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**MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DE INGLÉS**

**THEME:**

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**THE USE OF SONGS AS RESOURCES TO IMPROVE PRONUNCIATION  
IN SEVENTH-GRADE ENGLISH STUDENTS AT UNIDAD EDUCATIVA  
FEDERICO GONZALEZ SUÁREZ**

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Qualification work prior to obtaining the Master's degree in Education.

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## **DEDICATION**

With all my love, I dedicate this tesis To God, for giving me life, strength, and wisdom to make it this far. Without His guidance, none of this would have been possible. I offer this achievement to Him with deep gratitude.

To my mother, for being my example of strength, perseverance, and unconditional love. Thank you for teaching me never to give up and for always being by my side.

To my husband, for his constant support, infinite patience, and for believing in me even when I doubted myself. This achievement is also his.

And to my three daughters, my greatest inspiration. Every step I take is for each of you. Thank you for motivating me to be better every day. I hope this effort reminds you that no matter how difficult a challenge may be, anything can be achieved with love and dedication.

To my sister, for her love, her encouraging words, her selfless help, and for believing in me unconditionally.

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**MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS CON MENCIÓN EN LA ENSEÑANZA DE INGLÉS**

**TEMA:** EL USO DE CANCIONES COMO RECURSOS PARA MEJORAR LA PRONUNCIACIÓN EN ESTUDIANTES DE INGLÉS DE SÉPTIMO GRADO DE LA UNIDAD EDUCATIVA FEDERICO GONZALEZ SUÁREZ

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**RESUMEN EJECUTIVO**

Las demandas actuales en la enseñanza del idioma inglés como lengua extranjera requieren que se tome nuevos desafíos significativos, haciendo énfasis especialmente en el mejoramiento de su pronunciación. En los estudiantes del séptimo grado de la Unidad Educativa Federico González Suárez se evidencian falencias en la pronunciación de sonidos propios del idioma inglés, afectando directamente en su fluidez y comprensión oral. Por lo tanto, la investigación tuvo como objetivo evaluar la efectividad del uso de canciones en inglés como recurso didáctico para mejorar la pronunciación. Se estableció un enfoque cuantitativo con un diseño cuasi-experimental utilizando el pre-test y el pos-test, en los estudiantes conforme por 40 estudiantes entre 10 y 11 años. Se implementó prácticas fonológicas aplicando canciones en el grupo experimental, mientras que el otro grupo de estudiantes elaboró una metodología convencional basadas en ejercicios de repetición. Después de la aplicación los instrumentos de evaluación fueron validados por expertos en la materia, y la evaluación se centró en aspectos clave como la entonación, los patrones acentuales y la precisión fonética. Una vez realizada los análisis estadísticos muestran cambios y mejoras significativas en el grupo experimental, con una puntuación media que pasó de 1,47 en la prueba previa a 4,52 en la prueba posterior, alcanzando un valor  $p < 0,05$  y una fuerte correlación ( $r = 0,83$ ), lo que confirma la eficacia del uso de canciones como herramienta pedagógica para mejorar la pronunciación. A su vez el otro grupo de control no mostró avances sustanciales. Los resultados confirman que la aplicación de canciones, es eficaz y no solo la mejora precisión fonética, sino que también permite que los estudiantes se motiven y tengan una experiencias más significativa y llamativa. Con este enfoque permite tener un marco valioso para los educadores y tomar en cuenta para las aulas de clases, buscando una innovación en la enseñanza del inglés como lengua extranjera en el nivel medio.

**Palabras claves:** canciones, enseñanza del inglés, metodología cuasi-experimental, pronunciación

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**FACULTY OF EDUCATION SCIENCES**  
**MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

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**ABSTRACT**

THE USE OF SONGS AS A RESOURCE TO IMPROVE PRONUNCIATION IN SEVENTH-GRADE ENGLISH STUDENTS AT “FEDERICO GONZÁLEZ SUÁREZ” SCHOOL

The current demands in teaching English as a foreign language require educators to address significant new challenges, with a particular emphasis on improving pronunciation. Seventh-grade students at “Federico González Suárez” school exhibit difficulties in pronouncing sounds specific to the English language, which directly affects their fluency and oral comprehension. Therefore, this research aimed to evaluate the effectiveness of using English songs as a teaching tool to improve pronunciation. A quantitative approach with a quasi-experimental design was used, employing pre- and post-tests with a sample of 40 students aged 10 to 11 years. The experimental group used songs to practice phonetics, while the control group used a traditional method based on repetition exercises. After the intervention, English experts validated the assessment instruments, focusing on key aspects such as intonation, stress patterns, and phonetic accuracy. Statistical analysis revealed significant improvements in the experimental group, with the average score increasing from 1.47 in the pre-test to 4.52 in the post-test ( $p < 0.05$ ), demonstrating a strong correlation ( $r = 0.83$ ). This confirms the effectiveness of using songs as a pedagogical tool for improving pronunciation. Conversely, the other control group exhibited no significant progress. The results confirm that using songs is an effective method, as it not only improves phonetic accuracy but also motivates students and provides them with a more engaging and memorable learning experience. This method offers valuable insights for educators and can be effectively integrated into classroom practice promoting in teaching English as a foreign language.

**KEYWORDS:** English language teaching, pronunciation, quasi-experimental methodology, songs.



## **INTRODUCTION**

The English language is one of the most important and useful languages in the world and the people who speak English have better opportunities for personal growth, playing a crucial role in children's English learning too. In Ecuador, in the institutions, teaching English is very important to develop the new language in the students and it is mandatory for all levels of education such as elementary, middle, high school, and superior education.

Nowadays, mastering the English language is a key skill for functioning in academic contexts. Within the teaching and learning process of this foreign language, pronunciation is an essential component for achieving clear and effective oral communication. Despite its importance, in many Ecuadorian school settings, this skill does not receive the necessary attention, which leads to difficulties for students when trying to express themselves confidently and accurately.

Finally, English pronunciation is very important both globally and in Ecuador. Teaching it is mandatory at all levels of education in the country. However, we fail to consider that correct pronunciation is currently largely neglected, as it is a vital component for clear and precise communication. Students in the Salcedo canton have or face many difficulties with the English language, which makes it impossible or restricts them from speaking or expressing themselves with confidence. For this reason, the use of English songs allows music to be an

invocative tool that is also effective for listening to and repeating the pronunciation of words through song. This helps students assimilate new sounds, rhythms, and words in a motivating and natural way. This study focuses on exploring and integrating songs into English classes; this will contribute to the development of more precise pronunciation, greater confidence, and fluency in students.

### **Importance and relevance of using songs as resources to improve pronunciation.**

The use of songs as a pedagogical tool in language teaching has gained relevance in recent decades, especially in learning English as a second language. Several studies have shown that songs can be an effective resource for improving pronunciation, as they provide an authentic context for practicing sounds and intonations specific to the language (Mora, 2015). This approach allows students to develop not only language skills but also greater phonological awareness, which is essential for acquiring accurate pronunciation.

The importance of incorporating songs into English classes lies in the fact that they allow students to interact with the language in a more natural and engaging way, which favors 1.the learning of the phonetic aspects of the language. According to (Celce Murcia, 2016),pronunciation learning should focus on exposure to authentic models, which is effectively achieved through sound materials such as songs, which feature variations in rhythm, pitch, and acc (Murphey, 2012)ent—essential aspects for mastering English phonology.

Furthermore, teaching through songs contributes to improving students' motivation and enjoyment of the learning process. 1.As a dynamic and entertaining resource, songs promote a more relaxed learning environment, which reduces the

anxiety associated with speaking practice and facilitates the assimilation of English phonological structures (Murphey, 2012). In this sense, the use of songs not only contributes to better pronunciation but also to the development of a positive attitude toward learning a foreign language.

One of the fundamental aspects of teaching English as a foreign language is pronunciation, as incorrect intonation or articulation can change the meaning of the message, directly affecting the interlocutor's understanding. According to Gilakjani and Sabouri (2017), pronunciation consists of the proper production of certain sounds, which is essential for clearly conveying communicative intentions. Poor pronunciation can make it difficult to understand the content of sentences, even if the grammatical structure is correct. Within the phonetic system of English, elements such as intonation, the precise articulation of phonemes, and the emphasis on syllables are especially important, directly impacting the quality of oral discourse (Rahmayani & Ardiana, 2023).

The use of songs as a teaching strategy has proven effective in improving pronunciation, especially when incorporated into the educational setting through technological tools, such as the Joox app (Journal of Computer Interaction in Education). Songs allow for repeated exposure to authentic, contextualized speech patterns, which facilitates the internalization of phonological patterns such as rhythm, intonation, and stress, thus promoting clearer oral production by the student (Rahmayani & Ardiana, 2023).

In this context, Azizah (2019) highlights the importance of working specifically with voiceless plosive consonant sounds accompanied by aspiration, such as /p<sup>h</sup>/, /t<sup>h</sup>/, and /k<sup>h</sup>/. These phonemes frequently present difficulties among

non-native learners, who tend to omit the characteristic aspiration of these sounds, affecting the intelligibility of their speech. Aspiration, defined as the build-up of air pressure in the oral cavity that is released when the sound is produced, is a distinctive feature of English that, if omitted, can alter the meaning of words or make them sound inadequate or unnatural.

In the field of foreign language teaching, digital tools have become increasingly important, especially those that allow constant exposure to the language in a contextualized and accessible way. In this regard, a recent study aimed to explore university students' perceptions of the use of the music platform Spotify as a resource to improve their English pronunciation. The research was conducted with the participation of 10 sixth-semester English students at the University of Palangka Raya and adopted a qualitative, descriptive approach (Purba, Sapira, & Natalia, 2023).

Two main instruments were used to collect data: a 10-item questionnaire and a structured interview with 5 questions, designed to assess the effectiveness of using Spotify in improving pronunciation, as well as other aspects of oral learning. The study revealed that frequent use of this platform not only allowed students to become familiar with the correct pronunciation of English words, but also positively influenced their intonation, rhythm, and vocabulary acquisition (Purba, Sapira, & Natalia, 2023)

## **Research Lines and sub-lines**

### **Learning English as a Foreign Language**

Learning a foreign language involves acquiring a linguistic system different from one's mother tongue. According to Mei (2008), mastering a foreign language

is challenging because it is not commonly used in daily life. Consequently, English learning is primarily conducted within the classroom, following structured methodologies that incorporate communicative strategies, linguistics, and psycholinguistics to enhance the teaching and learning process.

This study aligns with the research line "Learning English as a Foreign Language", Communicative Strategies, as it explores using songs as an interactive and engaging tool to improve pronunciation, encouraging students to practice language in a meaningful context.

- **Linguistics**, since pronunciation is a key component of phonetics and phonology, and this research aims to analyze how musical rhythm, intonation, and phonetic patterns contribute to better articulation and speech clarity.
- **Psycholinguistics**, because music facilitates language acquisition by enhancing memory, auditory processing, and motivation, essential cognitive aspects of second language learning.

By integrating songs in teaching the English language, especially in the pronunciation practice this study seeks to provide an innovative and enjoyable methodology that aligns with these research sublines. The findings will contribute to the understanding of how music can support pronunciation development in learners, offering practical insights for teachers in EFL

Effective pronunciation practice in the students is crucial because it directly impacts communication with others and in the learning, process improve pronunciation by allowing practice with songs, intonation and rhythm in a natural way helping to flow in their conversation with others. Sing a song, song lyrics are

easy to remember and music helps to learn and create new memories Listening to a song helps to learn new words and phrases to remember naturally and exposes you to different accents, intonations, and practicing regulating enhances your comprehension skills, these songs include movement and gestures in this way they stimulate different senses and provide a multisensory learning experience for children Cameron (2001).

English language teaching with songs can motivate and facilitate the students' language acquisition because they are listening, reading, and enjoying while they are learning and are not bored in this important process of learning a new language at the same time they are enriching their vocabulary, singing helps learners mimic native speakers' pronunciation, rhythm, and intonation, which can enhance spoken English skills, helping learners to learn, making language learning more effective and sustainable the music enhances memory retention, making it easier to recall vocabulary and phrases learned through songs.

Songs help the students remember words. If they hear a new piece of vocabulary they learn it in a context, and that makes it easier to remember the letter and the pronunciation. Learning songs for children to improve their pronunciation is a great way to remember the vocabulary for example, pop songs can be a fun way to learn idioms, expressions, and phrasal verbs too. However, the emotional connection and enjoyment of the students with music can enhance motivation and retention of the pronunciation. As noted by Schön et al. (2018), the emotional and rhythmic elements of songs facilitate memory retention and let the natural processes of English language learning, making an effective strategy for pronunciation.

The use of songs in the English language particularly for improving pronunciation, has garnered increasing attention. Songs offer a multifaceted approach to English language learning by providing authentic, engaging, and memorable content. Integrating music into language instruction not only enhances students' phonetic skills but also promotes a more enjoyable and less anxiety-inducing learning environment Ludke, (2016).

Lems (2020) Singing helps students practice a wide variety of sounds creating a relaxed environment for practicing pronunciation without students realizing it. They fit the music, making the music an effective resource for improving pronunciation in language learners. The emotional connection and the rhythmic repetition are essential because students can hear native speakers which helps them develop better pronunciation.

The songs, the melodies, and the repetitive lyrics provide an engaging and enjoyable method for enhancing vocabulary acquisition in learners. Moreover, these songs include movement and gestures; in this way, they stimulate different senses and provide an effective learning experience for children. The intonation of music and language also contributes to helping the receivers comprehend the important words or notes of the transmitter Song is one of the media that can be used for teaching pronunciation, and proven can increase students' pronunciation. Rais et al., (2020).

When students engage in singing, it strengthens the link between word meanings and pronunciation while enhancing their comprehension. Incorporating English songs into teaching methods in vocabulary and grammar According to Rais et al. (2020), the process of using songs in language instruction involves several

steps: establishing context, introducing new vocabulary and familiarizing students with the song's written lyrics for tasks such as gap-filling, illustrating, or matching pictures with lyrics. Finally, the song is sung collectively with the class.

Therefore, this study seeks to evaluate the effectiveness of songs to improve the pronunciation in 37 students of seventh grade at “Unidad Educativa Federico González Suárez”. It is very important to incorporate English songs because they can help improve pronunciation in students with difficulty developing pronunciation, since songs have been used as an excellent resource for teaching the English language.

According to the Curriculum in “Ministerium de Education MINEDUC (2023)” one of the competencies to improve English language learning in the Curriculum Thread 5: Language Through the Arts are the next:

EFL 3.5.8. Create stories, poems, songs, dances, and plays including those that reflect traditional and popular Ecuadorian culture, observing the conventions of the genre. (Example: purpose, settings, audience, voice, rhythm, etc.). (p.64)

Integrating this competence into the teaching framework and aligning instructional strategies with the overarching educational goals of MINEDUC, ensures that the students not only improve their pronunciation skills but also enjoy the learning process through the use of the songs.

The students can sing or recite song lyrics with appropriate rhythm, stress, and intonation, reflecting natural speech patterns, maintaining fluency while singing, avoiding hesitations, and maintaining a steady pace. Using songs in the classroom to improve pronunciation is an effective strategy supported by various educational resources since songs provide authentic language exposure.

According to Rahmawati & Yunus, (2020) When someone listens to English songs, their ears will unconsciously get used to hearing so that when in a listening class, someone who is used to listening to songs will find it easier to get the meaning of what the narrator is saying, songs expose students to diverse English accents and regional variations, helping them understand and practice pronunciation in a fun and engaging way. Moreover, songs naturally incorporate elements of connected speech, such as the schwa sound, which is crucial for fluency.

As Rahmawati & Yunus, (2020) say “When a student listens and memorizes a song involved in the class, the lyrics are embedded in his long-term memory. Listening also is a creative skill because to understand the sound that we hear, we take the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material, we create ourselves significance as listeners, which is dependent on linguistic information, situational context, and intentions of the speaker”

It is so important to say that the students can listen to the songs and accurately repeat phrases or lines from songs, focusing on correct pronunciation and intonation, and show increased motivation and engagement in pronunciation practice through active participation in song-based activities and express positive attitudes towards using music as a learning tool for improving their English pronunciation.

At the international level, several studies have highlighted the benefits of using music in the learning of English as a foreign language. For instance, Fonseca-Mora et al. (2021) argue that singing improves phonological awareness and intonation, while Medina and Morales (2022) emphasize how rhythm and repetition

in songs help internalize linguistic structures. In Ecuador, recent research such as that by Chilán (2023) shows that the use of songs in the classroom significantly contributes to the development of pronunciation and increases students' motivation to learn the language.

### **Problem Statement**

Teaching English as a foreign language has been a constant challenge, especially regarding the development of correct pronunciation. In the educational context of the Federico González Suárez Educational Unit, seventh-grade students are observed to have notable difficulties in producing specific English sounds, which affects their fluency and oral comprehension. Pronunciation is a fundamental aspect of achieving effective communication in a foreign language, and mastery depends not only on the repetition of words but also on interaction with authentic and meaningful sound models.

Despite teaching efforts to improve pronunciation through conventional exercises, many students continue to experience barriers in their ability to reproduce sounds, intonations, and rhythms specific to English. According to previous research, the use of songs in the language classroom has proven to be an effective strategy for improving students' pronunciation. Songs provide a playful, accessible and motivating context that allows students to experience the language in a more natural way, which encourages the retention of phonological structures (Celce Murcia, 2016)

English language learning is a problem because English has words with similar pronunciations and different spelling this is very difficult for students when they are learning a new language, their vocabulary is crucial for fluency and for

developing English skills and they need to familiarize themselves with common spelling patterns and practice listening to reinforce correct pronunciation and the use of songs are a powerful resource for improving the pronunciation and intonation to learn a language.

In addition, English Language is considered a difficult language to learn and it is evident in the students because they are in an age in which their interest is different and according to them, they have more interesting things to do. For that reason, a conventional English lesson could be boring, and teachers cannot develop the activities in the class efficiently. So, the use of English songs is going to change the way to teach vocabulary and grammatical rules. According to Komariah, (2019) “Difficulties in Teaching Pronunciation There are three difficulties in teaching pronunciation. The first is concerned with the ear. The need for training the ear to observe and analyze will be perceived when it is realized that accurate imitation is impossible so long as accurate hearing is not achieved. The second is concerned with the matter of learning to make English speech sounds with our organs of speech. The last is entirely different: it is that of knowing and remembering the distribution of the speech sounds”.

However, one of the main gaps identified in these studies is the lack of systematized materials that guide teachers in applying this strategy.

### **Research Question**

How effective are songs as a resource for improving pronunciation in the students?

## **Research Idea**

This research aims to explore the use of songs to improve English pronunciation by incorporating the activities song and conducting an experimental study comparing the effectiveness of teaching pronunciation through songs versus traditional methods (such as repetition or drills). learners' pronunciation accuracy and fluency before and after using songs. exploring different groups of students.

## **Beneficiaries**

The primary beneficiaries of this project are the 36 seventh-grade students at the Federico Gonzales Suárez Educational Unit. They will actively participate in the implementation of this pedagogical proposal, which consists of using English songs as a teaching tool to improve English pronunciation. This methodology is presented as an innovative, enjoyable, and highly effective strategy, as it allows learning to take place in a fun, motivating, and meaningful environment.

These students have been selected as the primary beneficiaries because they will directly integrate English songs into their regular classes, allowing them to dynamically reinforce their language skills. The use of songs will not only help perfect the pronunciation of English words and phrases, but will also strengthen other fundamental communication skills, such as listening comprehension, speaking, and vocabulary enhancement.

It is worth noting that the songs have high pedagogical value, as they are entertaining, spark student interest, and promote active participation. Furthermore, song lyrics provide a realistic and practical context for language use, making it easier to understand the meaning of words in a more natural and contextualized way.

When students enjoy the learning process, they feel more motivated, engage more enthusiastically in activities, and retain information better. In this sense, the use of songs in the classroom not only makes learning a more enjoyable experience but also significantly improves academic performance in English. Therefore, classes become more dynamic, engaging, and effective, promoting meaningful and lasting learning. retain the information and the classes also makes learning enjoyable and engaging.

## **Objectives**

### **General Objective**

- To evaluate the effectiveness of using English songs as a resource to improve the pronunciation of English as a foreign language in seventh-grade English students.

### **Specific objectives**

- To identify the level of English pronunciation in seventh-grade students
- To propose incorporating English songs to improve students' English pronunciation.
- To design a proposal of activities using song lyrics to improve pronunciation
- To analyze the improvement in teaching English pronunciation after using an English song.

## **CHAPTER 1**

### **THEORETICAL FRAMEWORK**

This theoretical framework is built around two fundamental variables: the use of songs as a teaching resource and the improvement of pronunciation in English learners. These variables are closely related and essential to understanding how songs can serve as an effective teaching tool to improve pronunciation in English learners, particularly in the context of the Federico González Suárez Educational Unit. The key concepts and relevant theories surrounding these two variables are explored below.

Songs have been used in foreign language teaching for several decades and are recognized as an effective tool for improving students' language skills, especially in listening, speaking, and pronunciation. According to (Murphey, 2012) songs can offer a unique context for second language acquisition, as they allow students to interact with the language in a playful and motivating way. Through songs, students can experience the rhythm, intonation, and authentic pronunciation of the language, all of which are fundamental elements for language proficiency.

The role of English in education is crucial for preparing students for the globalized world. Effective pronunciation practice in the students is vital because it directly impacts communication with others and in the learning, process sharpens

listening skills and reduces strong accents they become more willing to enhance in conversation with others. Language is very important in the communication. Someone is required to be able to convey language in communicating appropriately, the teacher has an important role in dealing with the problem. The educators need to determine the method to solve problems in teaching pronunciation.

### **Previous studies**

The use of songs in the language classroom has a long history as a pedagogical tool. Several studies have shown that songs can be an effective resource for improving the pronunciation and intonation of foreign language learners. Some key research studies include:

According to (Girod, 2021) who suggests that songs allow students to be repeatedly exposed to the sounds of the target language, helping to improve their ability to reproduce the intonation, rhythms, and inflections of the language. Furthermore, (Murphey, 2012) in his research on the use of songs in English as a Second Language classes, argues that songs can facilitate the acquisition of phonological patterns through repetition and memorization, which contributes to improved pronunciation among students. Regarding pronunciation specifically, some studies highlight how songs improve students' perception of the sounds of a foreign language:

According to (Pourhossein, 2012), in his research on pronunciation teaching methods, he concludes that the use of songs not only increases exposure to the sounds of the language but also motivates students to practice pronunciation without feeling the pressure that a formal pronunciation class might generate.

(Saito, 2023), in his study of pronunciation in natural learning contexts, also emphasizes that songs help students internalize sounds and prosodic patterns without constant teacher intervention, leading to a gradual and organic improvement in pronunciation. Although studies of songs in language teaching have been more complex, conducted in primary education contexts, there is some research focused on secondary school students:

In other words, (Camarena, 2020) conducted research in a secondary school in Ecuador and observed that the use of pop songs and traditional music helped students improve their listening comprehension and their ability to produce specific sounds in English, such as those involving long vowels and problematic consonants like the "th." (Hernández, 2019) also states that she discovered that secondary school students who practiced their pronunciation through popular songs showed greater confidence when speaking English, in addition to a notable improvement in fluency and in the identification of difficult-to-pronounce sounds. Finally, another relevant aspect of the use of songs in the classroom is their impact on student motivation. According to (Richards, 2024) integrating songs into the teaching-learning process of a foreign language can make learning more dynamic, fun and engaging, which is crucial for high school students who may often have a more negative attitude towards formal language learning.

### **Background of the Research**

In recent years, various studies have emphasized the importance of pronunciation in the acquisition of English as a foreign language. In the international context, Derwing and Munro (2021) highlight that accurate pronunciation not only facilitates communication but also boosts learners'

confidence and motivation. They stress the need for explicit and contextualized pronunciation instruction within communicative frameworks.

Some studies conducted in Latin America, such as the research by Gómez and Mora (2022), underscore the effectiveness of integrating music in EFL (English as a Foreign Language) classrooms. According to their findings, songs enhance phonological awareness, rhythm, and intonation, fostering better oral production and student engagement. These authors point out that traditional methods often fall short in maintaining student interest and rarely address suprasegmental features such as stress and intonation.

In this research, two main variables are considered: the dependent variable, which is the students' English pronunciation because is a crucial component of oral competence in a foreign language, and the independent variable, which is the use of songs as a tool for pronunciation and to make students pronounce words like native speakers.

The pronunciation is the production of English sounds Pourhossein Gilakjani, (2016). Then, pronunciation can be defined as how the vocabulary is voiced. Pronunciation is divided into two things; phonemes and suprasegmental elements used in the pronunciation the suprasegmentals are the stress, tones, and word juncture. Pronunciation is an important aspect of language learning because it impacts effective communication and pronunciation for non-native speakers for phonetics because it can be difficult to pronounce. Considering the authors of some songs.

According to Rais et al.,( 2020), songs are quick musical compositions containing phrases and informal language usage. Using songs in teaching the

English language processed attention as a very useful and innovative method to improve the pronunciation in the students, songs are a great way to learn. This chapter presents the theoretical frameworks supporting a previous study and a theoretical perspective to develop this investigation. The aim is to verify and confirm the effectiveness of using songs to improve learners' English language influence their motivation to learn English.

Rahmawati and Yunus (2020) conducted a study focused on improving students' pronunciation through the use of songs. This research aimed to address pronunciation difficulties identified during a preliminary study, where students struggled to pronounce words correctly, as evidenced by their oral English test results. The study, conducted in Singosari, Malang, involved two cycles: Cycle One included three sessions, while Cycle Two comprised two. During the planning phase, the researcher created lesson plans, prepared materials, and established success criteria, setting a target score of 70 or higher. In Cycle One, students achieved an average score of 63.25, while Cycle Two showed improvement with an average score of 71.16. The findings concluded that incorporating songs into pronunciation lessons effectively enhanced students' pronunciation skills. It is recommended that teachers select English songs suited to their students' proficiency levels.

This research investigation shows how English songs can help students improve their pronunciation. Through descriptive-qualitative methods and questionnaires, the study found that students showed a strong interest in listening skills too and understanding English songs, which helped improve their pronunciation of various English sounds and suprasegmental features they apported

to my investigation to be sure how English songs improve pronunciation and according to their level; beginner, intermediate, or advanced, for students are suggested to choose another genre of the song for each one.

The investigation carried out by Ningsih, (2019), intended to find the efficacy of applying songs in teaching English. It was a quasi-experimental design that included two groups: the control and the experimental. This research aims to find the effectiveness of using songs in teaching English at Sulawesi Flight College.

The researcher applied a pre-experimental method, with one group pretest and posttest design which employed a speaking test to find out the students' speaking performance in terms of accuracy. The sample consisted of 40 students using a purposive sampling technique taken from the population of the second-semester students of Sulawesi Flight. The result of the data analysis indicated that there was a significant difference in students.

One more time I understand the importance of using songs to learn a new language and especially improve pronunciation these studies show how the experimental method helps to obtain effective information and demonstrate in the two groups the difference between learning with songs and the other group without songs, the group that use songs to improve the pronunciation were motivated to learn English.

In addition, Al-Smadi (2020) investigated the success of implementing songs to increase students' motivation. The population of this investigation was 24 students from the third grade in a private school in Jerash, Jordan. Moreover, the researcher applied qualitative and quantitative approaches. The instruments were an observation template and an interview to gather the students' opinions and

attitudes. To conclude, findings revealed that young learners' motivation to learn the language was greatly increased when songs were used as a teaching tool for English. The study also concluded with some implications about the effective use of songs to enhance the effect of these results.

According to Al-Smadi investigation songs help to improve English pronunciation and it is very important because the students are motivated all the time while they are learning and are effective the suggest that using songs to teach English This investigation of theoretical elements such as increased songs as a teaching tool for English. Abd the methodology to use in my future investigation with my students. These investigations show as a result how songs can be an effective tool to improve English pronunciation, providing evidence of their benefits in educational settings.

### **The Use of Songs as a Teaching Resource**

The use of songs in teaching English as a foreign language has become an innovative and effective methodological strategy, especially at the elementary level. Songs provide an authentic, engaging, and meaningful context for language learning. According to (Murphey, 2012) songs contain melodic, repetitive, and natural language patterns that help students internalize linguistic structures more effectively.

Furthermore, songs allow for the development of language skills in a playful manner, which increases student motivation and engagement. Saricoban and Metin (2000) assert that music in the classroom encourages attention, information retention, and multisensory learning, prompting students to actively listen, repeat, and produce the language.

These advantages make songs an ideal teaching resource to support the teaching-learning process, especially in skills such as listening comprehension and pronunciation.

### **The Importance of Pronunciation in English Teaching**

Pronunciation plays a crucial role in the process of learning a foreign language, as it is directly related to the ability to communicate effectively.

According to (Morley, 2021)pronunciation is one of the fundamental aspects of communicative competence, and its correct teaching improves students' confidence when interacting in English.

Seventh-grade students' pronunciation in context is particularly relevant. At this age, students are in an intermediate stage of language acquisition, meaning they already have a grammatical foundation but still face difficulties with the phonetic aspects of English, such as the production of sounds that do not exist in their native language, intonation, and rhythm.

### **Learning Theories That Support the Use of Songs in Pronunciation Teaching**

The use of songs in pronunciation teaching is supported by several educational theories, all of which highlight the importance of a natural learning context and constant exposure to the language.

#### **Implicit Learning Theory**

The implicit learning theory, proposed by (Krashen, 2022)suggests that students acquire a second language most effectively when they are exposed to "comprehensible input," which is language that is slightly more advanced than their current level, but which they can still understand thanks to the context. Songs are an excellent example of this type of input. Through repetition and musical context,

students can internalize phonological patterns without the need for explicit explanations.

### **Natural approach**

The natural approach also supports the idea that language should be learned in a way that mirrors how children learn their native language: through exposure to language in context, with an emphasis on listening comprehension and natural production. By learning songs, students are repeatedly exposed to sounds and grammatical structures, which helps them develop more authentic pronunciation, without the need for explicit intervention.

Another aspect that reinforces the effectiveness of songs within the Natural Approach is their ability to foster student autonomy. Since music is available on multiple digital platforms and is easily accessible, students can continue listening, practicing, and singing outside the classroom, thus extending their exposure to the language. This continuity is essential within an approach based on prolonged and natural exposure to input. When students listen to songs for pleasure, they are involuntarily reinforcing their pronunciation, vocabulary, and listening comprehension, all within a voluntary, contextualized, and autonomous process.

### **Musical memory and repetition theory**

Musical memory theory, as (Hannon, 2020) points out, suggests that music has a unique impact on long-term memory. The combination of rhythm, melody, and repetition in songs facilitates the retention of pronunciation patterns, which contributes to improved verbal fluency. Furthermore, the use of songs in the English classroom offers students a relaxed and less stressful learning context, allowing them to practice pronunciation without the pressure typical of formal assessments.

## **Theoretical perspectives on language acquisition**

### **Multiple intelligences theory by Howard Gardner**

According to Howard Gardner's Cherry, (2023) Said that contributions to psychology have helped expand our understanding of learning and knowledge. Instead of focusing on traditional ways of learning and testing, he suggests that there are many types of knowledge and that things can be taught in various ways. His theory of multiple intelligence proposes that this can include interpersonal, intrapersonal, kinesthetic, verbal, mathematical, musical, natural, and visual intelligence. Various intelligence theories have been put forward in the West, including the most popular the Multiple Intelligences (MI) proposed in 1983 by Gardner. This includes eight constructs, i.e. verbal-linguistic intelligence (VL), logical-mathematical intelligence (LM), visual-spatial intelligence (VS), bodily-kinesthetic intelligence (BK), musical intelligence (MZ), interpersonal intelligence (IE), intrapersonal intelligence (IA) and naturalist intelligence (NR). Spiritual intelligence (SI) is the ninth intelligence introduced by Gardner (1999).

Using songs to teach pronunciation leverages musical intelligence, engaging students' auditory and rhythmic skills. This approach aligns with Gardner's assertion that diverse educational methods cater to different learning strengths. The dependent variable: is the English pronunciation of the students Independent variable is the use of songs in English teaching.

### **Teaching English pronunciation**

Integrating Pronunciation into Language Teaching emphasizes the importance of integrating pronunciation into the overall language effective

integration involves pronunciation practice into regular language activities in the students, which helps them see its relevance and apply it in real communication contexts. Focusing on suprasegmental features of language, such as intonation, stress, and rhythm, is very important for effective pronunciation teaching. These elements are significant to comprehensibility and naturalness the studies suggest that teaching these aspects can lead to more noticeable improvements in learners' pronunciation compared to focusing solely on individual sounds. Thomson(2017).

Pronunciation was once a central concern of the language teaching movement emphasizing meaning over form. Since then, attention to pronunciation has been revived, with greater attention to suprasegmental phonology and other contextual aspects of pronunciation. The attention on pronunciation in the last three decades is affecting not only the practice of language teaching but also language teaching research and theoretical discussions on language learning and use for communication in an interconnected world. Pennington (2021).

Feedback and Correction providing timely and constructive feedback is essential for improving pronunciation. The research underscores the effectiveness of both explicit correction (directly addressing errors) and implicit correction (using recasts or reformulations) in helping learners improve their pronunciation the author found most pronunciation teaching responses to errors. Most teachers provided CF, usually through recasts and follow-up listen-and-repeat practice, although other techniques were also reported. The interviews reaffirmed these findings and provided a more in-depth picture, especially about correction techniques, how effective they were believed to be, and the importance of encouraging. Couper, (2019).

Teaching pronunciation is the combination of integrating it into language acquisition, focusing on suprasegmental features, providing phonetic training, and offering constructive feedback. these strategies' importance in helping learners improve their pronunciation and overall communicative competence.

### **Relationship between the use of songs and improved pronunciation**

The connection between the use of songs and improved pronunciation has been validated by various studies. Songs expose students to natural linguistic input, allowing them to hear and repeat phonological structures specific to English.

Millington (2011) highlights that songs help develop phonological awareness, as students perceive rhythm, stress, and intonation repeatedly and in context. Furthermore, singing involves the articulation of sounds in rhythmic sequence, which encourages the practice of difficult phonemes and intonational patterns.

For his part, Gilakjani (2016) argues that songs help students develop better prosody, as musical elements such as time signature and melody are naturally associated with the rhythm of speech.

### **Audiovisual resources for English teaching**

Enhancing Language Acquisition with audiovisual resources, such as videos, animations, and multimedia presentations, has proven effective in enhancing language acquisition. These tools provide content that helps learners understand and retain new vocabulary and grammatical structures. Multimedia can be simply defined as presentations that integrate both words, which can be printed text or spoken text, and pictures, which can be static or dynamic According to recent research, audiovisual materials can significantly improve listening comprehension

and pronunciation skills by exposing learners to authentic language use. Ramsin, (2022).

Supporting Multimodal Learning involves the use of multiple modes of communication, such as visual, auditory, and kinesthetic, and is supported by audiovisual resources. This approach caters to different learning styles and they help in reinforcing language concepts. Studies show that multimodal instruction, including videos and interactive media, can lead to better retention and understanding of the material. Multimodal learning (MML) can be defined as “learning environments [that] allow instructional elements to be presented in more than one sensory mode (visual, aural, written)” Sankey et al. (2010:). Multimodality looks at the many different modes that people use to communicate with each other and to express themselves. Multimodal learning is effective as increased tools and associated access to multimedia composing software have led to the ease of use of many modes of presenting, representing, and responding to information. Navarra et al.,( 2010).

Interactive and Engaging Content is an audiovisual resource that can make language learning more interactive and engaging. Tools such as language learning apps, online video platforms, and interactive whiteboards allow learners to actively participate in the learning process. The use of interactive audiovisual materials increases student motivation and engagement, leading to more effective learning outcomes Golonka et al., (2019).

Authentic Language Exposure through audiovisual resources, such as movies, TV shows, and news broadcasts, helps learners develop a more natural and accurate use of the English language. These resources provide examples of real-life

language use, including colloquial expressions and cultural references, which are essential for achieving language proficiency. Recent studies highlight the positive impact of authentic audiovisual materials on learners' listening and speaking skills Alvarez, (2021).

Audiovisual resources offer accessibility and flexibility in English language learning. They can be accessed anytime and anywhere, allowing learners to practice and review at their own pace. Online platforms and digital libraries provide a wide range of resources that cater to different proficiency levels and learning needs. The benefits of flexible and accessible learning through audiovisual materials, especially in promoting self-directed learning Chen & Kent,( 2020).

### **Phonological loop and pronunciation improvement**

The phonological loop is a component of Baddeley and Hitch's model of working memory, responsible for the temporary storage and manipulation of phonological information. It comprises two main parts: the phonological store, which holds auditory information for a short duration, and the articulatory rehearsal process, which refreshes the information in the phonological store through sub-vocal repetition Baddeley, (2000). This loop is crucial for language learning, particularly in acquiring new vocabulary and improving pronunciation

The phonological loop plays a vital role in the improvement of English pronunciation by allowing learners to store and practice new sounds all the time they are going to improve their pronunciation. Research suggests that repeated exposure and rehearsal of phonological forms through the phonological loop enhance the ability to produce and distinguish these sounds accurately. For example, learners who engage in activities that involve listening to and repeating

words or phrases can strengthen their phonological representations, leading to better pronunciation by Gathercole & Baddeley, (2014).

### **The use of songs to improve pronunciation**

Songs are an effective resource for improving English pronunciation because they enhance phonological awareness. The rhythmic and melodic patterns in songs help learners identify and practice the sounds of a language. According to a study by Ludke (2020), songs facilitate the recognition and reproduction of phonemes, which is crucial for accurate pronunciation. Rahmawati & Yunus, (2020)

The repetitive nature of songs aids memory retention, making it easier for learners to internalize and recall phonological patterns. Using songs allows learners to practice pronunciation in a fun and memorable way, reinforcing the correct articulation of sounds through repetition Alves & Magro, (2021).

Songs can create an emotional connection to the English language, increasing motivation and engagement. When learners enjoy the content, they are more likely to practice and improve their English pronunciation. Research by Li and Brand (2020) highlights that the emotional engagement provided by music enhances learners' motivation to practice pronunciation regularly.

Songs expose learners to the natural intonation and rhythm of the language, which are essential for fluent speech. The musical elements of English songs help learners grasp the stress patterns, intonation, and rhythm of the target language, contributing to more natural-sounding pronunciation Murphey, (2019).

Using songs in language teaching supports multisensory learning by combining auditory and sometimes kinesthetic elements. This multisensory

approach caters to different learning styles and helps learners reinforce their English pronunciation skills more effectively Paquette & Rieg, (2020).

The use of songs in language teaching is a powerful tool for improving pronunciation. Songs enhance phonological awareness, aid memory retention through repetition, and provide emotional and motivational benefits. They also expose learners to natural intonation and rhythm and support multisensory learning. Recent research supports the effectiveness of songs in enhancing pronunciation skills, making them a valuable resource in language education.

In Ecuador, recent works such as that by Rodríguez (2023) reveal that students from public schools often have difficulties with English pronunciation due to the lack of teaching materials and methodological innovation. Her study, based on classroom observations and teacher interviews, indicates that pronunciation is one of the most neglected skills in the national curriculum, despite being explicitly required in the “Currículo Priorizado de Educación General Básica” issued by the Ministry of Education (MINEDUC, 2022).

### **Music and songs in foreign language teaching**

Several studies support the use of music as an effective pedagogical strategy in foreign language learning. Kelly and Rieg (2008), Schön et al. (2008), McGowan and Levitt (2011), and Miranda (2011)—cited in Leganés Lavall (2012)—highlight that music occupies a privileged place in the classroom, as it fosters motivation and facilitates interaction among students. The presence of music creates a more dynamic and engaging environment, which encourages active student participation and promotes more meaningful learning (García, 2016).

Leganés Lavall (2012) emphasizes the importance of integrating music into language teaching from an interdisciplinary and integrative perspective, as it allows for combining different fields of knowledge, expanding the didactic possibilities of the classroom. In this sense, teachers should not only use music as an occasional or complementary resource, but as a powerful pedagogical tool, capable of enriching the teaching-learning process (García, 2016).

However, despite the many benefits contributed to music in education, foreign language textbooks do not give it the prominence they deserve. According to the analysis by Pérez Aldeguer and Leganés Lavall (2012), the musical activities included in these materials are few and limited, appearing only as secondary resources to reinforce certain thematic content. For this reason, the authors call for the development of teaching materials that truly and effectively integrate music as part of foreign language learning (García, 2016).

### **Benefits of using songs in the English classroom**

The use of songs as a teaching tool in English teaching is not a recent proposal; however, it remains relevant and is highly effective for both teachers and students. Its popularity stems from the fact that it is an engaging and motivating listening activity, capable of naturally capturing students' attention. According to Nihada and Alisa (2016), songs have great educational potential, as they are part of children's growth and learning process. Indeed, singing is an activity they spontaneously enjoy, which facilitates its incorporation into the classroom as a fun way to teach vocabulary, linguistic structures, and communication skills (Ningsih, 2019).

Songs stand out as a playful and participatory source of learning. One of their most relevant characteristics is repetition, which helps reinforce linguistic patterns, improve pronunciation, and strengthen listening comprehension. Through the constant repetition of sounds, rhythms, and phrases, students internalize language structures naturally, almost without realizing it. This type of repeated exposure to language promotes the development of rhythm, intonation, and verbal fluency. Furthermore, the use of songs contributes to creating a pleasant, relaxed, and emotionally positive classroom environment, which improves students' willingness to learn (Ningsih, 2019).

### **Pronunciation improvement**

Songs are a valuable resource for improving pronunciation because they allow students to hear correct pronunciation in a dynamic and fun context. According to Besson (Besson, 2024), songs help students become familiar with the rhythmic and phonological patterns of English, improving their ability to produce correct sounds in real-life communicative situations.

Pronunciation is a fundamental component of communicative competence in the learning of foreign languages. It encompasses not only the correct production of segmental sounds (phonemes), but also suprasegmental aspects such as intonation, rhythm, and stress, which are essential for the intelligibility of speech. According to Celce-Murcia, (Marianne Celce-Murcia, 2020)Brinton, and Goodwin (2010), pronunciation should be understood as a complex system that integrates different levels of spoken language, rather than simply as the articulation of isolated sounds. In this sense, poor pronunciation can hinder effective communication even

if the message is grammatically correct, which underscores the need for its explicit inclusion in language teaching programs.

Various factors influence the acquisition of proper pronunciation. One of the most discussed is the age of the learner. According to the critical period hypothesis, young learners are more likely to develop pronunciation close to native (Celce Murcia, 2016). However, factors such as the amount of exposure to the language and regular practice are also determining. (Munro, 2005) state that greater exposure to the target language is positively correlated with better pronunciation outcomes, highlighting the importance of real communication opportunities.

Regarding the methods to improve pronunciation, multiple approaches have been proposed. The auditory-repetitive method, for example, is based on imitation and repetition of native models, promoting the internalization of correct phonological patterns. A notable technique in this approach is shadowing, which involves repeating in real-time what is heard. (Tamai, 2005) This technique simultaneously improves pronunciation, listening comprehension, and fluency. Another effective strategy is corrective feedback, whether explicit or implicit, which allows the student to become aware of their mistakes and gradually correct them. (Ranta, 2007) conclude that the use of recasts and prompts in the classroom promotes students' phonological accuracy.

Currently, technology plays a key role in teaching pronunciation. Tools such as mobile applications, voice analysis software, and speech recognition systems provide learners with immediate and personalized feedback. Neri et al. (2002) emphasize that the use of technology in computer-assisted pronunciation training

(CAPT) offers opportunities for repeated practice in a flexible environment, which can be especially useful for autonomous students or in distance learning contexts.

Finally, current pedagogical approaches propose integrating the teaching of pronunciation within meaningful communicative contexts. (Morley, 2021) and (Burns, 2003) argue that instruction should go beyond the level of individual sounds and be incorporated into authentic speaking activities, where the student can apply prosodic patterns within real speech. This communicative approach allows learning to be more functional and focuses on intelligibility, rather than on the exact imitation of native pronunciation. As emphasized by (Gilbert, 2008) the goal should not be to sound like a native speaker, but to achieve clear, comprehensible, and effective pronunciation for communication.

### **Increased motivation**

Songs also have the benefit of increasing student motivation. Seventh-grade students, in particular, may find English lessons boring or repetitive. Incorporating music can make lessons more engaging, increasing student engagement and motivation. According to Schmidt-Rinehart (1994), using songs in the classroom can create a more relaxed and receptive learning environment, where students feel more comfortable practicing pronunciation.

Motivation is one of the most determining factors in the process of learning a foreign language. When students feel motivated, they participate more actively, strive to overcome difficulties, and maintain a positive attitude when faced with language challenges. In this sense, the use of songs in the English classroom has become a highly effective tool for sparking and maintaining student interest, especially at levels such as elementary and secondary education, where classroom

engagement can easily fluctuate. Songs generate a distinct, more intimate, emotional, and relaxed atmosphere, which differs from traditional routines focused exclusively on grammar or memorization.

One of the main advantages of using songs is that they allow classroom content to be connected to real life. Students listen to music in their free time, identify with artists and genres, and often develop a strong emotional connection with certain lyrics. This prior connection facilitates learning because it transforms academic learning into something personal. If the chosen song has a catchy beat, interesting lyrics, or touches on themes relevant to teenagers—such as friendship, dreams, emotions, or the desire to excel—the student feels that learning English belongs to them and finds it useful and meaningful.

### **Emotional and affective impact**

The emotional component that music brings to learning also directly influences the development of pronunciation. The emotional connection with a song can generate greater involvement from the student, which increases their attention and willingness to practice the language. As (Medina, 2003) points out, songs act as a multisensory stimulus that favors learning in an effective way, especially in adolescents. By reducing anxiety and increasing motivation, students feel more confident in experimenting with new sounds, which is essential for phonological acquisition.

In addition to fostering a positive environment, songs promote the repetitive practice of linguistic structures in a natural and entertaining way. This repetition helps reinforce auditory memory and motivates students to actively participate in class. In particular, students in basic education, such as seventh graders, tend to

respond better to musical stimuli that are familiar or appealing to them. According to (Murphey, 2012), songs are highly memorable and provide authentic linguistic models that students can easily imitate, which improves their pronunciation and rhythm without feeling forced or mechanical. In this way, music acts not only as a motivating tool but also as an effective teaching resource for developing oral production in the classroom.

### **Developing listening skills**

Songs not only help improve pronunciation but also listening comprehension. Students must hear and understand the lyrics before they can repeat them correctly. This process contributes to the development of listening skills, which helps them identify sounds and prosodic patterns in English.

The systematic use of songs also promotes the development of oral fluency, as it allows students to practice complete linguistic structures in natural contexts. By singing, students internalize sequences of words and phrases that they can later reuse in real communicative situations. This practice improves not only the speed of speech but also the rhythmic coherence and intonation, which are essential for effective communication. According to (Medina S. L., 2003) songs promote a language automatization that reduces cognitive load during oral production, making students feel more confident when expressing themselves. This increase in confidence directly impacts a more participative attitude in class, which in turn reinforces language learning in a dynamic and meaningful way.

### **The use of songs as a teaching resource**

Songs have been used for decades in language teaching due to their ability to engage students, facilitate memorization, and improve pronunciation. Song lyrics

provide a natural, repetitive context that allows students to listen and practice pronunciation in an engaging and fun way.

In addition to facilitating pronunciation, songs help reinforce grammatical and lexical aspects of the language. Being composed of real linguistic structures, often colloquial and culturally contextualized, they allow students to become familiar with authentic forms of communication. This continuous exposure to real linguistic patterns improves not only oral comprehension but also the ability to produce complete sentences with appropriate intonation and accent. According to (Medina S. L., 2003), songs act as contextualized material that favors vocabulary retention and promotes meaningful learning, as they connect linguistic content with students' emotions and personal experiences.

Finally, songs favor a multisensory approach to learning by combining auditory, visual, and kinesthetic stimuli that enrich the educational process. This combination of perceptual channels is especially beneficial for students with different learning styles, as it allows them to access the language through various pathways. Moreover, when singing, students not only listen and repeat sounds but also coordinate their voice and breathing with the melody, which strengthens articulation and improves the phono respiratory coordination necessary for clear pronunciation. As (Murphey, 2012) points out, singing in the classroom helps overcome affective barriers such as shyness and fear of making mistakes, creating a conducive environment for fluid and spontaneous oral practice.

### **Why are songs effective in improving pronunciation**

Teaching pronunciation represents one of the greatest challenges for students learning English as a foreign language, especially for those whose native

language is phonetically very different from English. In this sense, Libyan students are among the non-native speakers who face significant difficulties when trying to reproduce English sounds. Therefore, it is necessary to implement innovative and effective approaches that specifically address pronunciation development. Among the teaching strategies that have proven useful, songs stand out, considered an effective tool for both teaching and learning pronunciation (Sase & Alsadae, 2022).

Based on this premise, a qualitative study was conducted to analyze the impact of using songs on improving English pronunciation. The methodology used consisted of structured interviews with teachers and students to explore their perceptions regarding the use of songs in the teaching-learning process. The results, obtained through a thematic analysis of the data, revealed a positive assessment by both groups. Both teachers and students agreed that songs represent a useful, dynamic, and motivating resource for developing pronunciation, as they allow for more contextualized and natural practice of the language's sounds (Sase & Alsadae, 2022).

Based on these findings, the inclusion of songs in English language teaching programs, as well as in extracurricular activities that reinforce students' oral skills, is suggested. However, the study also highlights the importance of considering certain variables when selecting musical material, such as students' age, cultural background, and other emotional factors that can influence their receptiveness or motivation to learn (Sase & Alsadae, 2022).

Songs provide constant exposure to the sounds and structures of the language in an engaging way. The repetition in songs allows students to become familiar with phonetic and grammatical patterns without the need to study specific

rules. According to (Celce Murcia, 2016) songs offer an excellent opportunity for students to hear the pronunciation of sounds in real-life contexts.

### **Characteristics of songs that facilitate learning**

Songs have several characteristics that make them effective in teaching pronunciation. First, rhythm and melody allow students to more easily retain the sounds of the language. Second, songs offer a model of authentic pronunciation, allowing students to imitate the natural speech of native speakers. Furthermore, the continuous repetition of phrases and sounds in songs reinforces students' phonological memory, helping them establish correct pronunciation patterns.

Songs have a series of linguistic, musical, and psychological characteristics that make them a highly effective pedagogical resource in teaching foreign languages, particularly for the development of pronunciation. Their didactic value lies not only in their aesthetic or cultural appeal but also in their repetitive structure, rhythm, and melody, and their ability to convey authentic speech models that reinforce the student's auditory and phonological memory. These properties, when leveraged in the classroom, can transform the learning process into a meaningful, motivating, and effective experience.

One of the main reasons why songs are effective in teaching pronunciation is their rhythm. The musical rhythm creates a predictable structure that facilitates the segmentation and perception of the sounds of the language. Through rhythm, students can grasp the duration of syllables, stress patterns, and natural pauses between words and phrases. This perception significantly improves phonological awareness, an essential skill for correct pronunciation. Additionally, the melody guides intonation, helping students internalize the tonal changes characteristic of

English, such as rising intonations in questions or falling in assertions. According to Fonseca Mora (2000), this integration of rhythm and melody acts as a supportive structure that strengthens auditory memory and aids phonetic imitation.

Another fundamental feature of songs is that they present authentic models of pronunciation. Unlike artificial texts or formal readings, songs tend to represent speech that is closer to everyday language, with contractions, reductions, and prosodic elements typical of English spoken by natives. This exposure to real patterns of intonation and stress allows students to develop a phonetic awareness that is more aligned with communicative reality. As Murphey (1992) points out, songs are like 'small capsules of authentic speech', as in just a few minutes they provide a significant amount of comprehensible and relevant input that learners can listen to, imitate, and memorize with relative ease.

Repetition is another key element in the effectiveness of songs. The lyrics often contain structures that are repeated over time, such as choruses or recurring phrases. This repetition facilitates the consolidation of sounds, words, and grammatical structures in long-term memory. From a neurolinguistic perspective, repetition helps to reinforce the synaptic connections that link the sound form of a word with its meaning and physical articulation. (Medina S. L., 2003) states that this musicalized repetition is especially effective for young learners, as it simultaneously activates areas of the brain linked to emotion, hearing, and memory, creating stronger and more lasting associations between sounds and their oral production.

In addition to these advantages, there is the emotional and motivational component that songs offer. Learning pronunciation through songs is not only more

enjoyable but also reduces the anxiety that often accompanies oral production in a foreign language. Singing promotes a relaxed atmosphere where students feel more confident to practice without fear of making mistakes. This positive environment is crucial, as learning pronunciation involves delicate motor skills that require repetition and constant practice. As Lake and Jones (2012) point out, music has the power to activate affective responses that increase student attention and interest, factors directly related to success in acquiring a second language.

Likewise, songs promote the active participation of students, which favors a deeper and more meaningful learning process. When singing, students are not passive listeners but producers of the language. The vocal articulation of the musical text allows for the practice of aspects such as lip placement, vocal cord vibration, tone modulation, and breath coordination, all of which are fundamental for clear and precise pronunciation. Furthermore, singing can improve oral fluency, as it trains the coordination between thought, breath, and verbal production, elements that are directly reflected in the ability to maintain a conversation in English.

Another important aspect is that many songs present vocabulary in context. This means that students not only learn isolated words, but they hear them within complete sentences and communicative situations, which helps to better understand their pronunciation, intonation, and pragmatic use. This also facilitates the internalization of syntactic structures and idiomatic expressions that are naturally used by native speakers. When students imitate these musical phrases, they are not only practicing sounds but also reproducing authentic linguistic sequences that they can apply later in real communication situations.

Songs can also be easily adapted to different learning styles. Auditory students benefit from repeated listening, while kinesthetic learners find value in accompanying the singing with movements or gestures. Those with more visual styles can work with the written lyrics, underlining or coloring specific sounds. This versatility makes songs an inclusive tool that can adapt to the needs and preferences of a wide variety of students. Additionally, they allow for the incorporation of complementary activities such as fill-in-the-blank exercises, musical dictations, pronunciation games, dramatizations, or educational karaoke, which make the learning experience more dynamic and enriching.

Finally, songs promote continuous exposure to the language, even outside the classroom. In the digital age, students can easily access songs in English from their mobile devices, which expands practice opportunities beyond class time. This constant exposure strengthens familiarity with the sounds of the language and increases the likelihood that phonological patterns will be integrated durably. As Fonseca Mora (2000) states, access to songs in daily life makes learning a spontaneous and autonomous activity, where the student becomes the protagonist of their own educational process.

### **Methodology**

The following research uses an explanatory methodology, adopting a mixed approach; not experimental, as it does not seek to directly engage with the phenomena studied, but rather to analyze them through techniques such as interviews, surveys, and observation sheets. The aim is to examine events not studied to generate future solutions related to music as a teaching resource for English learning among middle school students (Triviño & García, 2022)

Data collection techniques were applied through an interview with the sole teacher who teaches English at a school in the Charapotó parish of the Sucre canton and her middle school students. Categories were created for the surveys, using the intentional or convenience nonprobability sampling method. A population of 117 middle school students was selected, resulting in a sample of 78 students (Triviño & García, 2022).

The sample consisted of the sole teacher at the school and 78 middle school students. This methodology is used for explanatory purposes because it seeks to discover the reasons why music is used as a teaching resource in English learning among middle school students, observing the existing causes and effects. Likewise, its approach was mixed, consisting of a quantitative and qualitative analysis using a series of data collection techniques and instruments (Triviño & García, 2022).

The direct beneficiaries of this article are the English language students and teachers of the Charapotó parish school in the Sucre canton. The indirect beneficiaries are the other individuals living in the parish. These individuals would have children who could attend the institution under study, benefiting from the teaching strategies applied through music for English language learning (Triviño & García, 2022).

## CHAPTER II

### METHODOLOGICAL DESIGN

#### **Research approach and design**

The method of this investigation is quantitative. According to Campbell & Stanley, (2015), This study will employ a quasi-experimental design to quantitatively investigate the effectiveness of using songs to improve pronunciation in English language learners. The design will include pre-and post-tests to measure the changes in pronunciation skills after the intervention. The student's perception of the use of songs to improve pronunciation will employ a quasi-experimental design to quantitatively investigate the effectiveness of using songs to improve pronunciation in English language learners. The design will include pre-and post-tests to measure the changes in pronunciation skills after the intervention after the treatment conceives a quantitative methodology. The quantitative method will guide the data collection from the variables, analysis of results, and interpretation. For this reason, a null and alternative hypothesis has been established and one of them will be confirmed based on the results.

A quasi-experimental design will be implemented in this investigation. According to Shadish et al., (2002). A pre-test/post-test control group to quantitatively investigate the effectiveness of using songs to improve pronunciation in English language learners. This approach allows for the comparison of outcomes

between an experimental group receiving the intervention and a control group following a standard curriculum.

These methods involve collecting and analyzing numerical data to test hypotheses and answer How effective are songs as a resource for improving pronunciation in the students? and how this method can explore the use of songs to improve English pronunciation by incorporating the activities song and Conducting an experimental study comparing the effectiveness of teaching pronunciation through songs versus traditional methods (such as repetition or drills). learners' pronunciation accuracy and fluency before and after using songs. exploring a groups of students.

### **Description of the sample and the context of the research**

The sample for the investigation is based on the purposive sampling. According to Creswell, (2021). "Purposive sampling is chosen by some arbitrary method because the representative of the total population is known, or it is known that it will produce coherent matched groups" (p.91). In addition, the study will be applied to 40 English at aged 10 to 11. Participants will be randomly assigned to either the experimental group, which will use songs for pronunciation practice, or the control group, which will follow a traditional pronunciation curriculum. Often, traditional teaching methods can be monotonous and unmotivating, leading to a lack of interest in practicing the language.

In this sense, the research proposes using songs as an innovative resource to make learning more dynamic and engaging. Songs allow the students to hear native pronunciation and practice rhymes and intonation in a relaxed environment. The research will be applied at Unidad Educativa Federico Gonzalez Suárez. The

Institution is in the Circuito 05D06C02\_a Parroquia San Miguel of the Distrito Educativo 05D06 Salcedo Zona 3. This is a fiscal Institution. According to the Ministry of Education Curriculum (2019), “the level of English proficiency in the seventh year that the students have to research is A1. In addition, 3 hours of English are applied to each course every week based on the principles and curricular threads.

### **Data collection process:**

#### **Techniques and data collection instruments**

In the context of this research, a quasi-experimental design will be employed using a pre-test and post-test as measurement instruments. The pre-test will be administered to both groups at the beginning of the study to establish a baseline for pronunciation skills. The test will involve reading passages and repeating sentences to assess various pronunciation features such as intonation, stress, and phoneme accuracy. Pronunciation Post-test: After the intervention period, a post-test identical to the pre-test will be administered to evaluate any improvements in pronunciation skills. Both instruments will be consider of structured questionnaires that include questions related to the key variables of the study.

According to Sanders, (2019). “Pre-posttests are academic achievement tests (e.g., math, reading, writing) designed to assess youth progress over a predetermined period. For youth who are N or D and are served in an alternative education setting, pre-post-testing may occur upon entry and exit of the facility. In these situations, the pretest can give facilities a baseline, or information about a youth’s current academic level. The posttest, given when the youth exits the facility, then provides information about the youth’s academic progress. This allows facilities to identify the effectiveness of their current academic programming as

well as to share academic data with the youth's next placement. Assessing pre-posttests upon entry and exit is not the only time assessments can be administered. For example, facilities that serve youth long-term may choose to assess youth on a predetermined schedule (e.g., every 60 days, every 90 days). Regular post-testing allows facilities to continuously monitor youth progress and the effectiveness of the current educational programming". (p.3). The pretest and post-test are directional because there is a testing of the dependent variable before and after the treatment. This way, data can be collected before and after the treatment to affirm if there might be a positive development of vocabulary proficiency or not. Foremost, the pre-test and post-test in this study will be designed based on the dimensions and indicators from the vocabulary like form, size, and depth. In the end, the researcher will apply the sampling once it is validated by experts.

### **Validity /reliability**

According to Heale and Twycross (2015), validity is about the extent of a concept if it is accurately measured in a quantitative study. The construction of validity emerges from the concept, notion, and hypothesis established. The validation of an instrument considers some conceptions like the attribute existence and variations in the outcomes. Foremost, the validation measures the process to get the scores. The validity of the instruments like the Likert scale and pre-test and post-test will be done by experts in English Language teaching to ensure they adequately cover all aspects of pronunciation that the intervention aims to improve. The validity of the instruments is fundamental to getting the desired results. In addition, the validity of the Null or Alternative hypothesis will be confirmed from

the data analysis, and in the reliability, the same pronunciation test will be administered twice (pre- and post-test) to measure the stability of the test over time.

### **Analysis of the results**

Calculate the means and standard deviations for pre-test and post-test scores for both the experimental and control groups. This will provide a summary of the central tendency and variability of pronunciation scores before and after the intervention. Sanders, (2019) “Pre-post testing can also be valuable to teachers because it provides teachers with baseline information when beginning instruction. Although the pretest should not be the sole source of information when determining academic level and instructional methods, it can be a valuable source of information. In facilities in which assessments are given multiple times during placement, teachers can use these scores as a way to monitor progress (progress monitoring) youth improvement and make any necessary changes”. This will summarize students’ perceptions of their pronunciation abilities and the effectiveness of using songs. To analyze the data and confirm the alternative hypothesis in the study, use independent samples t-tests to compare the post-test scores between the experimental and control groups. This will determine if the improvement in pronunciation skills is significantly greater in the experimental group compared to the control group, based on the t-test one of the hypotheses will be proved according to the results from the pre-test and post-test.

This chapter presents and analyzes the results obtained from the application of the data collection instrument, based on the specific objectives outlined in this research. The information is presented clearly and organized through tables, graphs, and their respective interpretations, to demonstrate the effects of implementing the

song-based teaching guide on improving English pronunciation among seventh-grade students of Unidad Educativa Federico González Suárez.

### Results Obtained from the Initial Diagnosis

Based on the administration of the initial diagnostic, the main difficulties exhibited by students in the pronunciation of English vowel and consonant sounds, intonation, and oral rhythm were identified. The general results are presented below:

### Analysis of post-test and pre-test – 7th grade A

**Table N° 1. Post -test pronunciation**

STUDENTS NO.	VARIABLE 1 AVERAGE POST-TEST	VARIABLE 2 AVERAGE PRE-TEST	AVERAGE POST-TEST			AVERAGE PRE-TEST		
1	1.0	4.1	1.0	4.1	1.0	2	4.1	2
2	1.6	4.5	1.6	4.5	1.6	3	4.5	10
3	1.2	4.1	1.2	4.1	1.2	1	4.7	4
4	1.8	4.7	1.8	4.7	1.8	3	4	2
5	1.0	4.0	1.0	4	1.7	4	4.6	5
6	1.7	4.6	1.7	4.6	1.4	6	4.3	2
7	1.4	4.5	1.4	4.5	1.3	8	4.9	3
8	1.3	4.3	1.3	4.3	2.0	2	4.8	2
9	1.8	4.8	1.8	4.8	1.1	1	4.4	2
10	2.0	4.9	2.0	4.9	1.5	6	4.2	3
11	1.3	4.4	1.3	4.4		36	5	1
12	1.6	4.6	1.6	4.6				36
13	1.4	4.6	1.4	4.6				
14	1.8	4.9	1.8	4.9				
15	1.3	4.4	1.3	4.4				
16	1.3	4.5	1.3	4.5				
17	1.4	4.6	1.4	4.6				
18	1.5	4.5	1.5	4.5				
19	1.3	4.5	1.3	4.5				
20	1.3	4.5	1.3	4.5				
21	1.3	4.0	1.3	4				
22	1.4	4.7	1.4	4.7				
23	1.7	4.6	1.7	4.6				
24	1.5	4.5	1.5	4.5				
25	1.4	4.3	1.4	4.3				
26	1.6	4.5	1.6	4.5				
27	1.4	4.2	1.4	4.2				
28	1.7	4.7	1.7	4.7				
29	1.7	4,9	1.7	4.9				
30	1.1	4.2	1.1	4.2				
31	1.5	4.8	1.5	4.8				
32	1.5	4.7	1.5	4.7				
33	1.5	4.5	1.5	4.5				
34	1.3	4.2	1.3	4.2				
35	2.0	5.0	2.0	5				
36	1.5	4.5	1.5	4.5				

Prepared by: Monica Velasco (2025)

Source: Unidad Educativa Gonzalez Suarez

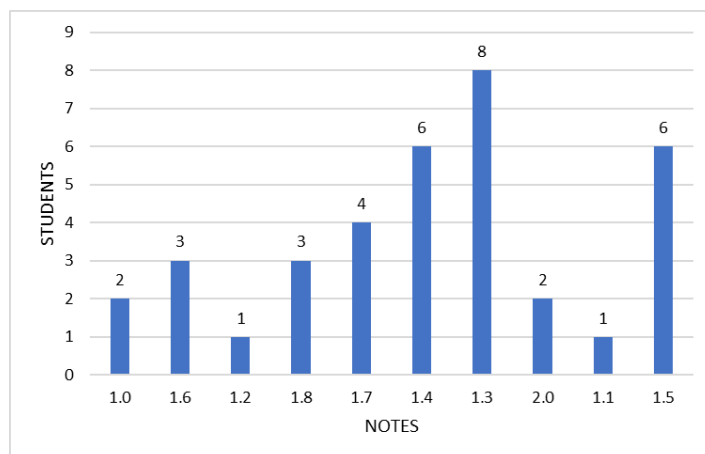
**Table N° 2. T-Test for Paired Sample Means**

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	1.467592593	4.517676768
Variance	0.062411817	0.072642004
Observations	36	36
Correlation Coefficient	0.834910289	
Hypothesized Mean Differer	0	
Degrees of Freedom	35	
t Statistic	-121.6794316	
P(T<=t) one-tail	7.02917E-48	
t Critical one-tail	1.689572458	
P(T<=t) two-tail	1.40583E-47	
t Critical two-tail	2.030107928	

**Prepared by: Monica Velasco (2025)**

**Source: Unidad Educativa Gonzalez Suarez**

A paired-samples t-test was performed to compare the results of the pre-test and post-test administered to 36 participants. The mean scores were 1.47 for the pre-test and 4.52 for the post-test, demonstrating substantial improvement. The t-statistic was -121.68 with a p-value of  $1.40 \times 10^{-47}$ , indicating a statistically significant difference ( $p < 0.05$ ). Furthermore, Pearson's correlation coefficient was 0.83, demonstrating a strong relationship between the two measurements. Consequently, it can be concluded that the intervention had a positive and significant effect on the participants' performance.

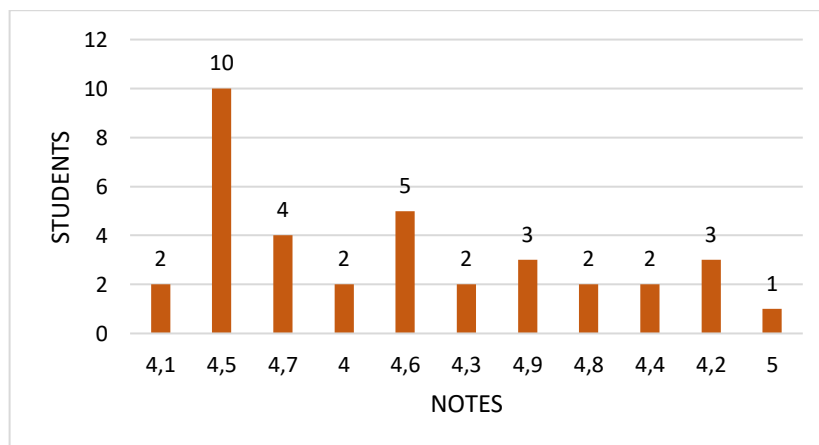


**Graphic N° 1. Average PRE – TEST**

**Prepared by: Monica Velasco (2025)**

**Source: Unidad Educativa Gonzalez Suarez**

Analysis of the pre-test for parallel A at the Gonzales Suárez Educational Unit reveals poor academic performance among the majority of students, with scores concentrated mainly between 1.3 and 1.5, with 1.3 being the most common score for eight students. Several scores were also recorded that were close to the minimum, such as 1.0, 1.1, and 1.2, indicating that a large portion of the group has not achieved the expected learning outcomes. Only two students achieved the highest score recorded, which was 2.0. These results highlight the need to implement reinforcement strategies and pedagogical support before the post-test to improve the group's overall performance.



**Graphic N° 2. Average POST – TEST**  
 Prepared by: Monica Velasco (2025)  
 Source: Unidad Educativa Gonzalez Suarez

The post-test administered to students in the seventh grade parallel "A" at the Gonzáles Suárez Educational Unit showed positive academic performance, with a total of 38 students evaluated whose grades ranged between 4.0 and 5.0 out of 5. The most representative grade was 4.5, achieved by 10 students, followed by 4.6 by 5 students, which suggests an adequate understanding of the content taught. The fact that no student obtained a grade lower than 4.0 reflects a notable improvement in learning and a general mastery of the subject matter assessed. These results allow

us to conclude that the methodology used in the teaching process was effective and favored the assimilation of knowledge by the students.

### Analysis of post-test and pre-test – 7th grade C

**Table N° 3. Post -test Pronunciation**

STUDENTS NO.	VARIABLE 1 AVERAGE POST-TEST	VARIABLE 2 AVERAGE PRE-TEST	AVERAGE POST-TEST			AVERAGE PRE-TEST		
1	1.4	1.0	1.4	1.2	1	1.0	1	2
2	1.7	1.6	1.7	1.3	0	1.6	1.1	1
3	1.8	1.2	1.8	1.4	2	1.2	1.2	1
4	1.5	1.8	1.5	1.5	21	1.8	1.3	8
5	1.5	1.0	1.5	1.6	6	1.0	1.4	6
6	1.5	1.7	1.5	1.7	6	1.7	1.5	8
7	1.6	1.4	1.6	1.8	1	1.4	1.6	3
8	1.9	1.3	1.9	1.9	1	1.3	1.7	4
9	1.7	1.8	1.7	2	0	1.8	1.8	3
10	1.5	2.0	1.5		<b>38</b>	2.0	2	2
11	1.5	1.3	1.5			1.3		<b>38</b>
12	1.5	1.6	1.5			1.6		
13	1.5	1.4	1.5			1.4		
14	1.7	1.8	1.7			1.8		
15	1.6	1.3	1.6			1.3		
16	1.5	1.3	1.5			1.3		
17	1.2	1.4	1.2			1.4		
18	1.6	1.5	1.6			1.5		
19	1.5	1.3	1.5			1.3		
20	1.5	1.3	1.5			1.3		
21	1.7	1.3	1.7			1.3		
22	1.5	1.4	1.5			1.4		
23	1.6	1.7	1.6			1.7		
24	1.7	1.5	1.7			1.5		
25	1.5	1.4	1.5			1.4		
26	1.5	1.6	1.5			1.6		
27	1.5	1.4	1.5			1.4		
28	1.5	1.7	1.5			1.7		
29	1.6	1.7	1.6			1.7		
30	1.5	1.1	1.5			1.1		
31	1.5	1.5	1.5			1.5		
32	1.6	1.5	1.6			1.5		
33	1.4	1.5	1.4			1.5		
34	1.5	1.3	1.5			1.3		
35	1.5	2.0	1.5			2.0		
36	1.5	1.5	1.5			1.5		
37	1.7	1.5	1.7			1.5		
38	1.5	1.5	1.5			1.5		

Prepared by: Monica Velasco (2025)

Source: Unidad Educativa Gonzalez Suarez

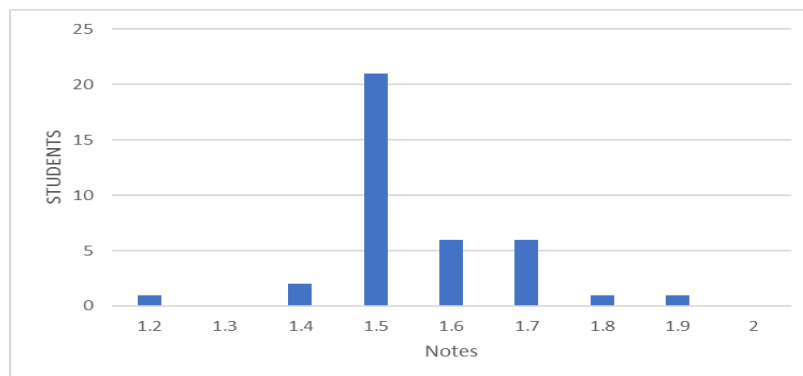
**Table N° 4. T-Test for paired sample means**

	AVERAGE POST-TEST	AVERAGE PRE- TEST
	Variable 1	Variable 2
Mean	1.55741627	1.469298246
Variance	0.02017916	0.059091987
Observations	38	38
Correlation Coefficient	0.07021621	
Hypothesized Mean Di	0	
Degrees of Freedom	37	
t Statistic	1.99116134	
P(T<=t) one-tail	0.02694282	
t Critical one-tail	1.68709362	
P(T<=t) two-tail	0.05388564	
t Critical two-tail	2.02619246	

**Prepared by: Monica Velasco (2025)**

**Source: Unidad Educativa Gonzalez Suarez**

A paired samples t-test was conducted to compare the averages obtained in the pre-test and post-test of 38 participants. The post-test mean was 1.56, while the pre-test mean was 1.47, indicating a slight improvement in results after the intervention. The t statistic value was 1.99, with a one-tailed p-value of 0.0269, which is lower than the critical t value (1.687), allowing for the rejection of the null hypothesis and leading to the conclusion that there is a significant difference in favor of the post-test at a 95% confidence level. However, the two-tailed p-value was 0.0538, which is very close to the 0.05 threshold, suggesting that the significance is moderate when evaluated in both directions. In conclusion, the intervention produced a statistically significant, although slight, improvement in the participants' results.

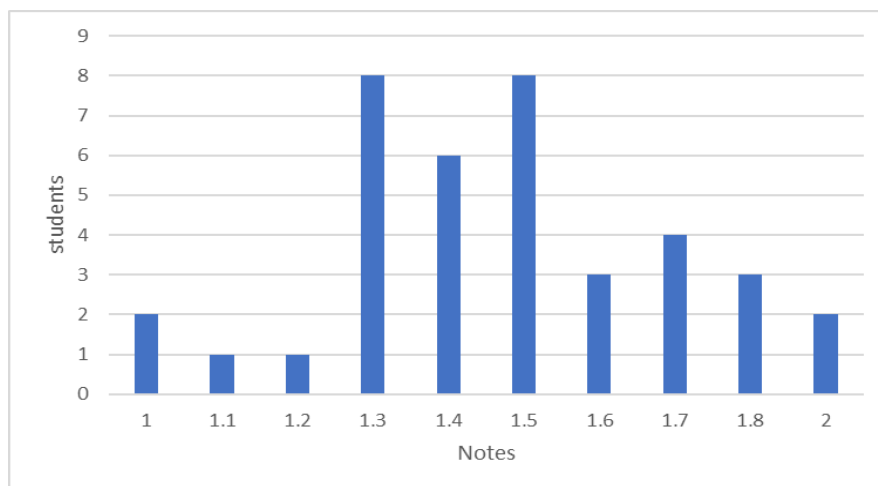


**Graphic N° 3. Average POST – TEST**

**Prepared by: Monica Velasco (2025)**

**Source: Unidad Educativa Gonzalez Suarez**

The analysis of the post-test administered to the seventh grade parallel C at the Gonzales Suárez Educational Unit shows that the majority of students achieved a grade of 1.5, with approximately 21 students in that range, indicating a medium-low achievement level. Grades were mostly between 1.5 and 1.7, with only a few students achieving grades above 1.8, while very few scored below 1.5. This distribution reflects the fact that a large portion of the group requires academic reinforcement to achieve higher learning levels, so the implementation of remedial pedagogical strategies and personalized support to improve performance is recommended.



**Graphic N° 4. Average PRE-TEST**

**Prepared by: Monica Velasco (2025)**

**Source: Unidad Educativa Gonzalez Suarez**

The analysis of the pre-test for the seventh grade parallel C at the Gonzales Suárez Educational Unit shows a more dispersed distribution compared to the post-test, with students ranging from a grade of 1.0 to a grade of 2.0. The most frequent grades were 1.3 and 1.5, each with 8 students, followed by 1.4 with 7 students. This indicates low to average initial performance, with several students at basic levels of comprehension. It is also observed that some students achieved high grades (up to 2.0), although in smaller numbers. Overall, the results reflect a heterogeneous

knowledge base prior to the teaching process, justifying the need for differentiated strategies to improve learning. This is evidenced by the subsequent increase in concentration on specific grades in the post-test.

### Analysis of post-test and pre-test – 7th grade A - C

**Table N° 5.T-Test for paired sample means**

	<b>AVERAGE POST-TEST</b>	<b>AVERAGE PRE-TEST</b>
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	1.513357257	2.83512759
Variance	0.021030124	0.51714918
Observations	38	38
Correlation Coefficient	0.218587142	
Hypothesized Mean Difference	0	
Degrees of Freedom	37	
t Statistic	-11.60929782	
P(T<=t) one-tail	3.37658E-14	
t Critical one-tail	1.68709362	
P(T<=t) two-tail	6.75317E-14	
t Critical two-tail	2.026192463	

**Prepared by: Monica Velasco (2025)**

**Source: Unidad Educativa Gonzalez Suarez**

A paired-samples t-test was performed to compare the average performance of students in parallel 7th C and 7th A. The results show that the average for parallel 7th A (2.84) was significantly higher than that for parallel 7th C (1.51), with a statistically significant difference. The t-statistic obtained was -11.61, with a p-value (one-tailed) of 3.37E-14, much lower than the critical t-value (1.687), allowing the null hypothesis to be rejected with a very high level of confidence (greater than 99.999%). This indicates a significant difference between the two parallels in favor of 7th A. In short, students in 7th A performed considerably better than those in 7th C, and this difference was not due to chance.

## **CHAPTER III**

### **PRODUCT**

#### **Innovative Proposal to the Problem / Results**

In teaching English as a foreign language, pronunciation plays a fundamental role in effective communication, since it influences comprehension and speech fluency. However, basic-level learners often face difficulties with the sounds of English due to phonetic differences from their native language and limited exposure to the language in authentic contexts (Gilakjani, 2022).

This chapter describes in detail the proposal for the pronunciation improvement project. It addresses the phases of the project and the necessary resources. Proper implementation of this proposal will ensure significant improvements in participants' pronunciation competence, thus contributing to their communication skills and confidence in language use.

Learning pronunciation in a foreign language represents one of the biggest challenges for students. In this context, music emerges as a great tool to improve pronunciation, since it promotes repetition and memorization of vocabulary. This proposal aims to use songs in English as teaching resources to improve pronunciation in seventh grade at Unidad Educativa Federico González Suárez through an Activity Guide, which will offer activities specifically designed to work with sounds in the English language based on songs, this dynamic and motivating

approach seeks to create a fun learning environment, allowing students to reinforce their pronunciation while enjoying music.

### **PROPOSAL NAME**

**MELODIC ENGLISH: ENJOY SINGING SONGS TO IMPROVE YOUR PRONUNCIATION**

### **TYPE OF PRODUCT**

As mentioned, the selected product is an Activity Guide, which is an effective tool for pronunciation. This product allows students to access essential content. Activity guides are essential pedagogical tools that structure active and collaborative learning activities. Mangas (2020) states that active learning promotes student engagement, critical thinking, and improved academic performance. Similarly, Arruabarrena et al. (2019) highlight the integration of active methodologies, such as the flipped classroom, along with the reuse of student-generated content, fostering knowledge. In this sense, the implementation of an activity guide based on popular songs seeks to improve English pronunciation in seventh-grade elementary school students, focusing on students and meaningful interaction.

The use of activity guides in this project is critical to improving English pronunciation, as they offer a structured framework and specific strategies for phonetic practice. Gumelar and Lestari (2024) demonstrated that implementing the phonetic method in classroom activities significantly improved young students' pronunciation skills, increasing both their accuracy and confidence. Furthermore, the activity guides promote independent learning by providing clear instructions and engaging tasks focused on developing language skills. Haryanti et al. (2022)

found that using English pronunciation apps encouraged students to take initiative in their learning process, which increased their motivation and confidence in pronunciation. By integrating interactive exercises and songs, these guides facilitate continuous practice and error correction, fostering more effective and meaningful learning experiences.

### **Objective of the proposal**

To improve the English pronunciation in seventh-grade English students at Unidad Educativa Federico González Suárez through the use of selected songs in an activity guide.

### **Structure proposal**

This project proposes the creation of an Activity Guide using songs to improve English pronunciation in the students taking into account that many educational institutions have Internet access limitations, this printed material will serve as an accessible and dynamic alternative for learning. Activity Guides are structured teaching tools that facilitate learning in an organized and dynamic way its design allows students to follow a sequence of specific activities that encourage the development of linguistic skills, in this case English pronunciation. These guides provide clear instructions and interactive activities that promote motivation in students and thus improve their knowledge the structure of an Activity Guide includes key elements such as learning objectives, required materials, step-by-step instructions, hands-on activities, and an evaluation or feedback section. In this project, the guide will focus on improving pronunciation through song-based exercises and interactive activities, allowing students to practice pronunciation effectively.

The implementation of this resource will contribute to improving English teaching pronunciation in the classroom, providing teachers with a practical and structured tool that encourages the active participation of students. Furthermore, it is expected that the use of songs motivates students, facilitating vocabulary retention and the correct pronunciation of the English language.

**Table N° 6. Structure of the activity guide**

<b>COVER</b>
<b>TABLE OF CONTENTS</b>
<b>INTRODUCTION</b>
<b>PURPOSE</b>
<b>ACTIVITY</b>
<b>OBJECTIVE</b>
<b>DURATION</b>
<b>PROCEDURE</b>
<b>RESOURCES</b>
<b>ASSESSMENT</b>
<b>RECOMMENDATION</b>

Prepared by: Monica Velasco (2025)

### **Application-based activity description**

In the application phase of the activity "Create Your Own Lyrics", various dynamic and interactive teaching strategies are proposed that allow for the reinforcement of students' linguistic skills through the use of songs. This stage is key within the ERCA approach, as it consolidates the knowledge acquired in previous phases through practical, meaningful, and motivating experiences. Music,

due to its emotional, repetitive, and rhythmic nature, not only facilitates the memorization of language but also encourages active and spontaneous participation from the student, so each proposed activity has a specific function aimed at the comprehensive development of communicative competence.

First, with the 'Fill in the Blanks' activity, students listen to a song and must complete the blanks in the lyrics provided to them. This technique stimulates listening comprehension and word recognition in context. It not only improves auditory concentration and phonetic discrimination but also forces them to anticipate the content based on the overall meaning of the song. This activity can be adapted to different levels of difficulty by removing more or fewer words, and it also allows for working on thematic vocabulary, verb tenses, prepositions, or idioms. It is also useful for introducing synonyms or antonyms and reinforcing spelling in a second language.

Next, with the activity 'Matching Words', students are given a list of keywords taken from the song's lyrics and are asked to match them with representative images. This strategy enhances visual memory and semantic association, especially useful for visual learners or for those who are just starting their contact with new vocabulary. By visualizing the meaning of the words, deep and lasting comprehension of the vocabulary is enhanced, facilitating its retention and later use in oral or written production. This activity can also be conducted as a game, using cards, interactive boards, or digital applications.

Next, in the "Sing Along" activity, students listen to the song and sing along with the projected or printed lyrics with visual support. This repetitive practice improves oral fluency, intonation, the natural rhythm of the language, and the

pronunciation of specific sounds that often present difficulties. In addition, singing promotes confidence in public speaking, reduces language anxiety, and reinforces the memorization of grammatical structures and idiomatic expressions in an implicit and fun way. It is recommended to first conduct a choral reading of the lyrics before singing, marking pauses, accentuation, and correct intonation.

Another enriching activity is 'Lyrics Scramble', where students are given fragments of a song in a jumbled order and must rearrange them while listening to the song. This dynamic develops both global and detailed understanding of the text, as it forces students to identify the meaning of phrases, the logical sequences of discourse, and the relationship between ideas. Furthermore, this activity helps reinforce knowledge of connectives, verb tenses, discourse markers, and grammatical structures, which contributes to the development of textual and syntactic competence.

Subsequently, with the activity "Find the Word", students are invited to search within the lyrics of the song for words that belong to a specific semantic field, such as: emotions, parts of the body, movement verbs, colors, among others. This activity not only develops the ability to scan and quickly search for information in a text but also allows for focused work on the relevant vocabulary for each thematic unit or interdisciplinary project. It can be expanded by asking students to construct sentences with the words found or to classify them according to their grammatical category.

Finally, in the activity 'Group Performance', students organize into groups and prepare a small sung presentation of the song, either the original or a version with lyrics modified by themselves. This teamwork strengthens collaboration,

respect for others' ideas, joint planning, and autonomy. Additionally, singing in a group improves collective intonation, coordination, and confidence in oral expression. By presenting it in front of the class, students practice performance skills, gain self-confidence, and experience a real and motivating communicative situation. Gestures, movements, or musical instruments can also be included to enrich the experience.

### **Innovative Proposal Evaluation**

In the context of this research, a quasi-experimental design will be employed using a pre-test and post-test as measurement instruments. The pre-test will be administered to both groups at the beginning of the study to establish a baseline for pronunciation skills. The test will involve reading passages and repeating sentences to assess various pronunciations. Pronunciation Post-test: After the intervention period, a post-test identical to the pre-test will be administered to evaluate any improvements in pronunciation skills.

Rica Mae defines the post-test as “a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the program's effectiveness” (2021).

### **Validation of the Proposal**

According to the Universidad Indoamerica Thesis Manual, three methods exist to validate a proposal. In this work, the most relevant and reliable method is "METHOD 3: Validation through its application in practice of the proposal", option one: "Verification of the results that show a transformation from the initial diagnosis through the complete or partial implementation of the proposal in the entire study sample." This method has all the necessary elements to check progress.



**UNIVERSIDAD TECNOLÓGICA  
INDOAMÉRICA**

**DIRECCIÓN DE POSGRADO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**

**THEME:**

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**THE USE OF SONGS AS RESOURCES TO IMPROVE PRONUNCIATION  
IN SEVENTH-GRADE ENGLISH STUDENTS AT UNIDAD EDUCATIVA  
FEDERICO GONZALEZ SUÁREZ**

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**Trabajo de Titulación previo a la obtención del título de Magister en  
Pedagogías de los Idiomas Nacionales y extranjeros con Mención en  
Enseñanza de Inglés**

**ACTIVITY GUIDE**

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Msc. Parreño Freire Juan Francisco



AMBATO- ECUADOR

2025

## Activity Guide: Improving Pronunciation Using Songs

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#### LINK:

[https://www.canva.com/design/DAGxTg5\\_4HI/vu3dgLHRkRjYpV8a18Obgw/edit?utm\\_content=DAGxTg5\\_4HI&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGxTg5_4HI/vu3dgLHRkRjYpV8a18Obgw/edit?utm_content=DAGxTg5_4HI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

## INTRODUCTION

Music is a universal bridge that connects cultures, emotions, and experiences. In English teaching, its rhythm and melody can transform learning into a dynamic, engaging, and meaningful experience. This guide is designed to harness the power of pop, R&B, hip-hop, and electropop—genres that dominate global charts and provide rhythmic and phonetic structures ideal for improving pronunciation and fluency in English.

The pronunciation is a fundamental aspect of learning English and directly influences effective communication. Good pronunciation allows speakers to be understood clearly and avoid misunderstandings. It also helps students feel more secure when practicing English pronunciation. Additionally, it facilitates listening comprehension since recognizing English sounds correctly makes it easier to understand native speakers. Another important aspect is that it helps prevent communication errors, especially with difficult word pronunciation, such as ship and sheep. Likewise, proper pronunciation supports the acquisition of the language's rhythm, intonation, and accent, making oral expression more fluent and natural. For this reason, it is essential to incorporate effective strategies, such as using songs, repetition, and technological tools, to improve pronunciation in the English learning process.

Through interactive activities and carefully selected songs, students will strengthen their language understanding and develop confidence and oral expression naturally and enjoyably. Each musical genre offers unique linguistic features: pop with its catchy melodies, R&B with its emotional vocal techniques, hip-hop with its emphasis on rhythm, and electropop with its dynamic and modern

tone. This activity guide is designed to help 11-year-old students improve their pronunciation in a fun and engaging way using music. According to Fonseca-Mora et al. (2021), music-based learning enhances phonological awareness and listening comprehension, which are fundamental for accurate pronunciation.

Moreover, Medina and Morales (2022) highlight that rhythm and repetition in songs help learners internalize language patterns and develop speaking fluency naturally. Music is a powerful tool for language acquisition as it supports memorization, intonation, and emotional engagement in the learning process.

## **PURPOSE**

**The purposes of the activity guide are:**

- Enhance students' ability to produce accurate sounds, stress, and intonation in English.
- Build confidence in speaking and listening skills.
- Foster a positive and enjoyable learning environment that motivates students to practice pronunciation regularly.

Songs are a powerful and versatile tool for language learning, especially for improving pronunciation. Here's why songs were chosen as the core strategy for this guide:

- **Natural Repetition:**

Songs often repeat words, phrases, and sounds, which helps students internalize pronunciation patterns without monotony.

- **Rhythm and Intonation:**

The musical rhythm of songs mirrors the natural rhythm of spoken English, making it easier for students to grasp stress, intonation, and connected speech.

- **Engagement and Motivation:**

Music is universally enjoyable and can capture students' attention more effectively than traditional drills. Singing along to popular songs makes learning feel like play, reducing anxiety and boosting confidence.

- **Memorability:**

Melodies and lyrics are easier to remember than isolated words or phrases, helping students retain pronunciation rules and vocabulary.

- **Exposure to Authentic Language:**

Songs provide real-world examples of how English is spoken, including contractions, slang, and cultural references, which are essential for developing natural pronunciation.

- **Multisensory Learning:**

Songs engage multiple senses (hearing, speaking, and sometimes movement), which reinforces learning and makes it more effective.

- **Cultural Connection:**

Music introduces students to English-speaking cultures, making the language more relatable and meaningful.

## ACTIVITIES

### Activity 1: Warm-Up with Rhythmic Clapping

#### Objectives:

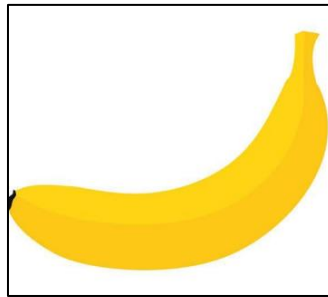
Introduce the concept of rhythm and stress in English.

Practice rhythm and syllable stress through the song "Dance Monkey."

#### Exploration

Explain about syllable stress in English, emphasizing that each language has a specific rhythmic pattern.

In your opinion, "Where does the accent fall in 'banana'?" Write in red letters where it is stressed.



**Image N° 1. Vocabulary banana**

**Made by:** Monica Velasco

**Source:** Google images

#### Reflection

Play the song "Dance Monkey" and ask students to listen carefully to the rhythm.

During the song, students should clap along with the rhythm of the stressed syllables (for example, in "Dan-ce Mon-key" they will clap on "Dan" and "Mon").

**Link:** <https://www.youtube.com/watch?v=FiXCxfWWwPo>

#### Conceptualization

Ask: In what part of the song do you feel there is the most energy?

.....

On the board, write the keywords that students identified with clapping. For example: "Dance," "Monkey," "Ton-kee."

### **Application**

Students sing the song "Dance Monkey" while clapping, making sure to follow the rhythm and stress correctly.

### **Activity 2: Sing-Along with Lyrics**

#### **Objectives:**

Introduce Rihanna's song "Diamonds."

Practice pronouncing key words and phrases.

Sing along as a group to practice fluency.

provided vocabulary is familiar and visual support is present, and use these spoken contributions as models for their own

#### **Exploration**

Create a set of Quizlet cards with key words from the song, such as "diamonds," "shine," "bright," and "sea."

Students review these words in pairs, repeating them aloud using Quizlet.



**Image N° 2. Quizlet activity**  
**Made by:** Monica Velasco  
**Source:** Quizlet App

Link: <https://quizlet.com/1057163071/learn>

## **Reflection**

Play the entire song on YouTube. Students should listen and follow along with the lyrics as they sing, paying special attention to the pronunciation of key words.

Link: <https://www.youtube.com/watch?v=0-p5EbAsxUM>

## **Conceptualization**

According to the song, Diamonds answers the questions.

**What word does Rihanna repeat many times in the chorus?**

a) Gold

b) Shine

**c) Diamond**

d) Fire

**How does Rihanna describe how they feel in the song?**

a) Cold and broken

b) Lost and scared

c) Happy and shining

**d) Like diamonds in the sky**

**What does "shine bright" mean in Spanish?**

a) Sleep well

**b) Shine brightly**

c) Walk fast

d) Speak loudly

## **Application**

Students sing the song in groups

### Activity 3: Focus on Problem Sounds

#### Objective:

To help students identify and practice difficult sounds in a song, such as "th" or "ai." This activity also encourages listening comprehension and pronunciation in English.

#### Exploration

Listen to the song "Let it Be" that is appropriate for the students' level.

Listen carefully and try to identify words with difficult sounds (such as "th" in "thanks" or "ai" in "rain").

#### Reflection

##### Ask students:

Which sounds do you find most difficult to pronounce in the song?

---

Why do you think it is difficult?

---

Together, reflect on how these sounds are produced in the English language (for example, "th" is produced by placing your tongue between your teeth and blowing lightly).

#### Conceptualization

Create a karaoke session in which students sing the parts of the song that have difficult sounds.

Then, have students create sentences with words that contain those sounds, such as "I think this thing is great!" or "The rain makes me happy."

## Application

Set up a "Sing and Correct" activity, where students must sing a part of the song with emphasis on the difficult sounds, and other classmates must correct their pronunciation if necessary.

You can organize a friendly competition: whoever can sing and correctly pronounce the most difficult sounds wins a point.

### Activity 4: Karaoke Challenge

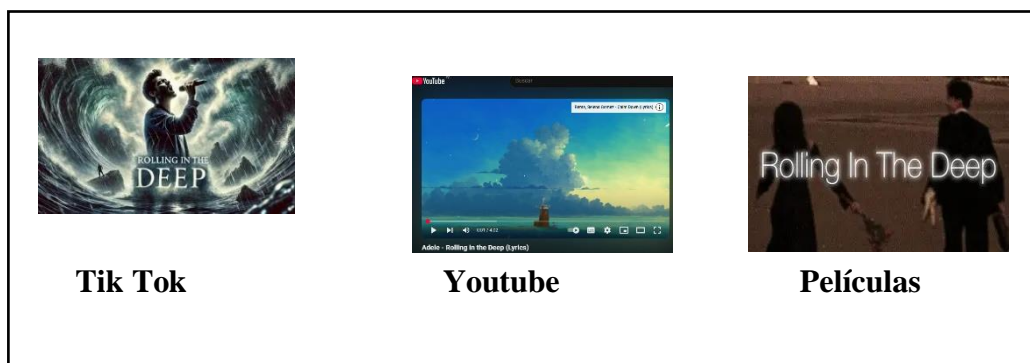
#### Activity Objective

To develop English pronunciation in a fun and engaging way through singing, reinforcing intonation, rhythm, and correct articulation of sounds.

#### Exploration

Introduce the topic with the song: Rolling in the Deep

Have you heard the song "Rolling in the Deep" before? Where?



**Tik Tok**

**Youtube**

**Películas**

#### Image N° 3. Social networks

**Made by:** Monica Velasco

**Source:** Google images

**What words did you recognize when you heard the song for the first time?**

Deep

fire

heart

feel

roll

**What kind of emotion does this song convey:**



**Image N° 4. Emotions vocabulary**

**Made by:** Monica Velasco

**Source:** Google images

It conveys anger and sadness because it speaks of betrayal and a lost opportunity.

### **Reflection**

- Analyze the printed lyrics or project them on the screen.
- Listen to the song again with lyrics.
- Underline difficult-to-pronounce words.

### **Conceptualization**

- The teacher briefly explains:
- The pronunciation of key sounds.
- How rhythm and accent influence English.
- How music helps improve spoken fluency.
- A brief "repeat after me" activity can be conducted with lines from the song.
- Each group rehearses a part of the song, focusing on correct pronunciation.

### **Application**

Organize a karaoke contest in groups or individually.

Each student sings a part of the song using instrumental karaoke.

Aspects such as: Clarity of pronunciation, Rhythm and intonation.

## Activity 5: Pronunciation Detective

### Objectives:

Identify specific sounds and words in English.

Improve pronunciation and listening comprehension.

Recognize rhyme and intonation patterns.

### Exploration

**Play the song:** "Rolling in the Deep" – Adele

**Link:** <https://www.youtube.com/watch?v=rYEDA3JcQqw>

We could have had it all

Rolling in the Deep

You had my heart inside your hand

And you played it to the beat

Exercise 1: Word Detection

**Listen to the fragment and mark (✓) the words you hear:**

sleep    deep    hand    cold    heart

**Display 3 words visually (e.g., deep, heart, hand, beat, played) and have students repeat them aloud.**



**Image N° 5.** Vocabulary  
**Made by:** Monica Velasco  
**Source:** Google images

**Play the song excerpt twice:**

"We could have had it all

Rolling in the deep

You had my heart inside your hand

And you played it to the beat"

**Mark (✓) the words you hear:**

**Can you identify which final sound you hear? (/p/, /d/, /t/)**

**Table N° 7. Didactic guide**

**DIDACTIC GUIDE SOUND IDENTIFICATION**

<b>WORD</b>	<b>/p/</b>	<b>/d/</b>	<b>/t/</b>
<b>deep</b>			
<b>played</b>			
<b>heart</b>			

**Made by:** Monica Velasco

**Source:** Bibliographic research

**Identify which word was easiest to recognize.**

---

**CONCEPTUALIZATION**

**Teacher's brief explanation:**

In English, many words end in voiced or unvoiced sounds (/t/, /d/, /p/, etc.).

Rhymes help students recognize and remember these sounds.

Each student or group should choose a line from the passage and practice it rhythmically. They should then present it with good pronunciation and intonation.

**APPLICATION**

**Create a Word Bingo:**

Cut out 9 words from the passage (you can give them the cards)

Listen to the passage again and mark the ones you hear

**Answer:**

Which word was the hardest to understand?

---

### **Activity 6: Create Your Own Lyrics**

#### **Objectives**

- Activate prior knowledge about songs, lyrics, and pronunciation in the target language.
- Encourage students to think about the meaning of the original lyrics and how they might change them for personal meaning.
- Understand the linguistic structures necessary to modify a stanza while maintaining grammatical, rhythmic, and musical coherence.
- Rewrite the lyrics, practice them, and present them to the group, reinforcing pronunciation and oral expression.

#### **Exploration**

**Play a familiar song previously studied in class.**

Identify a verse or chorus they like.

---

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#### **Structure Recognition:**

**Underline key words or phrases from the chorus.**

What rhymes?

What repeats?

---

---

Repeat the selected lines aloud, working on rhythm, intonation, and pronunciation.

**Reflection**

**Guiding questions:**

What is the song about?

---

What message does the chorus convey?

---

How would you change the lyrics to make them relate to your life or emotions?

---

Discussion in pairs or groups:

Discuss ideas for modifying the content while maintaining the rhythm or rhyme.

**Conceptualization**

Grammar and phonetic review:

Identify verb tenses, connectives, or idioms from the original lyrics.

Practice difficult sounds.

**Structure of a verse or chorus:**

---

---

---

The teacher presents a modified version of the chorus to show how to do it without losing musicality. Aplicación

**Application**

Creative Rewriting:

Each student (or in pairs) modifies a verse or chorus of the chosen song.

**Oral Practice:**

They rehearse their new version aloud, paying attention to rhythm, intonation, and pronunciation.

**Class Performance:**

They present the new lyrics creatively (sung, spoken, or acted)

**General instructions**

For the teachers

- You can adjust the duration based on the student's level of engagement and progress.
- Encourage students to practice at home by singing along to the songs to reinforce learning.
- In addition, it can work 2 activities per class.
- Practice with song minimum of 2 hours per day at home
- Complete the activities alone without help
- Activity Participate in class to improve your pronunciation

**Instructions for phase****Session 1**

Introduction to pronunciations with song

This flexible structure ensures that the activities can be adapted to fit your teaching schedule while providing ample time for students to practice and improve their pronunciation.

**RESOURCES:****Tips for Success:**

- Choose songs that are age-appropriate and engaging for 11-year-olds.

- Repeat activities regularly to reinforce pronunciation.
- Encourage students to practice at home by singing along to their favorite songs.
- Be patient and make the activities fun to reduce anxiety about speaking.

**Example Song List:**

1. “Dance Monkey” by Tones and I (simple and repetitive)
  2. "Diamond” by Rianna (clear pronunciation, positive message).
  3. "Rolling in the Deep" by Adele (fun and rhythmic).
- A selection of songs (*pop* with its catchy melodies, *R&B* with its emotive vocals and technique, *hip-hop* with its focus on diction and rhythm, and *electropop* with its energy and modernity.).
  - Lyrics printed and displayed on a screen.
  - Audio player (speakers, computer).
  - Optional: Microphone (for fun recording activities).
  - Videos

**ASSESSMENT**

- self-assessment
- teacher observation
- student recordings
- rubrics

**RECOMMENDATION**

To ensure the success of this activity guide and maximize its impact on students' pronunciation skills, here are some key recommendations:

### **1. Choose Age-Appropriate and Engaging Songs**

- Select songs that are popular, fun, and relevant to 11-year-olds.
- Ensure the lyrics are clear, appropriate, and contain useful vocabulary and pronunciation challenges.
- Examples: "Diamonds" by Rihanna, "Monkey Dance," and "Rolling in the Deep" by Adele.

### **2. Create a Positive and Supportive Environment**

- Encourage students to participate without fear of making mistakes.
- Provide constructive feedback and celebrate their progress.
- Use group activities to build confidence and teamwork.

### **3. Adapt Activities to Students' Needs**

- Assess students' pronunciation challenges and tailor activities to address specific sounds or words they struggle with.

### **4. Use Visual and Kinesthetic Aids**

- Incorporate movement (e.g., clapping, dancing) to make the activities more dynamic and memorable.

### **5. Encourage Regular Practice**

- Assign "homework" where students listen to and sing along with the songs at home.
- Suggest they record themselves singing and compare their pronunciation to the original artist.

### **6. Incorporate Technology**

- Use karaoke apps or YouTube videos with lyrics to make singing along more interactive.

- Record students' performances and play them back for self-assessment and improvement.

### **7. Be Patient and Consistent**

- Pronunciation improvement takes time, so be patient with students' progress.
- Repeat activities regularly to reinforce learning and build muscle memory.

### **8. Make It Fun!**

- Use props, costumes, or themed activities (e.g., a "pop star day") to keep students excited and engaged.
- Celebrate their achievements with small rewards or recognition.

By following these recommendations, you can create a lively and effective learning experience that helps students improve their pronunciation while having fun with songs.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Finally, after analyzing, reviewing, and studying the bibliographic references according to the topic, The Use of Songs as Resources to Improve Pronunciation in Seventh-Grade English Students at Unidad Educativa the Federico González Suárez, as an instrument to improve pronunciation in the English language with a different proposal, that is, in a novel and at the same time fun way so that students have their attention focused, and a different education, where everything mentioned below is put into practice:

With this proposal, it has been proven that currently, music opens a world of opportunities and advantages in learning English, to improve students' didactics and pedagogy because there is a wide variety of instruments and resources, that is, music is the innovation of the present. It is a teaching with a factor of utmost importance, focused on success in the classrooms to have a quality education.

The research conducted demonstrated the effectiveness of using English songs as a teaching strategy to improve pronunciation in seventh-grade elementary students. Based on the intervention and the comparative analysis between two parallel groups, a significant improvement was observed in the performance of students who worked with song-based activities, compared to those who did not participate in the intervention.

The statistical results obtained through the t-test for paired samples show a clear difference between the two groups. The experimental group (7th A) achieved an average of 2.84 in pronunciation, while the control group (7th C) obtained an average of 1.51. The difference was statistically significant ( $t = -11.61$ ;  $p = 3.37E-$

14), indicating that the observed improvement was not due to chance, but rather to a direct consequence of the methodology implemented. These data confirm that the use of musical resources in English language teaching has a real and measurable impact on students' pronunciation.

In addition to the quantitative results, an increase in the level of motivation and participation among students in the experimental group was observed. The use of songs allowed for the creation of a more dynamic and appealing learning environment, closer to the interests of the students, favoring the constant practice of spoken language. The repetition of linguistic structures through singing and active listening facilitated the internalization of sounds, accents, and intonations characteristic of the English language.

The didactic proposal based on songs also brought benefits in terms of inclusion, as it allowed students with different learning styles to actively participate in activities, overcoming traditional barriers associated with teaching pronunciation. Moreover, a communicative approach was promoted in the classroom, oriented towards oral production and the development of fluency, essential aspects for the effective mastery of a foreign language.

The use of songs in English is a valid and effective pedagogical tool for the development of pronunciation in basic level students. Its incorporation in the classroom not only improves technical aspects of oral production but also enhances motivation, self-esteem, and active participation of students. In light of these results, it is deemed appropriate for English teachers to assess and integrate innovative methodologies like this one into their teaching planning, adapting them to the needs and characteristics of their students.

The use of songs represents an accessible, versatile, and effective alternative to improve phonological skills and strengthen the learning of English as a foreign language in school contexts.

### **Recommendations**

Based on the results obtained in this research, it is deemed relevant to formulate a series of recommendations aimed at improving the teaching of English pronunciation as a foreign language in basic level students, especially through the use of innovative teaching resources such as songs.

Firstly, it is recommended that educational institutions systematically incorporate the use of English songs as part of the language teaching curriculum. This resource not only contributes to the development of pronunciation but also promotes meaningful, participatory, and emotionally positive learning. Music facilitates the repetition of sounds, the memorization of linguistic structures, and the auditory recognition of phonetic patterns, which are essential elements for more fluent and natural pronunciation.

It is also suggested that English teachers carefully select the songs to be used, prioritizing those that present clear pronunciation, vocabulary appropriate to the students' level, and grammatical structures useful for their context. It is also important to consider the rhythm, the speed of the song, and the presence of key phonological elements such as intonation, stress, and difficult sounds of the English language.

Another important recommendation is that teachers receive ongoing training in innovative methodological strategies, particularly in the design of phonetic activities based on music. This will enable educators to have effective teaching

tools, adapted to the different learning styles present in the classroom. Additionally, the use of digital resources and interactive platforms that complement the work with songs, such as karaoke, subtitles, videos, and online phonetic exercises, is recommended.

It is essential that activities with songs are not limited to mere musical reproduction. It is recommended to design structured pedagogical activities before, during, and after listening, which include exercises in auditory discrimination, guided repetition, oral practice, lyric analysis, sound recognition, and phonetic production. These strategies help to transform music into an effective teaching tool rather than a mere recreational element.

It is also suggested to implement continuous assessment systems that allow measuring students' progress in specific aspects of pronunciation. This includes the application of diagnostic tools at the beginning and end of the intervention processes, in order to monitor real advancements and adjust teaching according to the detected needs.

Finally, it is recommended to promote a positive and collaborative learning environment, where mistakes are seen as part of the process and oral participation is encouraged without fear of making mistakes. Music, due to its playful nature, provides an ideal context to reduce language anxiety and strengthen students' confidence in their communicative skills.

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## ANNEXES

### ANNEX N° 1. Letter of authorization



## UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN  
MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa FEDERICO GONZÁLEZ SUÁREZ de la ciudad de Salcedo provincia de Cotopaxi.**

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para realizar un estudio de investigación en la **Unidad Educativa Federico González Suarez** de la Universidad Tecnológica Indoamérica (UTI), de la MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS y de esta manera se autorice tomar fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UTI podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UTI.

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su pronunciación mediante el uso de canciones. Durante este tiempo, los estudiantes del séptimo año paralelo "A") deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas con la finalidad de que los estudiantes puedan practicar y mejorar la pronunciación del idioma extranjero inglés de manera efectiva.

Si está de acuerdo en permitir que en el mencionado trabajo de Investigación tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y enviarlo.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

**ANNEX N° 2. Consent form**

**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**

**Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno**

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UTI en la educación de los alumnos y promoción de la UTI y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Nombre del/la estudiante:

*Joselyn Fatiana Acosta Quiroz*.....

Nombre completo padre/madre/representante legal:

*Marcos Patricio Quiroz Alarcón*.....

Cédula de ciudadanía: *0.503009483*.....

Firma del padre/madre/representante legal: .....  
*[Firma manuscrita]*

Fecha: *Juene 12/02/2015*

## ANNEX N° 2. Consent form



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

GFACULTAD DE CIENCIAS DE LA EDUCACIÓN  
MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE  
ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN

Salcedo, 11 de marzo del 2025

MSc. Klever Toapanta

Rector de la Unidad Educativa Federico González Suárez

Presente. –

Reciba un cordial saludo, luego de saludarle solicito muy respetuosamente la autorización para ejecutar un estudio educativo en su prestigiosa institución como parte de un Proyecto de Titulación a la Lic. Mónica Paulina Velasco Guachamin con C.I. 0502525280 estudiante de la MAESTRIA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA UTI.

A continuación, el detalle del estudio educativo:

El Titulo es:

**THE USE OF SONGS AS RESOURCES TO IMPROVE PRONUNCIATION IN SEVENTH-GRADE ENGLISH STUDENTS AT UNIDAD EDUCATIVA FEDERICO GONZALEZ SUÁREZ**

Los Objetivos son los siguientes:

### General Objective

To evaluate the effectiveness of using English songs as a resource to improve the pronunciation of English as a foreign language in seventh-grade English students.

Autorizado.

Firma:

Nombres y apellidos: Klever Edison Toapanta Chango

Rector de la Unidad Educativa Federico González Suárez

C.I.: 0502040645

Sello de la institución:



## ANNEX N° 3 LESSON PLAN

### Using Songs to Improve Pronunciation

Topic: Pronunciation through 'Dance Monkey' 🎵

Level: Basic (11 years old)

Time: 40 minutes

#### Objectives

- Recognize rhythm and stress in English.
- Improve pronunciation with music.
- Build confidence while singing in English.

#### Lesson Stages & Activities

Stage	Time	Activities	Purpose
Warm-up	5 min	Greeting and ice-breaker. Rhythmic clapping with keywords: 'Dance – Monkey – Ton-kee'.	Activate students and introduce rhythm.
Exploration	10 min	Listen to a fragment of the song. Identify the parts with the most energy. Write and highlight keywords on the board.	Familiarize with rhythm and key words.
Conceptualization	10 min	Focus on stress and rhythm. Mark strong syllables in the lyrics (e.g., DANCE monkey, oh oh). Echo repetition (teacher says, students repeat).	Practice pronunciation focusing on stress patterns.
Application	10 min	Students sing the song while clapping. First time: with printed lyrics. Second time: focusing only on rhythm and stress.	Apply pronunciation in context with music.
Reflection & Closing	5 min	Students share which words were easy/difficult. Final group repetition: 'Dance, monkey, dance!' Teacher feedback.	Evaluate learning and reinforce confidence.

**ANNEX N° 4 Pre-test, treatment and post-test photos**



# ANNEX N° 5 ACTIVITY GUIDE

## ACTIVITY GUIDE

THE USE OF SONGS AS RESOURCES TO IMPROVE PRONUNCIATION IN SEVENTH-GRADE ENGLISH STUDENTS AT UNIDAD EDUCATIVA FEDERICO GONZÁLEZ SUÁREZ

AUTHOR:  
**MÓNICA VELASCO**

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## INTRODUCTION

Music is a universal bridge that connects cultures, emotions, and experiences, and in English teaching it transforms learning into a dynamic and meaningful process. Good pronunciation is essential for clear communication, fluency, and listening comprehension, and music—through genres like pop, R&B, hip-hop, and electropop—offers rhythm, repetition, and intonation that help students internalize language patterns naturally. Using songs as a learning tool not only supports pronunciation but also builds confidence, memorization, and oral expression in an enjoyable way.

## OBJECTIVE

To improve the English pronunciation in seventh-grade English students at Unidad Educativa Federico González Suárez through the use of selected songs in an activity guide.

## PURPOSE

- Enhance students' ability to produce accurate sounds, stress, and intonation in English.
- Build confidence in speaking and listening skills.
- Foster a positive and enjoyable learning environment that motivates students to practice pronunciation regularly.

## ACTIVITIES

### ACTIVITY 1: WARM-UP WITH RHYTHMIC CLAPPING

#### OBJECTIVES

- Introduce the concept of rhythm and stress in English.
- Practice rhythm and syllable stress through the song "Dance Monkey."

#### EXPLORATION

- Explain about syllable stress in English, emphasizing that each language has a specific rhythmic pattern.
- In your opinion, "where does the accent fall in 'banana'?" Write in red letters where it is stressed.

#### REFLECTION

Play the song "Dance Monkey" and ask students to listen carefully to the rhythm. During the song, students should clap along with the rhythm of the stressed syllables (for example, in "Dance Monkey" they will clap on "Dan" and "Mon").

Link: <https://www.youtube.com/watch?v=FDXCVWwP0>

## ACTIVITIES

### ACTIVITY 1: WARM-UP WITH RHYTHMIC CLAPPING

#### CONCEPTUALIZATION

Ask: In what part of the song do you feel there is the most energy?

On the board, write the keywords that students identified with clapping. For example: "Dance," "Monkey," "Ton-kee."

#### APPLICATION

Students sing the song "Dance Monkey" while clapping, making sure to follow the rhythm and stress correctly.

## ACTIVITY 2: SING-ALONG WITH LYRICS

#### Objectives:

- Introduce Rihanna's song "Diamonds."
- Practice pronouncing key words and phrases.
- Sing along as a group to practice fluency.

#### Exploration

- Create a set of Quizlet cards with key words from the song, such as "diamonds," "shine," "bright," and "sea."
- Students review these words in pairs, repeating them aloud using Quizlet.

#### Reflection

Play the entire song on YouTube. Students should listen and follow along with the lyrics as they sing, paying special attention to the pronunciation of key words.

Link: <https://www.youtube.com/watch?v=0-p5EBAsxUM>

## ACTIVITY 2: SING-ALONG WITH LYRICS

#### Conceptualization

According to the song, Diamonds answers the questions. What word does Rihanna repeat many times in the chorus?

- a) Gold
- b) Shine
- c) Diamond
- d) Fire

How does Rihanna describe how they feel in the song?

- a) Cold and broken
- b) Lost and scared
- c) Happy and shining
- d) Like diamonds in the sky

#### Application

Students sing the song in groups.

## ACTIVITY 3: FOCUS ON PROBLEM SOUNDS

#### OBJECTIVE

To help students identify and practice difficult sounds in a song, such as "th" or "ai." This activity also encourages listening comprehension and pronunciation in English.

#### EXPLORATION

- Listen to the song "Let it Be" that is appropriate for the students' level.
- Listen carefully and try to identify words with difficult sounds (such as "th" in "thanks" or "ai" in "rain").

#### REFLECTION

Ask students: Which sounds do you find most difficult to pronounce in the song? Why do you think it is difficult?

Together, reflect on how these sounds are produced in the English language (for example, "th" is produced by placing your tongue between your teeth and blowing lightly).

# ANNEX N° 5 ACTIVITY GUIDE

### ACTIVITY 3: FOCUS ON PROBLEM SOUNDS

#### CONCEPTUALIZATION

- Create a karaoke session in which students sing the parts of the song that have difficult sounds.
- Then, have students create sentences with words that contain those sounds, such as "I think this thing is great!" or "The rain makes me happy."

#### APPLICATION

- Set up a "Sing and Correct" activity, where students must sing a part of the song with emphasis on the difficult sounds, and other classmates must correct their pronunciation if necessary.
- You can organize a friendly competition: whoever can sing and correctly pronounce the most difficult sounds wins a point.

### ACTIVITY 4: KARAOKE CHALLENGE

**Objective:** To develop English pronunciation in a fun and engaging way through singing, reinforcing intonation, rhythm, and correct articulation of sounds.

#### Exploration

Introduce the topic with the song: **Rolling in the Deep**. Have you heard the song "Rolling in the Deep" before? Where?

Image N° 3. Social networks. Made by: Monica Viciano. Source: Google Images

#### Reflection

- Analyze the printed lyrics or project them on the screen.
- Listen to the song again with lyrics.
- Underline difficult-to-pronounce words.

### ACTIVITY 4: KARAOKE CHALLENGE

**Objective:** To develop English pronunciation in a fun and engaging way through singing, reinforcing intonation, rhythm, and correct articulation of sounds.

#### Conceptualization

- The teacher briefly explains: the pronunciation of key sounds.
- How rhythm and accent influence English.
- How music helps improve spoken fluency.

#### Application

- Organize a karaoke contest in groups or individually.
- Each student sings a part of the song using instrumental karaoke.
- Aspects such as: Clarity of pronunciation, Rhythm and intonation.

### ACTIVITY 5: PRONUNCIATION DETECTIVE

**OBJECTIVES**

- Identify specific sounds and words in English.
- Improve pronunciation and listening comprehension.

#### EXPLORATION

- Play the song: "Rolling in the Deep" - Adele
- Link: <https://www.youtube.com/watch?v=rVBD3jC2gg>
- We could have had it all
- Rolling in the Deep
- You had my heart inside your hand
- And you played it to the beat
- Exercise 1: Word Detection

#### REFLECTION

Play the song excerpt twice: "We could have had it all Rolling in the deep You had my heart inside your hand And you played it to the beat"

Can you identify which final sound you hear? (p/)

Mark (✓) the words you hear:

DIDACTIC GUIDE SOUND IDENTIFICATION	
WORD	p/
we	
played	
heart	

Table N° 7. Didactic guide

### ACTIVITY 5: PRONUNCIATION DETECTIVE

#### CONCEPTUALIZATION

- In English, many words end in voiced or unvoiced sounds (/t/, /d/, /p/, etc.).
- Rhymes help students recognize and remember these sounds.
- Each student or group should choose a line from the passage and practice it rhythmically. They should then present it with good pronunciation and intonation.

#### APPLICATION

- Create a Word Bingo:
- Cut out 9 words from the passage (you can give them the cards)
- Listen to the passage again and mark the ones you hear

Answer:

- Which word was the hardest to understand?

### ACTIVITY 6: CREATE YOUR OWN LYRICS

**Objective:**

- Activate prior knowledge about songs, lyrics, and pronunciation in the target language.
- Encourage students to think about the meaning of the original lyrics and how they might change them for personal meaning.

#### Exploration

Play a familiar song previously studied in class. Identify a verse or chorus they like.

Structure Recognition: Underline key words or phrases from the chorus.

What rhymes? \_\_\_\_\_

What repeats? \_\_\_\_\_

#### Reflection

Guiding questions:

What is the song about?

What message does the chorus convey?

How would you change the lyrics to make them relate to your life or emotions?

- \_\_\_\_\_

### ACTIVITY 6: CREATE YOUR OWN LYRICS

#### Conceptualization

Grammar and phonetic review: Identify verb tenses, connectives, or idioms from the original lyrics. Practice difficult sounds.

Structure of a verse or chorus: \_\_\_\_\_

#### Application

**Creative Rewriting:**

- Each student (or in pairs) modifies a verse or chorus of the chosen song.

## ASSESSMENT

- self-assessment
- teacher observation
- student recordings
- rubrics

### RECOMMENDATION

Choose Age-Appropriate and Engaging Songs

- Select songs that are popular, fun, and relevant to 11-year-olds.
- Ensure the lyrics are clear, appropriate, and contain useful vocabulary and pronunciation challenges.
- Examples: "Diamonds" by Rihanna, "Monkey Dance," and "Rolling in the Deep" by Adele.

## THANK YOU VERY MUCH