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Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

Autor: Melo Puetate Wiliam Alexander

Director: Msc: Marcia Lucia Mantilla Guerra

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CÉDULA DE INDENTIDAD:	0401852025		
APELLIDOS Y NOMBRES	Melo Puetate Wiliam Alexander		
DIRECCIÓN:	Tulcán, Carchi		
EMAIL:	wamelop@utn.edu.ec		
TELEFONO FIJO:	-	**TELEFONO MOVIL**	0983502868

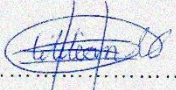| DATOS DE LA OBRA	
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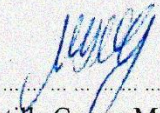
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DEDICATION

The current research project is dedicated to all the people who have trusted me and supported me during my whole life: my friends, classmates, teachers, and, especially, my small and lovely family. I am nothing without them. University made me a teacher, but they made me a good human being. To my father, who has given me so much support during my university life, and finally, with all my love to my mother, who has taught me to be honest, generous, and grateful. And most importantly, she has taught me that love is the key to making it all possible.

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RESUMEN

El presente trabajo de investigación se realizó en la Universidad Técnica del Norte con la participación de los estudiantes de segundo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros durante el periodo académico 2021-2022. El propósito de esta investigación fue establecer estrategias de aprendizaje utilizando canciones en inglés para mejorar la pronunciación de los estudiantes dentro del aprendizaje del idioma inglés como lengua extranjera. Este trabajo se desarrolló con un enfoque mixto, en otras palabras, cualitativo y cuantitativo para así alcanzar los objetivos planteados. Posteriormente, se recolecto información mediante encuestas aplicadas a los estudiantes, y una entrevista aplicada a la docente encargada de la materia de Listening & Speaking. Luego del análisis de la información recolectada se estableció una serie de actividades pedagógicas usando canciones en ingles que serán de gran utilidad para el perfeccionamiento de la pronunciación de los sonidos vocálicos.

Palabras clave: pronunciación, canciones, sonidos, vocales

ABSTRACT

The present research work was carried out at the Universidad Técnica del Norte with the participation of second-level English Major students during the academic period 2021-2022. This research aimed to establish learning strategies using songs in English to improve students' pronunciation in learning English as a foreign language. This work was developed with a mixed approach, in other words, qualitative and quantitative, to achieve the stated objectives. Subsequently, information was collected through surveys applied to students and an interview with the teacher in charge of the subject of Listening & Speaking. After analyzing the data collected, a series of pedagogical activities were established using songs in English that will be very useful for perfecting the pronunciation of vowel sounds.

   *Keywords***:** pronunciation, sounds, songs, vowels

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INTRODUCTION

Motivation

Learning and teaching English as a foreign language is a vast and meaningful process where one of the most relevant things is the improvement of the four skills. Regarding this, pronunciation is so important as a subskill of speaking. For major English students, it is essential to consider improving it during their learning process to acquire an excellent communication level since the first levels of their career until the end.

This project was built to suggest a few activities that make students learn and improve their communicative skills using English songs. This is more enjoyable to reinforce this subskill because music is for everyone. Nowadays, people listen to music almost daily; this research takes advantage of that fact and includes it in learning and teaching.

In addition, learners seem that speaking is the most challenging task, and the researcher shares this idea. There are some extra factors to consider in speaking as fluency, accuracy, etc. However, this research is focused on pronunciation improvement.

Problem Description

In Ecuador, the English language levels have been rising in the last few years. According to Education First (2021), English language skills are at a shallow level, ranking 90 out of 112 countries. It suggests that Ecuadorians have not improved English language skills keeping with A1 level since years ago. This is not good news for this country where teachers and students are doing their best to get a better English.

In English, there are four language skills that English Major students need to develop. In this way, pronunciation is one of the essential sub-skills of speaking; in this case, it is focused on vowel sounds. To improve this important sub-skill, there are a lot of methods, resources, and strategies, but; in this research, English songs are be considered as a strategy to make students get better pronunciation. Students need to prove different strategies and resources they feel good and comfortable with and get funny in the process because it is necessary to call the attention and make students enjoy it.

In English language, vowel sounds are so important to pronounce correctly. Students usually confuse the sounds of the vowels because they know the different sounds of the vowels in Spanish. However, English vowels sounds work different because there are more than five vowel sounds that learners have in mind. Besides, vowel sounds are totally related with phonetics which students are not in. These are the reasons why learners could have problems to improve their pronunciation.

Improving vowel sound pronunciation requires strategies and activities designed for this purpose, besides, it is essential to consider the needs of students. In this case, second-level English major students demand activities according to their ages. Because of this, English songs were suggested to solve this problem by providing different activities interacting with them, besides using some of the most popular songs that make the process more enjoyable. For this reason, as teachers, it is essential to consider How helpful are English songs to improve the pronunciation? What activities can teachers use to improve it by involving songs? Would students like to learn by listening English songs?

Justification

English Major students must have excellent pronunciation, but usually, people have just an elementary level of it. In this way, English songs can assist their learning process and skills improvement. Nowadays, young people use a lot of the Internet to get entertainment, to stay communicate with people from all over the world, watch videos and movies, and listen to music. It could be a great and funny strategy to put into practice in second-level students, especially in the current situation after COVID 19 pandemic which forced people to adapt to an online world where work and studies were through internet and electronic devices. This event was harmful to educational system and learners had huge difficulties to adapt to it or even to acquire the knowledge properly. As a result, students cannot achieve the English language standards.

This research project was carried out to attend this problem presented before. It is essential that second-level English Major students at Técnica del Norte University start to improve their speaking skills, especially vowel sounds pronunciation to get good grades in their career. Besides, as future English teachers, they must have almost perfect pronunciation to be good professionals. In this way, vowel sounds are present in every word in the English language.

This investigation was not only focused on students improving their pronunciation, but it will also be presented as a suggestion for teachers to use a different strategy that could be entertained for everyone. Using English songs in university could turn the classroom into a learning party where students and teachers could share new songs, discuss lyrics and artists, sing together, practice pronunciation, etc.

Impacts

This research has outstanding impacts in the academic, linguistic, and social areas for teachers and EFL second-level students. First, academic impacts regarding that were completed into the educational aspect, and its purpose is to suggest new ideas using different alternatives to teach and learn. Second, linguistic impacts regarding that they will be able to improve their communicative skills in and out of the educational context.

Finally, social impacts regarding the activities proposed to accomplish the communicative goals where the learners will interact with the whole society.

Objectives

General

Propose English songs as a strategy to improve pronunciation on second-level English Major students at UTN during 2021-2022 academic period.

Specifics

- Establish the theoretical bases which are involved in the improvement of pronunciation using English songs.
- Diagnose the possible difficult sounds to pronounce
- Design a guide with activities to help students and teachers to improve the pronunciation of vowel sounds.

Structure of the research report

This research was divided into 4 chapters. Chapter I is the theoretical framework which describes the relevant information and concepts related with the topic to understand. Chapter II is related to the methodology and tools that are involved in this field. Chapter III contains the analysis and discussion regarding the collected data through the instruments. Finally, in Chapter IV, where the proposal with different activities and strategies was presented

CHAPTER I: THEORETICAL FRAMEWORK

1. Theoretical Framework

Teaching and learning are a process that need theory and practice as this research work which needs background, information, and theory that help to connect the stages and understand the whole process involved in this field to improve pronunciation using English songs.

1.1. Language Acquisition

Language acquisition is the process through a person picks up his or her first language to generate speech. Language acquisition usually refers to learning the first language. According to Castello (2015), the term "first language acquisition" in this context refers to any languages that the speaker has learned for the first time, regardless of whether they were their first language or not. Even when the person has already had the primary first language, first language acquisition refers to learning a language for the first time. In other words, as long as the language is learned for the first time, the person can learn any language as a first language, second language, third language, etc.

This is what we mean when we talk about language acquisition, which is the initial acquisition. Learning a language, whether it is one's first language, a second language, a third language, and so forth, takes time, and throughout this time, listening skills increase more quickly than speaking abilities (Krashen, 1982). The process of language acquisition is always the same and it has a natural order as one acquires his/her first language from fetus to adult

1.1.1. Second language Acquisition

Second language acquisition definition is, once the mother tongue or first language has been mastered, acquisition and learning refer to learning and acquiring a second language. It is the scientific investigation of how individuals pick up languages other than their native tongue. As Hoque (2017) believes, the process of acquiring languages in addition to one mother tongue is known as second language acquisition, or SLA. For instance, when a youngster begins attending school and speaks Spanish as his mother tongue, he begins learning English. Through the process of second language acquisition, English is learned. A small child can pick up a second language more quickly than an adult can.

1.2. English Language

Although it began as a West Germanic language spoken in medieval England, English, it is now a universal language. Currently, most people in various nations speak English as their first language. There are roughly 375 million native speakers of English and 750 million people who speak English as a second language. In 70 nations, English has official or special status. In this way, English has become the world communicative language to communicate with foreign people. (Crystal, n. d)

English originated in the Anglo-Saxon kingdoms of England and the southeast of Scotland. Throughout the British Empire, from the seventeenth until the middle of the twentieth century, English had a significant influence on both the United Kingdom and Great Britain. The phrase "Old English" refers to the combination of many closely similar languages that gave rise to English. The indigoes who spoke the then-called Angles language were a product of Germanic invaders who landed on Great Britain's eastern language. Influence from the Viking invasions in the ninth and tenth centuries came from the Schleswig Holstein, which was the ancestral territory of Angel.

1.2.1. English as a foreign Language

The effective use of English as a linguistic tool is crucial since it has long been a universal language for communication. Despite the high standards for its command, many students at various levels find it challenging to master the language. Not only do those pupils find it difficult to grasp English abilities, but teachers also find it difficult to teach English. Heavy workloads, a lack of language proficiency, and inadequate teaching knowledge are some of the challenges faced by instructors (Mullany & Stockwell, 2010). Numerous research on students have suggested that their inability to use English in everyday situations. They are passive learners, and boring classes are among the obstacles to their learning. especially for many students and other Asian students, the culture issue could be one of the barriers for students to learn the English language.

1.2.2. Common European Framework of Reference (CEFR)

The Council of Europe overall language policy project, which has made a significant and well-founded effort to converge standards for language learning and teaching within the European context, includes the Common European Framework of Reference for Languages: Learning, Teaching, Assessment as an integral component (Cervantes, 2002). The development of the descriptive linguistic level scales described in the Threshold Level, Platform Level, and Advanced Level. Besides, reports and guidance work like Transparency and coherence in language learning in Europe, objectives for learning foreign languages, etc., have all significantly shaped the career paths of language teaching professionals in Europe over the past few decades.

1.2.3. Ecuadorian English Learning Standards

It is based on the K–12 ESL Teacher Standards paper created by the Teachers of English to Speakers of Other Languages (TESOL), which is widely utilized in nations including Albania, Paraguay, and the United States. In our nation, the English language teaching and learning curriculum is divided into 5 areas.

Our country has a great collection of ethnics, languages, and cultures, as MINEDU (2009) considers, "Language" is the initial domain, and it comprises subdomains for fluency, language development, and language structure and communication. The second domain is about "Culture," Ecuador is a cosmopolitan nation, some Ecuadorian students who are studying English may be descended from indigenous cultures for whom Spanish is their second language and English their third.

As a result, English teachers in Ecuador must be familiar with numerous cultures and appreciate how those cultures may impact language development of the pupils. The third section is devoted to "Curriculum Development," which includes topics related to planning for standards-based English, implementing and sustaining standards, and successfully employing resources and technology. The fourth section, "Evaluation," addresses problems for learners as well as language competency and classroom assessment. Professionalism and ethical commitment, the fifth dimension, are what keep instructors up to speed on new teaching practices and scientific results.

In contrast with the CEFR standards, in Ecuador English language education is divided in different levels from the first level of elementary school to the third level of high school. There are 8 levels to complete during the educational process; these are Pre A1.1, Pre A1.2, A1.1, A1.2, A2.1, A2.2, B1.1, B1.2. Elementary school begins with 2nd class and high school ends with 3rd class with a B1 level. Theoretically, university students are into a B1 level of English language.

1.3. Learning Theories

Behaviorism predominated in educational psychology until the middle of the 20th century, and it analyzed human behavior in terms of reflex responses to stimuli. Later, this orientation and psychological explanation came under fire for not accounting for human cognition, but it was nonetheless very helpful in creating many competency-based courses and yielding acceptable results (Nalliah & Idris, 2014). The importance of human cognition in our cognitive processes and behavioral patterns was later described by cognitivism-based theories like Bandura's Social Learning Theory. Finally, constructivism has made a significant impact in our classrooms, notably in acquiring higher learning capabilities in our adult students.

1.3.1. Constructivism

The constructivist approach is predicated on the notion that students actively participate in their educational process and that knowledge is created through experiences. Each person considers their experience and combines new ideas with their past knowledge as events unfold. Students create schemas to arrange their newly acquired knowledge. The learning theories of Dewey, Piaget, Vygotsky, Gagne, and Bruner all used this approach. Understanding how pupils learn requires knowledge of constructivist theory. Constructivism's basic tenet is that knowledge is actively constructed by students. Students build (or add) their new experiences on top of their existing conceptual framework. As stated by Woolfolk (1993) "learning is active mental work, not passive reception of teaching".

1.4. Language Learning Approaches

An approach is a theory about learning a language or perhaps a general philosophy of learning. They could have a psychological emphasis, like behaviorism or cognitivism. They may also be based on more antiquated theories like idealism or realism. Because they are general in nature, approaches are hazy and difficult to define. Philosophies like perennialism, faculty of psychology, or even scholasticism are examples of approaches that lead to methods. Each of these schools of thought promoted the growth of the mind like a muscle. Training the brain would enable someone to perform a variety of tasks.

1.4.1. Multiple intelligences

Individuals and groups use these intelligences to produce goods and find solutions to issues important to the societies in which they live. Language intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence are among the eight identified intelligences. (Gardner, 2001).

It is helpful to think of that language-logic combination as "academic" or "scholarly intelligence" because, in perspective of Gardner, only two intelligences, linguistic and logical mathematical have been recognized and tested for in contemporary secular schools. The theory of multiple intelligences, or MI theory, differs from conventional ideas of intelligence in that it views intelligence as multiple rather than unitary in nature. These ideas were first put forth in the early 20th century, are still used today to measure intelligence through IQ tests and were extensively researched by Piaget and other cognitive psychologists.

1.4.2. Musical Intelligences

A "talent" for music is a generic term used to denote musical aptitude. The belief that musically gifted individuals are born with this aptitude is a widely held one. Even though it is true that only a select few achieve the pinnacles of musical accomplishment, most people possess some degree of talent. Although it is obvious that musical ability is a continuum, it has proven difficult to quantify musical skill. Strong musically intelligent people can hear and repeat rhythmic patterns and pitch, which makes learning to play an instrument simple for them. Additionally, they have a powerful long-term memory and can play entire pieces without consulting the score. They might hum while they read and walk about while they contemplate. Someone with a keen musical sense will find it difficult to focus if you ask them to sit quietly and be silent. (Krishnan, 2014)

1.5. Language Teaching Methods

The literature on foreign language learning and teaching has developed and elaborated a variety of methods and approaches, which have been implemented in English language education. These methods range from the oldest classical method, the Grammar-Translation Method, to the most recent one, the Competency-Based approach, or CBA for short, which was influenced by Communicative Language Teaching. These are various approaches and methods that have profoundly influenced EFL classrooms, including the Grammar Translation Method, the Direct Method, the Structural Approach, the Communicative Approach, and finally the Competency-Based Approach (Ugwu, 2015)

1.5.1. The Direct Method

This is considered as the natural method or the anti-grammatical method that goes against the grammar translation method. It also proposes that a foreign language could be taught by interacting with it actively instead of translation. This method is focused on speaking and listening and the purpose is to use the target language in every situation as it is possible (Larsen-Freeman, 1986). The essence of the direct method is the constant interaction with the foreign language in the classroom to acquire it in a natural way. In addition the grammar structures are not relevant as in other methods as grammar translation method, interactions with people and language are so important.

1.6. Strategies

What is a strategy? According to Nickols (2016) strategies can be interpreted in a variety of ways; they can be viewed as stances, plans, patterns, and views. The link between tactics or practical activities and policy or high-order aims is known as strategy. Together, strategy and tactics bridge the gap between goals and means. Essentially, the term "strategy" refers to a complex network of ideas, insights, goals, experiences, memories, perceptions, and expectations that serves as broad direction for individual

actions taken in pursuit of ends. At the same time as it is the course we direct and the trip we take, strategy is the adventure we envisage taking. Even though we set out on a journey of discovery with no specific destination in mind, the journey has a goal, an expected result, and a conclusion that should be kept in mind.

1.6.1. Teaching Strategies

A teaching strategy is a broad plan for a lesson that contains the framework, the learning objectives, and a description of the planned techniques that will be used to put the strategies into practice. Moreover, Issac (2010) explains that it is the teacher behavior in the classroom, such as the implementation of teaching methodologies, providing the right stimulus for prompt replies, drilling previously learned responses, enhancing responses through additional activities, etc. In other words a teaching strategy is all the events that take place in the classroom, the actions that the teacher make during the lesson and all the planned lesson.

1.6.2. Learning Strategies

The specific methods or approaches those students use to try to learn a second language (L2) are known as learning strategies. Learners can recognize language learning methods in their learning process because they are deliberate or potentially deliberate activities. Learning strategies consist of "mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use" (Ellis, 1994, p. 529), alternatively, they can be mental (for instance, repeating new phrases aloud to help you remember them) or behavioral (for example, using the synonyms or situational context to infer the meaning of a new word). Strategies can make learning "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990, p. 8).

Analyzing the whole learning process and its elements learning strategies are into this. According to Mayer (1988) the acts of a learner that are meant to affect how the learner processes information are known as learning strategies. Examples include highlighting important passage passages, detailing lecture topics, or attempting to express some newly gained knowledge in one's own words.

1.7. Songs

Songs are considered as one of the most beautiful ways of expression, people use and create songs to show their imagination, creativity, feelings, messages, etc. Rivera (2019) consider that a song is a musical composition to be interpreted by the voice. Besides songs are artistic mix of lyrics, music, and a beautiful human voice.

It is true that people are surrounded by songs and music constantly because technology is advancing and because there are so many kinds of songs available today with various rhythms, methods of interpretation, and lyrics. Knowing which music to incorporate into the learning process is crucial. Songs as a teaching tool don't always center on music; other times, the lyrics and texts are the focus. (Gonzales & Gonzales, 1990)

1.7.1. Lyrics

Lyrics could have a strong influence on people. In opinion of Bethancourt (2017), You can be changed by lyrics. Your innermost thoughts and emotions can be made public through lyrics. Sometimes you can't say the words to the songs you sing along to in the car. As you cross the river at nightfall, your words are painted in vibrant noises and rainbow chords that drift over serene cities. Both praise and pain can be brought through lyrics. Singing can be used to find love or to set oneself free. Humanity's perpetual form of "poetry in action" is lyrics.

The lyrics of a song are what let us identify with what we hear and forge a connection with the band because they help us associate our experiences whether happy, sad, or inspiring with the feelings they inspire. Many songs start out as written lyrics or are influenced by books. We are moved by and inspired by music. (Gómez, 2015)

1.7.2. Music and Emotions

Music is encountered in a variety of settings, and its influence on human behavior is not always immediately apparent. Weddings, funerals, and parties are only a few of the social settings where music is significant, but these events alone cannot fully account for music's attraction. Our emotional states are influenced by music in a variety of ways that are unique to us and require psychological explanation. For example, music can energize, surprise, calm, and delight us. The assumption that enjoyment and emotions are the primary driving forces behind listening to music is supported by research in cognition and neuroscience. (Thompson & Quinto, 2012)

1.8. Language skills

In every language there are some abilities those people need to improve if they want to acquire a language. According to Harappa (2021), Language proficiency is a communication ability that enables you to express your views clearly and concisely. You develop good speaking skills in addition to listening comprehension. Another ability that is important in a professional situation is the ability to write succinctly and clearly. You can make sense of massive amounts of facts and knowledge by reading. You can understand others and be understood by them if you have good communication abilities. These may

include, but are not limited to, offering, and receiving constructive criticism, public speaking, and attentively listening during conversations.

Besides, INDEED (2021), considers that the abilities you utilize when offering and getting various types of information are known as communication skills. Examples include expressing fresh thoughts, emotions, or even an update on your project. Speaking, writing, listening, and reading are all components of communication abilities. Understanding the contrasts between face-to-face contacts, phone calls, and digital communications like email and social media is also beneficial.

1.8.1. *Receptive Skills*

Reading and listening are the two receptive skills. Since they are taught in a similar manner in many ways, the broad explanation that will be provided here applies to both listening and reading. Even though reading, and listening are receptive skills, they do not entail passive reception; rather, they need the reader or listener to actively participate in the communication. Both finely and broadly tailored input comes from reading and listening. It can be difficult to develop receptive skills when speaking with a fluent or native speaker. Although starting a discussion can be done quite easily, keeping one going presents more difficulties. Unsuccessful interactions may result from learners' failure to detect idiomatic language or related speech elements. (Holmes, 2019)

Like reading, if the vocabulary or syntax is overly complex, the text will be difficult to understand. The main distinction between hearing and reading is that when students are working with the written word on a page, they receive far more support. There is no simple method to go back and verify for meaning after the message has ended when listening, unlike when reading, which needs "real-time" processing of language.

1.8.1.1.   Listening Skill: Listening has been defined as the action of hear something that happens around the people. However, considered as a language skill it is essential to understand what is happening, what people try to express, how to act in a specific situation, etc. (Downs, 2008). Currently, it is considered as a great challenge for EFL students because it involves different stages as listening, understanding, interpretation, respond, and remembering. Listening improvement needs those listeners be aware of themselves, their strengths, and weaknesses but also their needs.

1.8.2. *Productive skills.*

Speaking and writing are the productive skills because language production requires students to enunciate words and produce written language. Language is taught to language learners through conversations, music, videos, newspapers, poetry, books, etc. They then advance to the following stage, where they use productive skills to develop the

language needed to express their ideas. Speaking is an oral production of language (McDonough & Shaw, 2003). Conveying ideas and opinions, expressing a goal or desire to accomplish something, negotiating, or solving difficulties, or creating and maintaining social relationships are all examples of speaking. Speaking is hence the oral production of language. Writing, on the other hand, is a useful written skill. Writing is typically divided into two categories: institutional writing and personal writing. Textbooks, reports, applications, and corporate correspondence are examples of institutional writing, while creative writing and personal letters are examples of personal writing.

1.8.2.1. **Speaking skill.** Some definitions of speaking have appeared through the time. Producing, receiving, and processing information are all steps in the interactive process of meaning construction that is spoken language. Speaking is an essential component of teaching and learning a second language. Despite its significance, spoken instruction has long been devalued by English language teachers, who have instead focused on having students repeat drills or memorize dialogues. As a result, recent pedagogical research on teaching students' conversation has provided some criteria for developing objectives and techniques. Current world, however, mandates that the goal of teaching speaking should improve students' communicative skills because, only in that way, students can communicate themselves and learn how to pursue the social and cultural rules appropriate in each communicative circumstance. (Lai-Mei & Seyedeh, 2017)

1.8.2.1.1. **Speaking sub skills.** It is a common desire for all the people to speak a second language well. To do this, learners need to know what skills are required to become a good speaker.

Fluency. It depends on how confident and at ease people are speaking English. The ability to communicate for an extended amount of time indicates that people have good fluency. It is also important to demonstrate how each of their points relate to the others. This ability ensures that listeners can understand and does not become disoriented.

Vocabulary. People cannot say whatever they want to express if they lack the words to do so. An excellent speaker is one who consistently expands their vocabulary. Speaking abilities will be stronger the more intriguing terms you know. Reading in English and keeping a diary of new words you come across is the best approach to expand your vocabulary.

Grammar. Grammar is important, and the higher the speaking ability, the fewer errors people make. But also do not worry about making errors. Grammar perfection is not necessary for a competent speaker. However, it is unquestionably a good idea to make sure that they are proficient in the key tenses.

1.8.2.1.2. **Pronunciation.** Pronunciation is considered as one of the most relevant English skills. It is a subskill totally related with speaking. According to Prashant (2018), pronunciation refers to how words are pronounced. Everyone will be able to properly pronounce words while speaking in English because of their capacity to

pronounce, and they will all be able to communicate English more confidently. Proper pronunciation is the capacity to replicate language sounds in such a manner that the intended meaning is evident. The specific meaning of a word is determined by how it is uttered. If we change how we pronounce anything, the meaning will change. Pronouncing includes making sounds that carry meaning. It requires paying close attention to gestures and expressions that are intricately linked to how we speak a language, as well as sounds of a language (segments) such as intonation, syllable, phrase, emphasis, rhythm, rhythm, and voice quality. A wide definition of pronunciation includes both suprasegmental and segmental features. When we speak, these characteristics all interact with one another, making pronunciation a critical element of spoken language.

On the other hand English (2021), considers that proper pronunciation is vital for effective communication since bad pronunciation almost always leads to the receiver misinterpreting the message. The way letter sounds are produced in words and syllable stress is applied to word portions will nearly always have a significant impact on the meanings and background of the words, permanently affecting the relevance of the term being transferred. The word "present" is a good example of this. When someone says, "I am present," stressing the first syllable of the phrase, they are referring to their presence at a particular location or time. The inverse would be to say, "I'd want to present." Following that, one adds a reference to a speech or item that they wish to make public.

1.9. Vowel Sounds

Phonological acquisition of a second language is a challenging process that calls for learners to not only incorporate new linguistic elements into their native tongue but also to be able to put that information into practice through accurate sound perception and articulation (Iruela, 2004). Without a doubt, this can be extremely difficult for the pupils, particularly if their primary and second languages are significantly different. This also explains why it might be quite challenging for some students to master phonological perception skills and produce speech that is understandable.

To communicate clearly and prevent misunderstandings when speaking a foreign language, having excellent pronunciation is essential. Because they would rather concentrate on other aspects of the language, including vocabulary or grammar some language teachers have a tendency to disregard this micro skill. In the instance of the English language, since it is not an official language in our nation, neither teachers nor students regularly connect with native English speakers. Because they are not engaged in an environment where they may readily choose the correct pronunciation, EFL (English as a Foreign Language) learners need receive enough training to improve their English pronunciation. Indeed, because they will serve as positive examples for their potential students, university students who want to teach English should focus on perfecting their pronunciation.

1.9.1. *Differences between English and Spanish Vowel System*

According to Celce-Murcia et al (2010), there are fourteen vowel sounds in American English. Eleven of these sounds are either vowels with just an adjacent glide, that really is, preceded by /y/ or /w/ (/iy/, /ey/, /ow/, /uw/), or plain phonemes, which indicates that they are not followed by a glide movement (/ɪ/, /ɛ/, /æ/, /ɑ/, /ɔ/, /ʊ/ and /ʌ/). The final three phonemes, /ay/, /aw/, and //ɔy /, are diphthongs made up of a vowel sound and a glide that is not immediately contiguous to it. Vowel sounds are categorized as voiced, or continuous, because the airstream leaves the lips with no interruption or restriction and are defined by a continuous vibrating of the vocal cords.

CHAPTER II: METHODOLOGY

2. Methodology

2.1. Type of research

This research project was focused on a quali-quantitative mixed approach. On the one hand the handling of numerical data was carried out through the analysis and interpretation of results, as well as the elaboration and application of interviews, through questionnaires for a qualitative analysis. Everything this with the aim of conducting a comprehensive investigation. Qualitative research focuses on a variety of methodologies and takes an intuitive, naturalistic approach towards its subject. This implies that qualitative researchers investigate phenomena in their natural environments while attempting to explain events in the context of the meanings that individuals assign to them. (Denzin & Lincoln, 1994)

Aliaga & Gunderson (2002) have done a great job of describing the quantitative research techniques which collects numerical data and analyzes it using mathematically based approaches, particularly statistics, to explain phenomena. It is totally associated with numbers so, collected data is almost all numbers to get more accurate information about the research.

This investigation was exploratory and descriptive in nature. It is exploratory since it seeks to develop strategies for further investigation and to highlight essential aspects of the subject. Furthermore, we approach and analyze our subject of study in this manner to get a wide awareness of the reality that must be properly dealt with. The goal of exploratory research is not to produce definitive and conclusive answers to research questions, but rather to investigate the study issue in varied depths. It has been stated that exploratory research is the preliminary study that serves as the foundation for more definitive research; it can also aid in the selection of a study design, sample methodology, and data gathering method. (Dudovskiy, 2018) This study is descriptive since it only focuses on observing a phenomenon that happens in nature and because it will define the variables and facts that are useful for our investigation using various approaches and tools.

2.2. Methods

The current research uses a no experimental method because variables presented will not be changed or manipulated during the investigation. In other words, by not manipulating variables will not alter the natural environment where this research will take place. Research that doesn't involve the alteration of an independent variable or the allocation of individuals at random to conditions is known as non-experimental research. Although it is seen to be crucial to distinguish between experimental and non-experimental

research, this does not imply that the latter is less significant or superior to the former. (Rajiv S. Jhangiani, 2022)

This research work also uses a deductive method because it starts with a theory, premises or in this case with a problem or investigation questions to be solved. After all the stages as the establishment of theoretical framework, data collection, analysis, and the proposal section a set of conclusions were obtained that reflects the goals of each part of the research work. Besides, the inductive method allows us to create new knowledge starting from the problem and the data analysis. It is useful to find difficulties and patterns regarding the collected information

2.3. Participants

The population of this research is formed by 35 English Major students from Técnica del Norte University located in Ibarra city, this investigation will focus only on this level because there is just a class of second level. This is a non-probabilistic sample because all the students will participate on the research, in the same conditions and use the same tools with any kind of variations.

2.4. Instruments and techniques

A questionary with 7 closed questions was applied to the students to know different thoughts about the topic. Besides, to know some information related with using English songs to learn, especially to pronunciation improvement. Also, what are the thoughts about learning by listening to music.

A structured interview was conducted with the teacher of listening and speaking subject matter to know the opinion about different aspects. Also to know what different activities the teacher uses to improve speaking skills, but most specifically the pronunciation of vowel sounds.

This research is focused on the next investigative questions, how does using English songs can improve pronunciation in second level English Major students? And What kind of activities could be effective in the learning process? Through different actions like applying a survey and an interview.

CHAPTER III: ANALYSIS AND DISCUSSION

3. Analysis and discussion

This chapter shows the analysis of data collected after applied the instruments as an interview for the teacher of listening and speaking subject matter and a survey for the students. The purpose of the interview for the teacher was to collect information regarding how students' language skills are, activities those are used in classroom to improve pronunciation, also about English songs to improve pronunciation. In addition, the purpose of survey for students was to get data about how important English is to communicate, identify some difficulties in learning process as the hardest language skill and subskill, preferences about English music, and suggest it as a strategy to perfect pronunciation.

This collected information was necessary for the development of the guide as element of the proposal involved in this research work. Finally, the discussion part and the interpretation of the data described the main findings of the work. This process was not easy to complete because of a problem that paralyzed almost all the activities in our country Ecuador. After 18 days of paralysis in Ecuador, the protests that occurred from June 13th until 30th have finished. In this way, activities in the country started moving normally. (CNN, 2022)

3.1. Students survey.

This survey was applied to 34 of 35 students of second level of English Major career at UTN. It is important to mention that it was conducted during the strikes period when most of the activities were stopped, and the classes went back to the virtuality. Because of this, the survey was applied during a virtual meeting on Teams platform. It was conducted in Spanish language to make it easier for students.

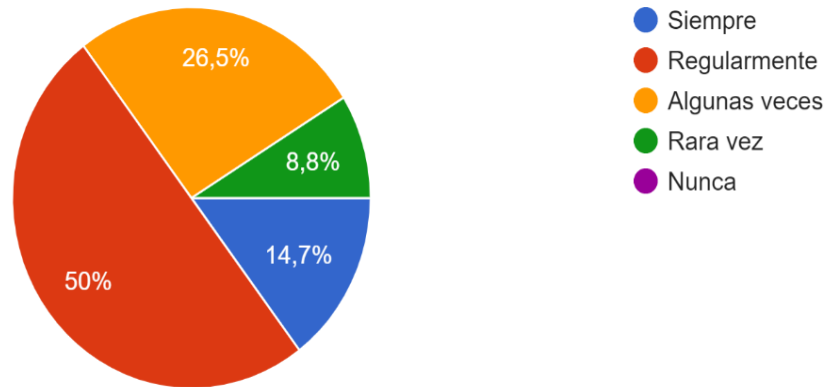**1. How often do you use English to communicate in the class?**

Figure 1: Frequency of using English in the class.

Analysis:

This pie chart illustrates the frequency that students use English to communicate in classes. According to the results, just % 14,7 of students uses English language to communicate in the classroom. However, it shows that half of participants regularly use it, and just few students use it rarely. This data suggests that some students have good English language skills to communicate each other, but most of them need to practice more in order to perfect their skills. According to Beare (2018), to use both languages in the classroom is not a problem for beginners, but it is not recommendable for EFL students at higher levels. In this case to use English in the classroom is the main goal to achieve.

2. What language skill do you consider is the most important in English learning? Rank the options, considering that 1 is the least and 4 is the most important.
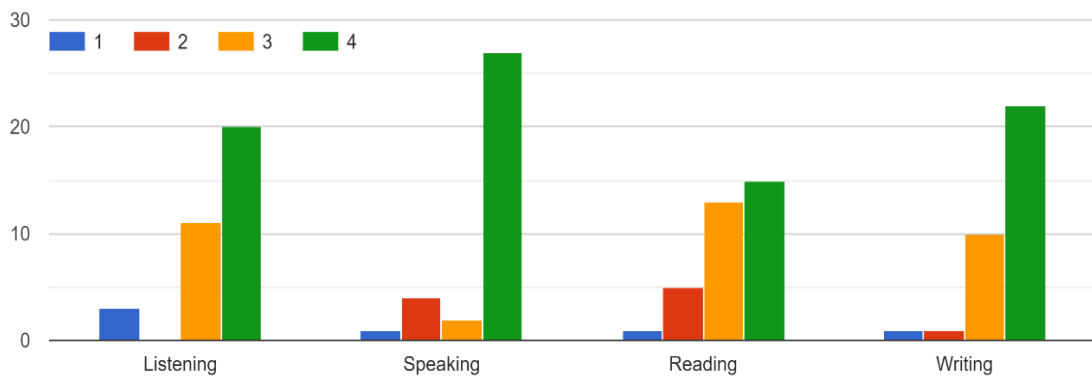

Figure 2: The most important language skill.

Analysis:

This column chart shows a kind of rank of importance of the different language skills. It is notable that about 25 people consider that speaking is the most essential skill into English language learning, besides, writing skill is the second more important. According to the results, students are more focused in productive language skills as speaking and writing. It looks like they will improve these productive skills more than the other ones. From the point of view of Cambridge (2022), nowadays the most demanded English skills are speaking and reading. Reading skill is important to improve knowledge through texts as scientific papers, instructions, contracts, etc. Speaking is the most useful to communicate with foreign people in international places.

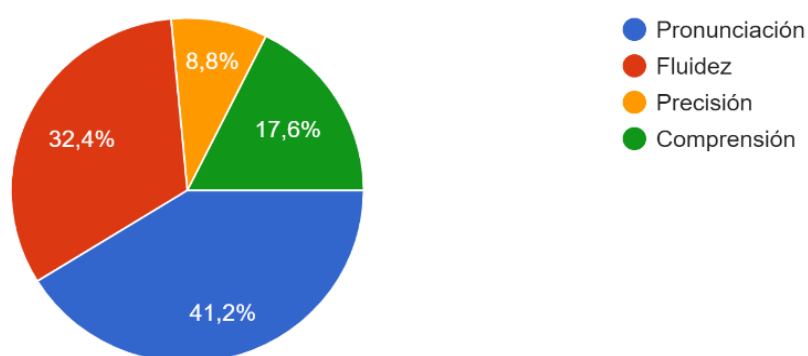**3. For you, which of the speaking subskill is more difficult to improve?**

Figure 3 The most difficult speaking subskill.

Analysis:

This pie charts gives information regarding which of the speaking subskills is the most difficult to improve. It shows that the percentage of students who think that pronunciation is more difficult is about %40. Meanwhile, a third of participants consider that fluency is the next harder speaking subskill. This data suggest that students could have some difficulties in their pronunciation skill, but also fluency could be one of the main obstacles. In this way it is essential to pay more attention to this subskill in the process. According to Testbook (2017), is the most difficult among the four language skills. It demands a complex process starting with a good knowledge of vocabulary, grammar structure, create meaning, organize ideas, providing cohesion and coherence, etc.

4. Based on your experience, which sounds are more difficult to pronounce in English?
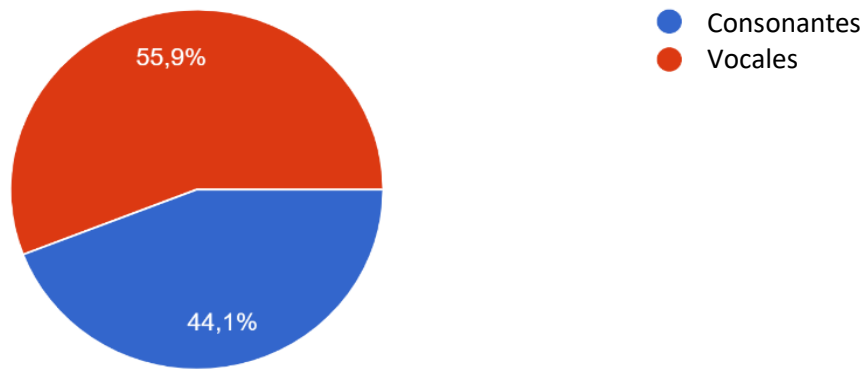

Figure 4: Difficult sounds to pronounce.

Analysis:

The pie chart provides information regarding which are the most difficult sounds to pronounce in English language. It shows that more than half of students consider that vowel sounds are harder to pronounce but, the difference is about 11%. The data suggests that consonant sounds are also difficult for them. In this case it would be a good idea to focus on both kind of sounds into the pronunciation improvement. Pronove (2019), considers that, consonant sounds are the hardest to pronounce for learners. Consonants L and R are often mixed, besides, T and D ore often confused.

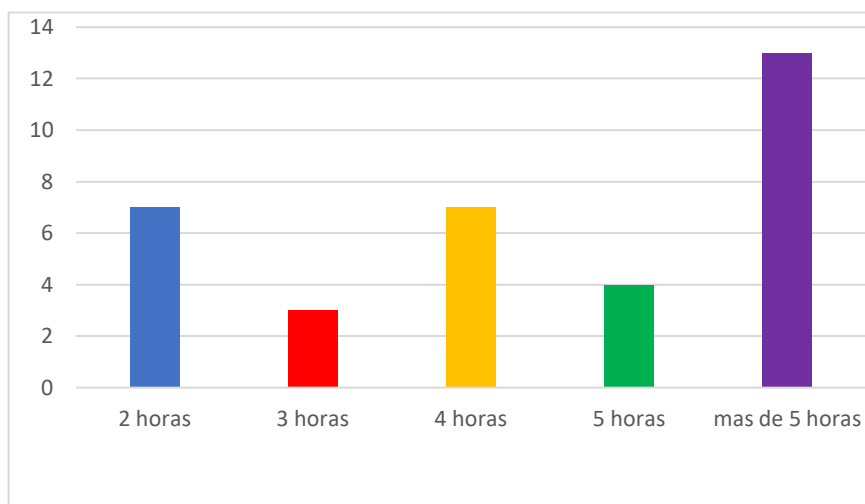## 5. How many hours a week do you listen to English music?

Figure 5: Quantity of hours per week listening to music.

Analysis:

This bar chart provides information about the quantity of time that students take to listen to English music per week. It is clearly that more than a third of participants listen to

music more than 5 hours per week, but there is a draw between students who listen to music about 2 and 4 hours. It suggests that about 13 students love to listen to English music but, the rest of students are not fans of English music, perhaps they do not have enough time to do it, they could have some extra activities to accomplish. From the point of view of Götting (2021), people aged between 18 and 34 years old listen to music at least 20 minutes every day but this consumption changes according to the age.

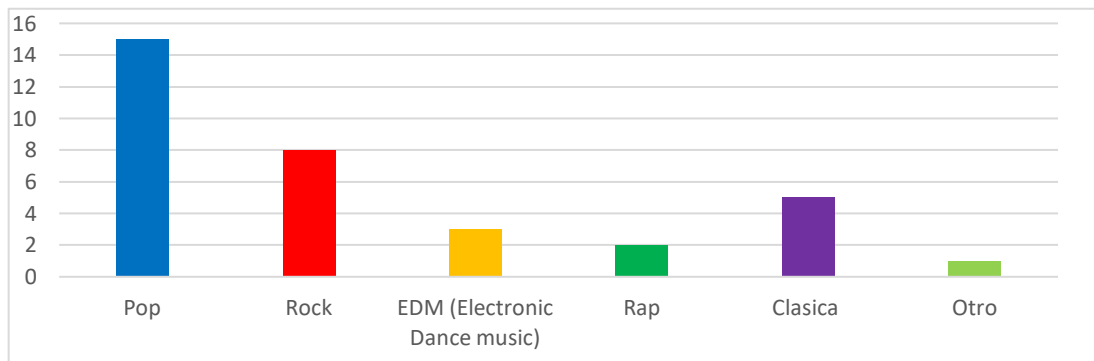**6. What genre of music in English do you prefer to listen to?**

Figure 6: Genre of music that students prefer.

Analysis

The bar chart describes information about the most popular genre of English music among the students. It shows that almost half of students love listening pop music but, almost a quarter of them prefer rock music. It means that pop and rock are the most popular among them, it could be due of today there are too many pops and rock artist and each time there are more, besides they feel comfortable, euphoric, and identified listening these genres of music. Songs are more than sounds and lyrics, they transmit messages and feelings.

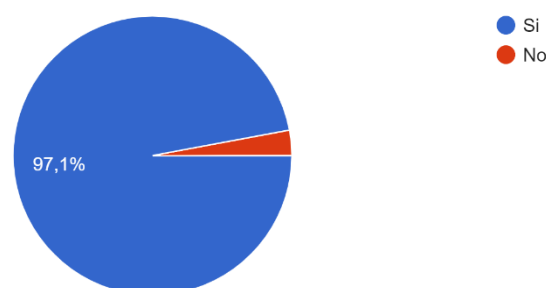**7. Would you like to improve your pronunciation using English songs?**

Figure 7: Students would like to learn using English songs.

Analysis

The pie chart shows information about who would like to improve pronunciation using English songs. It demonstrates that almost every student wants to improve pronunciation using English songs. However, about 1 student would not like to do it. This data suggests that just one student does not like to learn listening to English songs. In words of Alegria (2017), using music as a teaching tool is needed in sometimes because songs make people feel happy and relaxed during the learning process.

3.2. Interview

The interview was applied to the teacher of listening and speaking subject matter PhD. Sandra Guevara. It was applied through a virtual meeting because of the strikes that occurred on June 13th to 30th. To get more accurate information, form the teacher and make it easier for her it was applied in Spanish.

1. **According to the standards stablished by "Ministerio de Educacion" and CEFR second level English Major students should have B1 level in their English language skills. Do you consider is this a reality? Yes, No. Why?**

In consideration, to issue you current information, I would not say that a B1; I think that the effects of the pandemic are reflected in educational levels because if there has been a limitation, let's say currently teachers already know how to handle ICT, and how to integrate and how to adapt and how to facilitate the education process, let's talk in all fields, mathematics, in English. Not specifically in our area, so we are already more, let's say, trained on dealing with online education. Still, when the pandemic happened, we were not, let's say, the world was not prepared, not only the UTN, so I think all this that is dragging consequences and today, let's talk about that it is not a reality that that students have the knowledge they should. That is what I can tell you.

Analysis:

The data collected with this question suggests that second level English Major students do not have the required level on their language skills because of the effects of the pandemic. Teacher expressed that due of the pandemic almost every student had problems in their learning process in every subject matter. Besides, teachers had a difficult teaching process because they had to adapt to that new situation, learning about new TICs, new methodology, new activities, etc. It means that students keep working in their learning proves to get the required level.

2. **From the 4 skills comprehended into English language learning (listening, speaking, reading, and writing). Which do you consider is more difficult to perfect? Why?**

At personal discretion, the skill would be the first that is listening, I think that somehow for some reason it is placed by some experts in this seat if listening is the first, because, for us, for students of English as a foreign language that we are Ecuadorians because we are not exposed to the language as it is, let's say the students who are ESL where, English is a second language where they go out to the supermarket and can listen to the language. Basically, the limitation here in Ecuador is exposure to the language, the opportunities they have to listen to a language, let's say to listen to it in any context, so that is why it becomes a slightly more difficult skill to evaluate, it is true that in the case particular of our students we have listening and speaking as a subject, but even so if you feel the limitation of, let's say the difficulty in developing listening skills.

Analysis

According to the information provided by teacher the most difficult language skills to improve is listening. In our context where Spanish is the mother tongue it is harder to improve it because of the environment. Spanish speakers who have English as a foreign language most of the time are exposed to mother tongue and that is the reason why it is difficult to get a better level of listening, On the contrary students of English as a second language have less difficulties because they are exposed to a good input. In conclusion, good input is essential to improve language skills.

3. **What strategies or activities do you put into practice to improve the students' level of pronunciation? And what results have you obtained?**

In reality, as we have been talking about skills, I had just asked myself the most difficult skill, so in order of skills we have listening, speaking, reading and writing, apart from being, let's say, a subject, language is essentially communication, so for me, pronunciation is always relevant, and in this sense, a variety of strategies that are applied such as, I like to contrast the sounds, we are talking about minimal pairs, to avoid those misunderstandings, between three the number and tree the tree, for example, comes to me at the moment, because I put emphasis on skills, excuse me on strategies for teaching pronunciation because I understand that since it is a language for communication, you can be a person who masters grammar very well. If now of speaking your pronunciation is not very good, that interferes with understanding

Then also another serious strategy, in sentences, for example, emphasizes the teaching of these connections called the connected speech, where we unite the sounds, for instance, between consonant sounds. Then also, when teaching pronunciation, we emphasize consonant sounds and vowels; differentiation is also one strategy, the similarity between our language between the mother tongue of the students, which is Spanish, which

fortunately we share here, then the differentiation between Spanish and English is made in the consonants or the vowel sounds. And also the similarity is very important that is a strategy for students to take advantage of these similarities between the two languages and also the differences to find a point of balance, what else can it be, also put emphasis on stress the rhythm, on intonation , that this is a fundamental part of pronunciation, because, because in each language we have these particularities, so we always focus on these important parts of articulation, which is word stress, intonation, rhythm, and I think also a strategy It is important to guide the students not only repeat and repeat, but repetition with guiding, that is, with the guide that the teacher should give role mothering, always be aware of looking for the appropriate moment to check that they are pronouncing correctly, and therefore monitor it as well , something that I particularly like is imitation, for example, they listen to native audio and have to repeat it, etc. once there you can measure how they are progressing, because learning a language is also through….we already do with analysis strategies because we are adults, but there also comes a time when one must be free, feel relaxed and we go without so much analysis I listen and imitate, then there is also this strategy in which they must listen and imitate, so maybe some get more stressed, some get less stressed, but there you can measure how we are advancing in the diction.

The particular analysis of the sounds of the letters is also very important, especially emphasizing that it is a strategy, emphasizing the consonant and vowel sounds that bring a greater difficulty to Spanish speakers, to people who are native speakers of Spanish, So we have particularities, which is not the same for people who are native speakers of Chinese, so if it is important, it is a strategy to identify those sounds and attack those sounds, emphasizing those sounds when teaching. In the end, he told me if results have been obtained, yes, basically you can check the before and after, when they start to take the level and at the end when they make a presentation because if I go a lot for speeches, it is because they present, because of their presentations, you can see the difference that they are pronouncing, for example, they say number tree, excuse me, number three, and you can already see the difference in the diction as they pronounce it.

Analysis

Data collected regarding this question reflects that teacher use some different activities to improve pronunciation. Teacher highlights that imitation and repetition is sometimes essential in pronunciation improvement, listening and speaking are connected to make students produce orally. Besides, it is also important to differentiate and identify the sounds of speech, connected speech, similarities, and differences of vocal and consonant sounds. Also, grammar is important but if there is not a good level of pronunciation the communication process will be interfered. In conclusion, it is essential to use activities that are helpful to improve pronunciation to get a good communication.

4. **Do you think that using English songs is a useful strategy to improve pronunciation? Yes, no, why?**

Yes, of course, in fact, songs are useful at all levels there I could speak from elementary to a higher level because, remember that there are different types of intelligence, so we must always provide a certain variety of activities to try at some point to supply, let's say, strengthen that multiple intelligence, the auditory, those who have the ability to learn while listening, but we always know that music brings that energy to the class, that level of motivation, the important thing is to choose the songs, for example, match them to the context because, that is important When we choose a song, for example, it is selected at the university level, as a teacher, we have to look for the songs that are there, first a group of songs that are, let's say, according to the age of the students, but not just for listening to the music.

When, in particular, I choose a sentence, it always has to be focused, for example, on sounds, so that they can distinguish the sound, it comes to mind when the t is between two vowel sounds and becomes r, so I would have to choose a song from an American author but not a British one because in British English the t is kept as t, so we have certain sounds so that the students listen and say, here are the vowels and it sounds like r, for example, underline or identify the sound where the t when it becomes r in the middle of two vowels, or it can also be the connected speech, and this part seems to me to be elision when the sounds are omitted when the sounds are connected then teaching a song is not just fill in the blanks, it is good to strengthen more than pronunciation is listening because they go hand in hand, so fill in the blanks is fine, but some strategies that one uses…..

Using songs is a very enriching strategy for the teacher and the students because there are a variety of situations that you can apply, for example, a blank paragraph, so here we go listening and identifying each one of the sounds. Still, it also depends on the level, which as it may be, the basic question that I do believe is yes, it is very positive. The moment they produce, they are happy and motivated, repeating and imitating that imitation is what I am always in favor of imitation, so they listen, imitate and do it perfectly.

Analysis

Teacher suggests that using English songs in the classroom to learn is very useful in different aspects, but she highlighted the motivation, strengthen multiple intelligences, especially the musical one. English music is a good tool into the classroom because all the people in there are involved in the same moment students and teacher. Using them as a strategy has too many advantages but, it is relevant choosing the perfect song for the lesson or the moment. Finally, songs are useful, but we must analyze some things to catch the great songs.

5. **Do you consider it necessary to implement English songs as a strategy to improve pronunciation in your classes? How would you do it? Why would not?**

I have heard the comments of some fellow teachers who say that, for example, they do not implement because they say I do not sing well, I go more to the academic part and, of course, my voice is not scary, but now we are singing, in the When the music starts, I am also part of the class. We all sing, regardless of whether they don't have, or whether they have a good voice or not, but they enter the song and follow the lyrics of the song, so I do. I am in favor of using music at all levels with children, including the level of motivation, because there are studies that reflect how music changes the classroom environment and raises motivation levels. It is, you just said or. Whether it's recommended or not, I do recommend it because maybe it could be that we get out of the context. Still, I'm only talking relatively that we get out of the context of the class, of the formal situation, because it is academically oriented; I recommend it As long as there is well-structured planning of why I use a song not only as a warm-up, even if it is a warm-up at the beginning of the class, it should be to introduce and strengthen the theme of the class, always related, that would be my only recommendation, but I totally agree with the rest. I would recommend it 100% because we have students who have highly developed auditory emotional intelligence, so they require this attention.

Analysis

The data collected in this question shows the teachers' opinion about suggesting English songs to be used into the classroom. According to the teacher English are always recommended in the class to make it more productive. That means applying into the academic field not getting out of the context. It is important considering before using songs that these should be applied with a well-designed lesson plan where the song is connected with the different activities.

3.3. Discussion

Theory reflects that English language skills are involved into a huge process where some of them are more difficult to improve depending on the context, the teaching process, the methods, etc. According to Brown (2000), the ideal way to achieve communicative goals is to focus on language use rather than merely usage, fluency rather than merely accuracy, authentic language and situations, and the students' ultimate need to apply what they learn in the classroom to unfamiliar contexts outside of the classroom.

Improving pronunciation is a large process where different activities must be applied to focus on different aspects of it. English Club (2022) believes that regardless of how precise the grammar of a learner is or how expansive and expressive his vocabulary may be, if his pronunciation is weak, this immediately casts doubt on the quality of his entire language proficiency. Theory suggests that pronunciation is involved into the speaking skill, which is a productive one also, with listening which is a receptive one. The

collected data showed that students would like learning using English songs to improve their pronunciation.

Theory reflects those strategies and activities focused on pronunciation improvement using English songs are related with multiple intelligences but, more specifically musical intelligence. Kramer (2001) stated that Songs are effective teaching tools because they are enjoyable. They encourage mimicry, gestures, and other behaviors connected to the message. They can be used for production or listening comprehension stages (singing). All ages and skill levels can enjoy the tunes. Through echoic memory, students can acquire English very quickly. The information gathered indicated that activities involving English songs are indeed very motivating for everyone. In addition, the environment may become amusing and cozy.

According to the collected data from teacher and students, there is a contrast regarding the importance, and which is the most difficult language skill to perfect. According to the students the most important skill is speaking to communicate, in this way pronunciation is one of the most difficult sub-skills to improve. Because of this, students might make more effort improving them. However, according to the teacher, listening is the most difficult. Our context is not useful for students to improve listening because we are rounded by Spanish speakers and due of this it is essential for students to focus on it. In addition, both, students, and the teacher believe that using music to learn and improve language skills is a great idea because people love listening to music and sing aloud, besides songs can make the classroom happier.

CHAPTER IV: PROPOSAL

LET'S LEARN

BY

LISTENING

ENGLISH

SONGS

Guide to improve pronunciation
of vowel sounds
By: Wiliam Melo

Introduction

This proposal was developed to help to pronunciation improvement of second level English Major students and contribute to the teaching process of English teachers from Técnica del Norte University. This proposal has as a main objective to improve students' English pronunciation of vowel sounds through listening English songs.

A variety of songs will be provided that students and teachers could use and interact with them during their English lessons to have a more innovative and motivating way to enhance oral skills.

English songs will contribute to the English learning and teaching process, making it more innovative and exciting. Teachers and students could use them as a guide or additional source in the English learning process.

Learners could improve a lot the pronunciation and the speaking of English language They will be able to have better and more understandable communication. The English songs selected are focused on improving vowel sounds pronunciation specifically

TOPIC

Learning Through Listening English Songs

OBJECTIVE

GENERAL

·To reinforce pronunciation skills of second level English Major students at Técnica del Norte University using English songs.

SPECIFICS

·To identify the most difficult vowel sounds to pronounce.

·To design activities with English songs to improve vowel sounds pronunciation on second level English Major students

CONTENTS

UNIT 1: Short Vowel Sounds

Sound and vowels

What are short vowel sounds?

Listen and complete the song

Find the short vowels sounds

UNIT 2: Long Vowels Sounds

Long vowel sounds: Bingo

Sounds practice

Are there vowel sounds?

Your tongue twister

UNIT 3: Diphthongs Sounds

Discovering the diphthongs

Looking for diphthongs

A story with diphthongs

UNIT 4: Let's sing

Guess the song

Let's training

Getting ready

The Final Jam

SHORT VOWEL SOUNDS

1. short a: /æ/ cat

act	apt	ask	bat	bad	bag	cat

2. short e: /ɛ/ bed

ben	bed	beg	bet	den	fed

3. short i: /I/ sit

bin	bid	big	bit	dim	did

4. short o: /ɑ/ top

bog	bop	con	cod	cog	cot

5. short u: /ʌ/ sun

bun	bum	bus	bud	bug	but

LONG VOWEL SOUNDS

1. /i:/ cheek   leap   cheap   feet
2. /a:/ heart   dark   garden   farm
3. /u:/ cook   could   bull   would

DIPHTHONGS SOUNDS

1. /aI/ cry   like   my   bright   slime
2. /aʊ/ bound   house   brown   how   now
3. /ɔI/ boy   coy   toy   coil   coin
4. /eI/ bake   rain   lay   brake   eight
5. /oʊ/ go   low   sofa   local   coach

UNIT 1
"Short Vowels Sounds"

Objectives: Recognize and practise

the different

short vowels sounds

Short

Vowels

Sounds

Activity 1:

Sounds and vowels.

Objective: Students will be able to recognize the difference between vowels and sounds.

Material: Worksheet, board, markets

Time: 10 min

Instructions:

Teacher:

Provides the worksheet #1 to the students.

Tells the instruction to complete the worksheet.

Gives a brief and clear explanation about vowels and sounds (just basic information)

Answer posible questions.

Students:

Complete the worksheet along the teacher.

Pay attention to the expl

Take notes.
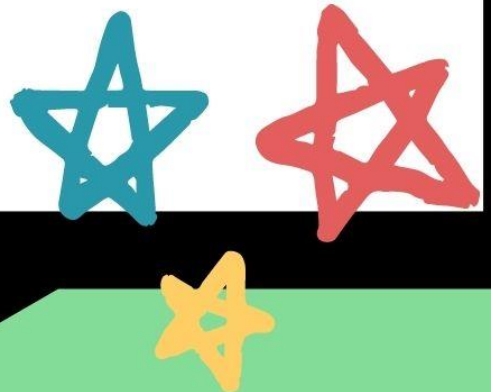
WORKSHEET #1

NAME:

DATE:

- Close your eyes and write the different vowels that you know in Spanish language.

- Close your eyes and write the different vowels that you Know in English language.

- Draw or write the sound of the vowels in Spanish.

- Draw or write the sound of the vowels in English.

GOOD JOB

CHALLENGE

Say the alphabet or vowels backwards.

Activity 2:

What are short vowels sounds?

Objective: Students will be able to recognize the different short vowels sounds symbols.

Materials: Worksheet, audios, speakers.

Link of audios: https://pronuncian.com/introduction-to-short-vowels

Time: 10 min

Instructions:

Teacher:

Provides the worksheet #2 to the students.

Draw the symbols of short vowel sounds on the board.

Read the activity 1.

Explain the main ideas about the short vowel sounds using audios.

Complete the worksheet with the students.

Students:

They have to guess what is the possible sound of each symbol.

They match the symbols of the sounds with the correct word in the box.

They will reapeat the sounds and examples of each one.
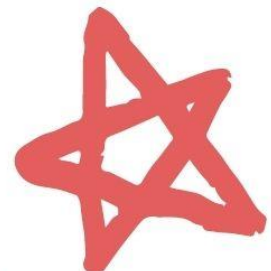
WORKSHEET #2

Short Vowel Sounds

1. Guess and pronounce the posible sound of these symbols

$$/æ/ - /ɛ/ - /ɪ/ - /ɑ/ - /ʌ/$$

2. Match the words with the correct short vowel sound

Man	Send	God	Trust
Chill	Head	Glass	Kill
Dog	Sun	Stop	Dust
Spend	Will	Lab	

/æ/	/ɛ/	/ɪ/	/ɑ/	/ʌ/

Activity 3:

Listen and complete the song

Objective: Students will be able to identify different sounds

Materials: Work sheet, song and lyrics, speakers

Time: 10 min

Instructions:

Teacher:

Provides the worksheet #3 with lyrics of the song (Billie Jean - Michael Jackson)

Explains the activities in the worksheet.

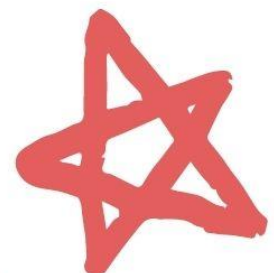Plays the song.

Gives feedback about the activities

Students:

Get the worksheet

Listen to the instructions.

Listen to the song

FIll in the blanks with missing words

1. Listen to the song carefully and fill in the blanks

Billie Jean - Michael Jackson

Retrieved from: Googke.com/MJartist

She was more like a _____ queen
from a movie scene
I said don't mind, but what
do you mean, I am the one
Who will dance on the floor in the round?
She said I am the one, who will
_____on the floor in the round

She told me her name _____ Billie Jean,
as she caused a scene
Then _____ head turned with eyes
that dreamed of being the one
Who will dance on the floor in the _____

People always _____ me
be careful of what you do
And don't go around _____
young girls' hearts
And _____ always told me
be careful of who you love
And be careful of what you do
'cause the lie _____ the truth

Billie Jean is not my lover
She's just a girl ____ claims
that I am the one
But the kid is not my son
She _____ I am the one,
but the kid is not my son

For forty days and _____ nights
The law was on her side
But who can _____ when she's in _____
Her schemes and plans
'Cause we danced on the floor in the round
So take my strong advice, just
_____ to always think twice
(Do think twice, do think twice)

She told my baby we'd danced 'til three,
then she _____ at me
Then _____ a photo my baby
cried his eyes were like mine (oh, no)
'Cause we danced on the floor
in the round, baby

People always told me
be careful of what you do
And don't go _____ breaking
young girls' hearts
She came and stood _____ by me
Just the smell of sweet _____
This happened much too soon
She called me to her _____

Billie Jean is not my lover
She's just a girl who claims that I am the one
But the kid is not my son

Billie Jean is not my lover
She's just a girl who _____ that I am the one
But the kid is not my son
She says I am the one,
but ____ ____ is not my son
She says I am the one,
but the kid is not my son

Billie Jean is not my lover
She's just a girl who claims that I am the one
But the kid is not my son
She says I am the one, but the kid is not my son

She says I am the one
You _____ what you did,
breaking my heart babe
She says I am the one

Billie Jean is not my lover X6

Correct answers

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

Activity 4:

Find the short vowel sounds

Objective: Students will be able to identify the short vowel sounds

Materials: Work sheet, song and lyrics, speakers

Time: 10 min

Instructions:

Teacher:

Provides a worksheet with activities using an english song (Billie Jean - Michael Jackson)

Explains the activities in the worksheet.

Plays the song.
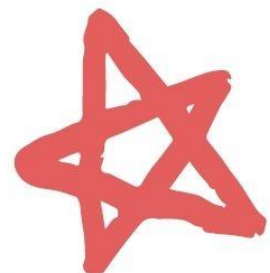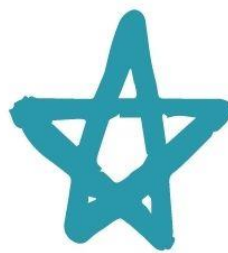
Gives feedback about the activities

Students:

Form groups of 4 people

Get the worksheet

Listen to the instructions.

Listen to the song

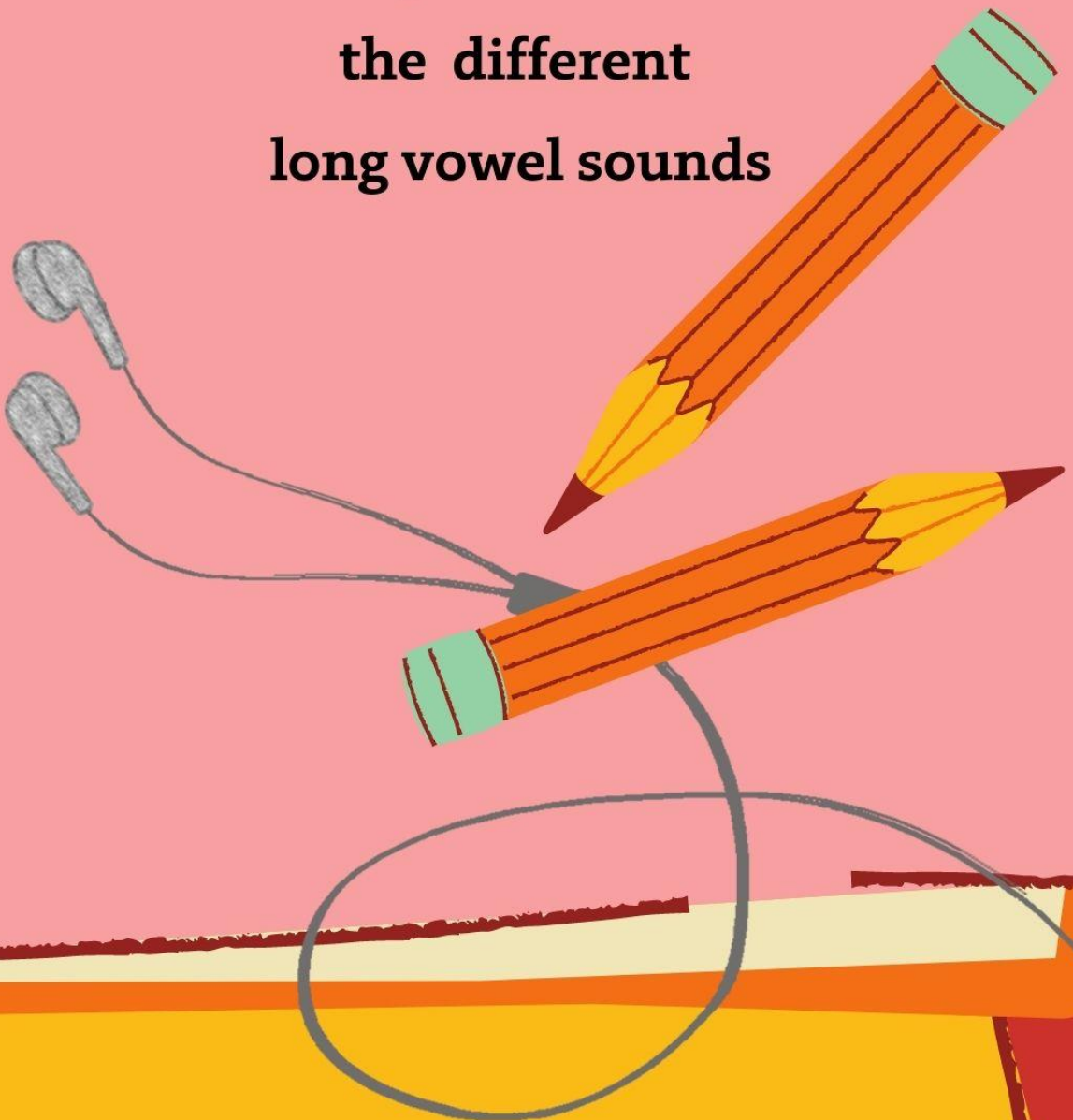Underline the words that contains short vowel sounds

1. Listen to the song carefully and underline the words that contains short vowel sounds

Billie Jean - Michael Jackson

She was more like a beauty queen
from a movie scene
I said don't mind, but what
do you mean, I am the one
Who will dance on the floor in the round?
She said I am the one, who will
dance on the floor in the round

She told me her name was Billie Jean,
as she caused a scene
Then every head turned with eyes
that dreamed of being the one
Who will dance on the floor in the round

People always told me
be careful of what you do
And don't go around breaking
young girls' hearts
And mother always told me
be careful of who you love
And be careful of what you do
'cause the lie becomes the truth

Billie Jean is not my lover
She's just a girl who claims
that I am the one
But the kid is not my son
She says I am the one,
but the kid is not my son

For forty days and forty nights
The law was on her side
But who can stand when she's in demand?
Her schemes and plans
'Cause we danced on the floor in the round
So take my strong advice, just
remember to always think twice
(Do think twice, do think twice)

She told my baby we'd danced 'til three,
then she lookced at me
Then showed a photo my baby
cried his eyes were like mine (oh, no)
'Cause we danced on the floor
in the round, baby

People always told me
be careful of what you do
And don't go around breaking
young girls' hearts
She came and stood right by me
Just the smell of sweet perfume
This happened much too soon
She called me to her room

Billie Jean is not my lover
She's just a girl who claims that I am the one
But the kid is not my son

Billie Jean is not my lover
She's just a girl who claims that I am the one
But the kid is not my son
She says I am the one,
but the kid is not my son
She says I am the one,
but the kid is not my son

Billie Jean is not my lover
She's just a girl who claims that I am the one
But the kid is not my son
She says I am the one, but the kid is not my son

She says I am the one
You knowwhat you did,
breaking my heart babe
She says I am the one

Billie Jean is not my lover X6

UNIT 2

Long Vowels Sounds

Objectives: Recognize and

practice

the different

long vowel sounds

Activity 1:

Long vowel sounds: Bingo

Objective: Students will be able to familiarize with the different long vowel sounds

Materials: Bingo worksheet

Time: 10 min

Instructions:

Teacher:

Provides an explanation about long vowel sounds (symbols and their sound)

Provides the bingo worksheet.

Gives instruction of the activity.

Tells the words from the list (+random words)

Congrats the winner.

Students:

They get the worksheet

Read and analyze the words.

Mark the words they hear on the paper.

Write the extra words in the empty space.

Repeat and practice using the words in the worksheet.

BINGO

1. **Listen the words carefully and, cross the ones that appear to win.**

AUNT	TUBE	MUTE	SLEEP
CUTE	STEAL	DANCE	BOOT
PARTY	CUBE	CHEAP	HEART
REASON	GARAGE	SOON	SHEET

2. **Write below the word that are not in the chart.**

3. **Create a sentence using the words above.**

Good Job

Activity 2:

Sounds Practice

Objective: Students will be able to practice with the different long vowel sounds symbols

Materials: Worksheet

Time: 10 min

Instructions:

Teacher:

Provides the worksheet.

Gives instructions and explains the long vowel sounds through the examples on the sheet.

Students:

They get the worksheet

Read and analyze the examples and their sounds

Fill in the gaps using the words.

Read and practice pronunciation.

Find new examples going on internet.

Long Vowels Sounds

1. Listen and repeat the next examples.

Long Vowels			
Transcription	**Examples**		
/iː/	Cheek	Leap	Cheap	Feet
/ɑː/	Heart	Dark	Garden	Farm
/uː/	Cook	Could	Bull	Would

2. Fill in the blanks with the words in the previous activity.

1. These glasses are _____ I will buy them
2. James works at the supermarket selling onions because he has a _____ to grow them.
3. Francis _____ so well. His cakes are delicious.
4. That's all it is Miles. A _____ of faith.
5. I can't continue walking. My _____ hurt so bad.
6. Look at that beautiful _____. There are colourful flowers.
7. My farm is getting huge. I have 4 cows but just one_____.

2. Look for new examples using internet.

Good Job

Activity 3:

Are there vowel sounds?

Objective: Students will be able to identify the long vowel sounds.

Materials: Lyrics, speakers.

Time: 10 min

Instructions:

Teacher:

Creates groups of 3 people.

Provides lyrics of the song per group.

Explains the activity.

Plays the song.

Gives feedback.

Students:

They work in groups

Listen the song and analyze the lyrics

Identify the long vowel sounds.

Good Job

1. Listen to the song carefully and identify how many long vowel sounds are there?

Just the way you are - Bruno Mars
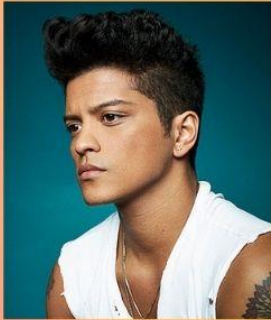
Retrieved from: Googke.com

Oh, her eyes, her eyes
Make the stars look like they're not shinin'
Her hair, her hair
Falls perfectly without her tryin'
She's so beautiful and I tell her everyday
Yeah, I know, I know
When I compliment her, she won't believe me
And it's so, it's so
Sad to think that she don't see what I see
But every time she asks me, "Do I look okay?"
I say

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause girl, you're amazing
Just the way you are
Yeah

Her lips, her lips
I could kiss them all day if she'd let me
Her laugh, her laugh
She hates, but I think it's so sexy
She's so beautiful and I tell her everyday
Oh, you know, you know
You know I'd never ask you to change
If perfect's what you're searchin' for, then just stay the
same
So don't even bother askin' if you look okay
You know I'll say

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause girl, you're amazing
Just the way you are

The way you are
The way you are
Girl, you're amazing
Just the way you are

When I see your face
There's not a thing that I would change
'Cause you're amazing
Just the way you are
And when you smile
The whole world stops and stares for a while
'Cause girl, you're amazing
Just the way you are
Yeah

Long vowel
sounds

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

Activity 4:

Your tongue twister

Objective: Students will be able to create a tongue twister

Materials: Piece of paper

Time: 10 min

Instructions:

Teacher:

Creates groups of 3 people

Provides some words to the students (random words or the ones used in the previous activity)

Gives instructions to create a tongue twister

Guide the teams during the process

Students:

They work in groups

Use the words provided by the teacher to write a tongue twister

Read the tongue twister to the whole class.

Good Job

UNIT 3
Diphthong Sounds

Objectives: Recognize and

practice

the diphthongs sounds

Activity 1:

Discovering the diphthongs

Objective: Students will be able to recognize the diphthongs symbols.

Materials: Worksheet

Time: 10 min

Instructions:

Teacher:

Provides an explanation about the diphthongs

Provides the worksheet with diphthongs and words

Gives instructions and explains the long vowel sounds and symbols

Students:

Pay attention and take notes

They get the worksheet

Read and analyze the words and sounds

Match the words with the correct sound.

NAME:

DATE:

1. **Match with a line the words with their correct diphthong.**

brown
sky
house
toy
child
cloud
iron
face
choice
race
hour
make
mouth
coin
cow

/ aɪ /

/ eɪ /

/ ɔɪ /

/ aʊ /

/ oʊ /

2. **Compare your answers with a partner.** *The person with more correct answers could challenge the loser to do anything.*

Activity 2:

Looking for diphthongs

Objective: Students will be able to recognize the most and less common diphthong

Materials: Lyrics.

Time: 15 min

Instructions:

Teacher:

Provides the worksheet with lyrics of the song (Bored-Billie Elish) and questions.

Gives instructions to complete the activity.

Plays the music three times if it is necesary

Students:

They get the worksheet

Listen and analyze the song

Write the answers for the questions on the worksheet.
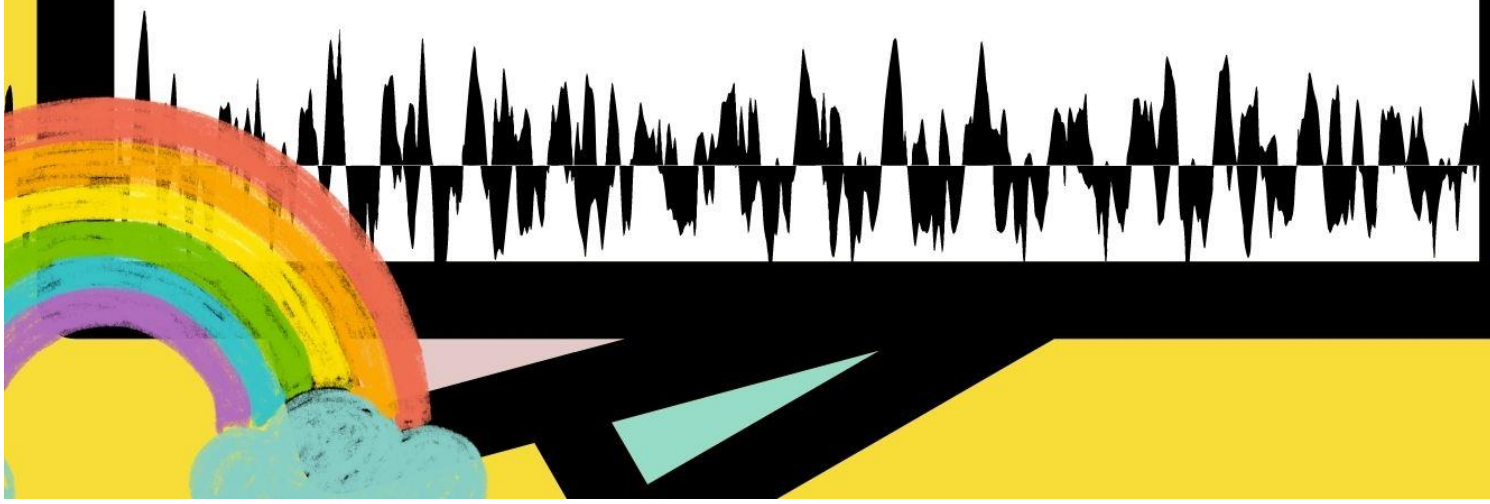
Bored - Billie Elish

Ah
Ah

The games you played were never fun (mm)
You'd say you'd stay but then you'd run (ah)

Givin' you what you're beggin' for
Givin' you what you say I need
I don't want any settled scores
I just want you to set me free
Givin' you what you're beggin' for
Givin' you what you say I need
Say I need

I'm not afraid anymore
What makes you sure you're all I need?
Forget about it
When you walk out the door
and leave me torn
You're teachin' me to live without it

Bored
I'm so bored
I'm so bored
So bored

I'm home alone, you're
God-knows-where (mm)
I hope you don't think that shit's fair (ah)

Givin' you all you want and more
Givin' you every piece of me
I don't want love I can't afford
I just want you to love for free
Can't you see that I'm gettin' bored?
Givin' you every piece of me
Piece of me

I'm not afraid anymore
What makes you sure you're all I need?
Forget about it
When you walk out the door
and leave me torn
You're teachin' me to live without it

Bored
I'm so bored
I'm so bored
So bored
Givin' you w
hat you're beggin' for
Givin' you what you say I need
I don't want any settled scores
I just want you to set me free
Givin' you what you're beggin' for
Givin' you what you say I need
Say I need

I'm not afraid anymore
What makes you sure you're all I need?
Forget about it
And when you walk out the door
and leave me torn
You're teachin' me to live without it

Questions:
   1. **What is the most common diphthong? Write examples**

2. **What is the less common diphthong? Write examples**

https://www.youtube.com/watch?v=cnGW8NR-toE

Activity 3:

A story with diphthongs

Objective: Students will be able to create a story with collected words.

Materials: Piece of paper

Time: 10 min

Instructions:

Teacher:

Explains the activity carefully

Write a story using words from the song (BIllie Ellish-Bored)

Guide the students during the process

Students:

Get in groups.

Identify words with diphthongs from the song in the previous activity.

Use the words to create a story

Read the story to the whole class.

UNIT 4
Let's Sing

Objectives: Sing using the learned information and get fun

Activity 1:

Guess the song

Objective: Students will be able to guess the song

Materials: YouTube video

https://www.youtube.com/watch?v=aytARa5bxos

Time: 10 min

Instructions:

Teacher:

Explains the activity carefully

Play the video

Take notes of people who guess the song or series on the video.

Students:

Create groups of 4 people

Watch the video carefully

Rise their hand if they know the answer

Tell the answer to score points.

Any member of the group can score.

At the end each team will choose a song that will be presented as a concert.

Each team will choose their song acording to the score
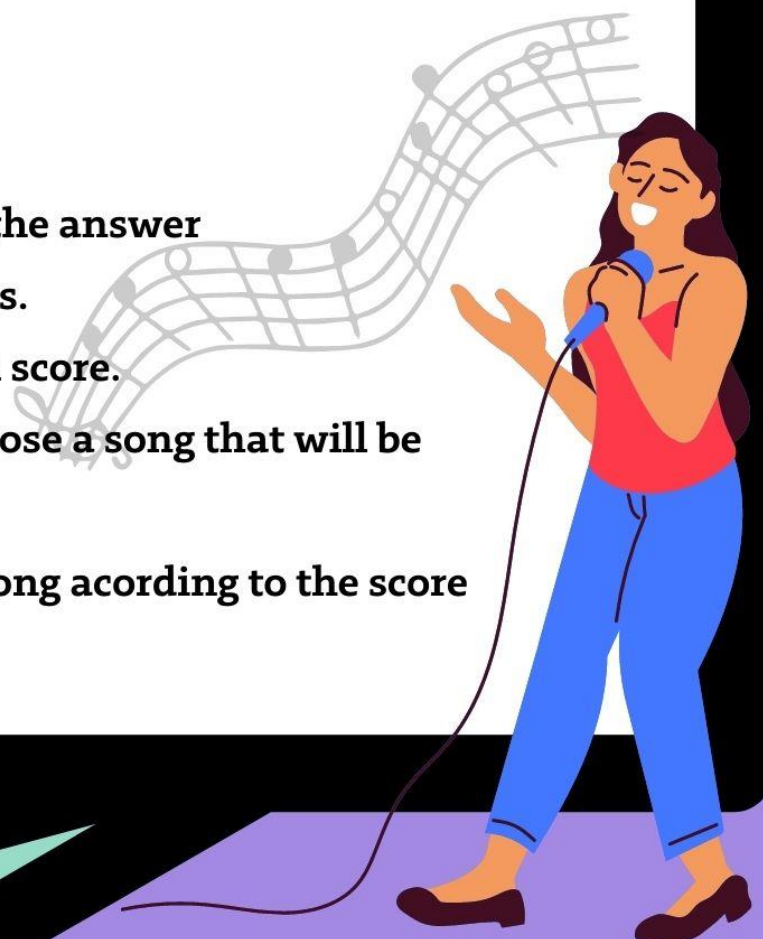
Activity 2:

Let's training

Objective: Students will prepare for their presentation.

Materials: Music, speakers, smartphones

Time: 20 min

Instructions:

Teacher:

Explains the activity carefully

Each team must get the lyrics of their songs.

In groups: Analyze the lyrics and make two lists of words with short and long vowel sounds.

Students:

They get together in teams.

They read and listen to their songs

They analyze the lyrics and make two list of words.
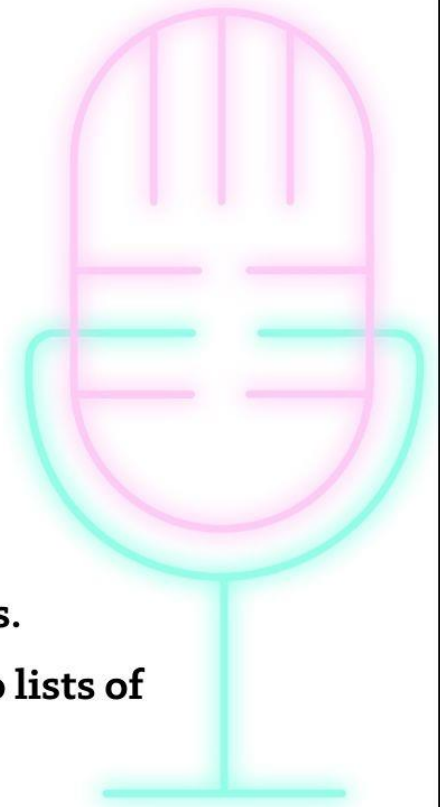
Activity 3:

Getting ready

Objective: Students will be able to organize and plan their concert

Materials:

Time: Homework

Instructions:

Teacher:

Explains the activity carefully

Support students if they need help at any moment.

In groups: Analyze the lyrics and make a list of diphtong sounds.

Students:

In teams analyze the lyrics.

Make a list of diphtong sounds

They will think and prepare a concert presentation

They plan clothes, dance, scenary, etc.

They set every step of their concert presentation
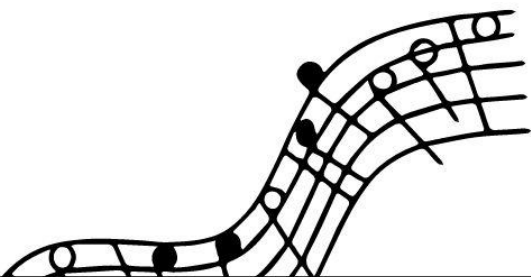
Activity 4:

The Final Jam

Objective: Students will be able to present their concerts

Materials:

Time: 30 min

Instructions:

Teacher:

Explains the rules of the concert.

Pay attention to each presentation

Grade each team according to their concert presentations.

Students:

They present their concerts to the whole class

Each team will have between 5 and 7 minutes to present.

After all the presentations the winner will be presented

The winner is going to get extra points for their grades.

CONCLUSIONS

- According to the theoretical framework English songs involved in strategies can help students to improve their speaking skills, especially pronunciation of vowel sounds. It is important to pay attention to the activities to be applied using these strategies.

- It is essential to select the methods and tools that can be useful to complete the research work. It will make the process easier and clear, otherwise the project will have too many obstacles.

- Data collected evidenced that students have some problems to pronounce vowel sounds but also consonants. It reflects that in general terms their pronunciation is not good enough as it is required.

- Students enjoy listening to English music. Using songs to teach students is an innovative idea to make lesson funnier but productive

- The proposal is designed to cover the main aspects which are to suggest activities to improve pronunciation with songs and, provide useful information to reinforce this sub-skill.

RECOMMENDATIONS

- It is recommended to try catching relevant and current information related with the topic of the project. This info is useful to know more and new strategies and techniques inside learning and teaching world.

- Methodology must be accurate to get specific and relevant data. Instruments must be good designed in every aspect for students and teachers.

- To design an effective guide, materials and strategies should be selected carefully according to the objective stablished in each activity.

- As more interactive activities the proposal has the students will be more motivated to learn by listening to English songs. It is one of the most interesting ways to improve language skills.

- It is recommended to be a very disciplined person in every moment of the life, even in the learning process where there are some stages to be completed as school, high school, university, etc.

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ANNEXES

Annex 1: Interview for teacher

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

ENTREVISTA

"ENGLISH SONGS AS A STRATEGY TO IMPROVE PRONUNCIATION ON SECOND LEVEL ENGLISH MAJOR STUDENTS AT UTN DURING 2021-2022 ACADEMIC PERIOD."

Date:

Participant:

INTERVIEW

1. De acuerdo con los estándares establecidos por el Ministerio de Educación y el CEFR los estudiantes de segundo nivel de nuestra carrera deben poseer un nivel B1 en sus habilidades en el idioma inglés. ¿Considera usted que esto es una realidad? Si, no, ¿Por qué?

2. De las 4 habilidades comprendidas en el aprendizaje del idioma inglés, (listening, speaking, reading, writing) ¿Cuál considera que tiene más dificultad para su perfeccionamiento? ¿Por qué?

3. ¿Qué estrategias o actividades pone usted en práctica para mejorar el nivel de pronunciación de los estudiantes? Y ¿Qué resultados ha obtenido?

4. ¿Cree usted que usar canciones en inglés es una estrategia útil para mejorar la pronunciación? Si, no, ¿Por qué?

5. ¿Considera usted necesario implementar canciones en inglés como una estrategia para mejorar la pronunciación en sus clases? ¿Cómo lo haría? ¿Por qué no lo haría?

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIO

"ENGLISH SONGS AS A STRATEGY TO IMPROVE PRONUNCIATION ON SECOND LEVEL ENGLISH MAJOR STUDENTS AT UTN DURING 2021-2022 ACADEMIC PERIOD."

Objective: This survey is involved in a research project. Its purpose is to collect data from second level English Major students at UTN. The collected information will be confidential and just for academic aims.

Survey date:

Age:

Gender: Male   Female

QUESTIONARY

1. **How often do you use English to communicate in the class?**
    ( ) Always
    ( ) Regularly
    ( ) Sometimes
    ( ) Rarely
    ( ) Never
2. **What language skill do you consider is the most important in English learning? Rank the options, considering that 1 is the least and 4 is the most important.**
    ( ) Listening
    ( ) Speaking
    ( ) Reading
    ( ) Writing
3. **For you, which of the speaking subskill is more difficult to improve?**
    ( ) Pronunciation
    ( ) Accuracy

(   ) Fluency

(   ) Comprehension

4. **Based on your experience, which sounds are more difficult to pronounce in English?**

(   ) Vowel sounds

(   ) Consonant sounds

5. **How many hours a week do you listen to English music?**

(   ) 2 hours

(   ) 3 hours

(   ) 4 hours

(   ) 5 hours

(   ) + 5 hours

6. **What genre of music in English do you prefer to listen to?**

(   ) Pop

(   ) Rock

(   ) EDM

(   ) Rap

(   ) Classical

Other_____

7. **Would you like to improve your pronunciation using English songs?**

(   )Yes

(   ) No

Annex 3: Data collection, interview to the teacher
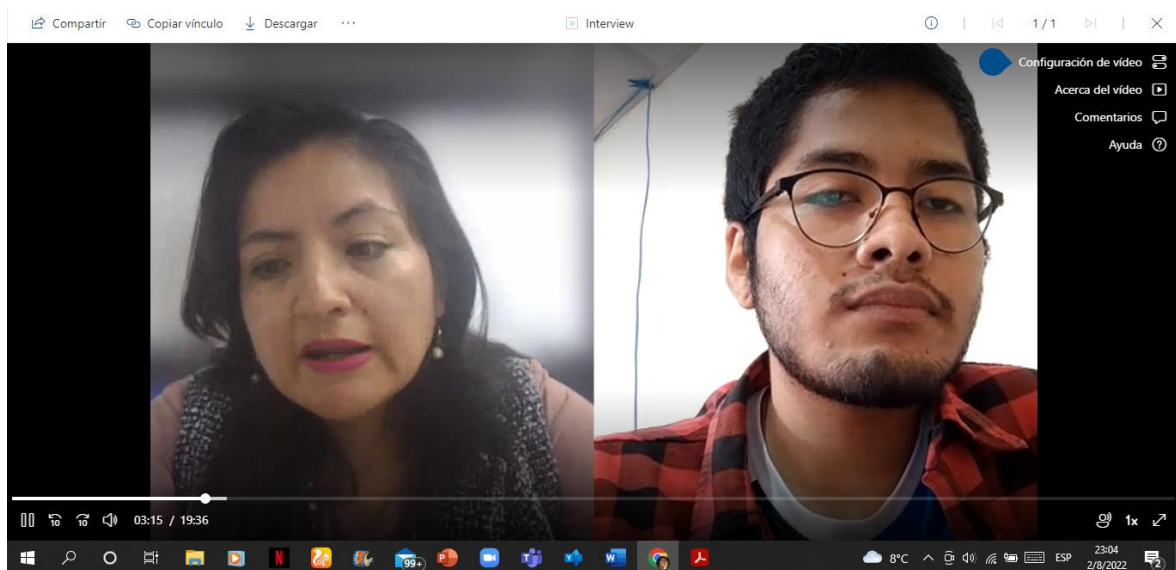
Annex 4: Data collection, survey to the students