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**THE ROLE OF MUSIC IN DEVELOPING L2 PRONUNCIATION IN THE 8TH
YEAR AT UNIDAD EDUCATIVA “JACINTO COLLAHUAZO”.**

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DEDICATION

I dedicate this undergraduate work to my two children and my wife for giving me their unconditional support at all times. They taught me not to give up and to be constant, thank you for your time and your infinite support.

Pavón Suarez Edison Bayardo

GRATEFULNESS

From the bottom of my heart, I would like to thank my dear Msc thesis tutor. Ana Villegas has been an example of perseverance and dedication as a teacher and a special person. She has inspired me to grow as a human being with values. She taught us to enjoy the teaching – learning process through a Challenging methodology that helped us improve academic aspects. Finally, thank all the teachers of the national and foreign language pedagogy career for sharing their knowledge and experiences.

ABSTRACT

This research focuses on the role that music plays in improving the pronunciation of the English language in students in the eighth year of Basic Education. A songbook is a didactic tool in the teaching-learning process, which generates motivation, creativity, and interest in students, which contributes to improving the educational level. This study was carried out at the “Jacinto Collahuazo” Educational Unit during the 2024 – 2025 school period.

A qualitative approach was used, which allows the formulation of research questions, and a quantitative approach, applying surveys to students, teachers, and authorities to collect data and analyze the proposed study. This research is descriptive and projective, supported by field research, where students and teachers are already familiar with the use of songbooks as a learning tool, a fundamental element for teaching the English language. In this way, students can integrate new information that improves the teaching-learning process, helping them contribute their knowledge. The use of the songbook allows you to increase unpublished songs created by each student following the same format, which makes this teaching tool serve as support and allows them to access it at any time and place.

Keywords: Teaching–learning, teaching tool, L2 pronunciation, feedback, music, unpublished songs.

RESUMEN

Esta investigación se centra en el papel que juega la música en la mejora de la pronunciación del idioma inglés en estudiantes del octavo año de Educación Básica. A través de un cancionero como herramienta didáctica en el proceso de enseñanza-aprendizaje, que genera motivación, creatividad e interés en los estudiantes, lo que contribuye a mejorar el nivel educativo. Este estudio se realizó en la Unidad Educativa “Jacinto Collahuazo” durante el periodo escolar 2024 – 2025.

Se utilizó un enfoque cualitativo, que permite formular preguntas de investigación, y un enfoque cuantitativo, aplicando encuestas a estudiantes, docentes y autoridades para recolectar datos y analizar el estudio propuesto. Esta investigación es descriptiva y proyectiva, sustentada en una investigación de campo, donde estudiantes y docentes ya están familiarizados con el uso de los cancioneros como herramienta de aprendizaje, elemento fundamental para la enseñanza del idioma inglés. De esta forma, los estudiantes pueden integrar nueva información que mejore el proceso de enseñanza-aprendizaje, ayudándoles a aportar sus propios conocimientos. El uso del cancionero permite incrementar canciones inéditas creadas por cada alumno siguiendo un mismo formato, lo que hace que esta herramienta didáctica les sirva de apoyo y les permita acceder a ella en cualquier momento y lugar.

Palabras clave: Enseñanza – aprendizaje, herramienta de enseñanza, pronunciación L2, retroalimentación, música, canciones inéditas.

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Introduction

Numerous studies have shown that musical rhythm and intonation contribute to improving pronunciation of a second language. In this field, several experts advocate the use of music as an essential resource in the teaching and learning process. For example, (Millington, 2011) examined the impact of music on the pronunciation of students of Thai as a second language and found that the use of music in the classroom led to significant improvements in their pronunciation.

(Díaz, Morales, & Díaz, 2014) explored how music influences the acquisition of pronunciation in a second language and discovered that students who listened to English songs made greater progress in pronunciation than those who did not. In a similar vein, (Syroyid, 2022) investigated the role of music in teaching English pronunciation in Taiwan and found that incorporating music into pronunciation activities enhanced both the accuracy and fluency of students' speech.

(Lengkoan, 2017) explored the role of Korean songs in improving students' pronunciation and intonation. Similarly, (Lugo Martinez, 2024) studied the influence of music on the French pronunciation of young Spanish speakers and found that school music activities significantly improved pronunciation and oral fluency.

These findings reinforce the idea that music can be a powerful pedagogical tool for improving pronunciation in a variety of educational contexts. This research provides compelling support for the use of music in teaching to promote the development of second language pronunciation in eighth grades. The integration of scientific evidence, classroom experiences, and specific pedagogical techniques provides a solid foundation for the application of musical strategies to language learning.

Moreover, studies have emphasized the effectiveness of using music in the classroom as a motivating and engaging approach for students. Teachers have reported positive experiences when integrating music into the teaching-learning process, using it as a tool to improve L2 pronunciation. The “Suggestopedia” language teaching method also emphasizes the use of music and rhythm to facilitate language acquisition, thereby fostering assertive communication between teachers and students.

The implementation of this didactic tool seeks to improve learning, offering a variety of songs that help improve the pronunciation of the English language, adapted to the needs of the students. The sections that support the research process for the described purpose are detailed below.

- Chapter I: The theoretical foundation of the present study is presented, highlighting the theoretical bases. Reference is made to different research, studies, and publications related to the use of music in improving the pronunciation of the English language.
- Chapter II: The research methodology is described, specifying the type and design of the study. The units of analysis, the techniques and instruments used for data collection, as well as the techniques for their analysis can be identified.
- Chapter III: This section describes the analysis and interpretation of the results obtained after the application of the surveys and interviews to the population directly involved in the present study. Subsequently, the key findings will be compared with the background and review of the research in Chapter II.

- Chapter VI: The songbook proposal is prepared, detailing its methodology and the necessary specifications for its implementation. Finally, the conclusions and recommendations derived from the research are presented.

Problem

In the current educational environment, the teaching-learning process of a second L2 language is essential to achieve meaningful learning for students. However, at Unidad Educativa Jacinto Collahuazo, particularly in the eighth grade, a marked weakness in second language pronunciation has been identified.

These pronunciation challenges not only hinder students' ability to communicate clearly but also affect their self-esteem, academic achievement, and enthusiasm for learning English. The issue becomes especially apparent when students face difficulties giving oral presentations, comprehending their teacher, and engaging in conversations with classmates.

L2 pronunciation is undeniably a key component of communicative competence; without it, students often struggle to use the language with confidence. Enhancing pronunciation will support eighth-grade students not only in their academic success but also in their future professional development. This study centers on eighth-grade students from the basic education class "C" at the "Jacinto Collahuazo" Educational Unit, with a primary focus on the impact of music in second language learning. Additionally, it seeks to boost student motivation and make the learning experience more engaging. Incorporating music into the classroom is expected to make learning a second language both more enjoyable and more effective.

What are the causes of poor L2 pronunciation among eighth-grade students? How does poor L2 pronunciation affect the academic performance and motivation of eighth-grade students? This problem formulation seeks to identify the causes and effects of students' poor pronunciation; despite the efforts made by teachers in the classrooms, there is a lack and insufficiency of this skill. What pedagogical strategies and resources can be used to improve eighth-grade students' L2 pronunciation? With this question, it is proposed to integrate music as a learning strategy, thus improving students' motivation and pronunciation.

Justification

Music is a highly effective resource for enhancing L2 pronunciation, as it conveys emotion and cultural identity, motivating students and fostering meaningful learning experiences.

By engaging actively with music, eighth-grade students develop their ability to differentiate between vocal and musical sounds and patterns, receiving auditory training that sharpens their perception of pronunciation nuances in the target language.

Because music is naturally linked to rhythm and fluency, learning English songs allows students to improve their oral rhythm and assimilate the natural rhythm and fluency of the second language. In addition, music promotes memory and retention. When students learn vocabulary and expressions through songs, repetition, combined with emotional interaction, helps them better retain correct pronunciation.

Numerous scholars emphasize that incorporating music into language learning significantly enhances students' motivation and engagement. Songs offer a dynamic, interactive, and stimulating way to practice L2 pronunciation, fostering positive attitudes among students and encouraging their sustained participation in the classroom.

Within society, and particularly in the educational context, music represents an important cultural expression. Music not only enhances eighth-grade students' pronunciation in a second language but also immerses them in the cultural and traditional aspects of English-speaking world, enriching their understanding and appreciation of the language.

It also has a beneficial impact on both short-and long-term memory, as well as overall information retention. Studies have shown that acquiring vocabulary through songs leads to significantly better retention than using conventional learning methods. Employing music as a tool in the teaching-learning process to enhance L2 pronunciation among

eighth-grade students proves highly effective due to its capacity to train the ear, refine rhythm and fluency, promote retention, increase motivation, and, most importantly, provide a cultural connection to the English language.

OBJECTIVES

General Objective

To determine the influence of music in the development of L2 pronunciation in eighth-year basic education students at Unidad Educativa “Jacinto Collahuazo”.

Specific Objectives

- To diagnose the L2 pronunciation ability of eighth-grade students.
- To use music to provide students with eighth-grade pronunciation practice opportunities.
- To evaluate the impact of musical intervention on the motivation of eighth-grade students

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 Research Background

Music is recognized as a valuable resource for educational purposes, as it exposes students to phonics vocabulary, and repeated patterns in an unconscious and natural way. This exposure enables students to absorb information effortlessly through music, which in turn helps reinforce positive learning habits.

To establish a solid foundation for this research, several previous studies are reviewed. These studies offer important insights and contribute to the theoretical framework, helping to contextualize the research problem and emphasize the significance of the variables under investigation.

The authors (Hoyos Ramos & Mujica Arroyo, 2019) In his undergraduate thesis titled “Use of Songs and Oral Skills in Learning English in High School Students at the Edelmira del Pando Educational Institution” at the Enrique y Valle National University of Education, his general objective was to determine the relationship between the use of songs as a teaching strategy and the development of oral skills. The research adopted a quantitative, non-experimental approach with a correlational design and descriptive method.

The sample comprised 90 third-grade secondary school students from the Edelmira Del Pando Educational Institution. For data collection, the survey technique was used using a multiple-choice questionnaire with a Likert scale, to evaluate the use of songs as a teaching strategy and a knowledge test to measure the development of oral skills both validated previously by a group of experts. After contracting hypotheses, it is concluded that there is a significant relationship between the use of songs as a teaching strategy and the development of oral skills in the students evaluated.

(Esteban León, Matos Paredes, & Tixe Rivera, 2019) In his research titled “Educational Songs to Improve the Learning of the English Language in second-grade secondary school students of the I.E Héroes de Jactay Huánuco 2018 carried out as an undergraduate thesis at the Hermilio Valdizán University, the objective was to evaluate the effectiveness of the songs educational to improve the learning of English in students. The study, of an experimental level and applied type, used a quasi-experimental design with two groups: a group of 23 students and another group of 29 students. For data collection, a checklist applied in pre-,and post-tests was used. The results showed that educational songs are effective in improving English learning. It was concluded that before applying the songs, 78% of the experimental group had a low level of learning while after the intervention, 91.3% reached a high level.

(Castro, 2021) In his thesis titled Songs to Improve Oral Expression in English of Students in the Fifth Year of Secondary Education at the Mariscal Toribio de Luzuriaga-Huaraz 2021 educational institution at the Santiago Antúnez de Mayolo National

University, the objective was to investigate how the application of Songs contributes to the improvement of oral expression in English. The methodology used was causal explanatory, quantitative, and with a quasi-experimental design. It was concluded that the use of melodies in songs facilitates the understanding of the message since it improves the rhythm and phonology of English, resulting in greater clarity in the students' oral expression.

1.1.1 Philosophical Foundation

The research is framed in the Critical-Propositive Paradigm since it addresses the issues raised with a detailed analysis based on bibliographic references from the last five years. Based on this analysis, innovative solutions to the problem identified are sought. In addition, an initiative is proposed to support teachers and students of the Unidad Educativa “Jacinto Collahuazo” in improving the pronunciation of the language, using music as the central axis of the strategy.

1.1.2 Epistemological Foundation

Epistemology is the capacity of the human being to understand how knowledge is generated and acquired and the currents of thought that have influenced this discipline are considered fundamental to enrich intellectual development in the teaching-learning process of English. This field of study invites us to reflect on the role of the students as a psychosocial being who responds well to carefully crafted stimuli, an important factor in creating effective teaching strategies. In this context, music emerges as a valuable tool for language learning, particularly for improving pronunciation.

The combination of sounds, rhythms, and melodies in music promotes natural imitation and spontaneous repetition, allowing students to faithfully reproduce precise pronunciation, thus imitating singers (Salazar Cordero, 2023).

The Unidad Educativa “Jacinto Collahuazo” aims to incorporate music as an essential part of its teaching, allowing students not only to acquire knowledge in the classroom but to practice in other environments, such as home and the community. This approach encourages more dynamic and practical learning and thus achieves more effective pronunciation and more meaningful learning.

1.1.3 Theoretical Foundation

This research is based on an analysis of theories and relevant bibliographic references with the aim of developing an innovative educational proposal based on the use of songs in English classes. This proposal aims to offer teachers a repertoire of songs and activities designed to reinforce the concepts taught during the English learning process but also to enrich and energize the educational process.

The theory of multiple intelligences Howard Gardner (Gardner, 2023) is fundamental, especially his concept of musical intelligence, which he defines as the ability to perceive, discriminate, transform, and express ideas in a musical way. This intelligence includes sensitivity to rhythm, tone, and timbre, qualities that can be used to develop learning in students, especially those who show an affinity for sounds and melodies, which facilitates their involvement in learning through music.

1.2 Use of music as a teaching strategy

The integration of music into teaching is based on its ability to stimulate different regions of the brain and facilitate learning. In the school environment, music can improve concentration, strengthen memory, actively engage students and create a positive

emotional environment. Its use in the classroom can include activities such as songs to enrich vocabulary, rhythms to illustrate mathematical concepts or melodies to help students memorize complex concepts more effectively.

According to (Rodríguez, 2021) “Music, being a universal language, is a powerful tool to connect learning with emotions, which contributes to greater retention and understanding of content. In addition, it encourages the development of cognitive skills such as attention, creativity, and problem-solving.

In language learning, for example, songs are effective in improving pronunciation and intonation as well as expanding vocabulary. On the other hand, in areas such as mathematics, rhythmic patterns can help understand abstract concepts by turning them into something tangible and dynamic.

1.3 English language teaching methodology

The methodologies used to teach the English language have evolved, mainly influenced by linguistic and psychological theories. These advances are reflected both in pedagogical practices and in the curricula intended for language teaching. Therefore, it is essential that teachers, curriculum designers, and even students understand the concepts that underpin the process of teaching and learning a language. The methodology includes key aspects such as the study of linguistic skills, lesson planning, and evaluation of teaching methods (Hernández, 2020).

1.3.1 Teaching method

In this approach, the teacher is the one who transmits knowledge while the student adopts a mainly receptive role. Although the teacher's intervention is maximum and the

student's participation is minimal, when applied appropriately, it does not harm the student's principle of activity. On the contrary, it can stimulate his constructive mental activity, which is reflected in the level of attention he dedicates to learning (Hernández, 2020).

1.4 Multiple intelligences

(Gardner, 2023) It defines Multiple Intelligences as a mental ability that allows you to solve problems and create products that have value within one or more cultures. Among them, we have:

1.4.1 Linguistic verbal

Linguistic intelligence refers to the ability to reason using words and language to communicate and understand complex meanings. It involves the ability to use language skillfully, considering aspects such as grammar, pronunciation and meaning, while maintaining clarity and coherence in both spoken and written language. This skill is generally associated with professionals who work directly with language, such as authors, poets and editors (Gardner, 2023).

Logical-mathematical

People who have this type of intelligence can solve abstract problems, manage multiple variables simultaneously, and generate numerous hypotheses. Generally, this intelligence is characteristic of mathematicians, physicists, and scientists, among others (Gardner, 2023).

1.4.2 Musicals

According to (Gardner, 2023) musical intelligence is defined as the ability to think through sounds, rhythms, and melodies, as well as produce tones and recognize or

create different sounds. This implies that those who possess this type of intelligence can transmit emotions and feelings through music.

1.4.3 Spatial

Spatial intelligence is defined as the ability to think in three dimensions. This means that people with a high level of intelligence can visualize both internal and external images, mentally traveling through space and moving these images to interpret and decode graphic information. This type of intelligence is usually found in pilots, sailors, sculptors, among others. (Gardner, 2023).

1.4.4 Body-scientist

It is the ability to use the whole body to express ideas and feelings, as well as using the hands skillfully to manipulate objects. This implies a high level of coordination and body control. This intelligence is common in athletes, surgeons, etc (Gardner, 2023).

1.4.5 Interpersonal

Interpersonal intelligence refers to the ability to understand other people and interact effectively with them, managing to recognize and value individual differences. In addition, it allows you to consider and respect the opinions of others, facilitating interaction to reach mutual agreements. This intelligence is characteristic of actors, politicians, salespeople, etc (Gardner, 2023).

1.4.6 Intrapersonal

Intrapersonal intelligence is the ability to understand internal aspects of oneself, including accessing emotions, identifying a variety of feelings, and the ability to

distinguish between them. Furthermore, it involves naming these emotions and using them as a tool to interpret and guide one's behavior (Gardner, 2023).

1.4.7 Naturalistic

Naturalistic intelligence is the ability to recognize and understand the relationships between different species, groups of objects or people, as well as to perceive their similarities and differences. People with this intelligence are particularly skilled at observing, identifying and classifying elements of nature, and may even contribute to the discovery of new species. Their main interest is the natural world, where they demonstrate a great ability to identify plants and animals and apply their knowledge in areas such as hunting, scientific research and environmental protection.

However, these capabilities can also be applied in other fields of knowledge and culture (Gardner, 2023).

Besides, Gardner in his theory of multiple intelligences, he highlights musical intelligence as the ability to perceive, discriminate, transform, and express ideas through music. This intelligence encompasses sensitivity to rhythm, pitch, and timbre and is manifested in composers, conductors, musicians, music critics, and sensitive listeners, among others. Children who demonstrate this ability tend to be attracted to the sounds of nature and melodies, enjoying activities such as following the beat with their feet or generating rhythms by hitting or shaking objects (Gardner, 2023).

1.5 Skills that develop musical intelligence

People with developed musical intelligence demonstrate a remarkable capacity for attention and concentration. They can recognize a sound or a piece of music from the first notes and reproduce it accurately, respecting all its sound qualities without difficulty.

Additionally, they can interpret the meaning of a melody and combine its elements, either tangibly or imaginatively, to create new musical compositions (Velásquez-Castro, Castro, Zambrano-Pinargote, & Reyes-Andrade, 2022).

1.5.1 Strategies to stimulate musical intelligence

It is essential to provide adequate stimulation to obtain satisfactory results that demonstrate the development of this intelligence. Alternatively, if we want to find a solution to this problem and stimulate the musical intelligence of our students:

- Listen to active music: Encourage the search for various musical genres and styles for knowledge and appreciation.
- Learn particular instruments be interested in taking music lessons or
- Singing or vocalizing: In Parnés' opinion, singing is a great exercise for the ear to detect the harmonic relationships of the correct notes and acquire the ability to sing a melody with passion.
- Improvisation and composition: It is commendable to encourage self-invention.
- Music theory study: learn about
- Participation in musical activities: Participate in male and female musical groups.
- Cultural exchange: Learning the music of different nations broadens your horizon.

1.5.2 Music

Music is an art that has accompanied human beings since the beginning of history. Some theories suggest that its origin dates to the imitation of the sounds of nature and those

internal to the human body, such as the heartbeat. The findings surrounding this art indicate that, even in its beginnings, notions of musical harmony already existed (Velásquez-Castro, Castro, Zambrano-Pinargote, & Reyes-Andrade, 2022).

Music is the art of sounds, a discipline that is both an art and a science, which implies that it must be appreciated emotionally and understood intellectually. Like any science, its improvement and understanding have no limits. Like other artistic expressions, music is a cultural product whose purpose is to generate an aesthetic experience in the listener and express emotions, feelings, thoughts, ideas, or situations. Furthermore, it acts as a stimulus that influences the individual's perceptual field and can fulfill various functions, such as entertainment, communication, or setting (Llanga & Insuasti, 2020).

1.5.3 Importance of using music in class

Music is very useful in the learning process since it helps improve intonation. The author Natalia Orlova (Muhammad, Muhammad, Dian, & Noor, 2023) points out that “music helps practice the prosodic aspects of the English language.” These aspects include stress, rhythm, and intonation, which are essential for proper pronunciation.

- **Accentuation:** It consists of correctly highlighting the words so that they sound natural.
- **Rhythm:** Refers to the harmonious combination of the voice along with the pauses, generating a pleasant rhythm.
- **Intonation:** It involves the variation of frequencies when pronouncing the syllables that make up the words.

1.6 Pronunciation level

The level of pronunciation refers to the speaker's ability to produce sounds, words, and phrases in a clear and understandable way, respecting the prosodic patterns of the language, such as intonation, rhythm, and accentuation. This aspect is crucial in oral communication since proper pronunciation facilitates mutual understanding between speakers and listeners (Rolo, 2020).

In this research, the dependent variable acts as the result that seeks to be measured and analyzed based on the use of music as a teaching strategy (independent variable). That is, students' pronunciation level will be assessed to determine how it is influenced by the implementation of musical activities, such as the use of songs, rhythms, melodies, or music-based exercises.

1.6.1 Productive Skill: Speaking

In this skill, the student develops the ability to communicate fluently and coherently, allowing them to express their ideas, thoughts, and opinions orally in a foreign language. The development of this skill not only involves the correct articulation of words and phrases but also the ability to structure and organize the speech clearly and understandably for the listener. Furthermore, it is essential that the student master's the prosodic aspects of language, such as intonation, rhythm, and accentuation, so that the message is transmitted effectively and naturally.

This skill also involves the student's ability to adapt their speech according to the context and the interlocutor, which implies adequately managing linguistic registers and understanding the social and cultural norms of the language. Likewise, the student must be able to participate in spontaneous conversations, ask questions, express opinions, and respond in an accurate and relevant manner (Hernández, 2020).

1.6.2 Linguistics

Linguistics is the discipline that is responsible for the study of spoken language. Its focus is on the sounds, words, and syntax of a language, especially the organization of natural languages. These languages have the main purpose of facilitating communication in a specific context, such as Spanish, English, or Italian (Hernández, 2020).

1.6.3 Phonology

Phonology is the discipline that studies phonemes as elements within the linguistic system. According to (De Saussure, 2022), this includes a speech circuit in which the sender encodes the message in each language, sends it through a channel, and the receiver decodes it. Four key processes are added to this circuit: psychological, neurophysiological, physical, and social.

The psychic process refers to the association established between the concept and the acoustic image. The neurophysiological process covers the functions performed by the brain, the background apparatus, and the auditory system. The physical process highlights that the message, in its essence, consists of a set of sound waves. Finally, the social process refers to the interaction between two people for whom certain combinations of sounds have an accepted common value (De Saussure, 2022).

1.6.4 Classification of Phonology

According to the author (Arellano) , there are four types of phonology, which are the following:

- General phonology: It is responsible for identifying the distinctive phonic elements used by different languages and the general laws that govern their functioning.
- Descriptive phonology: It consists of the phonological study of a specific language
- Synchronous phonology: Analyzes the phonological system of a language at a given moment. Within synchronous phonology, the following tasks are included: Establish the repertoire of phonemes of a given language and the phonological correlations, determine the possible combinations of phonemes in that language, and evaluate the degree of use of the phonemes and their combinations.
- Diachronic phonology: It focuses on studying the evolution of phonic events, observing changes in the system over time.

1.6.5 English language pronunciation

This skill is aimed at the development of oral skills, not as an isolated part of language, but as an integral process that focuses on generating and transmitting clear and understandable communication. The ability to interact effectively originates in phonology, which describes various aspects of speech, such as stress, tone of voice when articulating a sentence, and harmony in intonation.

Pronunciation skills constitute a set of changes and learning acquired through experience. This development occurs through the process of assimilating information and understanding. From the academic approach, the ability to speak has been highlighted as a fundamental object in the teaching-learning process of English (Hernández, 2020).

1.7 Motivation

Motivation plays a key role in learning English pronunciation, as it significantly influences students' enthusiasm and engagement in learning activities, including those that incorporate music. Incorporating music into teaching can increase students' intrinsic motivation, as musical tasks are often considered more enjoyable and stimulating than conventional teaching methods. Music provides students with a playful way to explore pronunciation, which generates greater interest in practicing the language. In addition, it facilitates the memorization of prosodic features such as rhythm, intonation, and stress, which naturally promotes the development of accurate pronunciation (Gardner, 2023).

Regina Vides' research highlights the important role of music in foreign language learning. She shows that it reduces anxiety, promotes relaxation, improves mood, and increases self-confidence. These benefits are particularly noticeable among school-age students contributing to their academic development and emotional well-being. Experts suggest using English songs in classroom activities to improve students' mental visualization. For example, listening to music during moments of relaxation can encourage students to visualize scenes and develop their imagination through creative thinking (Triviño Delgado, 2022).

CHAPTER II:

2. METHODOLOGY

2.1 Methodology

2.1.1 Type of Research

This research will use a mixed methods approach, integrating quantitative approaches. The quantitative aspect will focus on measuring and analyzing the impact of music on English language learning. The qualitative aspect will explore teachers' experiences, perspectives, and challenges, thus providing a deeper and more contextualized understanding of the research topic.

The use of the quantitative method will allow a more impartial analysis of the data collected, facilitating the generalization of the findings to broader populations, that is, eighth-grade students, teachers, and vice rector this will provide adequate tools to measure the different variables with more precision (Creswell, 2014).

While the qualitative method allows us to explore in depth the contexts and experiences of the students in this study. Thus, managing to focus on meaning and subjective experience. However, this method is adaptable and can evolve as data is collected. Both approaches can complement each other, offering a more complete vision when a combination of mixed methods is used (Denzin & Lincoln, 2011).

2.1.2 Methods

This method will identify the characteristics of the study population. This approach will provide a detailed understanding of how music is currently used in the English classroom to support the development of second language pronunciation. The aim is to identify key research variables and formulate hypotheses, specifically looking at how music can contribute to improving the pronunciation of eighth grade students at Alternative primary school “C”. Using this method, the study will explore in depth the potential influence of music on second language pronunciation, thus laying a solid foundation for future research.

2.1.3 Deductive method

This method helps researchers move from general theories to theories (Posso, 2011). However, this method is related to the organization and research that was applied to create a theoretical framework allowing the methods to be stabilized and the project's conclusions to be reached.

2.1.4 Inductive method

It allows obtaining aspects to generalize them (Posso, 2021). This method was used to create bases for the proposal. In this sense, it was easier to determine the theories that are needed to organize the information, objectives, and activities of the proposal.

2.1.5 Analytic method

It allows researchers to help synthesize all the data into a written document, to synthesize the information collected as tables, charts, and graphs (Posso, 2011). Therefore, this method allows obtaining results from surveys and interviews that will be analyzed to formulate the correct organization.

2.2 Research variables

Independent Variable: Use of music as a teaching strategy

The use of music as an educational strategy is based on its ability to stimulate different areas of the brain and facilitate learning. In the school environment, music can improve concentration, strengthen memory, increase student engagement and promote a positive emotional environment. Specifically, this can include using songs to enrich vocabulary, using rhythms to clarify mathematical concepts or using melodies to facilitate the memorization of complex concepts.

Dependent variable: Pronunciation level

The level of pronunciation refers to the speaker's ability to produce sounds, words, and phrases in a clear and understandable way, respecting the prosodic patterns of the language, such as intonation, rhythm, and accentuation. This aspect is crucial in oral communication since proper pronunciation facilitates mutual understanding between speakers and listeners (Rolo, 2020).

2.3 Population identification

This research will be directed at 40 eighth-grade students of Parallel Basic Education “C” four teachers from the English area, the vicerrector and a coordinator from the English area of the “Jacinto Collahuazo” Educational Unit of the city of Otavalo, Canton Otavalo, Province of Imbabura.

2.4 Research Techniques and instruments

2.4.1 Survey

This technique is a very valuable tool that will be applied to 40 eighth-year students of the Unidad Educativa “Jacinto Collahuazo”, this survey will allow the collection of quantitative and qualitative data, through multiple-choice questions that will help reflect the perception of the students. Students. Regarding the effectiveness of music in the classroom, to improve motivation and pronunciation of the L2.

It will be applied to four teachers in the English area and the vice rector of the Unidad Educativa “Jacinto Collahuazo” in which the application of music as an innovative educational tool will be analyzed. This research method will consist of the systematic study of teachers in their educational context, allowing for the collection of detailed information and the understanding of teachers' experiences and perspectives.

2.4.2 Interview

The interview will be applied to the coordinator of the English area to collect valuable information about the role that music plays in improving the pronunciation of the student's English language. It is a technical instrument that takes the form of a colloquial dialogue lasting 15 minutes.

2.4.3 Instruments

The instruments that have been selected to develop this research are the questionnaire.

The questionnaire is a data collection instrument that will be designed with 10 multiple choice questions for forty students, 5 questions for the vice rector and 5 questions for four teachers related to the role that music plays in the pronunciation and motivation of

students. That will allow obtaining specific information from the respondents. Ensuring that specific and relevant aspects of this research are addressed.

2.5 Research questions

- How music influences the learning of the English language, specifically in the pronunciation of eighth-year students of the Unidad Educativa “Jacinto Collahuazo”
- How poor L2 pronunciation affects the motivation of eighth-grade students.
- What musical strategies can improve the pronunciation of the L2 and in turn improve the motivation of students in the teaching-learning process?

2.5.1 Procedure and Data Analysis

In this research, the survey will be structured with 10 multiple-choice questions that will be applied virtually through the Google Form application in an estimated time of 20 minutes. The computer laboratory of the Educational Unit will be used, through this application by students, teachers, and vicerrector. They will be able to respond in a personal and effective way. It is important to mention that before conducting this survey, it is important to have the proper authorization from the legal representatives of each student surveyed. The survey responses will be collected using the same Google Form application and a descriptive and calculated analysis will be carried out with the help of the Excel statistical software.

Regarding the interview with the coordinator of the English area before consent, it will be applied through a conversation or dialogue with the help of a 5-question questionnaire on the application of music as an educational strategy in improving the L2 pronunciation of the students.

CHAPTER III:

3. ANALYSIS AND DISCUSSION

3.1 Survey applied to eight level students from Unidad Educativa “Jacinto Collahuazo”

3.1.1 Musical genres of your preference

Table 1.

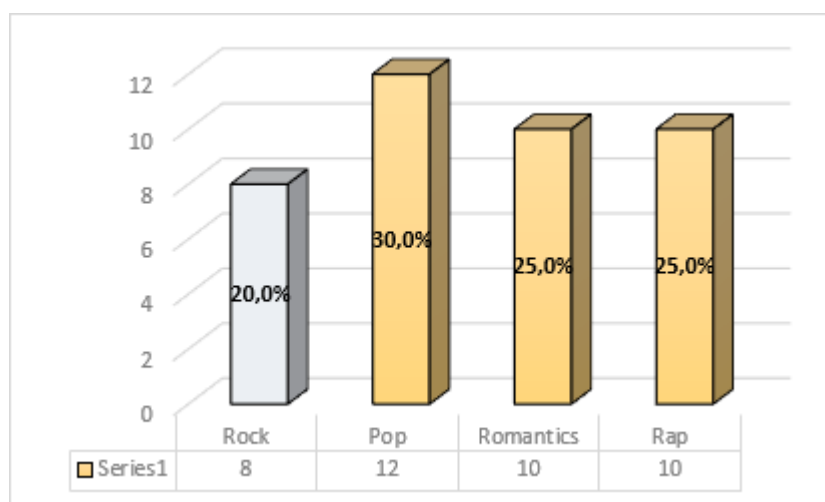
Musical genres

Options	Rock		Pop		Romantics		Rap	
	F	%	F	%	F	%	F	%
1. What Kind of music would you like to listen to in the classroom?	8	20%	12	30%	10	25%	10	25%
Total	40	100%	40	100%	40	100%	40	100%

Note: Own elaboration

Figure 1.

What kind of music would you like to listen to in the classroom?



Analysis and Interpretation

The results indicate that 30% of the students surveyed prefer to listen to the pop musical genre, this could be due to its versatile style, catchy melodies, and easy-to-remember lyrics, which makes it an

accessible option. In second place is the romantic and rap genre with 25%, for both genres, there is a tie which indicates a significant preference for opposite styles and finally there is the rock genre which, although it occupies last place, still has a presence. Notable in the students. In conclusion, this analysis suggests that incorporating different musical genres in the classroom could be an effective strategy to motivate students and enrich the learning process.

Music can positively influence learning by creating a motivating and emotionally stimulating environment. Music activates multiple areas of the brain, including those related to memory, attention, and language processing, as well as improving cognitive and emotional skills. Thus, varying musical styles in the classroom can benefit students with different abilities, learning styles, and preferences.(Rodriguez, 2021).

3.1.2 Prefers to listen to music in English

Table 2.

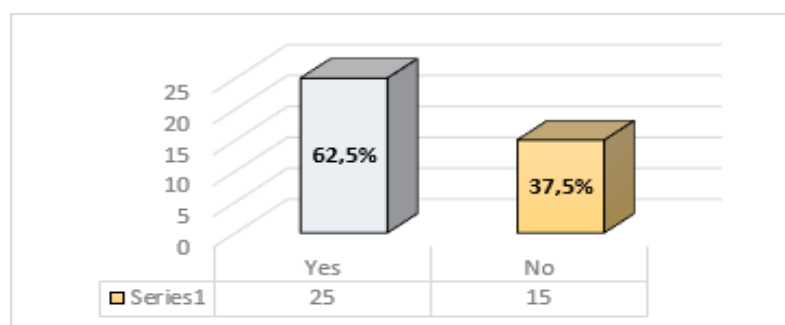
Listen to music in English

Options	Yes		No	
	F	%	F	%
2. Do you like listening to music in English?	25	62,5%	15	37,5%
Total	40	100%	40	100%

Note: Own elaboration

Figure 2.

Do you like listening to music in English?



Analysis and Interpretation

The preference for music in English is 62.5%, meaning that most students surveyed have a considerable openness to the English language, which can be taken advantage of in educational contexts. However, it is important to consider the diversity of interests to promote inclusion and meet the needs of the group, since, although the negative response is low, there is still a notable and significant preference with 37.5% of the students. Respondents who do not like to listen to music in English.

(González & Barreiro, 2020) In their study on the use of songs for teaching English as a foreign language, they point out that songs are valuable tools because they combine emotional and linguistic elements that facilitate language acquisition. Students who listen to music in English tend to develop greater familiarity with the phonetics, vocabulary, and grammatical structures of the language. This could explain why a high percentage of respondents enjoy music in English, as the emotional context of the songs makes them more attractive and effective.

3.1.3 Improve pronunciation when listening to music in English

Table 3.

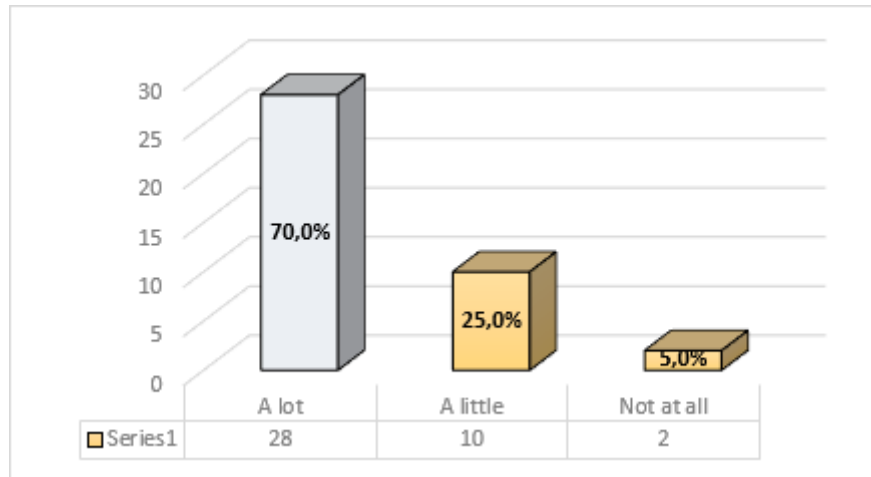
Singing music in English improves pronunciation

Options	A lot		A little		Not at all	
	F	%	F	%	F	%
3. Do you listening to English music helps you improve your pronunciation?	28	70%	10	25%	2	5%
Total	40	100%	40	100%	40	100%

Note: Own elaboration

Figure 3.

Do you listening to English music helps you improve your pronunciation?



Analysis and Interpretation.

The data shows that listening to music in English has a considerable positive impact on improving pronunciation with 70% of those surveyed, however, 25% of students recognize some level of benefit but do not consider it decisive. This could be because they perceive other methods to be more effective and a small minority 5% of respondents do not perceive any positive impact. This group could be influenced by factors such as difficulty understanding lyrics or lack of interest in using music as a learning tool.

In conclusion, this supports the integration of music as an educational strategy in language learning. However, the diversity of perceptions must be considered and musical activities adapted to the students' levels of understanding and learning styles. Music and language share similar cognitive mechanisms, which makes learning a language through music more effective. Listening to English songs not only improves familiarity with the sounds and patterns of the language but also helps students internalize the intonation and natural rhythm of speech. (Rodriguez, 2021).

3.1.4 English vocabulary has improved thanks to music

Table 4.

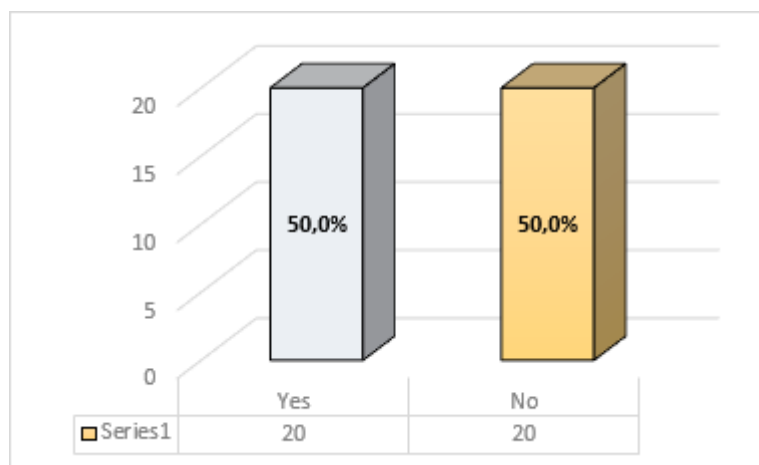
English vocabulary level

Options	Yes		No	
	F	%	F	%
4. Have you learned any words or phrases in English thanks to music?	20	50,0%	20	50,0%
Total	40	100%	40	100%

Note: Own elaboration

Figure 4.

Have you learned any words or phrases in English thanks to music?



Analysis and Interpretation.

Music has the potential to be a powerful learning tool for vocabulary acquisition, as reflected by the 50% of students surveyed who have learned words or phrases through music. However, the lack of learning in the other half of students surveyed suggests that not all students actively take advantage of music. It is important to create educational strategies that promote a more conscious and participatory approach to learning through music.

(González & Barreiro, 2020) They argue that the repetition of songs and their melodic structures facilitate the retention of words and phrases in a second language. The catchy nature of the songs makes it easy to memorize new vocabulary organically, without the need for formal instruction.

3.1.5 Songs in English

Table 5.

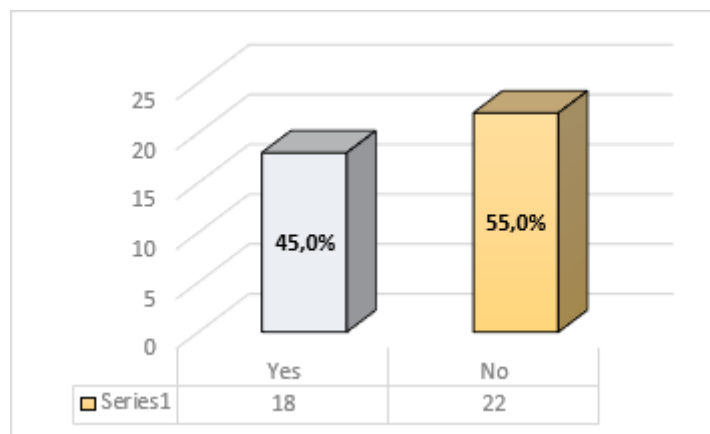
Songs in English

Options	Yes		No	
	F	%	F	%
5. Do you like singing the English songs you listen to?	18	45,0%	22	55,0%
Total	40	100%	40	100%

Note: Own elaboration

Figure 5.

Do you like singing the English songs you listen to?



Analysis and Interpretation.

There are 45% of the students surveyed who enjoy singing songs in English, which highlights the potential benefits of this activity in learning pronunciation and fluency. However, the majority who do not sing, that is, 55% of the students surveyed, show that for some people singing in English is not an attractive or comfortable activity. To improve participation in these activities, it would be helpful to foster an inclusive, non-judgmental environment, and offer resources that support students' safety and confidence in using the language.

Singing is an activity that improves students' pronunciation by allowing them to practice patterns of rhythm and intonation that are difficult to achieve through other forms of learning. The repetition of songs facilitates the internalization of sounds and grammatical structures. (González & Barreiro, 2020).

3.1.6 English pronunciation

Table 6.

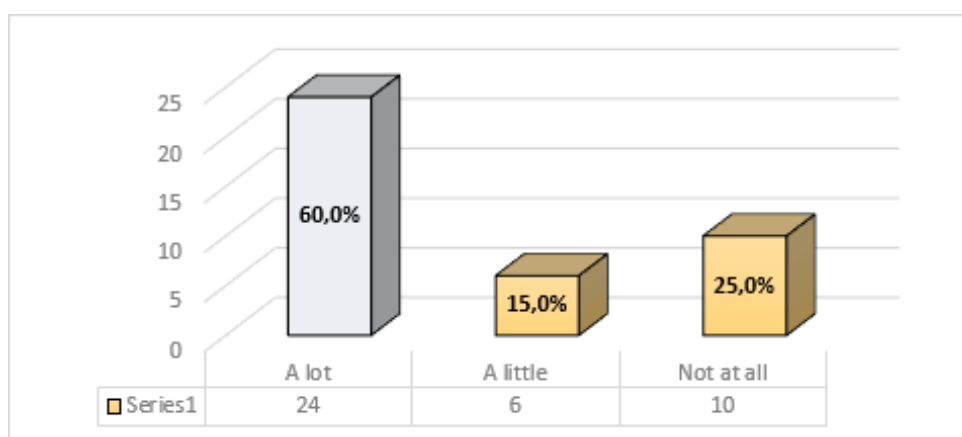
English pronunciation

Options	A lot		A little		Not at all	
	F	%	F	%	F	%
6. Do you think that singing helps you improve your pronunciation?	24	60%	6	15%	10	25%
Total	40	100%	40	100%	40	100%

Note: Own elaboration

Figure 6.

Do you think that singing helps you improve your pronunciation?



Analysis and Interpretation.

The results show a positive response with 60% believing that singing improves their pronunciation, supporting the idea that the repetition of sounds and linguistic structures within songs can facilitate memorization and practice of pronunciation. 15% of the students surveyed responded that singing does little to help with pronunciation, so they could be experiencing limited benefits because singing does not always address specific aspects of pronunciation. Although songs help with intonation and rhythm, they may not focus on certain difficult sounds or provide enough practice in real conversations. The 25% who see no improvement could be actively engaged in consciously practicing pronunciation when singing, or perhaps they are not choosing appropriate songs that highlight the phonetic aspects that need improvement.

(Rodriguez, 2021) In their research on phonology and learning through music they explain that songs help students work on difficult phonological aspects more effectively than other methods. However, they also warn that not all students can integrate these sounds into their everyday speech without additional, conscious practice.

3.1.7 Practice pronunciation with songs

Table 7.

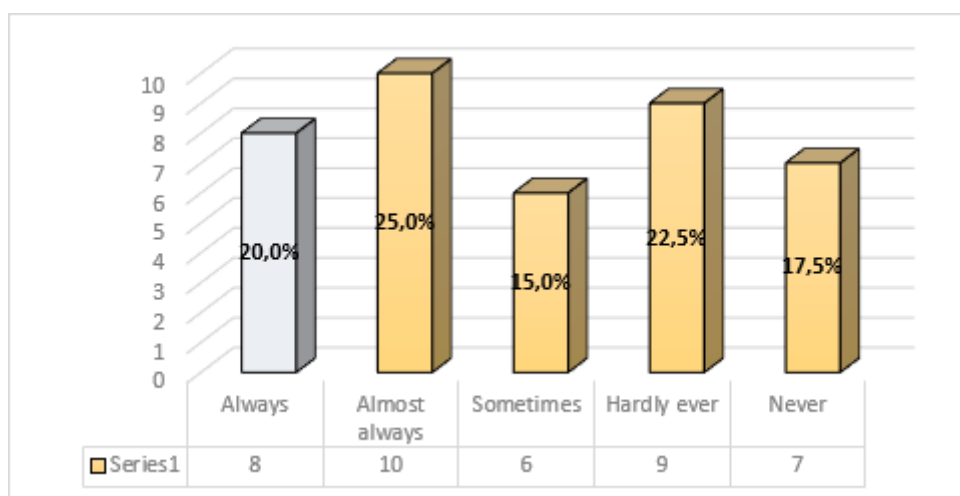
Using song to practice pronunciation

Options	Always		Almost always		Sometimes		Hardly ever		Never	
	F	%	F	%	F	%	F	%	F	%
7. Have you ever used songs to practice pronunciation at home?	8	20%	10	25%	6	15%	9	22,5%	7	17,5%
Total	40	100%	40	100%	40	100%	40	100%	40	100%

Note: Own elaboration

Figure 7.

Have you ever used songs to practice pronunciation at home?



Analysis and Interpretation.

According to the survey results, 20% of students regularly use music at home to practice pronunciation, which suggests that they are likely to feel comfortable using music as a learning resource and consider it an effective way to improve their English pronunciation. Additionally, 25% reported frequently using songs for practice, reflecting a clear interest in incorporating music into their study habits. Meanwhile, 15% of the students stated they occasionally use songs to work on their pronunciation. 22.5% use songs infrequently, which could indicate that, although they recognize their value, they do not consider that singing is the best way to improve their pronunciation and finally 17.5% have never used songs to practice pronunciation at home. This group may not see music as a useful tool for their learning, or perhaps they prefer more traditional or formal methods of study.

The use of music in foreign language teaching highlights that songs are an effective tool to improve pronunciation, as they allow students to practice intonation, sounds, and rhythm in a fun and repetitive way. However, it also mentions that some people may not use them regularly if they are not aware of the benefits or prefer more conventional methods. (Rodriguez, 2021).

3.1.8 Positive impact on learning pronunciation

Table 8.

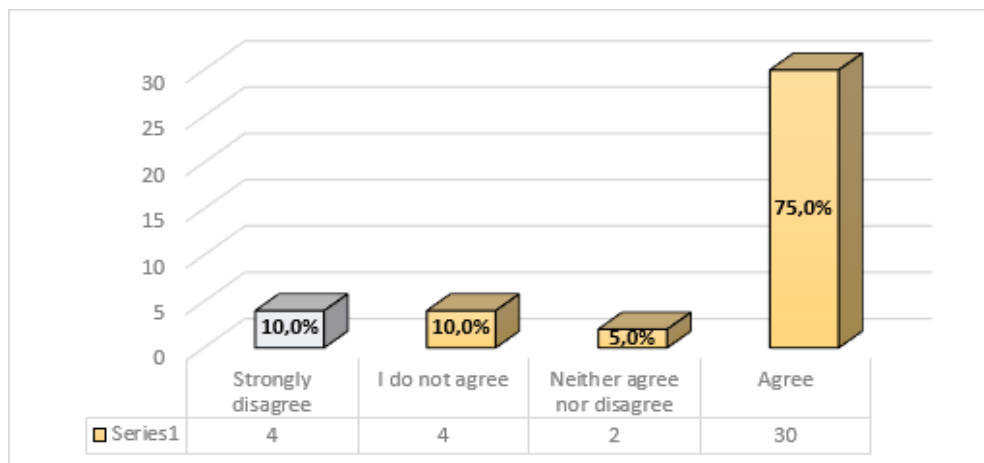
Positive impact on learning pronunciation

Options	Strongly disagree		I do not agree		Neither agree nor disagree		Agree	
	F	%	F	%	F	%	F	%
8. Do you agree that music has a positive impact on learning English pronunciation?	4	10%	4	10%	2	5%	30	75,0%
Total	40	100%	40	100%	40	100%	40	100%

Note: Own elaboration

Figure 8.

Do you agree that music has a positive impact on learning English pronunciation?



Analysis and Interpretation.

The result reflects that 10% of the students surveyed do not agree with the idea that music has a positive impact on learning pronunciation in English. This group could be skeptical about the benefits of music in improving pronunciation, another 10% also do not share the idea that music positively impacts pronunciation, this group may not be convinced perhaps because they consider other aspects of the language requires more attention.

5% of the students surveyed expressed a neutral stance regarding the effect of music on pronunciation, which could suggest limited exposure to music-based learning or a lack of awareness about its benefits for pronunciation. In contrast, 75% of the respondents agreed that music positively influences English pronunciation, indicating that a significant majority of students acknowledge its value in enhancing phonetics, intonation, and rhythm. Music facilitates the acquisition of pronunciation in a second language by allowing students to hear and repeat sounds and patterns repetitively and in natural contexts. Researchers found that exposure to music improves the ability to process the tones and rhythms of language, critical elements for accurate pronunciation. (Jiménez, 2020).

3.1.9 Memory process in English words

Table 9.

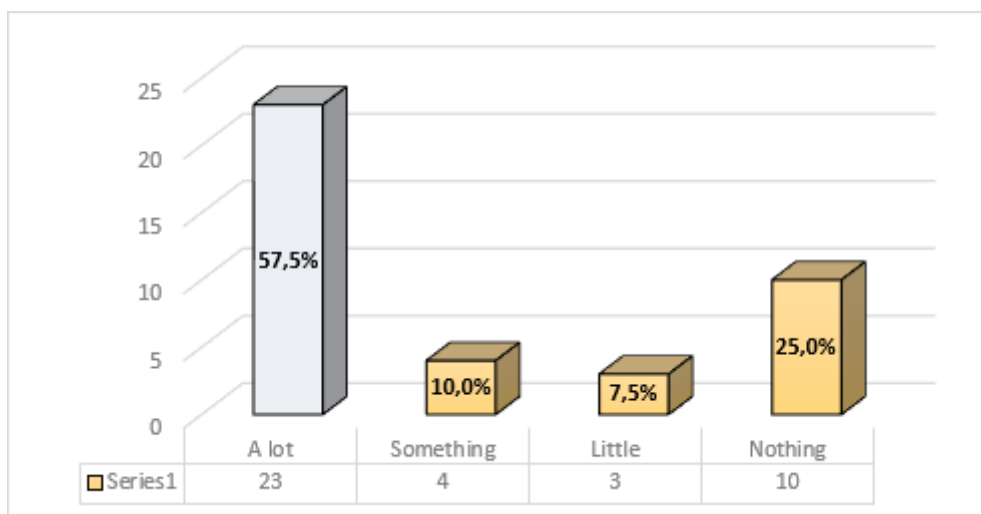
Vocabulary

Options	A lot		Something		Little		Nothing	
	F	%	F	%	F	%	F	%
9. Do you think that music helps you remember English words better?	23	57,5%	4	10%	3	7,5%	10	25,0%
Total	40	100%	40	100%	40	100%	40	100%

Note: Own elaboration

Figure 9.

Do you think that music helps you remember English words better?



Analysis and Interpretation.

According to the survey, 57.5% of students believe that music helps them a lot in memorizing English vocabulary. This group considers music to be a key factor in word retention, which is consistent with studies that highlight how repetition and emotional connection to music improve memorization. In contrast, 10% of respondents have a more moderate opinion, acknowledging that music helps them memorize words, albeit insignificantly. 7.5% consider that music helps them little to remember English words, meaning that they may not have experienced a notable improvement in their vocabulary memory through music, or they could also be using other methods that they consider more effective. For this purpose. 25% of respondents do not believe that music helps them remember words at all, this suggests that, although music can have a positive impact on some people's memory, not all students benefit from it. Manner.

(Jiménez, 2020) This study found that music has a positive effect on pitch processing and memory in second-language learning. The research highlights that exposure to music not only improves the perception of sounds but also verbal memory. Repetition of words in songs makes them easier to retain, which may explain why many students find that music helps them remember words.

3.1.10 Using music to practice English pronunciation outside of class

Table 10.

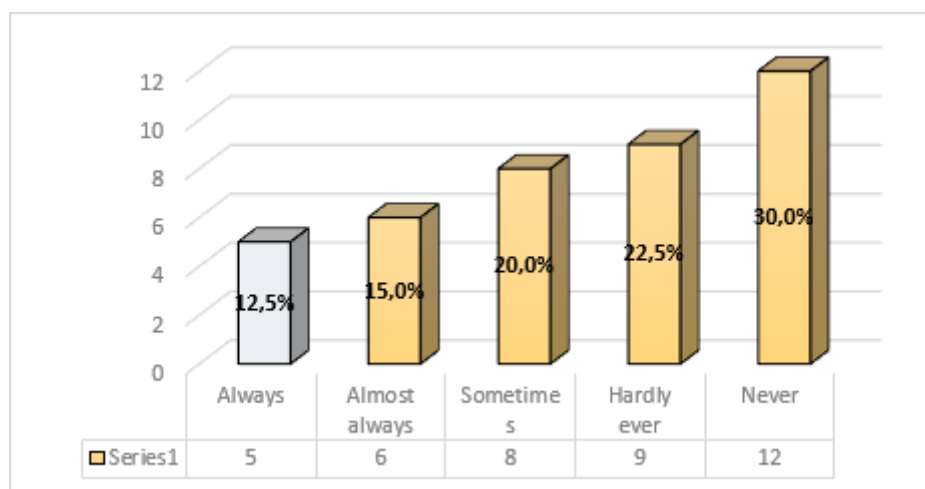
English pronunciation

Options	Always		Almost always		Sometimes		Hardly ever		Never	
	F	%	F	%	F	%	F	%	F	%
10. How often do you use music to practice English outside of class?	5	12,5%	6	15%	8	20%	9	22,5%	12	30,0%
Total	40	100%	40	100%	40	100%	40	100%	40	100%

Note: Own elaboration

Figure 10.

How often do you use music to practice English outside of class?



Analysis and Interpretation.

The results show that 12.5% of the students surveyed frequently use music to practice English outside of class. This indicates that they perceive music as a valuable informal learning tool, reflecting a personal motivation to improve their English through enjoyable and natural methods. Furthermore, 15% reported using music to practice English almost constantly. Although this percentage is slightly higher, it highlights the regular use of music as a strategy to strengthen language skills outside of school, especially when combined with other learning approaches. 20% of the students surveyed turn

to music sometimes; this group uses it in specific situations, but not constantly. Music is probably perceived as a useful but not essential tool in your learning routine.

22.5% almost never use music to practice English outside of class, this percentage may reflect a lack of habit or motivation to integrate music into their daily learning process and finally, 30% never use music to practice English. Outside of class, this group is the largest and may indicate that many students do not consider music a priority in their language learning. Lack of familiarity with this strategy or preference for more traditional methods could be the main reason behind this response.

(Rodriguez, 2021) It argues that music is a powerful tool for acquiring vocabulary and improving listening skills in a second language. Although music is an effective strategy, its use outside the classroom may not be consistent if a systematic approach is not encouraged. Motivation and access to appropriate materials are important factors for the success of this approach.

3.2 Survey applied to Vicerrector from Unidad Educativa “Jacinto Collahuazo”

3.2.1 Development of the pronunciation of the English language in the educational plan.

Table 11.

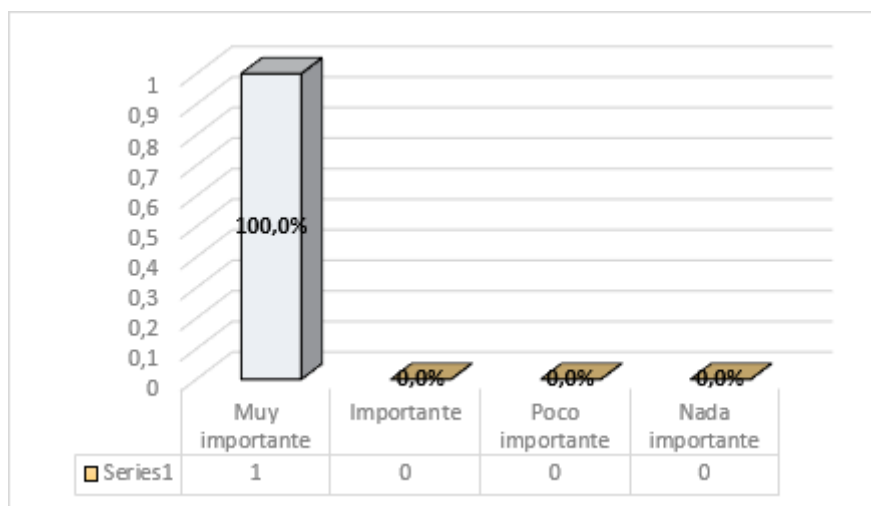
Development of pronunciation

Opciones	Muy importante		Importante		Poco importante		Nada importante	
	F	%	F	%	F	%	F	%
1. ¿Qué tan importante considera usted el desarrollo de la pronunciación del idioma inglés dentro del plan educativo?	1	100%	0	0%	0	0,0%	0	0,0%
Total	1	100%	1	100%	1	100%	1	100%

Note: Own elaboration

Figure 11.

¿Qué tan importante considera usted el desarrollo de la pronunciación del idioma inglés dentro del plan educativo?



Analysis and Interpretation.

The result reflects that the development of pronunciation is very important within the educational plan. Which highlights its essential role in the English learning process. This consensus suggests that pronunciation should be a priority in language teaching, as it is key to effective communication and to overcoming barriers that may arise due to incorrect pronunciation.

(González & Barreiro, 2020) Addresses the importance of pronunciation in teaching a second language. The authors argue that proper pronunciation not only improves oral comprehension but is also crucial for the development of fluency and communicative effectiveness.

3.2.2 Academic performance

Table 12.

Musical Activities

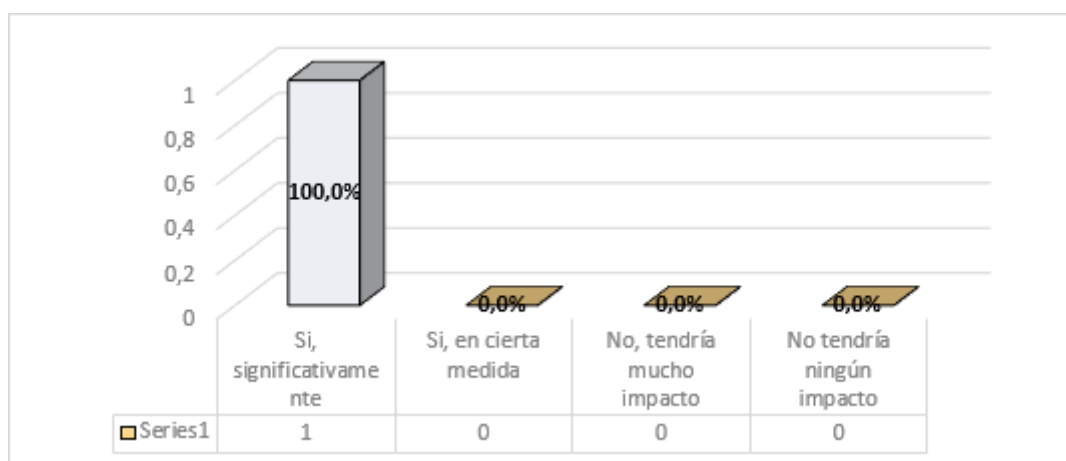
Opciones	Si, significativament e	Si, en cierta medida	No, tendría mucho impacto	No tendría ningún impacto
	F %	F %	F %	F %

2. ¿Cree que el uso de actividades musicales mejoraría el rendimiento académico de los estudiantes en la asignatura de inglés?	1	100%	0	0%	0	0,0%	0	0,0%
Total	1	100%	1	100%	1	100%	1	100%

Note: Own elaboration

Figure 12.

¿Cree que el uso de actividades musicales mejoraría el rendimiento académico de los estudiantes en la asignatura de inglés?



Analysis and Interpretation.

It is considered that the use of musical activities would significantly improve the academic performance of students in English. This consensus suggests that musical activities can be a powerful pedagogical strategy to enhance language learning, not only because of their ability to make the process more pleasant but also because of their positive impact on memory, motivation, and the development of language skills.

According to (Jiménez, 2020), shows how music has a positive effect on the acquisition of vocabulary and the improvement of students' listening skills. Music acts to facilitate memory and motivation, which can improve overall academic performance, especially in second language learning.

3.2.3 Alternative methods and strategies

Table 13.

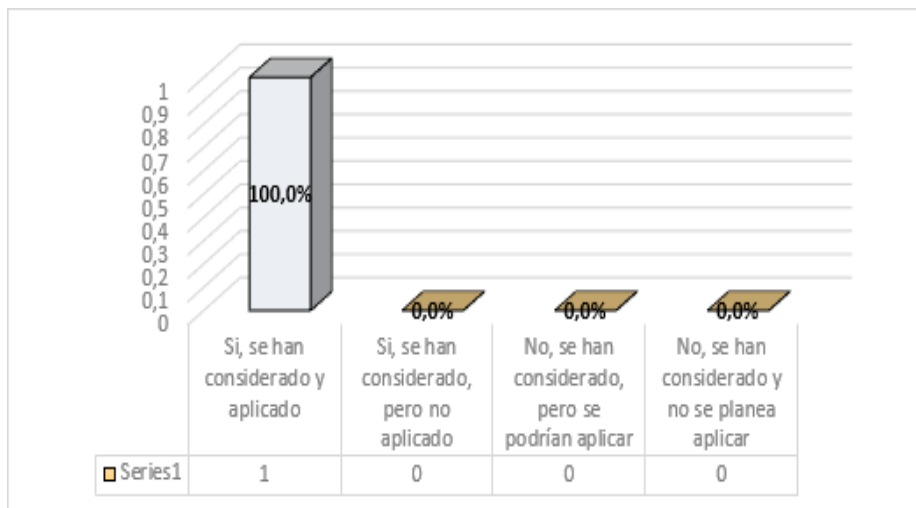
Language skills

Opciones	Si, se han considerado y aplicado		Si, se han considerado, pero no aplicado		No, se han considerado, pero se podrían aplicar		No, se han considerado y no se planea aplicar	
	F	%	F	%	F	%	F	%
3. ¿Ha explorado la Institución Educativa métodos o estrategias alternativas, como la música, para mejorar las habilidades lingüísticas?	1	100%	0	0%	0	0,0%	0	0,0%
Total	1	100%	1	100%	1	100%	1	100%

Note: Own elaboration

Figure 13.

¿Ha explorado la Institución Educativa métodos o estrategias alternativas, como la música, para mejorar las habilidades lingüísticas?



Analysis and Interpretation.

The result considers that the Educational Institution has explored and applied alternative methods, such as music, to improve linguistic skills. This innovative approach shows a commitment to

improving student learning through methods that are not only effective but also engaging. Integrating music into the English classroom can be a key strategy to motivate students and improve their language skills in a fun and effective way.

According to (Jiménez, 2020), Musical methods are effective in helping students remember words and phrases, which can improve overall language skills.

3.2.4 Institutional support with the teaching – learning process

Table 14.

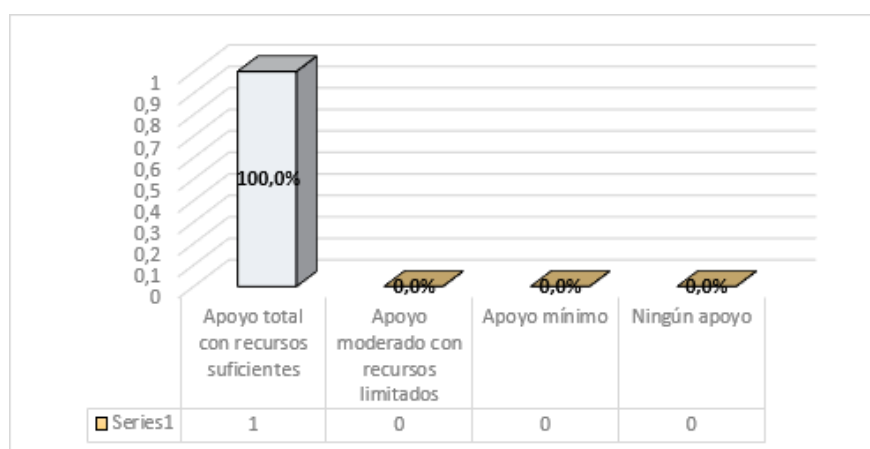
Implementation of the musical approach

Opciones	Apoyo total con recursos suficientes		Apoyo moderado con recursos limitados		Apoyo mínimo		Ningún apoyo	
	F	%	F	%	F	%	F	%
4. ¿Qué nivel de apoyo considera usted que la Institución Educativa podría ofrecer para implementar un enfoque musical?	1	100%	0	0%	0	0,0%	0	0,0%
Total	1	100%	1	100%	1	100%	1	100%

Note: Own elaboration

Figure 14.

¿Qué nivel de apoyo considera usted que la Institución Educativa podría ofrecer para implementar un enfoque musical?



Analysis and Interpretation.

The surveyed vice-rector indicates that the institution could offer full support with sufficient resources to implement a musical approach in the classroom. This reflects a positive attitude towards educational innovation and the integration of alternative strategies, such as music, in the English teaching-learning process.

Resources are essential to ensure that teachers have the necessary tools to effectively integrate music into the curriculum, that is, it is institutional support that includes human and material resources that guarantee long-term success. (Hernández, 2020).

3.2.5 Strengthen the teaching – learning process

Table 15.

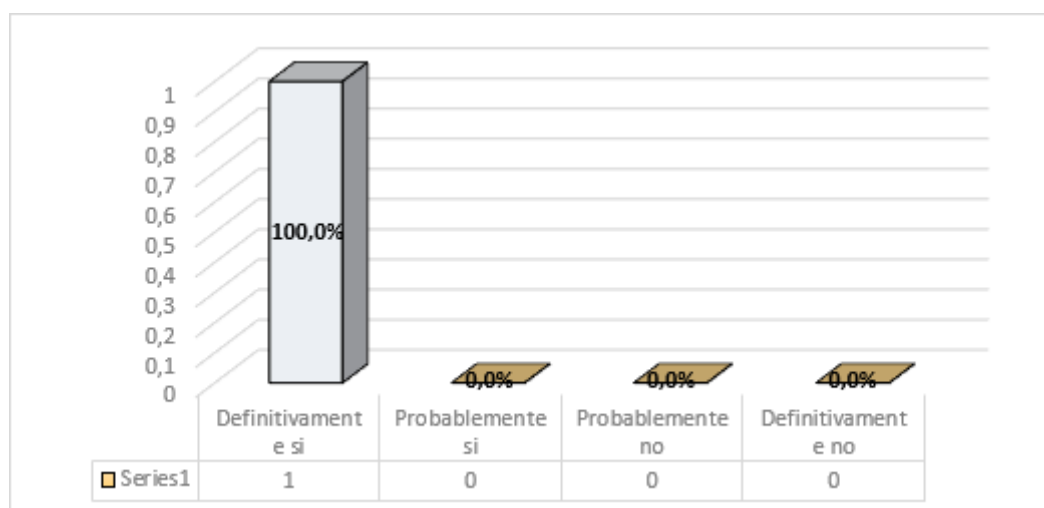
Music as a teaching tool

Opciones	Definitivamente si		Probablemente si		Probablemente no		Definitivamente no	
	F	%	F	%	F	%	F	%
5. Considera usted que la música desempeña un papel fundamental en el fortalecimiento del proceso de enseñanza-aprendizaje del idioma inglés.	1	100%	0	0%	0	0,0%	0	0,0%
Total	1	100%	1	100%	1	100%	1	100%

Note: Own elaboration

Figure 15.

Considera usted que la música desempeña un papel fundamental en el fortalecimiento del proceso de enseñanza-aprendizaje del idioma inglés.



Analysis and Interpretation.

The result reflects a positive attitude towards educational innovation and the integration of alternative strategies, such as music, in the English teaching-learning process. Full support from the institution is crucial to ensure that the necessary resources are available and that teachers are trained to use music effectively in the classroom, which could significantly improve students' language skills.

In his research, he points out that the implementation of new educational strategies, such as the use of music in the classroom, requires strong institutional support. Teacher training and access to educational materials are key factors in ensuring that musical activities are useful and enriching for students. (Hernández, 2020).

3.3 Survey applied to five teachers in the English area of the Unidad Educativa “Jacinto Collahuazo”

3.3.1 Importance of using songs in English to improve pronunciation

Table 16.

Importance of using songs in English

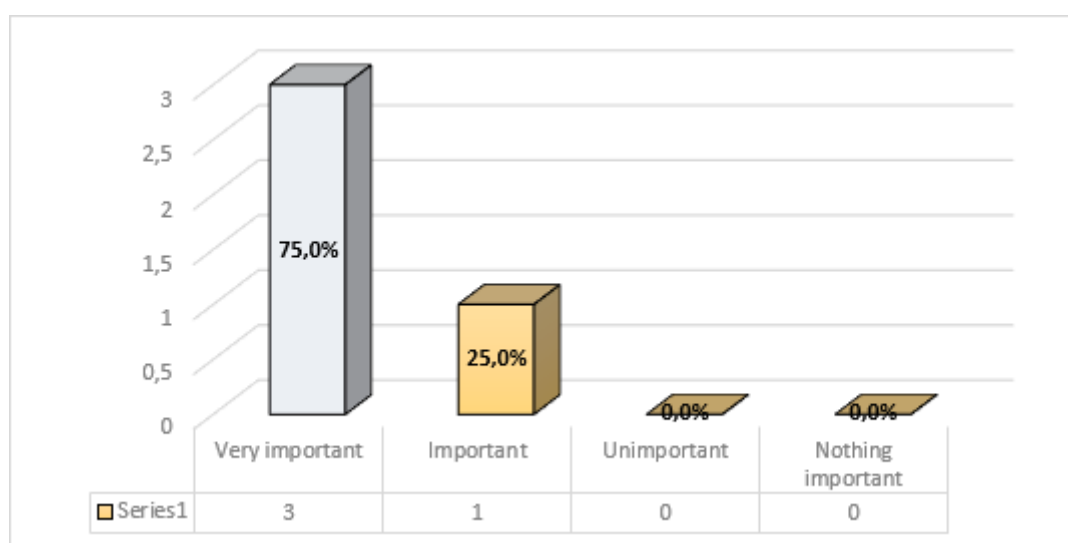
Options	Very important		Important		Unimportant		Nothing important	
	F	%	F	%	F	%	F	%

1. How important do you think is the use of English songs to improve students' pronunciation?	3	75%	1	25%	0	0,0%	0	0,0%
Total	4	100%	4	100%	4	100%	4	100%

Note: Own elaboration

Figure 16.

How important do you think is the use of English songs to improve student's pronunciation?



Analysis and Interpretation.

75% of the teachers surveyed consider that the use of songs in English is very important to improve students' pronunciation. 25% of teachers think that it is important, but not fundamental. Regarding the last two options, unimportant and not at all important, none of the teachers surveyed consider that the use of songs in English has little or no importance. This highlights that songs are not only a way to make learning more engaging, but also a way to reinforce key language skills such as pronunciation.

According to (González & Barreiro, 2020) In their study, they point out how songs are useful for improving pronunciation in a second language since they allow students to repeatedly hear the correct pronunciation and practice it in a fun and effective way.

3.3.2 Teaching strategies

Table 17.

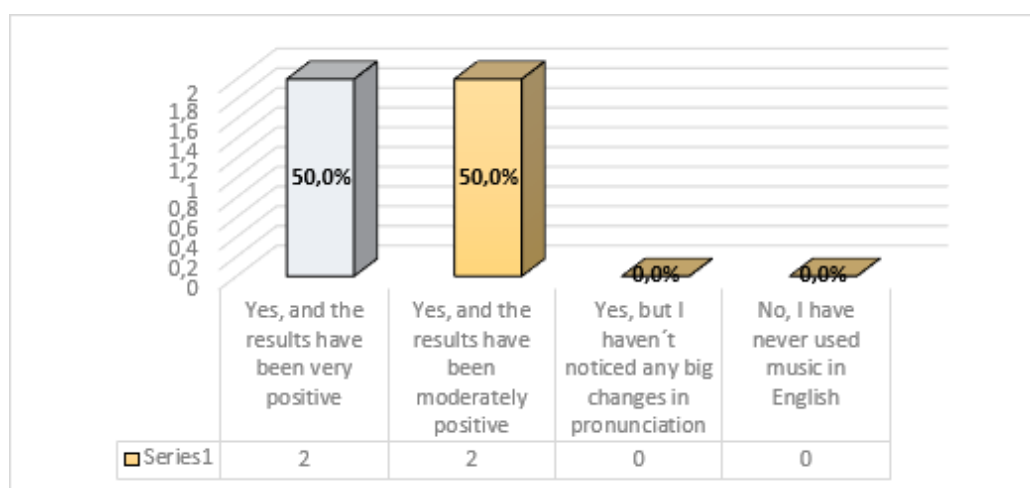
Music as a teaching strategy

Options	Yes, and the results have been positive		Yes, and the results have been moderately positive		Yes, but I haven't noticed any big changes in pronunciation		No, I have never used music in English	
	F	%	F	%	F	%	F	%
2. Have you ever used music in English as part of your teaching strategies?	2	50%	2	50%	0	0,0%	0	0,0%
Total	4	100%	4	100%	4	100%	4	100%

Note: Own elaboration

Figure 17.

Have you ever used music in English as part of your teaching strategies?



Analysis and Interpretation.

Half of the teachers surveyed affirm that the use of music in English as part of their teaching strategies has had very positive results, while the other 50% consider that the results have been moderately positive. No negative responses are reported, which indicates that music has, in general, had a favorable impact on the teaching of pronunciation and other linguistic skills. This panorama reflects the acceptance and effectiveness of music as a pedagogical strategy in the classroom.

(Jiménez, 2020) In his research, he highlights that music facilitates the acquisition of pronunciation and other aspects of language, providing students with repetitive and natural exposure to the sounds of the language.

3.3.3 Aspects of pronunciation

Table 18.

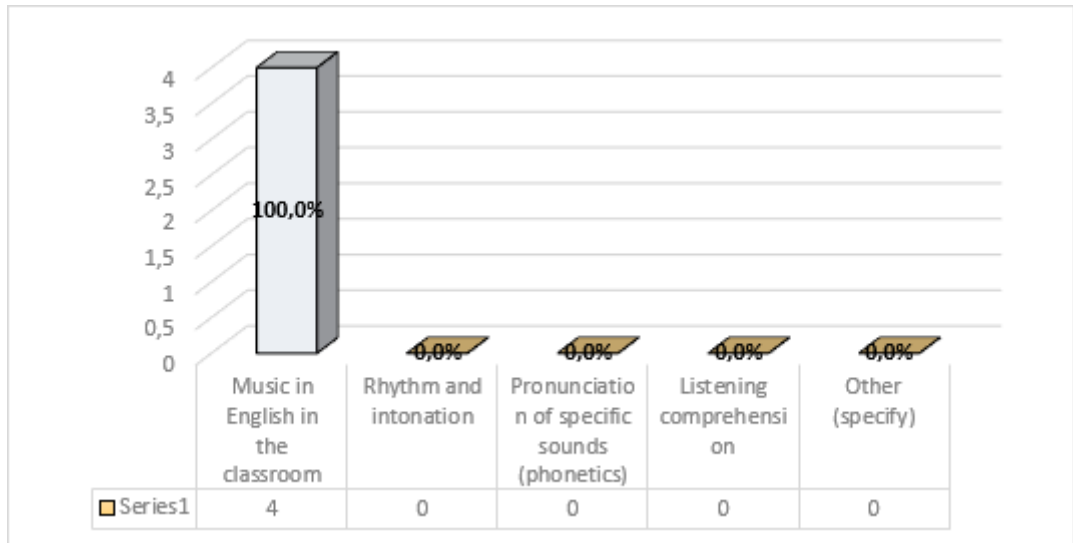
Aspects of pronunciation

Options	Music in English in the classroom		Rhythm and intonation		Pronunciation of specific sounds (phonetics)		Listening comprehension		Other (specify)	
	F	%	F	%	F	%	F	%	F	%
3. What aspects of pronunciation do you think you could benefit most from using?	4	100%	0	0%	0	0,0%	0	0,0%	0	0,0%
Total	4	100%	4	100%	4	100%	4	100%	4	100%

Note: Own elaboration

Figure 18.

What aspects of pronunciation do you think you could benefit most from using?



Analysis and Interpretation.

100% of the teachers surveyed consider that music in English in the classroom is the main aspect of pronunciation that could be improved the most using this resource. This indicates a clear appreciation of music as an effective tool to work on pronunciation comprehensively, especially to become familiar with the rhythms and intonations of the English language.

In his research (Rodriguez, 2021), Highlights how music helps students improve pronunciation through the repetition of words and phrases within a rhythmic context that facilitates memorization and internalization of the sounds of the language.

3.3.4 Motivation of students of practice pronunciation with song

Table 19.

Motivation of students to practice pronunciation with song

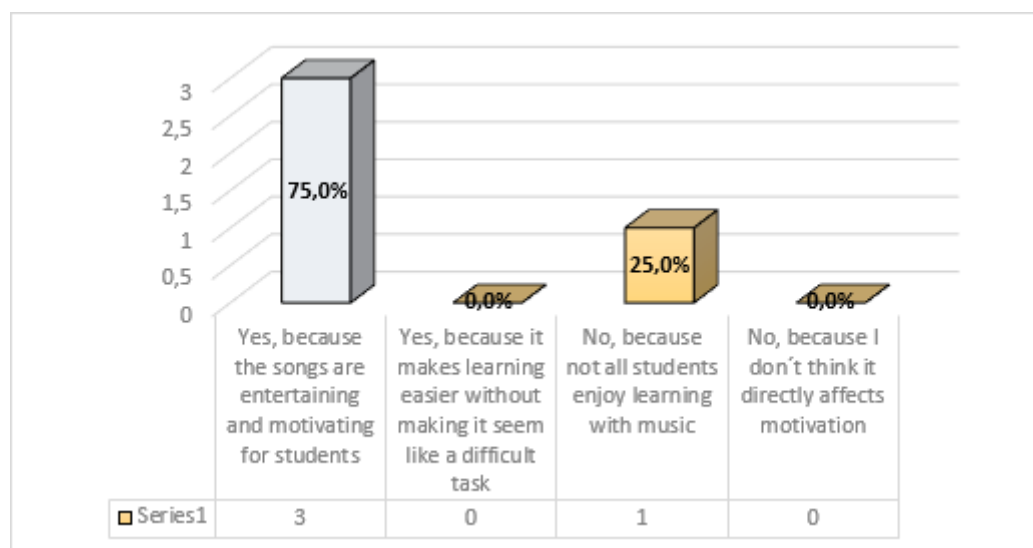
Options	Yes, because the songs are entertaining and motivating for students	Yes, because it makes learning easier without making it seem like a difficult task	No, because not all students enjoy learning with music	No, because I don't think it directly affects motivation
---------	---	--	--	--

	F	%	F	%	F	%	F	%
4. Consider that the implementation of songs in English can increase students' motivation to practice pronunciation. Because?	3	75%	0	0%	1	25,0%	0	0,0%
Total	4	100%	4	100%	4	100%	4	100%

Note: Own elaboration

Figure 19.

Consider that the implementation of songs in English can increase students 'motivation to practice pronunciation. Because?



Analysis and Interpretation.

The majority of teachers surveyed, 75%, consider that the implementation of songs in English can increase students' motivation to practice pronunciation, highlighting its entertaining and attractive aspect. However, 25% recognize that not all students enjoy this approach, meaning that no significant criticism is perceived about the impact of music on motivation.

Music enhances learning by making lessons more engaging and stimulating, increasing student motivation. (González & Barreiro, 2020).

3.3.5 Challenges when integrating music in English as a teaching strategy

Table 20.

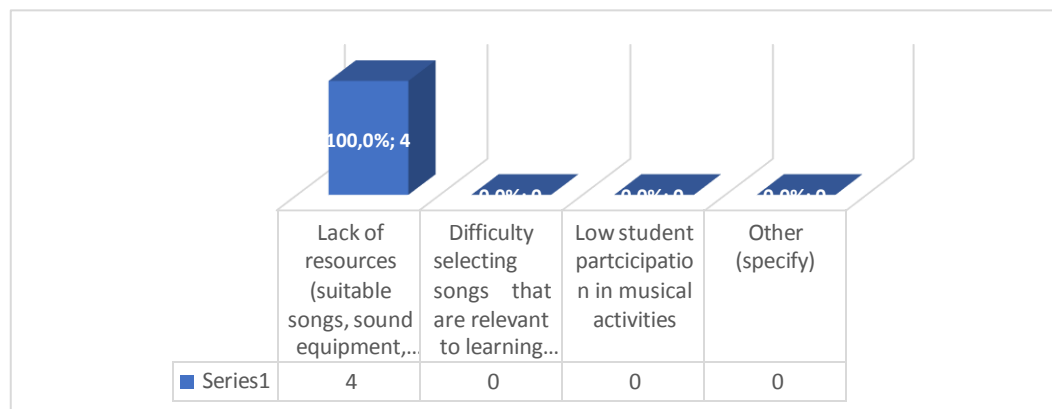
Teaching Strategy

Options	Lack of resources (suitable songs, sound equipment, etc.)		Difficulty of selecting songs that are relevant to learning objectives		Low student participation in musical activities		Other (specify)	
	F	%	F	%	F	%	F	%
5. From your experience, what challenges might you face when integrating music in English as a strategy in classes, and how do you think they could be overcome?	4	100%	0	0%	0	0,0%	0	0,0%
Total	4	100%	4	100%	4	100%	4	100%

Note: Own elaboration

Figure 20.

From your experience, what challenges might you face when integrating music in English as a strategy in classes, and how do you think they could be overcome?



Analysis and Interpretation.

The result shows that 100% of the teachers surveyed agree that the most significant challenge they face when integrating music in English as a strategy in classes is the lack of adequate resources. However, both song selection and student participation do not seem to be major obstacles. This suggests that, with appropriate resources, teachers could more effectively leverage music as a tool to enhance language learning.

Lack of material resources is a common challenge in implementing innovative approaches such as the use of music in the classroom. The availability of adequate technology and resources is key to making this strategy effective. (Hernández, 2020).

3.4 Interview applied to the Coordinator of the English area of the Unidad Educativa “Jacinto Collahuazo”

3.4.1 What is your perception of the effectiveness of music in improving English pronunciation?

Music holds significant potential for enhancing both overall English proficiency and pronunciation in particular. Its melody and rhythm support the internalization of intonation, stress, and speech patterns, all essential for precise pronunciation. Moreover, songs offer a natural and meaningful context that aids learning new vocabulary and expressions within realistic scenarios, strengthening long-term retention.

Analysis and Interpretation.

The perception expressed suggests that music is a highly effective tool to improve English pronunciation, due to its ability to:

- Facilitate the acquisition of prosodic patterns (intonation, stress, and rhythm).
- Provide a contextualized environment that reinforces understanding and learning of vocabulary in real situations.

- Strengthen long-term memory, facilitating the retention of keywords and phrases.

This shows that music is not only an entertaining tool but also a powerful pedagogical strategy to develop specific linguistic skills such as pronunciation (Jiménez, 2020).

3.4.2 Have you implemented musical techniques to teach and improve pronunciation?

Yes, there are several techniques that incorporate music to improve pronunciation. For example, singing along to English songs allows students to practice the sounds of the language in a fun way. Repetition and intonation help students become familiar with these sounds and produce them naturally. Additionally, rhythmic games and vocal exercises can be used to emphasize specific sounds, making pronunciation practice more engaging and effective.

Analysis and Interpretation.

Incorporating musical strategies into language learning is a highly effective way to improve English pronunciation. These techniques take advantage of the repetitive nature and emotional appeal of music to make learning more engaging and accessible. Activities such as singing and rhythm games allow learners to develop their language skills in an authentic and enriching environment. In addition to enriching vocabulary and grammar, singing contributes significantly to the development of accurate pronunciation. Repetition in songs facilitates auditory learning and oral production (Hernández, 2020).

3.4.3 What are the main challenges to incorporating music in the classroom?

The main challenges include a lack of resources or time to prepare suitable musical activities. Additionally, not all students have the same musical interests, so selecting songs that appeal to everyone can be difficult. Some students may also feel uncomfortable singing in public, which may interfere with their willingness to participate. It is important to create a comfortable and accessible environment for everyone.

Analysis and Interpretation.

These challenges highlight the importance of careful preparation for integrating music into the classroom. Teachers should assess available resources, select a variety of music, and create inclusive and interactive activities. Equally crucial is creating a positive and welcoming environment where students feel comfortable and motivated to participate a key factor in maximizing the benefits of using music to support English language learning.

As (Hernández, 2020) points out, although music can significantly increase student motivation, its success depends on factors such as the quality of the material, the relevance of the music selected, and an environment that promotes active participation.

3.4.4 What resources are considered necessary to implement a music-based pronunciation program?

Valuable resources include access to music platforms like Spotify or YouTube, as well as educational tools that integrate music with pronunciation practice such as books or apps designed to teach through songs. Programs that offer sound repetition and rhythm exercises may also be helpful. A microphone system or tools to record students' pronunciation and compare it with that of native speakers is also valuable for this approach.

Analysis and Interpretation.

Implementing a music-based pronunciation program requires a combination of accessible technology, specific educational material, and interactive tools that support both individual and group practice. These resources not only make learning pronunciation easier but also foster a motivating and dynamic learning environment.

(González & Barreiro, 2020) They emphasize that the use of technologies and interactive materials, such as songs and recordings, is highly effective in developing pronunciation and fluency skills in a foreign language.

3.4.5 Do you think music could help students overcome difficulties in certain sounds of the English language?

Yes, music can be particularly helpful in addressing challenges with specific English sounds, such as distinguishing between short, and long vowels or pronouncing certain consonants. Singing encourages students to articulate more clearly and coordinate mouth movements with accurate pronunciation. Songs offer a fun, repetitive context for practice, which supports the development of motor coordination and strengthens phonological memory.

Analysis and Interpretation.

Music not only facilitates the repeated practice of complex sounds but also provides a stimulating and dynamic method for improving pronunciation. Furthermore, using melody and rhythm, students can assimilate the prosodic characteristics of English, contributing significantly to more accurate and fluent pronunciation.

(Hernández, 2020) In her research, she highlights that songs provide repetitive structures that improve phonological memory and help students overcome difficulties with complex sounds.

CHAPTER IV:

4. PROPOSAL

4.1 Proposal title

HAVE FUN AND LEARN WITH SONGS

4.2 Rationale

Developing a set of songs which can help students to improve their speaking skills, while they are singing the lyrics and interacting with gaps and words.

4.3 Introduction

Nowadays, music is an essential part of young people's lives. They go listening to music everywhere, when they go to school, when they work out and even when they do academic activities such as tasks, taking notes or even when students are preparing for a test. As one of the best ways that someone can learn something is through motivation, this thesis proposal is focused on catching the attention of students with a set of songs that can help them in their L2 learning acquisition processes. There will be some gaps with missing words that students are going to be able to place them. The purpose of these activities is that students are going to be listening to a song, and then placing words, at the same time they are going to be memorizing some vocabulary and listening to the way that the singer is pronouncing each word. Each song has a QR code that is going to lead students straight to the track.

Through these activities, the students of the 8th year of the “Unidad Educativa Jacinto Collahuazo” are going to improve their pronunciations and speaking skills because they will be able to hear how an English native speaker pronoun appropriately. This songbook is designed through the CANVA virtual application, which is an online graphic design platform that allows users to create a wide variety of visual content in a simple and accessible way, even without prior design experience.

4.4 Justification

The use of different skills to improve students’ English skills is essential, specially nowadays that we can use many technology tools. A set of songs that contains interactive activities where students can practice their listening, learn some more vocabulary and improve their speaking skills, it would be a very entertaining method to be used so they can achieve a good English level. The use of these songs with gaps is focused on improving their speaking skills while they are learning some new vocabulary. These activities will keep students’ attention in the song while they are placing the missing words in the gaps. As a student is listening to the song, he or she is going to feel motivated to start singing them.

The benefits of this proposal are that students are not going to get bored, due to these tasks catching students’ attention. If they want to have a good performance, they must concentrate in order do it well in every exercise. It will encourage students to try, furthermore the result of improving their speaking skills is going to be noticeable.

4.5 Proposal objectives

4.5.1 General Objective

- Reinforce English pronunciation through picture-cued templates pronunciation in 8th level students at Unidad Educativa “Jacinto Collahuazo”

4.5.2 Specific objectives

- Design a didactic guide based on English songs to increase vocabulary in students
- Encourage the aspects of pronunciation like stress by including recordings of each term.
- Develop creativity and speaking skills to use in conversations regarding new vocabulary.

4.6 Beneficiaries

Por medio de esta propuesta los beneficiarios directos serán los estudiantes de octavo año de educación básica de la Unidad Educativa “Jacinto Collahuazo”, el cual a través de la música podrán mejorar en nivel de pronunciación y en especial la motivación por aprender el idioma inglés, por otro lado, los docentes serán los beneficiarios secundarios ya que podrán disponer del material didáctico y a vez podrán sugerir aumentar información ya que se lo maneja de forma virtual el song book.

SONG BOOK

MUSICAL UNIT 1

SET OF SONGS

Billie Eilish – When the party is over



Billie Eilish – Bury a friend



Demi Lovato – No promises



Billie Eilish – Xanny

OBJECTIVE

- To develop students speaking skills through song so they can have a better performance in their test and activities.

Prepared by: Edison Bayardo Pavón Suárez

HAVING FUN WITH SONGS LEVEL A2

QR CODE



Name:

Date:

Course:



Billie Eilish- xanny



What is it _____ them?
I must be missing _____
They just keep doin' _____
Too intoxicated to be _____
Better off _____ them
They're nothing but _____
Bring _____ to the table
And that's about the only thing they _____

Anything
there
scared
Something
nothing
without
Unstable
About

I'm in their secondhand _____
Still just drinking canned _____
I don't need a _____ to feel better
On designated drives _____
Only one who's not _____
Don't _____ me a Xanny, now or ever

Stoned
give
Smoke
Coke
Xanny
Home

Wakin' up at _____
They're late to every _____
Nobody's ever _____
Too _____ now to dance
_____ as they comedown (comedown)
Their _____ heads are hurting (hurting)
They're _____ bad at learning (learning)
Make the same mistakes, _____ circumstance

Inebriated
Sore
Morning
Party
Pretty
Sundown
Awfully
Blame

I'm in _____ secondhand smoke
_____ just drinking canned Coke
I don't need a Xanny to feel _____
On designated _____ home
_____ one who's not stoned
Don't give me a Xanny, _____ or ever

Better
Their
Only
Still
Now
Drives

Please don't try to _____ me on the sidewalk
On your cigarette _____
I can't afford to _____ someone
Who isn't dyin' by _____ in Silver Lake
What is it _____ them?
I must be _____ something
They just keep _____ nothing
Too _____ to be scared
Hm, m

Intoxicated
Doing
About
Missing
Mistake
Love
Brook
Kiss



Prepared by: Edison Bayardo Pavón Suárez

HAVING FUN WITH SONGS LEVEL A2



QR CODE



Name: _____

Date: _____

Course: _____



Billie Eilish-bury a friend



Billie...

What do you _____ from me?
Why don't you _____ from me?
What are you _____?
_____ do you know?
Why aren't you _____ of me?
Why do you _____ for me?
When we all _____ asleep, where do we go?

Come here...

Say it, _____ it out, what is it exactly?

You're _____?
Is the amount _____ you out.

Am I _____?
Today, I'm _____ about

The things that are _____
The way I'm drinkin' you _____
Like I wanna _____, like I wanna end me
Step on the _____, staple your _____ (Ahh)
Bury a _____, try to wake up (Ahh-ha)
Cannibal _____, killin' the son (Ahh)
_____ a friend, I wanna end me

I wanna end me

I wanna, I wanna, I wanna end me
I wanna, I wanna, I wanna-

What do you _____ from me?
Why don't you _____ from me?

What are you _____?
What do you _____?

Why aren't you _____ of me?
Why do you _____ for me?
When we all fall _____, where do we go?

Listen...

Keep you in the _____, what had you expected?
Me to make you my _____

And make you a _____ and get you connected?
I'll meet you in the _____

I'll be _____ and collected

But we knew _____ from the start
That you'd fall apart 'cause I'm too _____
Your talk'll be somethin' that shouldn't be said out loud

_____, I thought that I would be _____ by now (Wow)
Callin' _____ keepin' my head held down

Bury the _____ or bury your friend right now

What
Scared
Care
Fall
Want
Run
Wondering

Down
Grown
Paying
Satisfactory
Thinking
Deadly
Self

Bury
Class
Friend
Step
Tongue

Care
Asleep
Scared
Know
Want
Wondering
Run

Park
Calm
Art
Star
Dark

Severely
Watched
Right
Dead
Impulsive
Honestly



QR CODE



Name: _____

Date: _____

Course: _____



Demi Lovato - no promises



Cutting me up like a _____
And I feel it, _____ in my bones
_____ a habit I love even harder
You _____ know?

I just wanna dive in the _____, with you
Baby, we can't see the _____
It's so easy to _____ for each other
I'm just _____ we catch one another (another)

Oh na na, just be _____, na na
Love ain't _____, na na
Promise me no promises
Oh na na, just be _____, na na
_____ ain't simple, na na
_____ me no promises

Baby, I _____ about you
And I feel it, deep in my _____ (deep in my heart)
Maybe we just ain't _____ to be something
_____ we are, ooh?

I just wanna _____ in the water, with you
Baby, we can't _____ the bottom
It's so _____ to fall for each other
I'm just hoping we _____ one another (another)

Oh na na, just be _____, na na
Love ain't _____, na na
Promise me no promises
Oh na na, just be _____, na na
_____ ain't simple, na na
_____ me no promises, oh

I just _____ dive in the _____
Oh _____, we can't see the bottom
I just _____ to dive in with you
I just want to _____ here with you, oh

Oh na na, just be _____, na na (yeah)
_____ ain't simple, na na
_____ me no promises (promise me)
Oh na na, just be careful, na na

Oh na na, just be _____, na na (yeah) _____ ain't
simple, na na _____ me no promises (promise me) Oh
na na, just be careful, na na

Wanna
Kiss
Deep
Kissing

Hoping
Dive
Bottom
Fall

Promises
Simple
Careful
Love

Think
Heart
Maybe
Heart

Easy
Catch
See
Dive

Promises
Simple
Careful
Love

Lie
Baby
Water
Wanna
Want

Promise
Love
Careful
Simple
Promise

Nothing
Just
Careful
Promises



HAVING FUN WITH SONGS LEVEL A2



QR CODE



Name: _____

Date: _____

Course: _____



Billie Eilish-when the party's over



Don't you know I'm no _____ for you?
I've learned to lose, you can't _____ to
Tore my _____ to stop you bleeding
But nothin' ever stops you _____
Quiet when I'm coming _____
And I'm on my _____
I could lie, say I like it like that, like it like
that
I could lie, say I like it like that, like it like
that

Leaving
Home
Own
Good
Afford
Shirt

Don't you know too much _____?
I'll only _____ you if you let me
Call me friend, but keep me _____
(Call me back)
And I'll _____ you when the party's over

Closer
Call
Quiet
Own
Lie
Already
Hurt

_____ when I'm coming home
And I'm on my _____
And I could _____, say I like it like that, like it
like that
Yeah, I could lie, say I like it like that, like it like
that
But nothin' is better _____
Once we've both said our _____
Let's _____ let it go
Let me _____ you _____
Quiet when I'm coming _____
And _____ on my own
I could lie, say I like it like that, like it like that
I could lie, say I like it like that, like it like that

Just
Let
Something
Goodbye
Home
I'm
Go

Prepared by: Edison Bayardo Pavón Suárez

song book

UNIT 2



SET OF SONGS

DIFFICULTY LEVEL

1. Demi Lovato – cry
baby



2. Demi Lovato – only
forever

3. Demi Lovato –
sorry not sorry

OBJECTIVE

Increase students' knowledge so
that they can have good
pronunciation and broader
vocabulary.



Prepared by: Edison Bayardo Pavón Suárez

HAVING FUN WITH SONGS
LEVEL A2

DEMI LOVATO - CRY BABY

Name: _____
Date: _____
Course: _____

QR CODE



All I ever really wanted was _____ to love me this good
You love me so _____
_____ knows I'm capable of _____ hearts like I've
done
I've _____ more than one
L I L, you and I
Get along like _____ and the _____
You: ooh, ooh
_____ me feel everything, even when it's _____
_____ celebration
'Cause my heart is the _____ to break
_____ to make up
Just to _____ with mascara all over my face

And I'm no cry baby (cry baby), but you made me cry lately (cry baby)
I'm no cry baby (cry baby), but you make me cry, baby (cry baby)
I'm no cry baby (cry baby), but you made me cry lately (cry baby)
I'm no cry baby, but you make me cry, baby Cry baby
How could someone so beautiful be so damn _____?

I guess I'm _____
'Cause every time I start _____, slipping, then I'm falling too deep
Stuck in a bad _____
L I L, you and I
_____ like fire to a _____
You, you, you
Make me _____ like I'm fucking going so _____

Congratulations, _____
'Cause my _____ is the hardest to break
Break up to _____
Just to wake up with _____ all over my _____
And I'm no cry baby (cry baby), but you made me cry lately (cry baby)
I'm no cry baby (cry baby), but you make me cry, baby (cry baby)
I'm no cry baby (cry baby), but you made me cry lately (cry baby)
I'm no cry baby, but you make me cry, baby Cry baby
_____ celebration
'Cause my heart is the hardest to _____
Congratulations, celebration
_____ my heart is the hardest to break
_____ to _____ (make up)
Just to wake (wake up) up with mascara _____ my face
And I'm no cry baby (cry baby), but you made me cry lately (cry baby)
I'm no cry baby (cry baby), but you make me cry, baby (cry baby)
I'm no cry baby (cry baby), but you made me cry lately (lately)
I'm no cry baby, but you make me cry, baby
Cry baby

PREPARED BY: EDISON BAYARDO PAVÓN
SUÁREZ

HAVING FUN WITH SONGS
LEVEL A2

DEMI LOVATO - ONLY FOREVER

Name: _____
Date: _____
Course: _____

QR CODE



I've _____ thinking 'bout the _____
And I've been _____ 'bout the now
I know we're gonna be _____
I just don't _____ how
You know when we _____ close
Can't _____ the tension between us both
And I don't wanna _____ you, but I think you need to
make a move
I've been _____ (I've been waiting)
And I'll _____ waiting (and I'll keep waiting)

Only forever, only forever X4
Yeah, I can tell that you're _____ to take a shot this strong
Should I wait up for you _____ and _____
Just _____ me know how long
You _____ when we get close
Can't deny the _____ between us both
And I don't _____ pressure you, but I think you _____ to make a
move
_____ I've been waiting (I've been waiting)
And I'll keep _____ (and I'll keep waiting)

Only forever, only forever X4
What if I _____ you it's too _____?
What if I _____ that I can't _____?
What if I _____ somebody else who doesn't leave me on
the _____?
I'll give you one more _____ but it only lasts
Only forever, only forever X4

PREPARED BY: EDISON BAYARDO PAVÓN
SUÁREZ

HAVING FUN WITH SONGS
LEVEL A2

DEMI LOVATO -
SORRY NOT SORRY

Name: _____

Date: _____

Course: _____

QR CODE



_____ is a _____ bitch
And, _____ I'm the baddest
I'm the _____ I'm the baddest
Now I'm out here lookin' like _____
_____ like a lion, the best I've ever been
And, yeah, I know how bad it must _____ to see me like
this:
But it gets _____ (wait a minute)
Now you're out here lookin' like _____
Ain't too _____ to beg, second chance, you'll never get
And, yeah, I know how bad it must hurt to _____ me like
this:
But it _____ worse (wait a minute)

Now, _____ is a bad bitch
And, baby, I'm the baddest
You fuckin' with a _____
Can't have this, can't have this (ah)
And it'd be _____ of me to take it _____ on ya, but nah
Baby, I'm sorry (I'm not sorry)
Baby, I'm sorry (I'm not sorry)
Bein' so _____ got me feelin' so _____
_____ you up like I knew that I would
Baby, I'm sorry (I'm not sorry)
Baby, I'm sorry (I'm not sorry)
Feelin' inspired 'cause the _____ have turned
Yeah, I'm on _____ and I know that it _____
Baby, _____ is the way to _____
Tell me how it feel, but it's such a bitter _____
And, yeah, I know you _____ you had bigger, better things
But right now this _____ (wait a minute)

'Cause the _____ is greener under me
_____ as Technicolor, I can _____ that you can see
And, yeah, I know how bad it must hurt to see me _____ this
But it gets worse (wait a minute)
Now, _____ is a bad bitch
And, baby, I'm the baddest
You fuckin' with a _____
Can't _____ this, can't have this (ah)
And it'd be _____ of me to _____ if easy on ya, but nah
Baby, I'm sorry (I'm not sorry)
Baby, I'm sorry (I'm not sorry)
_____ so bad got me _____ so good
_____ you up like I _____ that I would
Baby, I'm sorry (I'm not sorry)
Baby, I'm sorry (I'm not sorry)
Feelin' _____ 'cause the tables have turned
Yeah, I'm on _____ and I know that it burns

Baby, I'm sorry (I'm not sorry)
Baby, I'm sorry (I'm not sorry)
Bein' so _____ got me feelin' so _____
_____ you up like I knew that I would
Baby, I'm sorry (I'm not sorry)
Baby, I'm sorry (I'm not sorry)
Feelin' inspired 'cause the _____ have turned (have turned)
Yeah, I'm on _____ and I know that it _____ (so sorry, not sorry, not
sorry)
Payback is a bad bitch
And, baby, I'm the baddest
I'm the baddest, I'm the baddest

Talk that talk, baby
Better wall, better wall that wall,
baby
If you talk, if you talk that talk,
baby
Better wall, better wall that wall,
baby
Oh, yeah
Talk that talk, baby
Better wall, better wall that wall,
baby
If you talk, if you talk that talk,
baby
Better wall, better wall that wall,
baby

PREPARED BY: EDISON SAYARDO PAVÓN SUÁREZ

4.7 Impact of proposal

After applying the previews strategies shown, the students are going to be able to pronouns the words in a better way. The thesis proposal has been developed so that they can increase their knowledge and the way they pronounce L2. Students from 8th year of the. Unidad Educativa “Jacinto Collahuazo”

- The students are going to be able to feel more confident when it comes to talk about in English because after improving their speaking skill, they will be able to pronounce the words in a better way.
- While students are using songs in their English learning process, they will feel motivated to keep looking for this kind of activities due to young people are related to music, their English process will be more enjoyable.
- The students will feel part of the group of participants due to this kind of activities are not only focused individually, but in a co-worker way.

4.7.1 Impacts

In the English teaching and learning process, students and teachers face the usual problems with their learning. This proposal is developed to evolve skills and sub-skills through an English environment like songs. One principal is pronunciation that most students struggle with in speaking. This skill can be an ability easier to deal with if aspects like vocabulary are improved.

Next, the main impact that the proposal might have:

4.7.2 Linguistic impact

The present proposal was developed with an educational method based on the problems that students have, and its linguistic impact is to wrap and develop new English

vocabulary by knowing the correct pronunciation besides this implies recognize intonation, writing and use of the new vocabulary. Additionally, it is important to mention that this kind of song allows learners to know the culture of other countries also the language can influence learners.

4.7.3 Listening to real pronunciation

The important thing is to listen to the pronunciation and interactions of the singer and try to repeat phrases or words that students could recognize.

- **Using words:** The learner understands the sounds, words and phrases. The following step is to repeat what they listen to.
- **Understanding:** Take time to listen to the song without reading the lyrics and emphasize the new vocabulary.

4.7.4 Academic Impact:

The spread of English and the need for English in educational fields speakers in global and has been discussed in linguistic so educational, and academic aspects always are present in the classrooms, this proposal let is important because by listening and then imitating the learner could communicate after learning and acquiring the language through adequate and innovating materials. Additionally, it is important to mention that the main aim of these materials take as a foundation of the Communicative Approach as well because, in the teaching of language, it is necessary to improve the different skills that are part of a language that altogether make communication easier.

Fluency: Students communicate with ease and spontaneity, which allows development in their learning language.

Accuracy with Words & Pronunciation: The words, structures, and pronunciation are helpful for students to practice accuracy in a second language.

4.7.5 Methodological impact

On the other hand, the most remarkable thing about this proposal is that the teacher can set a specific activity and according to the main objective of the class, this proposal could impact the language teaching way. This means the role of the teacher is to encourage competition and take advantage of the language methods and apply the proposal's activities. Also, the role of the students becomes important, stimulating didactic activities which can create interest in learning the second language.

- **Range of words and grammar:** The teacher can use vocabulary and focus on grammar structures depending on the topic and the context of the lyrics.
- **Responding and initiating:** It means the speaker knows how to interact with each other asking for a response and introducing new topics.
- **Repair and repetition:** It means the speakers can repeat the information to make sure the message is clear.

For those reasons, the didactic guide is based on a different technique that involves sequence of songs that let the learner link the knowledge with audio resources to make learning and communication between learners more meaningful. Finally, the didactic guide aims to be part of the teachers' resources as material to evaluate speaking and precise pronunciation.

- **Linguistic impact:** Student will develop their language skill and their qualities, so their development of the English language acquisition will be better.

- Academic impact: Students from 8th of the “Unidad Educativa Jacinto Collahuazo” and their grades are going to have a better performance in their test, so that their grades are going to increase.
- Methodological impact: Methodologically. These activities are going to encourage students and teachers to focus on more English learning way to teach and learn.

To follow, the numerical impacts levels are shown in the following tables.

Numerical impact levels

-3 High negative impacts
-2 Medium negative impacts
-1 Low negative impacts
0 No impacts
1 Low impacts
2 Medium positive impacts
3 High positive impact

Taken from: (Posso, 2011)

4.8. Linguistic Impacts

Table 21

Linguistic impact indicators

	Impact Levels	-3	-2	-1	0	1	2	3
Indicators								
1. - I can accurately articulate a phoneme on a high level.								x
2. - I can adjust the articulation of any standard English vowel sounds.								x

3. - I can preserve the authentic rhythm when speaking English sentences.	x
4. - I can eliminate excess pauses while speaking or reading songs in English.	x
5. - I can employ the relevant intonation patterns in questions, exclamations and affirmative statements.	x
Total:	15

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Linguistic impact level= high positive

Author: 8th level students-English Major 2021

Analysis:

Linguistic indicators have a high positive impact because each of them comes Based on the objectives, the proposal was developed with an educational method based on the problems that students have and its linguistic impact is to involve and develop new vocabulary in English, knowing the correct pronunciation. In addition, this implies recognizing intonation, writing and the use of the new vocabulary.

4.9 Academic impacts

Table 22

Academic impacts

	Impact Levels	-3	-2	-1	0	1	2	3
Indicators								
1. - I am capable of achieving better results on oral examinations that emphasize speaking.								x

2. - I believe that I will perform well in musical dictation exercises in English	x
3. – I’m able to take part in group activities like karaoke or musical discussion.	x
4. – I am able to assess the effectiveness of an intervention voice recordings.	x
5. - I am able to enhance my speaking skills during official presentations	x
Total	15

$$\text{Academic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Academic impact level= high positive

Author: 8th level students-English Major 2021

Analysis:

The academic impact indicators have a high positive score; the activities were well received by the students who were part of the socialization of the proposal. The students enjoyed the class because of the musical resources, songs and the design of the activities. They found them attractive due to the innovative factor related to the use of modern songs and the sequence of activities.

4.10 Methodological impact

Table 23

Methodological impacts

	Impact Levels	-3	-2	-1	0	1	2	3
Indicators								
1. – Appropriateness of the song chose considering the students grade level.								x
2. – Variety of music styles to be worked on to target specific phonetic features.								x
3. – Employment of different methods such as karaoke, cloze procedures song dictation and lyrics dissection								x
4. – Rational allocation of time for hearing study and speaking activities								x
5. – Degree of students participation in the music sessions								x
Total								15

$$\text{Method impact level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Methodological impact level= high

positive Author: 8th level students-English

Major 2021

Analysis:

The high positive results are obtained for the methodological impacts based on the reactions of the students after the application of the activities of the proposal. The majority agree with the use of music to teach English through songs to improve pronunciation.

Link the proposal: https://www.canva.com/design/DAGcja4XlA8/UHs2xgF238Y-L35Q1Qavww/edit?utm_content=DAGcja4XlA8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

4.11 Conclusions

- The results obtained show that the incorporation of music in English classes has a positive impact on students' pronunciation development. Exposure to songs and lyrics helps improve intonation, fluency, and listening comprehension, resulting in more accurate pronunciation.
- Integrating music into education encourages students to actively participate in learning. It creates a more dynamic and motivating environment, increasing students' enthusiasm and encouraging them to practice and improve their pronunciation.
- Music facilitates the recognition of sounds and phonetic patterns in a language, thus improving student's auditory ability to detect and reproduce characteristic sounds of a foreign language. This demonstrates that the use of music can be an effective strategy for teaching pronunciation in a second language.
- Music helps strengthen students' phonological memory, allowing them to better retain sounds and pronunciation patterns. The repetitive and rhythmic nature of songs promotes long-term memorization of the phonetic features of a language.
- Incorporating music into lessons promotes a more relaxed and informal environment, which helps reduce students' stress and anxiety when practicing pronunciation. This creates an environment where students feel more comfortable taking risks, making mistakes, and exploring the language.

4.12 Recommendations

- It is recommended to integrate music in a continuous and structured way into the English curriculum. Using songs, rhymes, or rhythmic exercises on a regular basis can enhance progress in pronunciation and make learning more attractive.
- To cover a variety of accents and styles, it is suggested to use various musical genres in the activities, from popular songs to traditional music or even less conventional

genres. This will allow students to be exposed to different phonetic variations and improve their ability to adapt to different linguistic registers.

- Es recomendable ofrecer talleres y capacitaciones para los docentes sobre el uso pedagógico de la música en el aula. De este modo, los maestros estarán mejor preparados para utilizar la música de forma efectiva y estratégica en el desarrollo de la pronunciación y en otras áreas del aprendizaje de L2.
- Teachers are encouraged to promote interactive activities such as singing, composing or participating in musical dramatizations. These methods help students to become more actively involved in learning, while improving pronunciation in a fun and engaging way.
- Teachers are encouraged to regularly assess students' pronunciation progress and adapt to musical activities accordingly. By monitoring students' development, teachers can select songs and exercises that are best suited to their language needs and abilities.

4.13 References

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ANNEXES

Annex 1. Encuesta Aplicada a los Estudiantes de Octavo Año de Educación Básica Superior de la Unidad Educativa “Jacinto Collahuazo”



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

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE OCTAVO AÑO DE EDUCACIÓN BÁSICA SUPERIOR DE LA UNIDAD EDUCATIVA “JACINTO COLLAHUAZO”

Objective. To collect truthful information from eighth – year basic education students about the role that music plays in improving L2 pronunciation in the classroom.

Instructions: Dear eighth – year basic students, the following survey to collect information for academic purposes only. We kindly ask you to answer the following questionnaire as honestly as possible by marking with an (X) the option that best reflects your opinion.

All surveys are anonymous and confidential, so you are free to answer.

QUESTIONNAIRE

1. What kind of music would you like to listen to in the classroom?

(¿Qué tipo de música te gustaría escuchar en el aula?)

- ☐ Rock
☐ Pop
☐ Romantics
☐ Rap

2. Do you like listening to music in English?

(¿Te gusta escuchar música en inglés?)

- ☐ Yes
☐ No

3. Do you think listening to English music helps you improve your pronunciation?

(¿Crees que escuchar música en inglés te ayuda a mejorar tu pronunciación?)

- ☐ A lot
☐ A little
☐ Not at all

4. Have you learned any words or phrases in English thanks to music?

(¿Has aprendido alguna palabra o frase en inglés gracias a la música?)

- ☐ Yes

- ☐ No
- 5. Do you like singing the English songs you listen to?**
(¿Te gusta cantar las canciones en inglés que escuchas?)
- ☐ Yes
- ☐ No
- 6. Do you think that singing helps you improve your pronunciation?**
(¿Crees que cantar te ayuda a mejorar tu pronunciación?)
- ☐ A lot
- ☐ A little
- ☐ Not at all
- 7. Have you ever used songs to practice pronunciation at home?**
(¿Alguna vez has usado canciones para practicar la pronunciación en casa?)
- ☐ Always
- ☐ Almost always
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never
- 8. Do you agree that music has a positive impact on learning English pronunciation?**
(¿Estás de acuerdo en que la música tiene un impacto positivo en el aprendizaje de la pronunciación en inglés?)
- ☐ Strongly disagree
- ☐ I do not agree
- ☐ Neither agree nor disagree
- ☐ Agree
- 9. Do you think that music helps you remember English words better?**
(¿Crees que la música te ayuda a recordar mejor las palabras en inglés?)
- ☐ A lot
- ☐ Something
- ☐ Little
- ☐ Nothing
- 10. How often do you use music to practice English outside of class?**
(¿Con qué frecuencia utilizas la música para practicar inglés fuera de clase?)
- ☐ Always
- ☐ Almost always
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never

THANK YOU FOR YOUR COOPERATION

Annex 2. Encuesta Aplicada al Vicerrector de la Unidad Educativa “Jacinto Collahuazo”



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

FORMATO DE ENCUESTA APLICADA AL VICERRECTOR DE LA UNIDAD EDUCATIVA “JACINTO COLLAHUAZO”

Objetivo: Recopilar información valiosa por parte de la autoridad académica de la Institución Educativa, sobre el rol que desempeña la música en el mejoramiento de la pronuncian del idioma inglés.

Instrucciones: Estimado Msc. Stalin Jácome - Vicerrector de la Unidad Educativa “Jacinto Collahuazo”, esta encuesta es para recabar información únicamente con fines académicos. Le ruego responda el siguiente cuestionario con la mayor sinceridad y ética profesional, marcando con una (X) en la opción que mejor refleje su opinión.

CUESTIONARIO

1. ¿Qué tan importante considera usted el desarrollo de la pronunciación del idioma ingles dentro del plan educativo?
☐ Muy importante
☐ Importante
☐ Poco importante
☐ Nada importante
2. ¿Cree que el uso de actividades musicales mejoraría el rendimiento académico de los estudiantes en la asignatura de inglés?
☐ Si, significativamente
☐ Si, en cierta medida
☐ No, tendría mucho impacto
☐ No tendría ningún impacto
3. ¿Ha explorado la Institución Educativa métodos o estrategias alternativas, como la música, para mejorar las habilidades lingüísticas?
☐ Si, se han considerado y aplicado
☐ Si, se han considerado pero no aplicado
☐ No, se han considerado pero se podrían aplicar
☐ No, se han considerado y no se planea aplicar
4. ¿Qué nivel de apoyo considera usted que la Institución Educativa podría ofrecer para implementar un enfoque musical?
☐ Apoyo total con recursos suficientes
☐ Apoyo moderado con recursos limitados
☐

Apoyo mínimo

Ningún apoyo

5. ☐ Considera usted que la música desempeña un papel fundamental en el fortalecimiento del proceso de enseñanza – aprendizaje del idioma inglés.

☐ Definitivamente si

☐ Probablemente si

☐ Probablemente no

☐ Definitivamente no

GRACIAS POR SU PARTICIPACIÓN.

Annex 3 Entrevista Aplicada al Coordinador del Área de Inglés de la Unidad Educativa

“Jacinto Collahuazo”



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

FORMATO DE ENTREVISTA APLICADA AL COORDINADOR DEL ÁREA DE INGLÉS DE LA UNIDAD EDUCATIVA “JACINTO COLLAHUAZO”

Objective: Gather valuable information from the institution's academic coordinator about the role that music plays in improving the pronunciation of the English language.

Instructions: Dear Lic. Liseth Cortez, Coordinator of the English area of the Unidad Educativa “Jacinto Collahuazo,” This interview is to collect information for academic purposes only. I ask you to respond with the greatest sincerity and professional ethics.

1. What is your perception of the effectiveness of music in improving English pronunciation?
2. Have you implemented musical techniques to teach and improve pronunciation?
3. What are the main challenges to incorporating music in the classroom?
4. What resources are considered necessary to implement a music-based pronunciation program?
5. Do you think music could help students overcome difficulties in certain sounds of the English language?

Annex 4 Encuesta Aplicada a cinco docentes del Área de Inglés de la Unidad Educativa “Jacinto Collahuazo”



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

FORMATO DE ENCUESTA APLICADA A CINCO DOCENTES DEL ÁREA DE
INGLES DE LA UNIDAD EDUCATIVA “JACINTO COLLAHUAZO”

Objective: To collect valuable information from English teachers about the role that music plays in improving the pronunciation of the English language.

Instructions: Dear teachers from the Unidad Educativa “Jacinto Collahuazo” area the English, this survey is to collect information for academic purposes only. I ask you to answer the following questionnaire with the greatest sincerity and professional ethics, marking with an (X) in the option that best reflects your opinion.

QUESTIONNAIRE

1. How important do you think is the use of English songs to improve students' pronunciation?
☐ Very important
☐ Important
☐ Unimportant
☐ Nothing important
2. Have you ever used music in English as part of your teaching strategies
☐ Yes, and the results have been very positive.
☐ Yes, and the results have been moderately positive
☐ Yes, but I haven't noticed any big changes in pronunciation.
☐ No, I have never used music in English.
3. What aspects of pronunciation do you think you could benefit most from using?
☐ Music in English in the classroom.
☐ Rhythm and intonation
☐ Pronunciation of specific sounds (phonetics)
☐ Listening comprehension
☐ Other (specify): _____

4. Consider that the implementation of songs in English can increase students' motivation to practice pronunciation. Because?
- ☐ Yes, because the songs are entertaining and motivating for students.
- ☐ Yes, because it makes learning easier without making it seem like a difficult task.
- ☐ No, because not all students enjoy learning with music.
- ☐ No, because I don't think it directly affects motivation.
5. From your experience, what challenges might you face when integrating music in English as a strategy in classes, and how do you think they could be overcome?
- ☐ Lack of resources (suitable songs, sound equipment, etc.)
- ☐ Difficulty selecting songs that are relevant to learning objectives.
- ☐ Low student participation in musical activities.
- ☐ Other (specify): _____



REPÚBLICA
DEL ECUADOR

Ministerio de Educación

Annex 5 Solicitud de aprobación de aplicación de encuestas y entrevistas.

Oficio Nro. MINEDUC-CZ1-10D02-2024-2419-OF

Otavaló, 26 de noviembre de 2024

Asunto: RESPUESTA SOLICITA APLICACION DE ENCUESTAS

Señor
José Luciano Revelo Ruiz
En su Despacho

De mi consideración:

En respuesta al Documento No. 10D02-15972 suscrito por el Msc. José Revelo donde solicita la autorización para que el estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Técnica del Norte PAVÓN SUÁREZ EDISON BAYARDO, pueda ingresar a la Unidad Educativa "Jacinto Collahuazo" y aplique instrumentos de investigación, se resuelve Autorizar la petición debiendo recibir la capacitación de rutas y protocolos de actuación frente a situaciones de violencia por parte del DECE Institucional, previo al inicio de sus actividades.

Adicionalmente se da a conocer que se encuentra prohibido recabar información personal de los estudiantes, así como publicar fotografías de los mismo donde se identifique el rostro de los mismos.

Con sentimientos de distinguida consideración.

Atentamente,

UNIDAD EDUCATIVA
"JACINTO COLLAHUAZO"
29 NOV 2024
RECIBIDO

Documento firmado electrónicamente

Mgs. Fredy Colón Proaño Tamayo

DIRECTOR DISTRITAL 10D02 ANTONIO ANTE, OTAVALO a EDUCACIÓN

Referencias:

- MINEDUC-CZ1-10D02-UDAC-2024-3530-F

Anexos:

- 10D02-15972

- anexos_compressed0675819001731963258.pdf



Annex 6 verificadores de aplicación de metodología en la Unidad Educativa “Jacinto Collahuazo”

