and a better understanding of the English language. On the other hand, the second teacher highlighted the impact of English songs on students' attitudes. They observed that the shared experience of singing in English helps students overcome their anxiety and become more confident when speaking. To conclude, they agree that using English songs in the classroom is a powerful tool to improve student's language skills and enthusiasm for learning.

Question 6

What challenges have you faced when using English songs to improve pronunciation? How have you addressed or overcome these challenges?

Teacher A

Students should have time to practice, everyone who wants to learn English with songs has to practice. If the students want to show their knowledge in English to their classmates or in public, they have to practice.

Teacher B

Sometimes the original pronunciation of the authors of the songs of the native language makes it very fast, it is one of the main challenges to make the student generate the same pronunciation or at least something similar and understand what they say. That's the work we do.

Analysis

Answering the question, the teachers explained their different but at the same time complementary perspectives on the challenges they face in using English songs to improve pronunciation. The first teacher emphasized the importance of practice, noting that students should invest time in practicing to improve their pronunciation through songs. This practice is crucial for students to confidently demonstrate their English skills to their peers and in public settings. On the other hand, the second teacher emphasized a specific challenge: the fast and nuanced pronunciation of native composers. This speed and complexity make it difficult for students to imitate and understand the lyrics. The teacher states that his job is to help students improve their pronunciation and ensure they understand and replicate the language as faithfully as possible. Therefore, the aspects mentioned above highlight the dual need for constant practice and specific educational support to overcome the challenges associated with using songs to improve pronunciation.

Question 7

According to the current situation, do you use any educational platform to teach English, especially pronunciation?

Teacher A

Nowadays there are many online platforms so we recommend that our students enter social networks and look for free English courses and install them on their cell phones so they can prepare by themselves and improve their pronunciation. Unfortunately, in this high school, we don't have a laboratory, or teaching resources to help the student practice.

Teacher B

Well, the platform that we generally use is YouTube, which makes it easy to watch videos, and listen to the pronunciation, and tutorials that allow us to understand better and clearly. There are also playful platforms for choosing games, and putting the correct terms in spaces helps us learn the pronunciation.

Analysis

Regarding the question above, English teachers comment on the application of online sources in education and the abundance of online courses for learning English. According to the teachers, these sources benefit students because they facilitate practice with people abroad and improve pronunciation. Additionally, one of the teachers highlights the YouTube website because it offers a variety of uses, like watching videos with different types of pronunciation, taking tutorial classes, interactive platforms with educational games, and other activities. In conclusion, technological tools greatly help teachers in their daily work, strengthening fundamental elements of language learning that are difficult to develop in the classroom or outside due to not having an English-speaking environment.

3.2 Discussion

The evolution of teaching and learning English has undergone significant changes, particularly with the integration of new teaching resources. The modern approaches emphasize interactive materials that accommodate diverse learning styles. The survey applied to sophomore students at Luis Ulpiano de la Torre High School and the interview with the English teachers collaborated to determine the changes produced in the teaching-learning process, especially the English language. This change is crucial as it not only makes learning more enjoyable but also improves retention of language skills. According to Smith (2020), "The incorporation of multimedia elements, such as songs and videos, has revolutionized language teaching, making it more dynamic and effective" (p. 45). The importance of this change lies in its ability to provide students with authentic linguistic experiences, helping them develop a more natural and accurate use of English.

On the one hand, integrating English songs into language classes has become a popular and effective strategy. Songs provide a rich source of authentic language and expose students to the rhythm, intonation, and stress patterns of natural speech. Jones (2020) highlights that “songs serve as a bridge between traditional language teaching and practical application, allowing students to immerse themselves in the cultural and linguistic nuances of English” (p. 67). Both teachers and students of the educational institution in question agree with the advantages of using songs in English that help a lot in the acquisition of good pronunciation, going one step further by putting it into practice in real situations such as festivals and contests. Thus, songs can be used to improve pronunciation and introduce new vocabulary, idiomatic expressions, and cultural contexts, which are essential components of language proficiency.

On the other hand, digital tools have become indispensable in language education, offering innovative ways of learning and improvement. Digital tools such as: language learning apps, online music streaming platforms, karaoke software, pronunciation software, and online resources provide immediate interactivity allowing learners to practice at their own pace and receive instant corrections. Even knowing the benefits of these new resources, both teachers and students emphasize the lack of these technological resources and training in the use of these new didactic sources in the institution, solving it in some way with the use of mobile devices by the students and teachers themselves. Davis (2020) states, “Digital tools have transformed language learning by providing accessible and interactive means to improve pronunciation, making it easier for learners to achieve native-like accuracy” (p. 112). The accessibility of these tools helps students continually improve their English language skills, especially pronunciation; which makes language learning a more entertaining, flexible, and continuous process.

In conclusion, the changing landscape of education requires new techniques, strategies, and technological resources within the teaching-learning process, particularly in language learning. Incorporating songs into language lessons emerges as a powerful tool to improve pronunciation, offering students an engaging and enjoyable way to practice and internalize correct sounds and intonation. Songs provide authentic linguistic contexts with repetitive practice, essential for mastering the nuances of pronunciation. To maximize the benefits of these modern approaches, it is essential to develop a comprehensive teacher's guide that includes innovative activities designed to strengthen oral skills, with an emphasis on pronunciation. Such a guide will equip Ulpiano de la Torre teachers with the resources to create dynamic and effective language learning environments, fostering better communication skills in students.

LET'S SING!

Let's improve voiceless stop
sounds through English songs

Booklet with the voiceless plosive sounds p, t, and k to improve pronunciation

By: María Jose Velastegui

2024

INTRODUCTION

This proposal was done to enhance the pronunciation of sophomore students, aside from contributing to the teaching and learning process of the English teachers at Luis Ulpiano de la Torre High School. The main purpose of this proposal is to improve students' English pronunciation of Voiceless Stop Sounds through English songs.

Students will have the opportunity to consider some English songs with interactive strategies that may encourage them to learn more fluently and interactively the right pronunciation of Voiceless Stop Sounds.

Educators will focus on particular pronunciation needs, in this manner, teachers can help learners overcome common and typical pronunciation issues enhancing their English language proficiency and raising confidence in acquiring a second language.

“Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the

learning of vocabulary, sentence structure, and sentence patterns, not to mention their reflectivity of mother tongue culture” (Murphey, 1992). As Murphey mentions, songs can help young students get better at listening and pronouncing words correctly, which may help them improve their speaking. In addition to reflecting mother tongue culture, songs can be helpful resources for learning vocabulary, sentence structure, and sentence patterns.

TOPIC

Let's learn by singing!

OBJECTIVE

GENERAL OBJEKTIV

To progress students' English pronunciation through English songs.

SPECIFIC:

- **To propose interactive strategies through English songs to enhance confidence in listening**
- **To design a lesson plan with interactive activities for improving English pronunciation**
- **To recognize Voiceless Stop Sounds (p, t, and k) in songs**

ACADEMIC ACTIVITIES TO BE CONSIDERED
WITH ENGLISH SONGS:

PRE – LISTENING ACTIVITIES:

- a. Talk to your students, so they get familiar with the activity.
- b. Introduce students to the song, the singer, the band, and the genres.
- c. In 10 minutes gamify the activity by playing the song, and ask the students to identify the song, singer, or band.
- d. Ask the students for their favorite songs, if they sing, if they play a musical instrument, if they go to concerts, etc.
- e. Ask students to predict words and phrases that they expect to hear based on the topic.
- f. Play the song and have your students write down any word they hear.
- g. Prepare your students by covering specifically the grammar, vocabulary, and pronunciation, the song is designed to practice.

WHILE – LISTENING ACTIVITIES:

Fill the gaps in:

- a. Students fill the gaps in a song while they are listening.
- b. For beginners, the teacher gives the students a list of the words that they will have to put into each gap.
- c. For the intermediate level, the teacher can just give students a gap.

Choose the right word:

- a. Students listen to the song and choose the word that they hear.

- b. For beginners, you can give students two different words that mean the same thing but which one does not sound similar.
- c. For the intermediate level, you can give the students two different words that sound similar but are harder to distinguish.

Listen for words:

- a. Give the students a list of words and tell them that ONE of the words is not in the lyrics. The students listen to the song, ticking off the words as they hear them. They should end up with one word.

Find the mistakes:

- a. Give the students the lyrics of a song with mistakes in it so that the students can correct them.

Put the lines in the right order:

- a. Give the students the lyrics of the song, but in the wrong order. Here you can cut the lines up into strips which then need to be reconstructed.

Put the words in the right order:

- a. Much more difficult, but very good for practicing grammar.

Matching:

- a. Give the students the first half of each line and ask them to match them with the second half.
- b. For the intermediate level you can divide each line into three parts.

POST – LISTENING ACTIVITIES

- a. Sing it! Either sing along to the original version or find a karaoke version to sing along to.
- b. Ask for the meanings of specific words; for example, “from the context, what do you think the word troubles means?”
- c. What is the song about?
- d. Ask the students to draw a picture of the main idea of the song.
- e. Ask the students to write a poem based on the lyrics of the song, or a summary if it is a story or a conversation between two people.
- f. If the topic of the song is controversial, organize a debate.

ACADEMIC STRATEGIES TO BE CONSIDERED

WITH ENGLISH SONGS:

STRATEGY	ACTIVITY	DEFINITION
Direct Strategies	See, listen, and repeat	<p>Visual: learners respond to images and graphics.</p> <p>Auditory: learners prefer verbal presentations.</p> <p>Kinesthetic: learners prefer a physical, hands-on approach</p>
Cognitive Strategies	Listen to the sounds in the song	Listen to sounds in the songs engages multiple senses and reinforces phonological memory through rhythm and melody, making it easier to remember and reproduce sounds
Affective Strategies	Pronunciation in class	It helps learners create a positive and supportive learning environment, which is essential for acquiring new phonetic patterns and sounds
Social Strategies	karaoke sessions	It involves interaction with others to facilitate language acquisition. The strategy can include practicing with peers, engaging in conversation groups, and seeking feedback from native speakers
Indirect Strategies	Fill the spaces in the song	Filling gaps refers to the process of inferring and inserting contractual terms into contract ones



MUSIC

LESSONS

CONTENTS

UNIT 1

Voiceless plosive stop sounds: /p/

LESSONS

- Stop Consonants
- Voiceless Stops /p/
- Lesson plan
- Strategies

UNIT 2

Voiceless plosive stop sounds: /t/

LESSONS

- Stop Consonants
- Voiceless Stops /t/
- Lesson plan
- Strategies

UNIT 3

Voiceless plosive stop sounds: /k/

LESSONS

- Stop Consonants
- Voiceless Stops /k/
- Lesson plan
- Strategies

UNIT 1

LISTENING SKILL LESSON

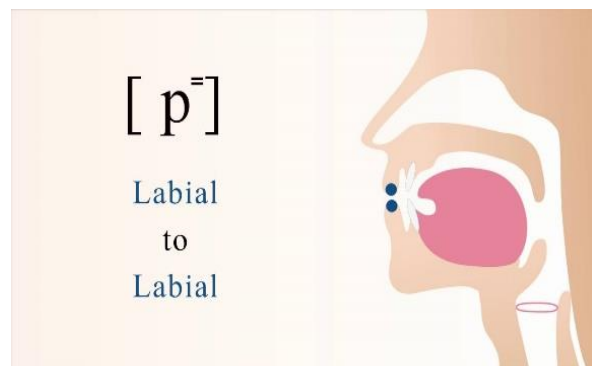
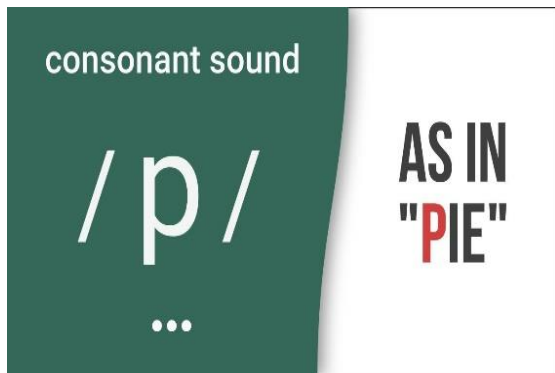
Voiceless plosive stop sounds: /p/

LESSONS

A. Stop Consonants

Consonants **P, T, and K** serve as a means of bracketing a vowel, stopping their sound. These are called stop consonants because the air in the vocal tract is completely stopped at some point, usually by the tongue, lips, or teeth. Then, to make the consonant sound, the air is suddenly released. Stop consonants are also called plosives, as their sounds are small "explosions" of air in the mouth.

B. Voiceless Stops /p/



C. Lesson plan

Teacher's activities

LISTENING SKILL LESSON

(2-HOUR LESSON)

Unit: 1

Lesson: A

Strategy: Direct (See, listen to, and repeat).

MAIN-AIM: By the end of the lesson, students will be able to identify Voiceless plosive stop sounds: /p/ through songs.

SUB-AIM: Ss will be able to understand sounds in context.

STAGES

1. Lead-in (10 minutes)

The teacher asks some questions about the academic activity to activate previous knowledge.

- Do you listen to English music?
- Who is your favorite singer, band, or musical group?
- Do you play any musical instrument?

2. Content Preparation

The teacher helps students to trigger ideas related to the topic.

Pre – Listening (30 minutes)

Listen to and identify the name of the song:

- **Song:** HOTEL CALIFORNIA
- **Musical group:** EAGLES
- **Genre:** ALTERNATIVE ROCK

3. Language Preparation

To acquire language the students will need to do the task effectively.

While – Listening (20 minutes)

Fill the gaps in:

- a. In 10 minutes gamify the activity by playing the song, and ask the students to identify voiceless plosive stop sounds: /p/:

rising up	up	stop	lit up	place
plenty	pretty	called up	captain	please
spirit	surprise	pink	prisoners	passage

- b. Students fill the gaps in a song while they are listening.

1. Rising up	2. stop	3. place	4. plenty
5. pretty	6. please	7. place	8. pink
9. prisoners	10. passage	11. place	12. programmed

- c. Students carry on this activity through this link:

<https://es.lyricstraining.com/en/play/eagles/hotel-california-audio/HaJ3ymU3Ua#b7w>

- d. Additionally, the teacher can select the level of challenge: beginner, intermediate, advanced, expert.

Beginner Complete 26 Words (10%)	Intermediate Complete 65 Words (25%)
Advanced Complete 131 Words (50%)	Expert Complete all the Words (261). ¿Are you crazy?

4. Listening Time

To boost confidence or encourage fluency.

Post – Listening (20 minutes)

- Sing it! Either sing along to the original version or find a karaoke version to sing along to.

<https://www.youtube.com/watch?v=09839DpTctU>

5. Feedback (10 minutes)

The teacher provides students with some error correction on the expressions they have done when they interacted with the song activity.

6. Free Practice (20 minutes)

Make students practice freely singing the song and consider the right pronunciation of the voiceless plosive sound /p/.

Student's activities

I love alternative rock

Up ahead in the distance, I saw a shimmering light
My head grew heavy and my sight grew dim, I had to (2) _____ for the night
There she stood in the doorway, I heard the mission bell
And I was thinking to myself, "This could be heaven or this could be hell"
Then she lit up a candle and she showed me the way
There were voices down the corridor, I thought I heard them say

"Welcome to the Hotel California
Such a lovely (3) _____ (such a lovely place)
Such a lovely face
(4) _____ of room at the Hotel California
Any time of year (any time of year)
You can find it here"

Her mind is Tiffany-twisted, she got the Mercedes-Benz, uh
She got a lot of (5) _____, pretty boys that she calls friends
How they dance in the courtyard, sweet summer sweat
Some dance to remember, some dance to forget
So I called up the captain, (6) _____ bring me my wine"
He said, "We haven't had that 9. spirit here since 1969"
And still, those voices are calling from far away
Wake you up in the middle of the night just to hear them say

"Welcome to the Hotel California
Such a lovely (7) _____ (such a lovely place)
Such a lovely face
They're living it up at the Hotel California
What a nice surprise (what a nice surprise)
Bring your alibis"

Mirrors on the ceiling, the (8) _____ champagne on ice
And she said, "We are all just (9) _____ here of our own device"
And in the master's chambers, they gathered for the feast
They stab it with their steely knives, but they just can't kill the beast
Last thing I remember, I was running for the door
I had to find the (10) _____ back to the (11) _____ I was before
"Relax, " said the night man, "We are (12) _____ to receive
You can check out any time you like, but you can never leave"

4. Post – Listening

- Sing it! Either sing along to the original version or find a karaoke version to sing along to.



<https://www.youtube.com/watch?v=09839DpTctU>

- Look at the song and compare the sounds with the original version.

UNIT 2

LISTENING SKILL LESSON

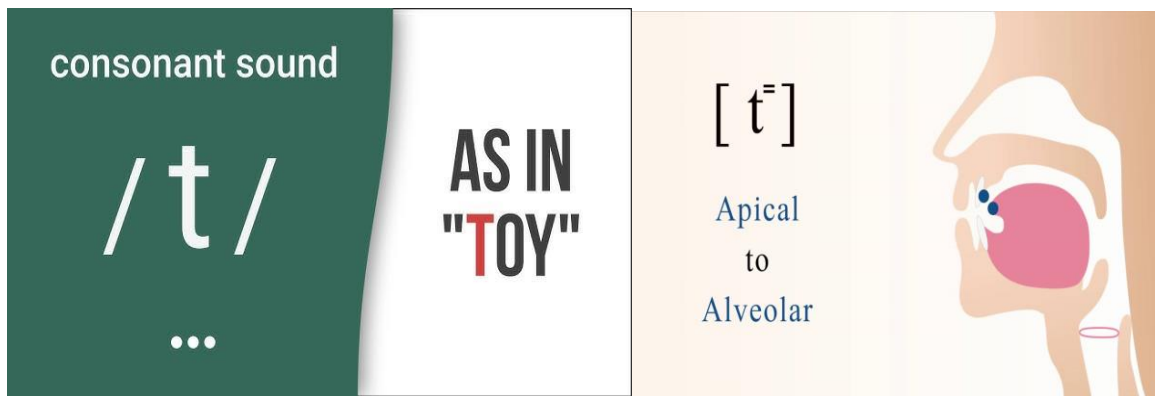
Voiceless plosive stop sounds: /t/

LESSONS

A. Stop Consonants

Stops or plosives are consonant sounds that are formed by completely stopping airflow. Stop sounds can be voiceless, like the sounds /p/, /t/, and /k/. These are called stop consonants because the air in the vocal tract is completely stopped at some point, usually by the tongue, lips, or teeth. Then, to make the consonant sound, the air is suddenly released. Stop consonants are also called plosives, as their sounds are small "explosions" of air in the mouth.

B. Voiceless Stops /t/



C. Lesson plan

Teacher's activities

LISTENING SKILL LESSON

(2-HOUR LESSON)

Strategies: **Cognitive** (Listen to the sounds in the song)
Affective (Pronunciation in class)

MAIN-AIM: By the end of the lesson, students will be able to recognize the sound of the voiceless plosive sounds /p/ and /t/ through songs.

SUB-AIM: Ss will be able to pronounce voiceless plosive words with the sounds /p/ and /t/ properly.

STAGES

1. Lead-in (10 minutes)

The teacher presents an academic activity to activate previous knowledge.

- The teacher writes the following words on the board:
perfect, person, want, start, hurt, put, take, tears, to, and meant.
- Then, the teacher gives two examples with the words:
 - ✓ I am not a **perfect** person. I have some mistakes.
 - ✓ I broke into **tears** because I lost my cell phone.
- After that, the teacher elicits students to express sentences with the mentioned words.

2. Content Preparation

Pre – Listening (30 minutes)

- a. The teacher helps students to trigger ideas related to the topic.
- b. Talk to your students, so they get familiar with the activity

- **Song: THE REASON**
- **Musical group: HOOBASTANK**
- **Genre: ALTERNATIVE ROCK**

3. Language Preparation

To acquire language the students will need to do the task effectively.

While – Listening (20 minutes)

Choose the right word:

- d. The students listen to the song and choose the words that they hear identifying voiceless plosive stop sounds:

Voiceless sound /p/:

perfect	person	put	perfect	person
---------	--------	-----	---------	--------

Voiceless sound /t/:

not	didn't	but	meant	to
want	start	hurt	take	tears
start	not	meant	want	Start

- e. The students type the words they listen to fit the lyrics and rhythm of the song while they are listening.
- f. The teacher can repeat the activity up to three times, so students get familiar with the song as well as they are training their ears to get familiar with the pronunciation of the words.
- g. The students can follow the following link to carry on this activity:
<https://es.lyricstraining.com/play/hoobastank/the-reason/UzhhW8nM5z#b7w>
- h. Additionally, the teacher can select the level of challenge: beginner, intermediate, advanced, expert.

Beginner Complete 26 Words (10%)	Intermediate Complete 65 Words (25%)
Advanced Complete 131 Words (50%)	Expert Complete all the Words (261). ¿Are you crazy?

4. Listening Time

To boost confidence or encourage fluency.

Post – Listening (20 minutes)

- a. Ask for the meanings of specific words; for example, “From the context, what do you think this word _____ means?”

- Perfect
- Want
- Hurt
- Tears
- Meant

Example:

- Nobody is **perfect**, we learn from life.
- My intention wasn't to **hurt**. I want to apologize.

- b. What is the song about?

The teacher asks their students to interpret the song from the context.

- c. Sing it! Either sing along to the original version or find a karaoke version to sing along to.

<https://www.youtube.com/watch?v=Paw7avQdSmA>

5. Feedback (10 minutes)

The teacher provides students with some error correction on the expressions they have done when they interacted with the song activity.

6. Free Practice (20 minutes)

Make students practice freely singing the song and consider the right pronunciation of the voiceless plosive sounds /p/ and /t/.

Student's activities

I love alternative rock

5. Lead-in

Students express sentences with the mentioned words:

perfect, person, want, start, hurt, put, take, tears, to, and meant.

6. Pre – Listening

Listen to and identify the name of the song:

Song: _____

Listen to and identify the genre of the song:

Genre: _____

7. While – Listening

Fill the gaps in:

c. Listen to the song and write down the words with the sounds studied.

Voiceless sound /p/:

--	--	--	--	--

Voiceless sound /t/:

d. Type the words in a song while you are listening

The screenshot shows a YouTube video player interface. At the top, there is a blue header with a pause icon, a score of 'Puntos 88886', and progress information: 'Huecos 9/18', 'Aciertos 9', and 'Fallos 0'. On the right side of the header, there is a 'Bonus x4' icon and a question mark icon. Below the header, the video title 'Hoobastank - The Reason (Official Music Video)' is displayed. The video frame shows a man in a dark shirt looking towards the camera. In the bottom right corner of the video frame, there are icons for 'Info...', 'Ver más ta...', and 'Compartir'. At the very bottom right of the player, the YouTube logo is visible.

THE REASON
HOOBASTANK

I'm not a perfect person
There's many things I wish I didn't do
But I continue learning
I never meant to do those things to you
And so, I have to say before I go
That I just want you to know
I've found a reason for me
To change who I used to be
A reason to start over new
And the reason is you

I'm sorry that I hurt you
It's something I must live with every day
And all the pain I put you through
I wish that I could take it all away
And be the one who catches all your tears
That's why I need you to hear
I've found a reason for me
To change who I used to be
A reason to start over new
And the reason is you
And the reason is you
And the reason is you
And the reason is you
I'm not a perfect person
I never meant to do those things to you
And so I have to say before I go
That I just want you to know
I've found a reason for me
To change who I used to be
A reason to start over new
And the reason is you
I've found a reason to show
A side of me you didn't know
A reason for all that I do
And the reason is you

8. Post – Listening

- Sing it! Either sing along to the original version or find a karaoke version to sing along to.



<https://www.youtube.com/watch?v=Paw7avQdSmA>

- Look at the song and compare the sounds with the original version.

UNIT 3

LISTENING SKILL LESSON

Voiceless plosive stop sounds: /k/

LESSONS

D. Stop Consonants

When you pronounce /k/, your vocal cords should not vibrate. This is a voiceless consonant pronounced in the back of the mouth. It is a velar stop fricative.

E. Voiceless Stops /k/



F. Lesson plan

Teacher's activities

LISTENING SKILL LESSON

(2-HOUR LESSON)

Unit: 1

Lesson: A

Strategies: **Social Strategies** (practicing with peers, and groups, and seeking feedback)

Indirect (inferring and inserting contractual terms into contract ones)

MAIN-AIM: By the end of the lesson, students will be able to recognize the sound of the voiceless plosive sound /k/ in context through songs.

SUB-AIM: Ss will be able to pronounce the voiceless plosive word with the sound /k/ properly.

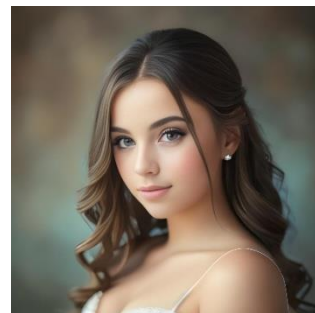
STAGES

1. Lead-in (10 minutes)

The teacher presents an academic activity to activate previous knowledge.

- The teacher asks the students to predict the title of the song, and some pictures/flashcards related to some words taken from the song.

SOMEONE LIKE YOU



2. Content Preparation

Pre – Listening (20 minutes)

- The teacher helps students to trigger ideas related to the topic.
- Talk to your students, so they get familiar with the activity
 - **Song: SOMEONE LIKE YOU**
 - **Singer: ADELE**
 - **Genre: POP**
- Prepare your students by covering specifically the pronunciation of voiceless plosive sound /k/ in the context, the song is designed to practice.

came	back	couldn't	like
compares	cares	couldn't	like

3. Language Preparation

To acquire language the students will need to do the task effectively.

While – Listening (30 minutes)

Put the lines in the right order:

- b. The teacher can cut the lines up into strips which then need to be reconstructed by the students.
- c. Each line has words with the voiceless plosive sound /k/.
- d. The teacher gives the students the lyrics of the song but in the wrong order.
- e. The students organize the song while they listen to the song.
- f. The song must be repeated several times so the students organize the song in logical order.
- g. The students can carry on this activity through this link:

<https://www.youtube.com/watch?v=BA9mW981VMY>

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
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'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 remember you said
"Sometimes it lasts in love, but sometimes it hurts instead"
"Sometimes it lasts in love, but sometimes it hurts instead"
You know how the time flies
Only yesterday 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 had 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 begged
I remember you said
"Sometimes it lasts in love, but sometimes it hurts instead"
Nothing **compares**, no worries or **cares**
Regrets and mistakes, they're 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 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 begged
I remember you said
"Sometimes it lasts in love, but sometimes it hurts instead"
"Sometimes it lasts in love, but sometimes it hurts instead"

4. Listening Time

To boost confidence or encourage fluency.

Post – Listening (20 minutes)

- d. Once the song is logically organized the students sing along to the original version or find a karaoke version to sing along to.
- e. Ask the students to write a poem based on the lyrics of the song.

5. Feedback (10 minutes)

The teacher provides students with some error correction on the expressions they have done when they interacted with the song activity.

6. Free Practice (20 minutes)

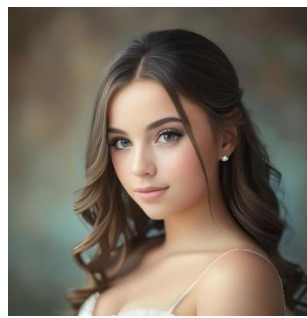
Make students practice freely singing the song and consider the right pronunciation of the voiceless plosive sounds/k/.

Student's activities

I love English music!

1. Lead-in

The students predict the title of the song, and some pictures/flashcards related to some words taken from the song.



2. Pre – Listening

- Listen to and identify the name of the song:

Song: _____

- Listen to and identify the genre of the song:

Genre: _____

- Prepare your students by covering specifically the pronunciation of voiceless plosive sound /k/ in the context, the song is designed to practice.

3. While – Listening

Put the lines in the right order:

The students organize the song while they listen to the song.

4. Post – Listening

- Sing it! Either sing along to the original version or find a karaoke version to sing along to.



<https://www.youtube.com/watch?v=BA9mW981VMY>

- Look at the song and compare the sounds with the original version.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Currently teaching English as a second language requires innovative and creative ideas to enhance its effectiveness, songs in the classroom can contribute to the teaching process in pronunciation, and vocabulary providing a great atmosphere where students may feel enhanced and motivated to learn English through songs.

Regarding the theoretical framework, teaching English through songs involves considering different academic strategies that can help to enhance and improve students' speaking skills focusing on specific pronunciation of Voiceless plosive stop sounds: /p/, /t/, and /k/. Additionally, it is relevant that teachers and students pay attention to these strategies and academic activities to be considered when teaching EFL.

Additionally, for the research work to be completed inductive and deductive methods as well as survey and interview techniques were useful. This information influenced me to carry on with the research and get successful research work.

Consequently, the analysis of data collection evidence that students have some listening skills inconvenience, especially in some voiceless plosive stop sounds, which makes it difficult for them

to understand English. In the same context, it allows us to define the best strategies and academic activities to apply songs in the class.

Finally, the design of the proposal was done to cover the listening problems skill, it suggests interactive strategies and activities that may improve pronunciation through songs, as well as the students may raise their self-esteem for learning English dynamically as a second language.

RECOMMENDATIONS

To get better results in the teaching process, English teachers must consider updated academic activities that allow them to achieve their professional goals in class. Moreover, sophomore students need to be motivated to learn English as a second language. So, innovative resources help to develop pedagogical guidelines to develop productive and receptive skills in students.

The proposal presented in this research “Let's Improve Voiceless Stop Sounds through English Songs” allows for dynamic, interactive, and sociable classroom management. Moreover, this booklet can be used by some teachers at different levels of teaching to improve their listening skills, focusing on specific sounds and covering students' needs.

Additionally, teachers and students can consider the different academic technological tools for teaching and learning English, which makes students involved in their interest in learning dynamically and generates a pleasant environment in the class.

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ANNEXES



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 30 de mayo del 2024

Fernando Flores
Magister

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "English songs as a strategy to improve the pronunciation of voiceless stop sounds in sophomore students at Luis Ulpiano de la Torre High School". Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Name: Velastegui Haro María José

C.C.: 100446176-8

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			



 Firma del Evaluador
 C.C.: 1002188370

Apellidos y nombres completos	Flores Albuja Darwin Fernando
Título académico	Magister en Pedagogía de los Idiomas Nacionales y Extranjeros
Institución de Educación Superior	Universidad
Correo electrónico	dfflores@utn.edu.ec
Teléfono	098 635 7931

Fecha de envío para la evaluación del experto:	30 de mayo del 2024
Fecha de revisión del experto:	30 de mayo del 2024



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**QUANTITATIVE AND QUALITATIVE DATA COLLECTION INSTRUMENTS TO BE
APPLIED TO TEACHERS AND SOPHOMORE STUDENTS AT LUIS ULPIANO DE LA
TORRE HIGH SCHOOL**

The present data collection instruments are part of the curricular integration work entitled “English songs as a strategy to improve the pronunciation of voiceless stop sounds in sophomore students at Luis Ulpiano de la Torre High School” by María José Velastegui Haro, a student of Universidad Técnica del Norte, whose objective is detailed below:

Objective: Compile the knowledge and experiences of teachers and students at Luis Ulpiano de la Torre school on the use of songs in English as a strategy to improve pronunciation.

I thank you in advance for your time and support, as your responses will be a great source in the development of my research. Likewise, all the data obtained is confidential and used strictly by the researcher in this study.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

SURVEY FOR SOPHOMORE STUDENTS AT LUIS ULPIANO DE LA TORRE HIGH SCHOOL

INFORMED CONSENT

Dear student, I request that you please answer this instrument, whose aim is to design activities using songs to improve the English pronunciation of sophomore students at Luis Ulpiano de la Torre High School. The collected data from this survey will help my research for the English major at Universidad Técnica del Norte.

OBJECTIVE: Compile information about students' knowledge using songs as teaching tools to improve pronunciation in English as a foreign language.

INSTRUCTIONS: Dear student, read each item carefully and answer honestly as appropriate by marking your answer with an (X).

QUESTIONNAIRE

Course:

Date:

Gender: Male

Female

1. In your opinion, how important is it for you to learn the English language?

Very important	Important	Neutral	Less important	Not importante

2. Do you consider that learning English is useful for your personal and academic development?

Extremely usefual	Very useful	Neutral	Not very usefual	Not al all usefual

3. How much do you enjoy your English classes?

A lot	Much	Neutral	A little	Not at all

4. From the following list, what are the most frequent activities used by your teacher in your English classes??

Text readings	
Watch videos	
Listen songs	
Watch movies	
Practice conversations	
Pronunciation exercises	
Memorize dialogues	
Do grammar exercises	
Watch explanatory videos	
Write sentences	
Perform dramatizations	

5. How often does your teacher use songs in English as part of the classes?

Always	Frequently	Sometimes	Hardly ever	Never

6. Do you consider that using songs in English makes the learning process more motivating and fun?

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree

7. In your opinion, how effective is it to use songs in English as a strategy to improve your pronunciation?

Very effective	Effective	Little effective	Not effective

8. Do you consider it important that your teacher uses activities to improve pronunciation in English?

Very important	Important	A little important	Not important

9. Do you think that listening to songs in English helps you improve your pronunciation?

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree

10. From your experience, how do you prefer to develop pronunciation activities in your English classes?

With the whole class	
In groups	
In pairs	
Individual	

11. Of the following activities, which would you like your teacher to apply in their English classes? Check more than one option.

Practice with tongue twisters	
Listen to the sounds in the song	
Use of homophonous words	
Fill the spaces in the song	
Comparisons of similar words	
Rhymes in songs	
See, listen and repeat	
Speech connected to singing songs	
Exercises using online applications	
Karaoke Sessions	

12. Would you like to do interactive exercises to improve your English pronunciation using digital tools?

Strongly agree	Agree	Disagree	Strongly Disagree



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENGLISH TEACHERS INTERVIEW

Objective: Compile information on methodological aspects the teacher uses to improve English pronunciation.

General Instructions:

Length: 10 to 15 minutes.

Interview modality: face-to-face or virtual. (A recording of the interview will guarantee an adequate discursive analysis.)

Questions:

1. From your point of view, how has the way of teaching English changed during the last decade?
2. Do you think that oral expression and especially pronunciation is being developed correctly in the English subject?
3. What methods, techniques or strategies do you use most frequently to improve pronunciation in your students?
4. How often do you use English songs as a teaching tool in your lessons? Can you tell me about a specific activity that you found particularly effective?
5. How do your students generally respond to using English songs in class? Have you ever received any feedback from them about it? And if so, what was the nature of that feedback?
6. What challenges have you faced when using English songs to improve pronunciation? How have you addressed or overcome these challenges?
7. According to the current situation, do you use any educational platform to teach English and especially pronunciation?

Application of instruments

Teacher's Interview



Students' survey





UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



Oficio Nro. UTN-FECYT-D-2024-0149-O
Ibarra, 17 de julio de 2024

PARA: MSc. Javier Domínguez
**RECTOR DE LA UNIDAD EDUCATIVA LUIS ULPIANO DE LA TORRE
HIGH SCHOOL**

ASUNTO: Trabajo de integración curricular Srta. María José Velasteguí Haro

Reciba un afectuoso y cordial saludo en nombre de la Universidad Técnica del Norte, y auguro éxitos en tan delicadas funciones.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita **MARÍA JOSÉ VELASTEGUÍ HARO**, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta con el tema: **"LET'S IMPROVE VOICELESS STOP SOUNDS THROUGH ENGLISH SONGS"**, perteneciente al trabajo de integración curricular: **"ENGLISH SONGS AS A STRATEGY TO IMPROVE THE PRONUNCIATION OF VOICELESS STOP SOUNDS IN SOPHOMORE STUDENTS AT LUIS ULPIANO DE LA TORRE HIGH SCHOOL"**.

Por su favorable atención, le agradezco.

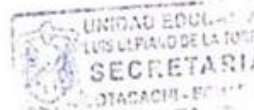
Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por
JOSE LUCIANO REVELO RUIZ
Fecha: 2024.07.17 09:19:24
+05'00'

MSc. José Revelo Ruiz
DECANO DE LA FECYT

JLRR/M. Báez

Ciudadela Universitaria Barrio El Oliv
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec



Página 1 de 1

*Recibido 2024-07-18
8:30h*



UNIDAD EDUCATIVA "LUIS ULPIANO DE LA TORRE"

Creado el 13 de abril de 1936
Resolución 007 Dirección de Educación de Imbabura
Cotacachi - Ecuador Dirección: Calle Bolívar 19-45 y Quiroga Telf. 062915119 - 062916853

Cotacachi, 19 de julio de 2024

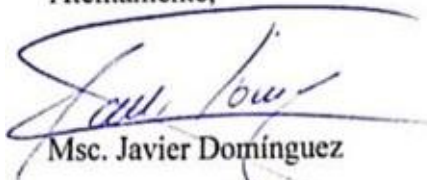
MSC. JAVIER DOMÍNGUEZ
RECTOR ENCARGADO

CERTIFICA:

Que, la señorita VELASTEGUI HARO MARÍA JOSÉ portador de la cédula N° 1004461768, estudiante de la UNIVERSIDAD TÉCNICA DEL NORTE, de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros, socializó la propuesta con el tema: "LET'S IMPROVE VOICELESS STOP SOUNDS THROUGH ENGLISH SONGS" perteneciente al trabajo de integración curricular: "ENGLISH SONGS AS A STRATEGY TO IMPROVE THE PRONUNCIATION OF VOICELESS STOP SOUNDS IN SOPHOMORE STUDENTS AT LUIS ULPIANO DE LA TORRE HIGH SCHOOL", al Área de Inglés de la institución el 11 de julio de 2024.

Es todo cuanto puedo certificar en honor a la verdad, facultando al interesado hacer uso del presente con fines de cumplir los requisitos de sus Estudios Superiores.

Atentamente,


Msc. Javier Domínguez
RECTOR

