



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE CAREER**

**TITLE:**

**IMPROVING THE PRONUNCIATION OF THE ENGLISH WORDS  
BY USING SONGS AMONG 4<sup>TH</sup> YEAR STUDENTS IN PARALLEL  
“B” AT “ZOILA ALVARADO DE JARAMILLO” PUBLIC SCHOOL,  
ACADEMIC PERIOD 2013-2014**

Thesis required for obtaining the  
Bachelor's Degree in Sciences of  
Education, English Language  
Major.

**AUTHOR:** Erardo Damián Quizhpe Orellana.

**THESIS ADVISOR:** Mg. Sc. Rosa Virginia González

LOJA – ECUADOR

2015

## CERTIFICATION

Rosa Virginia González. Mg Sc.

**PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA**

### CERTIFIES:

That the present research work **IMPROVING THE PRONUNCIATION OF THE ENGLISH WORDS BY USING SONGS AMONG 4<sup>TH</sup> YEAR STUDENTS IN PARALLEL "B" AT "ZOILA ALVARADO DE JARAMILLO" PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014** is the responsibility of the undergraduate student: Erardo Damián Quizhpe Orellana.

In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

Friday, February 27<sup>th</sup>, 2015, Loja, Ecuador.



Rosa Virginia González. Mg Sc.

**THESIS ADVISOR**

## AUTHOR

Yo, **Erardo Damián Quizhpe Orellana** declaro ser autor del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mi tesis en el Repositorio Institucional-Biblioteca Virtual.

**Autor:** Erardo Damián Quizhpe Orellana

**Firma:**  .....

**Número de cédula:** 1105661464

**Fecha:** Loja, 14 de julio de 2015

## LETTER OF AUTHORIZATION

CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DEL AUTOR, PARA LA CONSULTA, REPRODUCCION PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO

Yo, **Erardo Damián Quizhpe Orellana** declaro ser autor de la tesis titulada: **IMPROVING THE PRONUNCIATION OF THE ENGLISH WORDS BY USING SONGS AMONG 4<sup>TH</sup> YEAR STUDENTS IN PARALLEL “B” AT “ZOILA ALVARADO DE JARAMILLO” PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014** como requisito para obtener el grado de: Licenciado en Ciencias de la Educación, mención: Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional (RDI):

Los usuarios puedan consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con los cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización a los 14 días del mes de julio del 2015, firma el autor.

Firma: \_\_\_\_\_



**Autor:** Erardo Damián Quizhpe Orellana

**Cedula:** 1105661464

**Dirección:** Calle Alamor entre Eduardo Kingman y Sucre.

**Correo electrónico:** erardoquizhpe@yahoo.com

**Teléfono:** 0985174042

### DATOS COMPLEMENTARIOS

**Director de tesis:** Mg Sc. Rosa Virginia González.

#### Tribunal de grado

Leda.M.Sc. María Patricia Rodríguez Ludeña

Leda.M.Sc. María Augusta Reyes Vélez

Leda.M.Sc. Karina Alexandra Celi Jaramillo

**PRESIDENTA**

**VOCAL**

**VOCAL**

## **GREATFULNESS**

I would like to express my deepest appreciation to all those who provided me with the ability to complete this research work. I extend my gratitude to Universidad Nacional de Loja for all the help provided during my studies. Special thanks go to the English Language Department and all the staff members who helped me complete this research work.

Furthermore, I would like to acknowledge the crucial role of “Zoila Alvarado de Jaramillo” school, for giving me the opportunity to practice and collect the data for this research. Thanks to all students and teachers who facilitated and contributed with their time and knowledge during this research.

I wish to acknowledge Mgs. Gloria Andrade and Mgs Rosa González, whose contribution with stimulating suggestions and encouragement, helped me complete my research work and especially with the writing of this thesis.

**The Author**

## **DEDICATION**

To God, who with his infinite goodness and love, allowed me to achieve this goal.

To my parents and all my family, for being the mainstay in my life, for all their efforts and sacrifices, which made possible the professional triumph achieved, who taught me that even the largest task can be accomplished if it is done one step at a time.

**Erardo Damián**

## MATRIX GEOGRAPHIC SCOPE

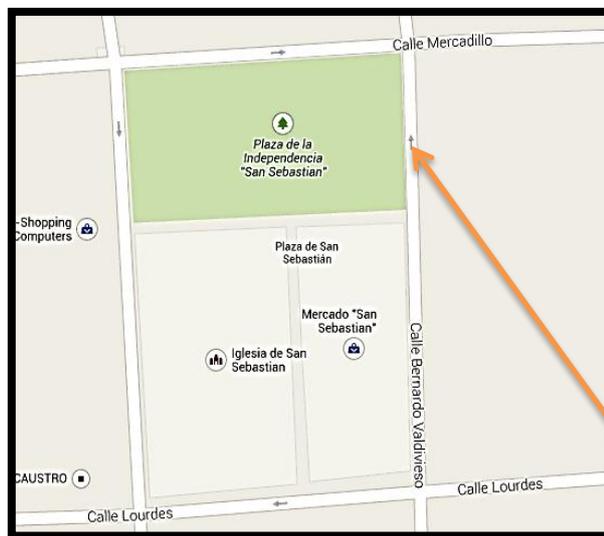
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
Tipo de documento	Autor y Título de la tesis	Fuente	Fecha/ año	Ámbito geográfico						Otras degradaciones	Notas observaciones
				Nacional	Regional	Provincial	Cantonal	Parroquial	Barrios comunidad		
TESIS	<b>Autor:</b> Erardo Damián Quizhpe Orellana. IMPROVING THE PRONUNCIATION OF THE ENGLISH WORDS BY USING SONGS AMONG 4 <sup>TH</sup> YEAR STUDENTS IN PARALLEL “B” AT “ZOILA ALVARADO DE JARAMILLO” PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014	UNL	2015	Ecuador	Zona 7	Loja	Loja	San Sebastián	San Sebastián	CD	Licenciado en Ciencias de la Educación , mención Inglés

## GEOGRAPHIC MAP AND SKETCHES



Fuente: [www.google.com](http://www.google.com)

## SKETCHES



**"ZOILA ALVARADO DE  
JARAMILLO" PUBLIC  
SCHOOL**

Fuente: [www.google.com](http://www.google.com)

## **OUTLINE THESIS**

- i. COVER PAGE
  - ii. CERTIFICACIÓN
  - iii. AUTORÍA
  - iv. CARTA DE AUTORIZACIÓN
  - v. ACKNOWLEDGEMENT
  - vi. DEDICATION
  - vii. ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN
  - viii. MAPA GEOGRÁFICO Y CROQUIS
  - ix. THESIS SCHEME
- 
- a. TITLE**
  - b. RESUMEN**  
ABSTRACT
  - c. INTRODUCTION**
  - d. LITERATURE REVIEW**
  - e. MATERIALS AND METHODS**
  - f. RESULTS**
  - g. DISCUSSION**
  - h. CONCLUSIONS**
  - i. RECOMMENDATIONS**
  - j. BIBLIOGRAPHY**
  - k. ANNEXES**  
INDEX

**a. TITLE**

IMPROVING THE PRONUNCIATION OF THE ENGLISH WORDS  
BY USING SONGS AMONG 4<sup>TH</sup> YEAR STUDENTS IN PARALLEL “B” AT  
“ZOILA ALVARADO DE JARAMILLO” PUBLIC SCHOOL, ACADEMIC  
PERIOD 2013-2014

## **b. RESUMEN**

Esta investigación estuvo enfocada en el mejoramiento de la pronunciación mediante canciones con 29 estudiantes de cuarto año paralelo “B” de la escuela pública “Zoila Alvarado de Jaramillo”. Ocho sesiones se aplicaron para mejorar la destreza usando canciones en inglés. Para medir el progreso y percepción del uso de canciones y de la pronunciación se utilizaron pruebas y cuestionarios desarrolladas por el investigador. Los diarios de campo fueron utilizados para observar y registrar el avance de los estudiantes. Los resultados indicaron que las canciones facilitaron el mejoramiento de la destreza de la pronunciación que fue reflejado en el incremento de las calificaciones obtenidas en las Post-Pruebas y del progreso de los estudiantes durante la intervención.

## **ABSTRACT**

This action research study was focused on the improvement of the pronunciation skill with the use of songs of 29 fourth-B year students at “Zoila Alvarado de Jaramillo” public school. Eight sessions were carried out to improve the skill using English children songs. Researcher’s-made tests and questionnaires were used to measure the students’ progress and perception of the songs use and the pronunciation. Field diaries were also used in every session to observe and record the students’ growth. The results indicated that the use of songs facilitated meaningfully the improvement of pronunciation skill which was reflected in the noticeable increase of the posttest scores and students’ progress during the intervention.

### **c. INTRODUCTION**

This action research was centered on the use of songs to improve the pronunciation of the English words with children from nine to ten years old in a public school. These students received English classes once a week with the support of resources and activities that motivate and facilitate the learning of the English Language. The study explored the use of songs as a strategy through the question: How does the use of songs improve the pronunciation of 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014?

This study has a meaningful relevance for the University, the students and the researcher. This action research has never been developed before at the English Language Career of the “Universidad Nacional de Loja”. Action Research is extremely suitable for education due to the fact that its main purpose is to help teachers and researchers to solve their teaching problems “in action”. In addition, this action research is done to allow the researcher to obtain experience and gain knowledge. Action Research is not only helpful for the researcher but also for the students because they are motivated to learn the language with songs which create participation and confidence in the pronunciation of English words and phrases and so to practice the language in a real situation, doing an enjoyable and practical teaching in which the students can learn vocabulary, pronunciation, expression and their achievement into English.

The current study worked with a sample of 29 fourth-B year students (at elementary school) in an urban school. The action research work was assisted with an intervention plan. It had a pre and posttest, a pre and post questionnaire and field diaries during the intervention. This intervention was planned based on the students' cognitive process to build up their knowledge. The lessons were reinforced with activities that enabled students to master new words, remembering, understanding and pronouncing them.

The aim of this study was to improve the pronunciation of the English words by using songs among 4<sup>th</sup>-B year students at "Zoila Alvarado de Jaramillo". To achieve this goal the researcher investigated the theoretical references about pronunciation and songs. Then, a diagnose was done in order to determine the issues that limited the pronunciation learning with 4<sup>th</sup>-B year students with the intention to design an intervention plan with the use of songs to improve the students' pronunciation. After that, an intervention plan was applied of the classroom activities in order to solve the students' limitations. And finally, the stated results reflected upon the effect that the songs had on the 4<sup>th</sup>-B year students' pronunciation.

The general results remark that there was a significant change from the first to the second test administration. In effect, before the intervention the majority of students failed mostly in the pronunciation words. It means that students did not understand how to pronounce the English words. However, in the second test most of them pronounced the English words correctly. It is undoubtedly that the

English children songs had helped students in the improvement of pronunciation of new English words.

This research was of great help to obtain accurate and suitable results in the improvement of pronunciation of vocabulary learned, allowing the future teacher to apply this strategy as an alternative to teach the pronunciation of English words and phrases in an active way.

This written report is organized in five parts. The Literature Review section presents the variables: Pronunciation and Songs. Most of the pronunciation literature is taken from the information provided by several authors: Dalton (1994), Ur. Penny (1984), A. Wright (1990), Harmer (2000), Hornby (1990) and contributions of works of similar researches. The songs literature is based on information given by several authors: Murphy (1992), Paul (1996), Ratnasari (2007), Ward (1980) and contributions of works of similar researcher. The Materials and Methods section detail the design of the investigation, action research, the methods that helped this study and the fine points that were considered in the study. In the Results section the findings of the research are detailed. These findings are presented in tables and figures with the corresponding logical analysis. The other section is the Discussion that shows the major findings of the research, the importance of them and why the information obtained is relevant. The last sections are the Conclusions and Recommendations. They described what was found in the study and what can be done in future research to get accurate results.

#### **d. LITERATURE REVIEW**

### **PRONUNCIATION**

#### **DEFINITION OF PRONUNCIATION**

Hornby (1995), states that pronunciation is defined as the way in which a language is spoken. On the other hand, in 1998 Dalton defines the pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use.

Ratnasari (2007), remarks most of nonnative speakers of English have learnt English as a part of their formal education, and as a result, all of them are literates. They are able to write and read. This is really different from the condition found in English speaking countries. They learn the pronunciation, intonation, and other suprasegmental features first then finally they learn the spelling of the words. Although the nonnative speakers of English are literate enough; however, it does not mean that they are literate enough in English language. Therefore, the learners of English as foreign language should also need to learn about how to pronounce the words of the target language.

In 2000 Harmer remarks that pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also

improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed all these things give them extra information about spoken English and help them.

Dalton (1998), talks about the importance of the students to be aware of pronunciation elements. When it comes to language teaching, it is important to note that there is a difference between what is effective as a point of reference or set of bearings for learning and what is presented as an attainable behavioral target. The task of pronunciation teaching, as in the teaching of any other aspect of language, is to establish models for guidance, not norms for imitation.

## **WHY TO TEACH PRONUNCIATION**

To teach the pronunciation has undergone a long evolution. At the beginning of the twenties century everything was subordinated to teaching grammar and lexis and pronunciation was totally overlooked. Many things have changed since that time but on the other hand there are still some teachers who do not pay enough attention to pronunciation (Machácková, 2012)

Scrivener (2005), states that it is partly because teachers themselves may feel more uncertain about it than about grammar and lexis, worried that they don't have enough technical knowledge to help students appropriately.

A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker (Kelly, 2002)

In 2008 Gilbert, states that there are two main reasons why pronunciation is neglected in classes. First, teachers do not have enough time in their lessons, which would be dedicated to pronunciation, and if there is time attention is usually given to drills which lead to discouraged students and teachers who both want to avoid learning and teaching pronunciation. Second, psychological factors play a relevant role in learning pronunciation because students are not as sure about their pronunciation as they are about their knowledge of grammar and lexis. In addition Gilbert claims that the most basic elements of speaking are deeply personal and our sense of community is bound up in the speech rhythms of our first language.

Ur (1984), states that to be able to overcome the fears of speaking, teachers should set at the outset that the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers.

## HOW TO TEACH PRONUNCIATION

Harmer (2006), states that just as with any aspect of language- grammar, vocabulary, etc. – teachers have to decide when to include pronunciation teaching into lesson sequences. There are a number of alternatives to choose from:

**Whole lessons:** some teachers devote whole lesson sequences to pronunciation and some schools timetable pronunciation lessons at various stages during the week.

Though it would be difficult to spend a whole class period working on one or two sounds, it can make sense to work on connected speech concentrating on stress and intonation over some forty-five minutes, provided that we follow normal planning principles. Thus we could have students do recognition work on intonation patterns, work on the stress in certain key phrases, and then move on to the rehearsing and performing of a short play extract which exemplified some of the issues we worked on.

Making pronunciation the main focus of a lesson does not mean that every minute of that lesson has to be spent on pronunciation work. Sometimes students may also listen to a longer tape, working on listening skills before moving to the pronunciation part of the sequence. Sometimes students may work on aspects of vocabulary before going on to work on word stress, sounds, and spelling.

**Discrete slots:** some teachers insert short, separate bits of pronunciation work into lesson sequences. Over a period of weeks they work on all the individual phonemes either separately or in contrasting pairs. At other times they spend a few minutes on a particular aspect of intonation, say, or on the contrast between two or more sounds.

Such separate pronunciation slots can be extremely useful, and provide a welcome change of pace and activity during a lesson. Many students enjoy them, and they succeed precisely because we do not spend too long on any one issue. However, pronunciation is not a separate skill; it is a part of the way we speak. Even if we want to keep our separate pronunciation phases for the reasons we have suggested, we will also need times when we integrate pronunciation work into longer lesson sequences.

**Integrated phases:** many teachers get students to focus on pronunciation issues as an integral part of a lesson. When students listen to a tape, for example, one of the things which we can do is draw their attention to pronunciation features on the tape, if necessary having students to work on sounds that are especially prominent, or getting them to imitate intonation patterns for questions, for example.

Pronunciation teaching forms a part of many sequences where students study language form. When we model words and phrases we draw our students'

attention to the way they are said; one of the things we want to concentrate on during an accurate reproduction stage is the students' correct pronunciation.

**Opportunistic teaching:** just as teachers may stray from their original plan when lesson realities make this inevitable, and teach vocabulary or grammar opportunistically because it has "come up", so there are good reasons why we may want to stop what we are doing and spend a minute or two on some pronunciation issue that has arisen in the course of an activity. A lot will depend on what kind of activity the students are involved in since we will be reluctant to interrupt fluency work inappropriately, but tackling a problem at the moment when it occurs can be a successful way of dealing with pronunciation (Harmer, 2006)

## **TEACHING AND LEARNING PRONUNCIATION**

### **APPROACHES TO TEACH PRONUNCIATION**

Celce-Murcia, Brinton and Goodwin (1996), remark that for Grammar-Translation method and Reading Based Approach the learning of pronunciation was considered irrelevant, Direct method, focused on imitation of a model in other words drill, to the arrival of Notional-Functional approach which focused on communicative purposes of the target language, pushing mechanical drills to the margins.

In 1994 Dalton and Seidlhofer, stated that there are two approaches aimed at pronunciation teaching: the bottom-up approach and the top-down approach. Bottom-up approach means that learners start with learning how to pronounce individual phonemes and then they work their way to intonation. Generally speaking, when teaching the segments of pronunciation the suprasegmental features will take care of themselves. As far as the top-down approach is concerned, at the beginning the attention is paid to patterns of intonation and then if required individual sounds are taken into focal point. In other words, once the prosodic features of pronunciation are in place, the necessary segmental discriminations will follow of their own accord.

Anderson and Lynch (2000), claim that we perceive speech by building up an interpretation in a series of separate stages, beginning by the lowest units and gradually working up to the larger units such as the utterance, from which we then derive our interpretation of the speaker's meaning.

However, Pinker (2000), remarks that the top-down process, which largely corresponds with communicative aspects of language teaching, uses knowledge and expectancies to guess, predict, or fill in the perceived event or message.

Celce-Murcia, Brinton & Goodwin (1996), offer another elaboration of two general approaches concerning pronunciation teaching. For example the intuitive-imitative approach and the analytic-linguistic approach. Intuitive-imitative

approach conveys the learner's ability to listen and imitate the rhythms and sounds of the target language without the intervention of any explicit information. Analytic-linguistic approach, on the other hand, utilizes information and tools such as phonetic alphabet, articulatory descriptions, chart of vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production. It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language.

On the other hand, in 1994 Dalton and Seidlhofer point out that intonation as a part of pronunciation teaching-learning is problematic, individual sound segments are on the other hand fairly easy to be taught but not so important for communication. However, stress was identified as an area with maximum overlap of communicative importance and teachability, therefore is the most convenient focal point for any course in pronunciation.

## **TEACHER'S ROLE**

Kenworthy (1990), offers several ways of teachers' roles in pronunciation learning process: For instance.

### **Helping learners hear**

The role of teachers is to help their students to perceive sounds that are often misperceive because of the false similarity in learners' mother tongue. Teachers

need to check whether their learners are hearing sounds according to the appropriate categories and help them to develop new categories if necessary.

### **Helping learners make sounds**

In this situation teachers have to explain and guide their students how to imitate and pronounce new sounds that do not exist in their mother tongue.

### **Providing feedback**

Teachers need to give their students accurate and constructive feedback about how they are doing, since they are not able to judge whether their pronunciation is comprehensible or not. Not providing students with feedback could mean that students make wrong assumptions about pronunciation.

### **Pointing out what's going on**

As speaking is unconsciously controlled, students can miss important features of conversation, and therefore teachers should always highlight the key features.

### **Establishing priorities**

Learners themselves are aware that their pronunciation is in some ways different in comparison with native speakers, but what they are unaware of is

whether it is relevant or not. Here teachers guide them which features they should focus on and which not.

### **Devising activities**

When choosing the most suitable activities that offer the best opportunities for practice teachers need to also take into consideration students learning styles as the effectors of their progress.

### **Assessing progress**

Assessing progress is not an easy task for any teacher but providing students with information about their progress is essential for further motivation.

## **STUDENT'S ROLE**

The primarily learners' roles are not only to pay attention to what they are doing in the classes or to be active participants of the learning process but also they need to be able to observe their progress. In other words, what all learners need to do is respond to the teacher otherwise no progress or slight improvement will become evident. Therefore, there is no doubt that ultimately success in pronunciation will depend on how much effort the learner puts into it and whether the student is willing to take responsibility for his or her own learning (Kenworthy, 1990).

## **FACTORS INFLUENCING PRONUNCIATION LEARNING**

Macháčková (2012), claims that during pronunciation lessons teachers need to pay attention to factors that can have influence on a learning process of their students. It is usually the native language that is taken into consideration and others are overlooked. The most important factors that have an impact on pronunciation of non-native speakers will be overviewed.

### **AGE FACTOR**

Kenworthy (1990), supports this assumption by claiming that if a person doesn't begin to learn a second language until adulthood; they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers.

On the other hand, in 1996 Penfield, Roberts and Lenneberg in Celce-Murcia, Brinton and Goodwin agree with this by stating that there is a period (occurring around puberty) after which brain lateralization, or the assigning of certain functions to the different hemispheres of the brain, is completed. In addition they remark that the ease with which children acquire pronunciation can be explained by the critical period, which is biologically determined period of life during which maximal conditions for language acquisition exist.

However, Scovel and Krashen in Celce-Murcia, Brinton and Goodwin (1996), claim that it is nearly impossible for learners, who start learning foreign language after this critical period, to achieve natural pronunciation since the brain loses its plasticity. This means that during the critical period a second language is acquired naturally and more easily since the brain is more flexible. The fact that the critical period lasts till puberty explains why adolescents and adults find pronunciation learning so problematic and need explanations how to produce different sounds in order to be able to pronounce them.

On the other hand, in 1990 Kenworthy outlines several researches concerning age related limits. In the first survey Oyama in Kenworthy concludes that the younger the person learning a target language is the more native-like he/she will sound. In other words, it is very unlikely for adult learners to attain comprehensible pronunciation. In the second study aimed at the age factor, researchers found out that if people start before the age of 11 their accent is rare, when they begin learning between 11 and 15 their accent is uncommon, but if they start after they are 15 their accent is virtually universal. However, the third research, carried by Snow and Hoefnagel-Höhle in Kenworthy concluded that older British English speakers learning Dutch in Holland were better than younger speakers in the initial part of the research since they quickly mastered syntactic and morphological structures of the target language, but by 4 or 5 months the difference vanished and after a year the younger learners began to excel in.

Adults find pronunciation more difficult than children do and that they will probably not achieve native-like pronunciation. Yet experiences with language learning and the ability to self-monitor, which come with the age, can offset these limitations to some degree (Florez, 1998).

## **THE ROLE OF THE MOTHER TONGUE**

Kenworthy (1990), states that these characteristics are often obvious enough to make a person's origins identifiable by untrained as well as trained people.

By the other way, in 1998 Florez adds that interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, and rhythm in the target language.

However, Celce-Murcia and Goodwin in Sharkey (2003), support the premises by claiming that the second language filters through the learner's first language facilitating acquisition when the target pronunciation features are similar and interfering with acquisition when the features are dissimilar or non-existent.

On the other hand, in 2008 Gilbert outlines several problems caused by the influence of the mother tongue. First, the inability to sound out letters, which occurs at the beginning stage of learning a new language, makes the learners impossible to pronounce sounds correctly. Another problem experienced by learners is the wrong production of final consonants. In many languages sounding

final consonants are restricted and therefore, non-native speakers can have intelligibility problems. Lastly, it is so called choppy speech, which is separating words with silence.

## **LEARNER'S ATTITUDE AND SENSE OF IDENTITY**

In the language teaching process teachers cannot influence learners' age, motivation, nor can they have control over their attitude or sense of identity. At the beginning a crucial question needs to be dealt with whether a learner's sense of identity and his/her attitude towards the target language can increase or obstruct acquisition of comprehensible pronunciation (Machácková, 2012).

Similarly, in 2003 Bolitho in Sharkey claims that although it is difficult for learners to find suitable balance between his/her mother tongue and the target language, since they have a kind of emotional and intellectual relationship with both languages, finding the suitable balance contributes to attaining comprehensible pronunciation. His theory is supported by Marques in Sharkey, who suggests that learners need to seek acculturation by which they adopt the new culture while maintaining the identity of the old one.

However, Florez (1998), claims that learners who unconsciously or consciously apply ethnicity markers into the target language will never achieve native-like pronunciation since their speech will become resistant to changes which help speakers to be intelligible.

On the other hand, in 1990 Kenworthy comes to the same conclusion. She points out the existence of a group affirmation factor of native speakers, suggesting that personal commitment to a community, and a willingness to be identified with the members of that community, can be revealed through the way a person chooses to speak. The ideas are supported by Schuman in Sharkey. His analysis reveals that if learners have a negative attitude towards the target language, their community views the target language negatively or they are homesick they unconsciously create barriers that prevent them to acquire comprehensible pronunciation.

Pronunciation teaching cannot be divorced from the people who are speaking, but should involve the whole person (Laroy in AMEP Centre, “Adult Migrant English Program”, 2009)

## **ELEMENTS OF PRONUNCIATION**

Ramelan (1985), points two kinds of speech features at the moment of learning English such as for example:

- (1) Segmental features, which refer to sound units, arranged in a sequential order; or it is about consonant and vowel.
- (2) Suprasegmental features refer to stress, pitch, length intonation and other features that always accompany the production of segmental.

## Segmental Features

English segmental system includes vowels and consonants. The classification is based on the differences in their functions in an utterance and their ways of production.

Syafei (1988), remarks that the vowels are sounds which are made without any kind of closure to the escape of air through the mouth. English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of / i:/, /ɜ:/, /a:/, /u:/, /o:/, while short vowels consist of / i/, /e/, /æ/, /ɐ/, /ʌ/, /u/, /o/.

Beside the two kinds of vowels above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable (Syafei, 1988). There are nine English diphthongs, / ei/, / ai/, / oi/, / au/, / oɪ/, / iə/, / aʊ/, / uə/, / eɪ/. The English consonants consist of twenty-four. Those are / p/, / b/, / t/, / d/, / k/, / g/, / f/, / v/, / θ/, / ð/, / s/, / z/, / ʃ/, / ʒ/, / h/, / tʃ/, / dʒ/, / m/, / n/, / ŋ/, / l/, / r/, / w/, / y/.

It is quite different with the condition in Indonesian. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if the students find difficulties when they learn English.

## **Supra segmental Features**

Ramelan (1985), states that Supra segmental features are like the style used in words or sentences. There are four kinds of supra segmental features. The first is stress. Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into a word stress and sentence stress. A word stress within a word and a sentence stress is the stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate meaning and intention.

In 1988 Syafei claims that the Second is pitch and intonation. Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what we say. For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone. In addition he also remarks the third and the fourth kind of supra segmental features that are the pause. English is spoken in groups of words, which are separated by pause. There are two kinds of pauses, a short one and a final one. And on the other hand, that is the rhythm. It means the beat of language. In English, rhythm is stress-timed. This means that the time between two primary stresses is the same. If there are many words between the two primary stresses, then these syllables will be pronounced fast; if, on the other hand, there is only small number of syllables between the primary stresses, then these syllables will be pronounced slowly and more clearly. For example “Can you see the van?” the words “see” and “van” take primary stresses for special purposes.

## **STUDENTS' PROBLEMS IN PRONOUNCING ENGLISH WORDS**

Mistakes can be divided into three broad categories: 'slips' (that is mistakes which students can correct themselves once the mistake can be pointed out to them), 'errors' (mistakes which they cannot correct themselves – and which therefore need explanation), and 'attempts' (that is when a student tries to say something but not yet know the correct way of saying it). From the three categories, it can be said that error is the most important thing for the teacher to be concerned because the students cannot correct themselves instead of the teacher's help. Julian Edge quoted by Harmer, 2000).

Ramelan (1985), remarks that there are two kinds of mistakes that might cause the students to make mistake: L1 interference and developmental error. In addition he states some reasons about why students make mistake in their pronunciation are because they face such problems as follows:

- (1) The existence of a given sound in the latter, which is not found in the former.
- (2) Sounds which have the same phonetic features in both languages but differ in their distribution.
- (3) Similar sounds in two languages which differ only slightly in their phonetic features.
- (4) Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds.

## **SONG**

### **DEFINITION OF A SONG**

Hornby (1990), claims that a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes.

On the other hand, Songs can also provide a relaxed lesson. They can also form the basis for many lessons. (Futonge, 2005)

### **ELEMENTS OF A SONG**

Jamalus (1988), states that when a song is played, the listeners will not only listen to its lyrics, but also its melody. They enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music elements. The elements of music are divided into two categories; those are main elements and expression elements.

The first category is the main elements. It consists of rhythm, melody, harmony, and lyrics. Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word, there will be letters read long and short and there can be a pause too. It means that rhythm is how to step the music.

Melody is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different level played together. The last is lyrics, it can be said as musical sentences.

The second category is the expression elements. It is the way of the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements above are needed when someone creates a song.

### **SELECTION OF THE SONGS**

Ratnasari (2007), remarks that when the teacher will apply songs in her / his teaching learning process, she /he should know what kind of song she would bring into the class. This is the problem if the teacher wants to use songs to her class.

By the other way, in the 2000 Harmer suggests two ways to solve the problem about the way in selecting the songs to be brought into the class: the first is to have students bring their own favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics, the second way is to use older songs, to ask students whether they still have merit, whether they like them, despite their antiquity. Teachers then can choose songs, which they like and appropriate to the topic and subject matter.

## **THE USE OF SONG PROCEDURE**

Ur and Wright (1993), supported that to apply songs in the classroom; the teacher should also plan application sequence of the songs. In applying songs, they offered the next procedure as follows:

(a) Preparation: select a tape recording of a song so that you can sing it. Prepare an overhead transparency (or a poster/ hand out) of the words of the song.

(b) Procedure: first, play the song on a tape or sing it to yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.

On the other hand, in 1983 Haycraft also suggested a procedure with some variations using songs recorded on tape as follows:

(a) Play the tape as many times as necessary and ask questions.

(b) Get the class to use line by following the tape.

(c) Divide up the class and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solos. Bring out a student to conduct different combination until the song is familiar.

(d) Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down.

By the other way, in the 2010 Reina claims that there are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

Brown (2006), remarks that procedure of any listening activity can be done by activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using Well-Structured Speaking Tasks informed by research. The author explains the following steps to focus on a listening practice:

### **Activating prior-knowledge**

Prior knowledge is organized in schemata: abstract, generalized mental representations of our experience that are available to help us understand new experiences. The idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen or read, they process the information they hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences. Bottom-up processing means using the information people have about sounds, word meanings, and discourse markers like first, then and after that to assemble their understanding of what they read or hear one step at a time.

### **While-listening**

To have a purpose for listening helps us listen more effectively. For example, when listening to a weather report, if our purpose is to decide whether to wear a coat, we want to focus on the temperature. In the listening activities, teachers should explain students which the purpose of the activity is. Students could listen for the main idea, for details, and for making inferences. Therefore, students develop a sense of why they listen and which skill to use to listen better. Teachers can build skills by asking students to focus on their reason for listening each time they listen. This is a form of strategy training. The idea of knowing the purpose of listening is a very effective first strategy to teach because it helps students organize and reflect on their learning (O'Malley J. and Chamot, 1990).

### **Post-listening**

When teachers think of listening activities, they have a tendency to think of students listening to a recording and doing a task. Students overhear other people talk and then react to that conversation.

However, Brown (2006), states that this sort of task is important because it allows teachers to isolate students' responses and thereby gauge the progress the students are making on listening skills. Teachers can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies,

and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

## **THE IMPORTANCE AND THE ROLE OF SONGS IN LANGUAGE TEACHING**

In 1992 Murphey quoted that “In our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants and cafes, shopping malls (muzak), at sports events, in our cars, and literally everywhere. It would seem that the only place music and song is slow to catch on is in schools”. And it is exactly schools, that could use the best and the most the immense potential a song disposes.

On the other hand, in 1995 Griffiee claims that “Songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more”

Ross (2006), states that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of

language in it. When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening material such as the use of song as authentic material. The use of song stimulates and motivates students to comprehend the content of materials. The possibility of using songs in English as a foreign language class has been actively considered for the last two decades. It is considered because songs have many values of language.

It is possible to suggest that among the methodological purposes with songs used in class, it is possible to rank the following: Practicing the rhythm, stress and the intonation patterns of the English language. Teaching vocabulary and grammar. Developing listening comprehension, writing skills, and speaking. For this last purpose, songs and mainly their lyrics are employed as a stimulus for class discussion (Orlova, 2003).

### **“ENJOYABLE DRILL”**

In 1948 Komensky quoted that “cheerful mood is needed to avoid satiety and repugnance, which is the right poison of teaching.”

On the other hand, in 1992 Murphy claims that undoubtedly, songs definitely have the ability to maintain a jolly atmosphere. “They provide variety and fun”.

Macmillan (1981), states that “songs can provide an enjoyable change of routine in the classroom”, besides he adds that “as well as being fun, they have a useful part to play in language teaching”. Macmillan also stated that one of the basic principles when learning a language is a repetition: “Constant repetition is vital for the successful learning of a foreign language”.

On the other hand, in 1992 Murphy adds that “songs may strongly activate the repetition mechanism of the language acquisition device”.

Moreover, in 1981 Macmillan concluded that it is common that “too many drills make boring lessons, but a favorite song can be repeated again and again with equal enjoyment”.

### **SONGS AS PRACTICE MATERIAL**

A song can be used in a lot of various ways. All the skills such as listening, reading, writing and speaking can be practiced, the same way as linguistic areas starting with vocabulary, grammatical structures, and ending with rhythm, stress, fluency and pronunciation (Rosová, 2007).

The rhythm of the verse helps the learner to put the stress in the right places, creating a natural flow of language and building up fluency. At the same time the presence of rhyming words and such poetic device as alliteration and

onomatopoeia help to focus on certain sounds, thus giving valuable ear-training and help in pronunciation. In the syntactical area a song gives us the opportunity to repeat the same structural item many times, thereby aiding correctness and fluency of expression (Ward,1980).

However, in 1995 according to Griffiee, he states that Songs are also “especially good at introducing vocabulary because they provide a meaningful context for the vocabulary”. However, it depends on the choice of songs since there are also some songs without meaningful context. From the grammatical point of view, they “provide a natural context for the most common structures such as verb tenses and prepositions”.

### **THE HELP OF SONGS WHEN LEARNING PRONUNCIATION**

Rosová (2007), states that songs can be very helpful as far as learning pronunciation is concerned. They provide the authentic language with all its „traps“ (such as connected speech, different pronunciation of the same sound, or difficult pronunciation of some words) laid for learners, who should be exposed to it as much as possible to strengthen their ability to understand it. In the following subsections we will concentrate on three areas of difficulties in pronunciation (sounds, words, connected speech), and on explaining why songs can be useful when the learners are caught into these “traps of language”.

### **The help of songs focused on sounds**

She explains that “Sounds are the smallest unit from which words are formed and can be categorized as vowels and consonants.”

For the learners of English some sounds may be difficult to pick out because they do not exist in their mother tongue, and they “have to learn to physically produce certain sounds previously unknown to them”. Even though it may be a difficult task for some learners, it is quite important because it can sometimes happen that “incorrectly pronounced sounds strain communication, and it can also change a phrase’s meaning”. Songs can help learners because “the rhymes in songs provide listeners with repetition of similar sounds, and when the students choose to listen to songs time and again, they are indirectly exposing them to these sounds”, repeating them, getting better at recognizing them, and finally producing them.

### **The help of songs focused on words**

In addition, she states that “Words are combinations of sounds which form together to give meaning. A word is uttered in syllables, usually one emphasized syllable (the stress) and the rest weak (unstressed)”

There are several difficulties that may be encountered by a learner. Firstly, “each English word has its own stress pattern, with very complex ‘rules’ to guide

learners.” Secondly, “even when the same words exist in both languages, the number of syllables is not always identical.” And lastly “weak syllables are central to English”

There are both several difficulties and several ways songs can support practicing these problems. “Words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms. Songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced”

### **The help of songs focused on connected speech**

Finally, she claims that “Connected speech is the natural way we speak, linking together and emphasizing certain words, rather than each word standing alone”

On the other hand, Rixon (1986), remarks that connected speech plays a very important role in English as it is the way English is usually spoken, but unfortunately not always in English lessons. “Many learners are accustomed to hearing a very careful, clear pronunciation of words, such as native speakers might use when talking very emphatically or saying words in isolation”. In addition he states that however, native speakers usually connect the words. And when the “words are used in a connected natural utterance, some of their sounds are different to those used in very careful speech, and they may become harder for

learners to recognize”. The problem is that the learners “normally learn words individually and, especially at lower levels, tend to pronounce each word separately.” Besides, Rixon claims that words pronounced in isolation often sound very different from the same words said in connected speech, so there is little point in concentrating too much on single words said out of context. Another problem is that learners “frequently misconceive contraction as being ‘incorrect’, only used in ‘slang’”. But as said a while ago, a native speaker says the words separately either on purpose or when talking emphatically, which means that connected speech is natural, normal and widely used. Songs help learners practice the described subject matters because they “provide real and ‘catchy’ examples of how whole phrases are pronounced often to the extent that students find it difficult to pick out individual words. The music further emphasizes the ‘flow’ of the words. Moreover, songs, like other spoken texts, are full of contractions”.

### **WHAT CAN WE DO WITH A SONG IN LANGUAGE TEACHING?**

Murphy (1992), states that automatic usual and simple answer to this question could be: “A word-gap-fill.” However, the answer is not so single valued. And hopefully, the following selected list of Tim Murphy (and references to other sources of activities) will be convincing enough to prove that the answer can be much longer. What can we do with a song in lesson?

- 1) Listen

- 2) Sing, whistle, tap, and snap fingers while we listen
- 3) Sing without listening to any recording
- 4) Talk about the music
- 5) Talk about the lyrics
- 6) Talk about the singer / group
- 7) Use songs and music to set or change an atmosphere or mood, as 'background furnishing'
- 8) Use songs and music to make a social environment, form a feeling of community, dance, and make friends
- 9) Write songs
- 10) Perform songs
- 11) Do interviews
- 12) Write articles
- 13) Do surveys, make hit lists
- 14) Study grammar
- 15) Practice selective listening comprehension
- 16) Read songs, articles, books for linguistic purposes
- 17) Compose songs, letters to singers, questionnaires
- 18) Translate songs
- 19) Write dialogues using the words of a song
- 20) Use video clips in many ways
- 21) Do role-plays (as people in the song)
- 22) Dictate a song

- 23) Use a song for gap-fill, cloze, or for correction
- 24) Use music for background to other activities
- 25) Integrate songs into project work
- 26) Energize or relax classes mentally
- 27) Practice pronunciation, intonation, and stress
- 28) Break the routine
- 29) Do choral repetition
- 30) Teach vocabulary
- 31) Teach culture
- 32) Learn about your students and from your students, letting them choose and explain their music
- 33) Have fun.

### **SONGS TO IMPROVE ACHIEVEMENT IN PRONUNCIATION**

Phonemic awareness is not the same thing as phonics. Phonemic awareness deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Phonics deals with learning sound-spelling relationships and is associated with print. Most phonemic awareness tasks are purely oral (Blevins, 1999).

Moreover, in the 2007 Ratnasari concluded that teaching pronunciation is done orally. One very effective thing to teach students' pronunciation is by having the

students train themselves in their daily lives through their own interests. Some students probably prefer to play games to enrich their vocabulary; other may sing or listen to English songs or may be read poetry to improve their listening ability, pronunciation and the English fluency.

On the other hand, Paul (1996), states that if she is singing or playing something she really enjoys, and suddenly encounters a word or structure she does not know, but which she feels she needs in order to sing or play successfully, she will feel an emotional need to learn. It means that someone will learn something when they need to learn. No one can force him/her to learn something if he/she does not want to learn. In addition, she claims that if we want our young learners to achieve something, we should not teach them formally. The more we teach, the less children learn. By using song, we may keep them emotionally involved in the learning process and keep them interested in making sense of this fascinating world of English. The aim is for the children to feel excited by getting better at English. So it is better for the teacher to give extensive listening task to train their pronunciation by listening songs they like.

Finally, she argues that there are two kinds of listening activities that can be done by the students. Those are Extensive Listening and Intensive Listening. Extensive Listening usually takes place outside of the classroom. It can be done at home or any places that the students want to have listening activities. They can also choose the way and the material they want. For example, the students may

have songs or English news on the radio as the listening materials. While intensive listening is usually done in the classrooms, and the teachers usually have the materials and the way of listening activities for the students. Intensive listening can be done in some ways, by using taped material and live listening. It can be in the form of reading aloud, story telling, or conversation. Both ways are very important to improve the students' acquisition of the language.

Songs as one of listening materials can be applied in both ways. While the students listening to the music or song, they will learn many things, such as learning grammar and pronunciation. They also could train themselves for the listening comprehension. When they are listening they will not realize that they are improving their achievement of the language. While listening to the songs, the students may follow to sing the songs. So they can train their pronunciation ability unconsciously.

Songs are relaxing. They provide variety and fun, and encourage them to learn by themselves and unconsciously (Ratnasari, 2007).

The success of an educational system depends of the ability of a teacher to use methods and means of teaching. One of the strategies is the use of songs English songs to teach pronunciation. Considering the cognitive characteristics of the group of students of investigation such as: the age of the girls from 8 to 9 years old, and the amount of teaching time, the researcher applied the TOP-DOWN APPROACH and the INTUITIVE-IMITATIVE APPROACH. The top-down

approach stated by Dalton and Seidlhofer, (1994), remark that this approach is concerned, at the beginning of the process the attention is paid to patterns of intonation and then if required individual sounds are taken into focal point. In other words, once the prosodic features of pronunciation are in place, the necessary segmental discriminations will follow of their own accord. In addition, Pinker (2000), remarks that the top-down process, which largely corresponds with communicative aspects of language teaching, uses knowledge and expectancies to guess, predict, or fill in the perceived event or message. On the other hand, the INTUITIVE-IMITATIVE APPROACH established by Celce-Murcia, Brinton & Goodwin (1996), leads the learner's ability to listen and imitate the rhythms and sounds of the target language without the intervention of any explicit information.

In addition, the use of children songs in teaching English is an effective mean to improve the students' pronunciation since they facilitate the learning of English; involving listening and pronouncing lyrics, melodies and rhymes. For example singing children songs as "I Really Need a Bicycle" and "How do you Come to School" transportation songs, create participation and confidence in the pronunciation of English words and phrases and so to practice the language in a real situation, doing an enjoyable and practical teaching in which the students can learn vocabulary, pronunciation, expression and they achieve to integrate into English. Therefore, the issues related to the pronunciation of English Language encountered in the target population were treated by using the above mentioned approaches and strategies.

In conclusion the using of children songs with the lyrics, melody and rhymes available, appropriate and according to the level and interest of students in each lesson are an effective mean for the teaching of English pronunciation. Students will be motivated in the classes and they make fewer mistakes in pronunciation.

## **e. MATERIALS AND METHODS**

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques, and instruments, materials and procedures

### **DESIGN**

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated his reflections of his teaching and improved his students' situation.

### **CONTEXT**

Zoila Alvarado de Jaramillo public school was selected as the place for the present research work, and it is the school where the researcher is currently

teaching and observing as a part of his teaching practicum; therefore, he has insight into the spectrum of English teaching within the school. Zoila Alvarado de Jaramillo school is located in the parish of San Sebastian and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is compulsory as it is for middle and high schools. In the case of Zoila Alvarado de Jaramillo public school, the treatment of English as a subject within the curriculum of the school is obligatory but the periods devoted to teach it are limited to one class weekly. It has an English teacher as part of its teaching staff.

## **PARTICIPANTS**

The fourth-B year students (29 girls) of basic education at Zoila Alvarado de Jaramillo public school was the sample of this research work. They are among 8 to 9 years old. They receive two periods of English classes per week with a certified teacher; each period is about 40 minutes. The students have an English book called "Enterprise 4". The English classes are developed without any other didactic material rather than a course book.

## **METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS**

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

### **METHODS**

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The Scientific method assisted the study of the use of English Children Songs applied to improve the English Pronunciation. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution, the use of Songs. This particular method helped support data collection in order to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the stages of pre-observations, planning a change, acting and observing the processes and consequences of the study and the kind of resources used in each step. It served to explain and analyze the object of the investigation.

The analytic-synthetic method was used to analyze the obtained results through two questionnaires of five questions each one, two tests and teacher's field diary. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The statistic method made possible the quantitative statistical analysis of data derived from the pre and post tests and pre and post questionnaires as well as the qualitative text analysis of the data received from the observation, and teacher's diary.

## **TECHNIQUES**

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion of results. In forming the Theoretical Framework and Literature Review, extensive reading was conducted and the use of outlines and index cards helped facilitate learning and focus the information. Technology offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

## **DATA COLLECTION INSTRUMENTS**

Two choice Questionnaires about the didactic material used in the English pronunciation classes of 4 questions (ANNEXES 1, 156-163 pages), an

observation sheet (ANNEX 1, 174-175 pages) applied before the intervention; systematic observations through the filed diaries (ANNEX 1, 164 page), and two researcher's-made tests about pronunciation of English words and phrases of 2 questions (ANNEXES 1, 170-173 pages) were used to gather the information.

## **MATERIALS**

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was Fourth-B year students of basic education of the Zoila Alvarado de Jaramillo School. The cooperating teacher helped provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked actively in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, videos, textbooks and bibliography were important material components as well.

## PROCEDURE

The study started with some observations of the English classes of the fourth-B year students in order to identify the issues the students were facing. The analysis of observations helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plan (Annex 1, 133-141pages.), organized in 8 lessons, was designed with the help of the literature framework. Then, the intervention plan was applied from March 24TH to May 12TH. During this stage quantitative and qualitative data was collected using the instruments mentioned above. The questions of the test were grouped according to the Blooms cognitive approach to assessments. It means that it was considered what students need to perform in order to answer the questions correctly.

After collecting the data it was tabulated and translated into tables. Means for each test section were calculated to have a better overall view of performance of the class in each test.

The Pearson Correlation coefficient  $r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]}}$  was used to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a

relationship between pre and posttests (x and y). Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the base line data to the posttest results.

Observation data was also obtained by periodical monitoring of the evaluation of the language skill by means of a researcher-designed Field Diary.

The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

## **f. RESULTS**

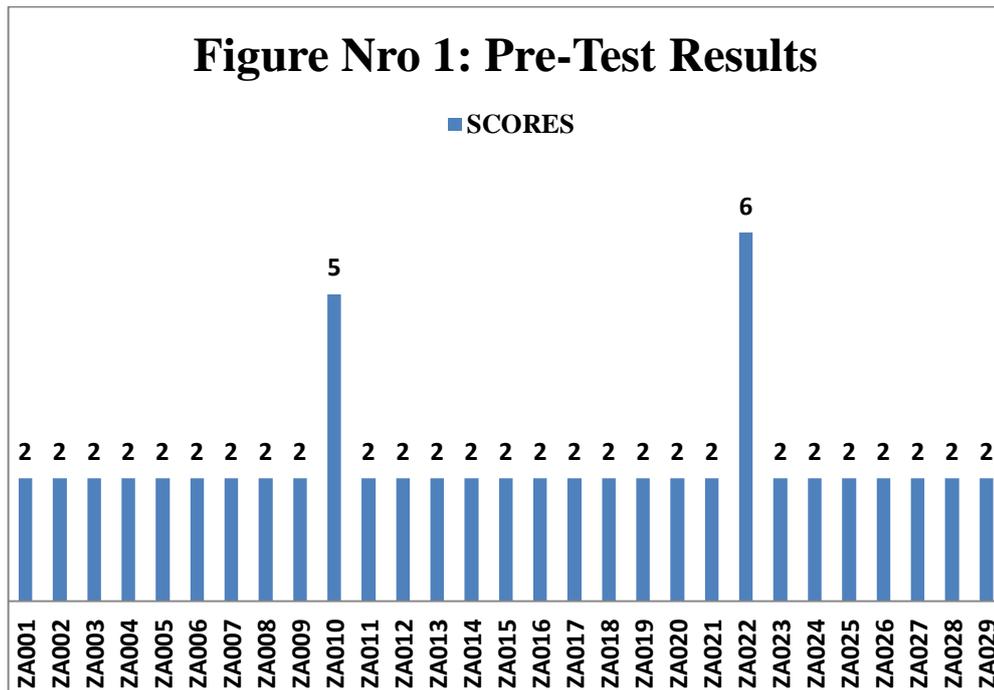
### **Pre-Test Results**

The Pre-Test was conducted in the form of a personal interview. Each student was asked to answer 2 oral tasks. The first oral task consisted on pronouncing a list of words related to the means of transportation, which was the topic under study at the moment of starting the intervention period; and the second oral task the student had to pronounce a list of phrases related to the same topic. The researcher considered 2 parameters to describe pronunciation of insolation words and pronunciation of phrases to determine the grade of difficulty that the children had in pronouncing words and phrases. The goal of the test was to have objective information regarding students' pronunciation that can help the researcher to outline a strategy to help them to overcome the limitations of students' pronunciation. Here are the results:

**TABLE 1.****Pre-Test Results**

Student's code	INSOLATION	PHRASES	Scores /8
	P /4	P /4	
ZA001	1	1	2
ZA002	1	1	2
ZA003	1	1	2
ZA004	1	1	2
ZA005	1	1	2
ZA006	1	1	2
ZA007	1	1	2
ZA008	1	1	2
ZA009	1	1	2
ZA010	3	2	5
ZA011	1	1	2
ZA012	1	1	2
ZA013	1	1	2
ZA014	1	1	2
ZA015	1	1	2
ZA016	1	1	2
ZA017	1	1	2
ZA018	1	1	2
ZA019	1	1	2
ZA020	1	1	2
ZA021	1	1	2
ZA022	3	3	6
ZA023	1	1	2
ZA024	1	1	2
ZA025	1	1	2
ZA026	1	1	2
ZA027	1	1	2
ZA028	1	1	2
ZA029	1	1	2
<b>Σ</b>	33	32	65
<b>%</b>	28.44	27.58	28.01
<b>M</b>	1.13	1.10	<b>2.23</b>

Note. P= pronunciation of words; P= pronunciation of phrases; ZA= Zoila Alvarado (school name)



The data in table one shows that the mean is 2.23 in the Pre-Test. It indicates which students did not reach a basis average. Thus; students were not familiar enough with the pronunciation of the words and phrases assessed. According to the percentages the girls obtained only the 28.44% in the pronunciation of insolation words and the 27.58% in the pronunciation of phrases; therefore, these obtained results demonstrated that the group of students had a low level of pronunciation of English words and phrases. Considering all of this; an intervention with a strategy: the use of English children songs to improve the students' pronunciation was applied.

According to the above mentioned results, the girls did not obtain an acceptable score, since; when the researcher applied the pre-test to the students,

the girls related the pronunciation of words and phrases in English with the pronunciation of the first language (Spanish).

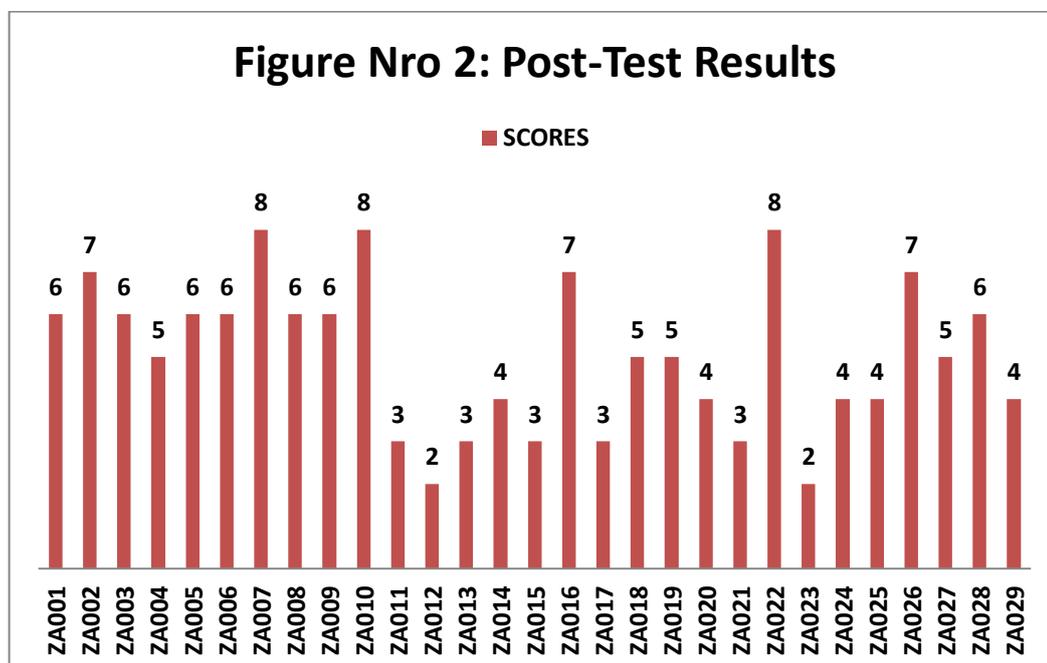
### **Post-Test Results**

The Post-Test was done by reading the list of the words taken from the songs used in this research. The procedure of doing the posttest was the same as the procedure on the pretest. Before the posttest was given, the students were asked to review all the words and phrases that had been given by singing and reading the songs together. In this posttest the students would pronounce 24 words and 4 phrases. Here is the result of the posttest:

**TABLE 2.****Post-Test Results**

<b>Student's code</b>	<b>INSOLATION</b>	<b>PHRASES</b>	<b>Scores /8</b>
	<b>P /4</b>	<b>P /4</b>	
ZA001	3	3	6
ZA002	4	3	7
ZA003	3	3	6
ZA004	3	2	5
ZA005	3	3	6
ZA006	3	3	6
ZA007	4	4	8
ZA008	3	3	6
ZA009	3	3	6
ZA010	4	4	8
ZA011	1	2	3
ZA012	1	1	2
ZA013	1	2	3
ZA014	2	2	4
ZA015	1	2	3
ZA016	3	4	7
ZA017	1	2	3
ZA018	2	3	5
ZA019	2	3	5
ZA020	1	3	4
ZA021	1	2	3
ZA022	4	4	8
ZA023	1	1	2
ZA024	1	3	4
ZA025	1	3	4
ZA026	3	4	7
ZA027	2	3	5
ZA028	3	3	6
ZA029	1	3	4
<b>Σ</b>	65	81	146
<b>%</b>	56.03	69.82	62.93
<b>M</b>	2.24	2.79	<b>5.03</b>

Note. P= pronunciation of words; P= pronunciation of phrases; ZA= Zoila Alvarado (school name)



The data in table two indicates that the mean is 5.03 in the posttest. It shows which there is a rising of the students' average. According to the percentages the girls obtained the 56.03% in the pronunciation of insolation words and the 69.82% in the pronunciation of phrases; Therefore it is evident an improvement in the students' achievement pronunciation and it can be seen that after the students learned English through listening to English songs, the students made a significant improvement on their pronunciation in the insolation words but with more frequency in the phrases, since at the moment of using children songs, these lyrics were sang in phrases.

The poor pronunciation of each student is decreased. According to these results it can be deduced that the adopted strategy contributed to improve the level of

pronunciation of the 4TH year students in parallel “B” using as strategy the songs. Therefore, these favorable results are consequence of the applied strategy (the use of songs) to the group of students; contributing to improve the comprehension and pronunciation level of words to form several phrases.

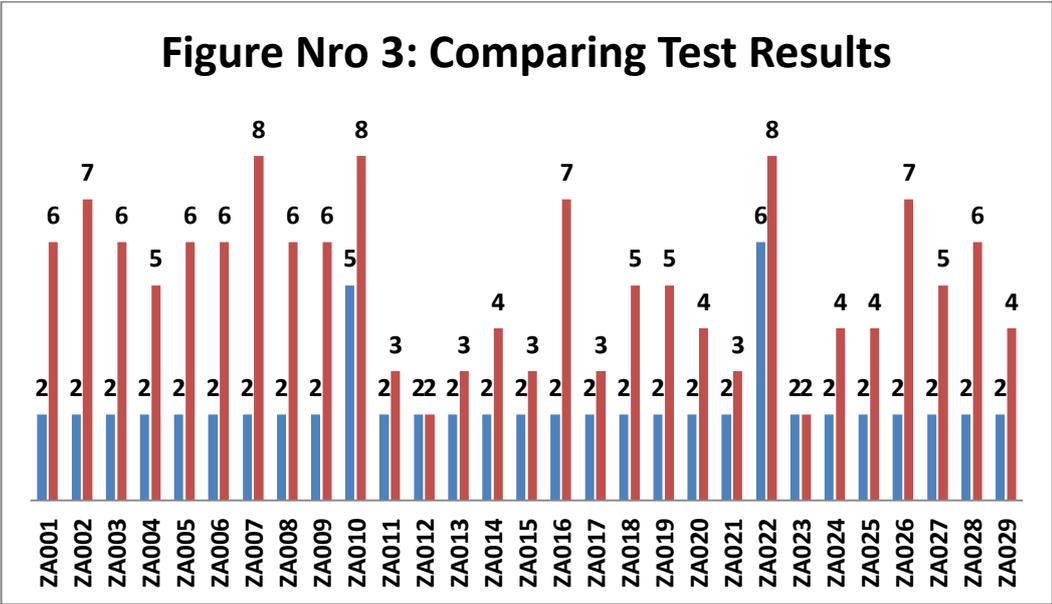
### **Comparing Test Results**

The statistic measure used to determine the correlation that exists between the variables: pre-test and post-test was the Pearson Coefficient. The Pearson Product Moment Correlation or ( PPMC) is the Correlation between sets of data and of how well they are related. It shows the linear relationship between two sets of data. Here the results.

**Table 3.****Comparing Tests Results**

Student's code	PRE-TEST x /8	POST- TEST y /8	xy	X <sup>2</sup>	Y <sup>2</sup>
ZA001	2	6	12	4	36
ZA002	2	7	14	4	49
ZA003	2	6	12	4	36
ZA004	2	5	10	4	25
ZA005	2	6	12	4	36
ZA006	2	6	12	4	36
ZA007	2	8	16	4	64
ZA008	2	6	12	4	36
ZA009	2	6	12	4	36
ZA010	5	8	40	25	64
ZA011	2	3	6	4	9
ZA012	2	2	6	4	4
ZA013	2	3	6	4	9
ZA014	2	4	8	4	16
ZA015	2	3	6	4	9
ZA016	2	7	14	4	49
ZA017	2	3	6	4	9
ZA018	2	5	10	4	25
ZA019	2	5	10	4	25
ZA020	2	4	8	4	16
ZA021	2	3	6	4	9
ZA022	6	8	48	12	64
ZA023	2	2	4	4	4
ZA024	2	4	8	4	16
ZA025	2	4	8	4	16
ZA026	2	7	14	4	49
ZA027	2	5	10	4	25
ZA028	2	6	12	4	36
ZA029	2	4	8	4	16
<b>Σ</b>	65	146	350	145	824
<b>M</b>	<b>2.24</b>	<b>5.03</b>	12.06	5	28.41

Note. X= Scores of Pre-Test; Y= Scores of Post-Test; ZA= Zoila Alvarado (school name)



The data in the table three shows the mean of 2.23 in the pretest and 5.03 in the posttest. It indicates that the results strikingly changed from the first test to the second one. In effect, in the first test most of the students failed mostly in the pronunciation of words. It means that students did not understand how to pronounce the English words. However, the majority of them in the second test rightly pronounced the English words. It is undoubtedly that the English children songs had helped in the improvement of pronunciation of new English words. This improvement in the pronunciation of words and phrases was support by the Pearson Correlation Coefficient  $(r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]})$  that gave as a result (  $r = 0.3$  ). This average was found into an acceptable range.

## COMPARISON OF THE PRE AND POST QUESTIONNAIRES

**Question 1. Which of these activities does your teacher apply during the English class to have you practice the pronunciation of English words?**

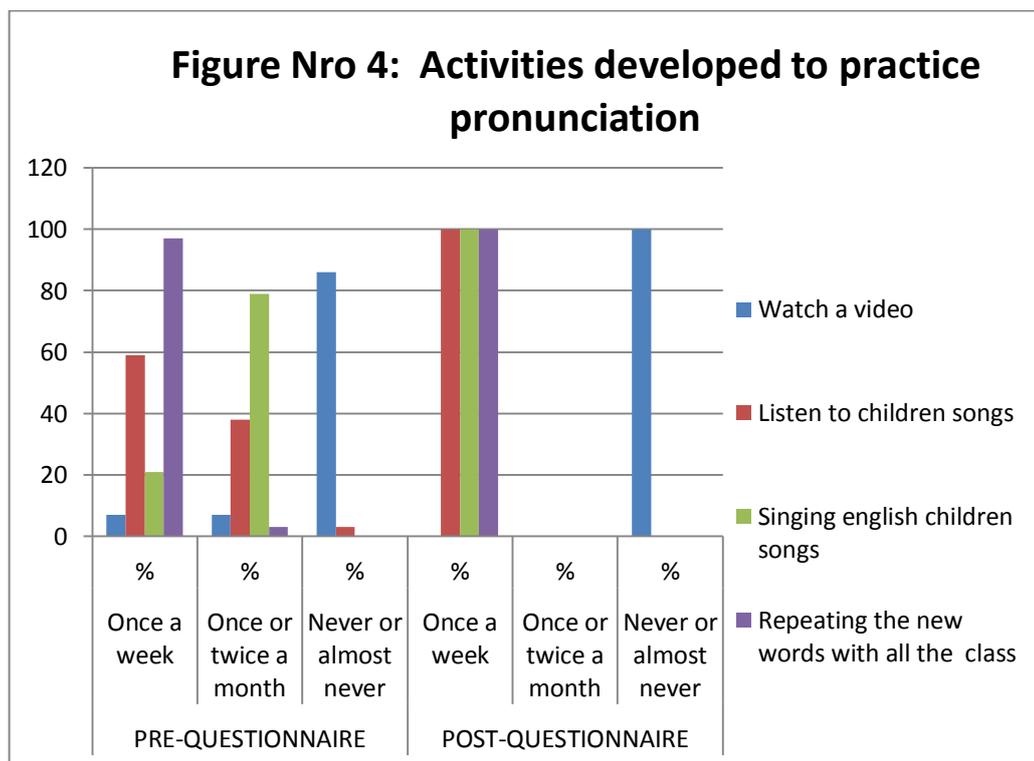
**Table 4.**

### Activities developed to practice Pronunciation

Activity	Pre-q						Post-q					
	Once a week		Once or twice a month		Never or almost never		Once a week		Once or twice a month		Never or almost never	
	f	%	f	%	f	%	f	%	f	%	f	%
<b>Watch a video</b>	2	7	2	7	25	86	0	0	0	0	29	100
<b>Listen to children songs</b>	17	59	11	38	1	3	29	100	0	0	0	0
<b>Singing english children songs</b>	6	21	23	79	0	0	29	100	0	0	0	0
<b>Repeating the new words with all the class</b>	28	97	1	3	0	0	29	100	0	0	0	0

Source: Pre and Post Questionnaires applied to 4th year students

Researcher: Quizhpe Orellana Erardo Damián



The data in table four indicates that in the Pre-Questionnaire the 86% of students reported that they had never watched videos inside the classroom to practice the pronunciation, 59% of students said that they listened children songs once a week; 79% mentioned that they sang English children songs twice a month and 97% of students said that they repeated the new words with all the class once a week. However, in the Post-Questionnaire 100% of students mentioned that they never watched videos inside the class to practice the pronunciation, but the 100% of students remark that they listened and sang English children songs and repeated the new words with all the class.

Also the data indicates that in both, pre and post-questionnaires most of students answered that they listen and sing children songs in the English class to

learn the pronunciation of English words once or twice a month. However, in the second test, all the students listened and sang children songs in the English class to learn the pronunciation of English words once a week. It shows that the intervention applied was positive. It seems which during the intervention students learned the pronunciation of English words by listening English children songs, also their attitude toward English language improved. However, we have to remark that during some observations and assistantship practices before the intervention plan, it was possible to see that the only pattern the class had to master the listening and speaking was the teacher. Therefore, the English Teacher was the only audio model that the students had to practice listening and pronunciation of English words.

In addition, it was possible to observe that at the moment of singing the children songs the students did not sing songs related to the topic. However, during the intervention period, at the moment of practicing the pronunciation of English words, the students sang English children songs related to the topic and in addition, they were accompanied by lyrics, music, rhythm, and the intonation through the use of a CD player and a flash memory. The objective of practicing the English pronunciation of the native speech speakers inside the classroom was accomplished.

**Question 2. What do you think? Listening English songs is interesting and fun to improve the pronunciation of English words?**

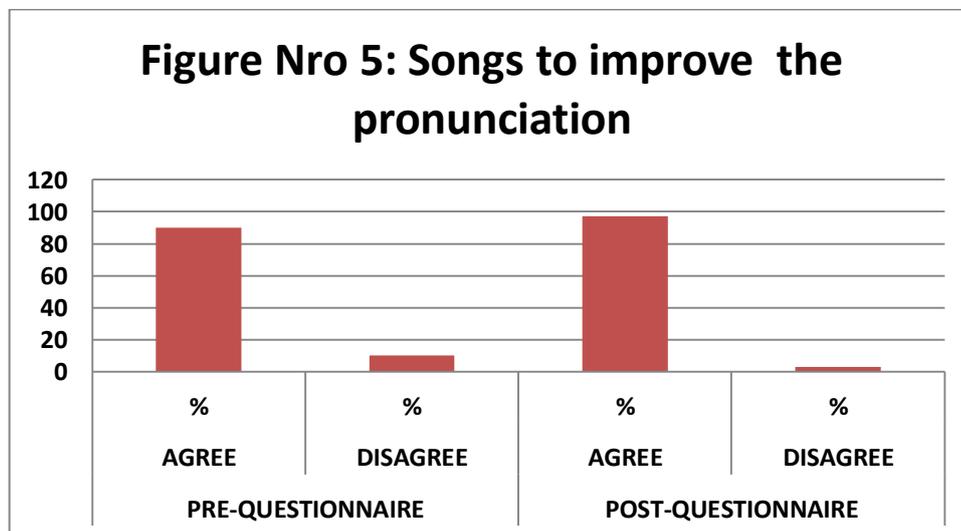
**Table 5.**

**Songs to improve the pronunciation**

<b>Pre-q</b>				<b>Post-q</b>			
<b>Agree</b>		<b>Disagree</b>		<b>Agree</b>		<b>Disagree</b>	
f	%	f	%	f	%	f	%
26	90	3	10	28	97	1	3

**Source: Pre and Post Questionnaires applied to 4th year students**

**Researcher: Quizhpe Orellana Erardo Damian**



The data in table five shows that in the Pre-Questionnaire 90% of students agree that listening English songs is interesting and fun to improve the pronunciation of English words. However, in the Post-Questionnaire 97% of

students agree that listening English songs is interesting and fun to improve the pronunciation of English words. Therefore, between the Pre and Post Questionnaire, there is a difference of 7% favorable according to the question about that listening English songs is interesting and fun to improve the pronunciation of English words. Since, songs are relaxing. They provide variety and fun, and encourage to the students to learn by themselves and unconsciously and It is deduced that the positive result of the Post-Questionnaire was caused for the application of motivational songs that the researcher used as strategy to entertain, motivate and practice the foreign language.

In addition, the data in table five indicates that in both, pre and post-questionnaires most of students answered that they agree that listening to children English songs is interesting and fun to learn the pronunciation of the English words inside the classroom, since they create a good environment and motivate the students to learn the writing, reading and pronunciation of the English words.

**Question 3. Do you think that English songs improve your pronunciation of English words?**

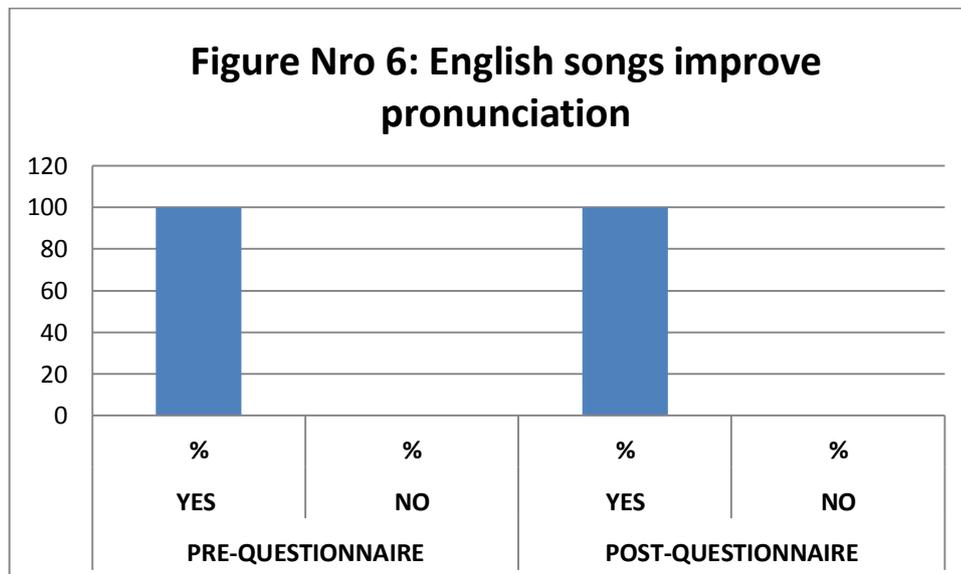
**Table 6.**

**English Songs improve Pronunciation**

Pre-q				Post-q			
Yes		No		Yes		No	
f	%	f	%	f	%	f	%
29	100	0	0	29	100	0	0

Source: Pre and Post Questionnaires applied to 4th year students

Researcher: Quizhpe Orellana Erardo Damián



The data in table six shows that in the Pre-Questionnaire and the Post-Questionnaire the 100% of the students mentioned that the English songs improve

the pronunciation of English words. Since, a song is a piece of music with words sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar, pronunciation and a host of other language skills in just a few rhymes. Therefore, it is deduced that songs are an appropriated mean to develop the listening and the pronunciation skills (Hornby, 1990).

**Question 4 . Does your teacher use a CD player to play English songs in order to practice the pronunciation of English words?**

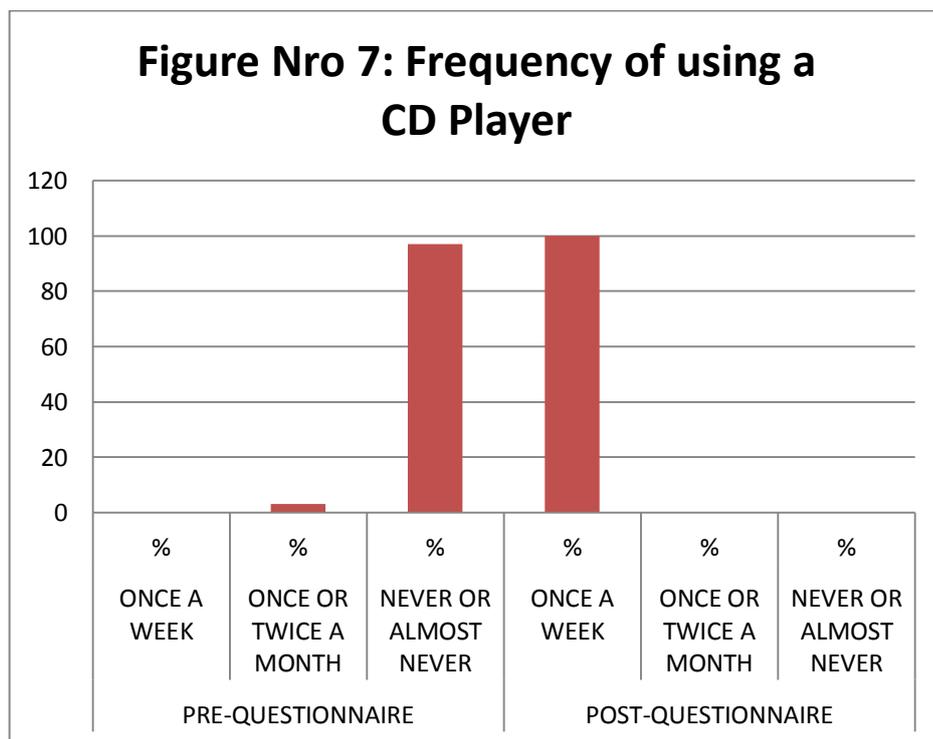
**Table 7.**

**Frequency of using a CD Player**

<b>Pre-q</b>						<b>Post-q</b>					
<b>Once a week</b>		<b>Once or twice a month</b>		<b>Never or almost never</b>		<b>Once a week</b>		<b>Once or twice a month</b>		<b>Never or almost never</b>	
f	%	f	%	f	%	f	%	f	%	f	%
0	0	1	3	28	97	29	100	0	0	0	0

**Source: Pre and Post Questionnaires applied to 4th year students.**

**Researcher: Quizhpe Orellana Erardo Damián.**



The data in table seven shows that in the Pre-Questionnaire 97% of the students mentioned that the teacher had never used a CD player to play to English songs in order to practice the pronunciation of English words. However in the Post-Questionnaire, 100% of the students remark that the teacher used a CD player to play to English songs in order to practice the pronunciation of English words once a week. Therefore, the data in table seven indicates that at the beginning of the intervention most of the students pointed out that teacher did not use a CD player to develop listening activities and practicing the pronunciation of English words, it implies that a traditional approach was used in the English class, provoking students face difficulties to pronounce English words.

Although, in the post-questionnaire notably the results have changed showing that the majority of students pointed out that teacher used a CD player, to listen and practice the pronunciation of English words. It means that the teacher was based on a modern approach to which the students achieve a good level in the pronouncing English words.

## **g. DISCUSSION**

The use of songs to improve the pronunciation of English words was the strategy that facilitates the fourth-B year students learning. The research carried out with 29 students at “Zoila Alvarado de Jaramillo” public school, showed that students’ pronunciation assessed changed significantly after the intervention of eight lessons. The findings in the pre and posttests indicate the relevant progress students got. The results were consistent with the literature, which found that pronunciation development was. Rosová (2007), states that songs can be very helpful as far as learning pronunciation is concerned. They provide the authentic language with all its „traps“ (such as connected speech, different pronunciation of the same sound, or difficult pronunciation of some words) laid for learners, who should be exposed to it as much as possible to strengthen their ability to understand it.

The findings in the pre and posttests revealed an important change in the students’ pronunciation. The pre-test showed that most of the students did not do well in the oral test, since most of them had difficulties in the pronunciation and of English words and phrases. The scores of the majority of them in the pretest were 2 points over 8. In the post test, after the intervention, the results indicated that students overcome the difficulties they had in the pretest and most of them got scores higher than 2 points. It is explained in the mean 2.23 in the pretest and 5.03 in the posttest. On the basis of these results, it is concluded that the

intervention plan in this study was suitable to all students, no matter what level of pronunciation proficiency students had before the intervention since they could improve their pronunciation as well. This was because the use of the songs do not only developed the listening and pronunciation skills, it also created a good environment in the class. “Songs can provide an enjoyable change of routine in the classroom”, besides “as well as being fun, they have a useful part to play in language teaching” (Macmillan 1981). A song can be used in a lot of various ways. All the skills such as listening, reading, writing and speaking can be practiced, the same way as linguistic areas starting with vocabulary, grammatical structures, and ending with rhythm, stress, fluency and pronunciation (Rosová 2007).

The results of the pre-questionnaire and post-questionnaire showed interesting information about how students master pronunciation in class. The pre-questionnaire revealed that some students had used English songs to practice the pronunciation, but according to the observation sheets these songs were sung by the teacher as the only audio mean to practice the pronunciation and the listening and also these songs did not have any relation with the topics taught in the class, provoking that students face difficulties pronouncing English words, however in the post-questionnaire, after the intervention, the use of English songs were applied through a Cd player to listen them and also they were related to the topic of the class, besides of this, was necessary the application of several activities such as: labeling, underlying, coloring the pictures, completing the blanks of the

song and singing children songs to practice the pronunciation of English words and phrases. Therefore, their opinion about learning pronunciation through English songs changed.

Positive attitudes toward learning pronunciation through English songs were expressed by the students. At the beginning, in the first activity, some students looked worried and some were excited on the researcher's coming. When researcher started to work with English songs, the students got enthusiastic. During the teaching and learning process, most of the students were motivated in performing the different activities with the songs. They were animated with the lyrics of the English children songs. They also enjoyed in cooperating performing the tasks assigned. Besides, researcher also emphasized on the students' pronunciation, then, it is observed some difficulties in reading and pronunciation some English words by the students.

This action research study was a great practice not only for doing this study but also for gaining experience as a future qualified teacher. During the intervention was experienced how the English songs can help students to improve the pronunciation of English words but also the weaknesses of applying them in teaching pronunciation. This work made me reflect toward the importance of making practice as teacher using a specific strategy before starting as a professional.

## **h. CONCLUSIONS**

Based on the findings, derived from the results of this study, the following conclusions were reached:

The issues that limited the pronunciation of fourth-B year students were the lack of exposures that students had to hear and practice it with strategies that facilitate the learning. The results received in the pre questionnaire according to the students showed that the pronunciation was taught using the textbook, repeating the new English words and listening children songs that were not related to the topic. The students also mentioned that the only pattern the class had to master the listening and speaking was the teacher. Therefore the professor was the only audio mean that the students had; then the teacher did not use a CD player to practice the pronunciation. It provoked students face difficulties to pronounce English words. The pretest revealed that they had more difficulties on the pronunciation of words.

The 8 sessions designed in the intervention plan were addressed to face the issues the students had in learning vocabulary. They were planned based on the students' cognitive process to build up their knowledge. Each lesson was prepared considering this approach helped with the use of songs as a strategy. The eight lessons were reinforced with activities that enabled students to identify and master new words; there were also tasks focused in reading, repeating and pronouncing the English new words and phrases.

Two English children songs about means of transportation were used to improve the learning pronunciation of fourth year students. The first song helped to recognize the new vocabulary and its pronunciation, and the second song was used to master the vocabulary and pronunciation of English words and phrases. During the teaching and learning process, most of the students were motivated in performing the different activities through songs. They were animated with the lyrics of the English children songs.

The use of songs as part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached performing their tasks. The change of the mean from the pretest (2.23) and posttests (5.03) is relevant evidence that demonstrates the positive impact that the songs had in this intervention.

The findings of the research showed that the use of English songs determined positively the improvement of the pronunciation and made the students more comfortable and cooperative.

## **i. RECOMMENDATIONS**

To apply resources to teach English pronunciation and be aware of their importance and benefits they provide into the learning process. Teachers should teach to their students using English children songs.

To determine the appropriate number of lessons in the intervention plan design. The correct number of designated lessons provide the intervention success. To assign more than eight lessons for the intervention plan in the next study.

Teachers should apply songs related to the topic in the English language classes. Students feel motivated and enthusiastic performing singing, listening and pronouncing the lyrics of the English Children songs.

Songs should be used to teach English pronunciation. Songs help students to learn in a better way the pronunciation of English words and phrases. Therefore, the researcher suggests to the next researchers not only use songs to teach pronunciation but also some other complementary resources such as lyrics, melodies and several rhymes.

Teachers should apply the use of children songs in English more frequently to achieve an interest more effective and enjoyable by students and besides, that the classroom avoids having a routine environment in the English Language Learning.

## **j. BIBLIOGRAPHY**

- Atweb, B., Kemmis, S., & Weeks, P. (1998). *Action Research in Practice: Partnerships for Social Justice in Education*. New York: Routledge.
- Blevins, W. (n.d.). *Phonics to A To Z: A Practical Guide*. Obtenido de <http://www.songsforteaching.com/phonemicawareness.htm>.
- Brown, S. (2006). *Teaching Listening*. . Cambirdge: Camridge University Press.
- Celce-Murcia, M., Brinton., & Goodwin. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of other Languages*. Cambridge: Cambridge University Press.
- Centre, A. R. (2009). *Settings Goals for Teaching Pronunciation*. de <[http://www.ameprc.mq.edu.au/docs/fact\\_sheets/02Pronunciation.pdf](http://www.ameprc.mq.edu.au/docs/fact_sheets/02Pronunciation.pdf)>.
- Dalton, C., & Seidlhofer, B. (1994). *Pronunciation*. Oxford: Oxford University Press.
- Dalton, E. (1998). *Teaching Pronunciation*. London: Longman Group Ltd.
- Dan, M. (n.d.). *www.howareyoumrdan.com*. Recuperado el 16 de Febrero de 2012, de <https://www.youtube.com/watch?v=vVkIN2Xw2HY>
- English-4kids.com*. (n.d.). Recuperado el 16 de Febrero de 2014, de [eslkidslab.com: https://www.youtube.com/watch?v=ZKHI7y5xsRo](https://www.youtube.com/watch?v=ZKHI7y5xsRo)
- Florez, M. C. (1998). *Improving Adult ESL Learners: Pronunciation Skills*. Recuperado el 30 de June de 2011, de ERIC Digest.: <[www.eric.ed.gov](http://www.eric.ed.gov)>.
- Futonge, K. (. (2005). Using English Videos and Music in EFL, ESL Classrooms. *. ESL Magazine*.

- Gilbert, J. B. (2008). *Teaching Pronunciation: Using the Prosody Pyramid*.  
Cambridge: Cambridge University Press.
- Gilbert, J. B. (2008). *Teaching Pronunciation: Using the Prosody Pyramid*.  
Cambridge: Cambridge University Press.
- Griffiee, D. T. (1995). *Songs in action* . Hertfordshire: Phoenix.
- Harmer, J. (2000). *The Practice Of English Language Teaching*. London:  
Longman Group Ltd.
- Harmer, J. (2006). *THE PRACTICE OF ENGLISH LANGUAGE TEACHING  
THIRD EDITION*. England: Cambridge University Press.
- Haycraft, J. (1983). *An Introduction to English Language Teaching*. London:  
Longman Group Ltd.
- Hornby, A. S. (1990). *Oxford Advanced Learner's Dictionary of Current English*.  
Oxford: Oxford University Press.
- Hornby, A. S. (1995). *Oxford Advanced Learners Dictionary*. Oxford: Oxford  
University Press.
- Jamalus. (1988.). *Belajar Musik*. Jakarta: Depdikbud.: Dirjen Dikti.
- Jenkins, J. (2000). *The Phonology of English as an International Language*.  
Oxford: Oxford University Press.
- Kelly, G. (2002). *How To Teach Pronunciation*. Harlow: Longman.
- Kemmis, K. a. (2000). *Participatory Action Research, in N. Denzin and Y. lincoln*.  
(eds.), *Handbook of Qualitative Research*. london: Sage.
- kenworthy, J. (1990). *Teaching English Pronunciation*. Harlow: Longman.
- Komensky, J. A. (1948). *Didaktika Velká*. Brno.

- Koshy, V. (2005). *Action research for improving Practice, A practical guide*. London: Cromwell Press, Trowbridge, Wiltshire.
- Macháčková, E. (2012). *Teaching English Pronunciation to Secondary School Students with Focus on "th" Consonants*. Masaryk : Masaryk University BRNO.
- Macmillan. (1981). *My English Songbook*. University of York.: Macmillan Press.
- McNiff, J. (1993). *Teaching as Learning: An Action Research Approach*. London: Routledge.
- Murphey, T. (1992). *Music & Songs*. Oxford University Press.
- O'Keefe, A., & McCarthy, M. a. (2007). *From Corpus to Classroom: Language Use and Language Teaching*. New York.: Cambridge University Press.
- O'Malley J. and Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Orlova, N. (2003). *Helping Prospective EFL Teachers Learn How to Use Songs in Teaching Conversation Classes*. The Internet TESL Journal.
- Paul, D. (1996). *Song and Games for Children*. New York: Macmillan publishing Co. inc.
- Pinker, S. (2000). *Language Teaching, Words and Rules*. Canadian: Harvard University Press.
- Ramelan. (1985). *English Phonetics*. Semarang: IKIP Semarang Press.
- Ratnasari, H. (2007). *Songs to Improve the Students' Achievement in Pronouncing English Words ( An Action Research)*. Semarang State .

- Reina Arévalo, E. A. (2010). *The Use of Songs as a Tool to Work on Listening and Culture in EFL Classes*. Colombia.
- Rixon, S. (1986). *Developing listening skills*. Macmillan Publishers Limited.
- Rosová, V. (2007). *The Use of Music in Teaching English: Diploma Thesis*. Masaryk: Brno: Masaryk university, Faculty of Education, Department of English Language and Literature.
- Ross, J. (2006). *ESL Listening Comprehension: Practical Guidelines for Teachers*. The Internet TESL Journal.
- Scrivener, J. (2005). *Learning Teaching: The Essential Guide to English Language Teaching*. . Oxford: Macmillan.
- Seidlhofer, B. (2001). *Pronunciation. The Cambridge guide to teaching English to speakers of other Languages*. Cambridge: In R. Carter & D. Nunan (Eds.),.
- Sharkey, R. (2003). *Facilitating Communicative Competence for Adult Non-Native English Speakers*. Recuperado el 30 de June de 2011, de Minnesota: Hamline University.: <www.yasn.com>.
- Syafei, A. (1988). *English Pronunciation: Theory And Practice*. Jakarta: Depdikbud, Dirjen Dikti.
- Ur, P. (1984.). *A Course in Language Teaching: Practice and Theory*. Cambridge.: Cambridge University Press.
- Ur, P. a. (1993). *Teaching Listenig Comprehension*. Cambridge: University Press.
- Ward, S. A. (1980). *Dippitydoo. Songs and activities for children*. London: Longman Group Ltd.

Wright, A. P. (1990). *Disability Rights Education & Defense*. Washington, DC.:  
Harvard University Press.

k. ANNEXES



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA**  
**COMUNICACIÓN**

ENGLISH LANGUAGE CAREER

**THEME:**

**IMPROVING THE PRONUNCIATION OF THE ENGLISH  
WORDS BY USING SONGS AMONG 4<sup>TH</sup> YEAR STUDENTS IN  
PARALLEL “B” AT “ZOILA ALVARADO DE JARAMILLO”  
PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014**

Thesis Project required for  
obtaining the Bachelor's Degree  
in Sciences of Education, English  
Language Major

**AUTHOR:** Erardo Damián Quizhpe Orellana.

**THESIS ADVISOR:** Mg. Sc. Rosa Virginia González

LOJA – ECUADOR

2015

**a. THEME**

IMPROVING THE PRONUNCIATION OF THE ENGLISH WORDS BY USING SONGS AMONG 4<sup>TH</sup> YEAR STUDENTS IN PARALLEL "B" AT "ZOILA ALVARADO DE JARAMILLO" PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014

## **b. PROBLEM**

### **1. BACKGROUND**

This project will be carried out at the “Zoila Alvarado de Jaramillo” public school in the academic period 2013-2014. This school is located on the Bernardo Valdivieso Street in front of the “San Sebastián” park in the city of Loja. It started to offer its services on September 15 of 1969.

Zoila Alvarado school is supported by the government. This institution offers a morning schedule. At the moment the school has 29 certificated teachers. It includes all the special teachers of Laboratory of Sciences, Computer Lab, English, Aesthetic Culture and Physical Culture and a population of 547 students that come from different Economic Status. The public school is organized in 7 years of Basic General Education in 21 parallels.

### **2. CURRENT SITUATION OF THE RESEARCH PROBLEM**

The chosen group of the study is the fourth grade parallel “B”. The class has a number of 29 students. They are among 8 to 9 years old. They have English classes once a week, on Mondays, from 7: 55 am to 9: 15 am.

After some observations and assistantship practices with this group, it was possible to see the following:

First at the beginning of the class, the teacher does not make any dynamic activity to awake the motivation of the children. She does not use other supporting resources during the class then the

teacher only helps herself using the textbook for teaching of different English topics.

The teacher writes all the content of the class on the whiteboard. During this process she gives to the students the written form of a new word, the pronunciation and the meaning of each one. The only pattern the class has to master the listening and speaking is the teacher. Therefore the professor is the only audio mean that the students have to practice listening and speaking; it provokes students faces difficulties to pronounce English words and to write them.

Taking in to count the several problems of this class, I would like to develop an action research based in the use of children Songs to improve the students´ pronunciation of English words among 4th year students in parallel “B” at the “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014.

### **3. RESEARCH PROBLEM**

By means of these antecedents the present investigative work is based on the following strategic question:

How does the use of songs improve the pronunciation of 4th year students in parallel “B” at the “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014?

### **4. DELIMITATION OF THE RESEARCH**

#### **a) Temporal**

This action research will be carried out during the period 2013-2014.

### **b) Spatial**

This action research will be carried out at the “Zoila Alvarado de Jaramillo”.

### **c) Observations Units:**

The researcher

The 4<sup>th</sup> year students in parallel “B”.

### **d) Subproblems**

-What kind of theoretical references about songs and pronunciation are effective to help the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014.?

-What are the issues that limit the pronunciation learning with the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014?

-What are the important phases of the intervention plan that address the current issues of the pronunciation learning with the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014?

-Which songs are implemented to improve the pronunciation learning of the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014?

-How do songs as part of the classroom activities reduce the limitation of the pronunciation learning of the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014?

### **c. JUSTIFICATION**

The success of an educational system inevitably depends of the ability of a teacher to use methods and means of teaching. Nowadays one of the effective means at English Lessons is the use of English songs. Therefore, this action research project is accomplished to three aims. The first one is based on the intervention of using children songs to improve the pronunciation English words of students of the 4<sup>th</sup> “B”. The second one is focused on gain experience using the children songs to improve pronunciation. And, the third one is to get the accreditation of the social research design course.

The first aim that refers to the use of children songs in teaching English as an effective mean to improve the students' pronunciation in order to facilitate them in learning English; Then the songs involve listening and pronouncing lyrics, melodies and rhymes. For example singing children songs as "I really need a bicycle" and "how do you come to school" transportation songs create participation and confidence in the pronouncing of English words and so to practice the language in a real situation, doing an enjoyable and practical teaching in which the students can learn vocabulary, pronunciation, expression and they achieve to integrate into English.

The second aim is about the application of this project that will provide the researcher improves the professional profile and get experience in teaching English language. During this work he will learn to use children songs as an interactive technique for improving the pronunciation of English words. Also as it is well-

known the researcher will acquire theoretical knowledge as much experience too.

The third aim that is to get the accreditation of the social research design course of National University of Loja. It is also a previous requirement to obtain the bachelor's degree in Science of education, English Language Specialization. The researcher has the capacity to carry it out; the researcher considers that he has the enough knowledge which has been offered by the University to develop it in the better conditions and also consider that has the sufficient resources to carry it out, during the established time.

In conclusion the using of children songs with the lyrics, melody and rhymes available, appropriate and according to the level and interest of students in each lesson are an effective mean for the teaching of English pronunciation. Students will be motivated in the classes and they make fewer mistakes in pronunciation.

## **d. OBJECTIVES**

### **1. GENERAL OBJECTIVE**

- To improve the pronunciation of the English words by using songs among 4th year students in parallel “B” at the “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014?

### **2. SPECIFIC OBJECTIVES**

-To investigate the theoretical references about songs as a strategy to improve the pronunciation of the 4th year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014.

-To diagnose the issues that limit the pronunciation learning with 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014.

-To design an intervention plan with the use of songs to improve the pronunciation of the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014.

-To apply the intervention plan as part of the classroom activities in order to solve the limitations in the learning of pronunciation of the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014.

-To reflect upon the effect that the songs had on the 4<sup>th</sup> year students’ pronunciation in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014.

## **e. THEORETICAL FRAMEWORK**

### **PRONUNCIATION**

#### **DEFINITION OF PRONUNCIATION**

In 1995 Hornby states that pronunciation is defined as the way in which a language is spoken. On the other hand, in 1998 Dalton defines the pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use.

In 2007 Ratnasari concluded that pronunciation is the way to sound languages so that meaningful. Most of nonnative speakers of English have learnt English as a part of their formal education, and as a result, all of them are literates. They are able to write and read. This is really different from the condition found in English speaking countries. They learn the pronunciation, intonation, and other suprasegmental features first then finally they learn the spelling of the words. Although the nonnative speakers of English are literate enough; however, it does not mean that they are literate enough in English language. Therefore, the learners of English as foreign language should also need to learn about how to pronounce the words of the target language.

In 2000 Harmer remarks that pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making the students aware of where words

should be stressed all these things give them extra information about spoken English and help them.

On the other hand, in 1998 Dalton also states about the importance of the students to be aware the pronunciation elements. When it comes to a language teaching, it is important to note that there is a difference between what is effective as a point of reference or set of bearings for learning (let us call this a model) and what is presented as an attainable behavioral target (let us call this a norm). The task of pronunciation teaching, as in the teaching of any other aspect of language, is (in these terms) to establish models for guidance, not norms for imitation.

## **WHY TO TEACH PRONUNCIATION**

In 2012 Machácková states that teaching pronunciation has undergone a long evolution. At the beginning of the twentieth century everything was subordinated to teaching grammar and lexis and pronunciation was totally overlooked. Many things have changed since that time but on the other hand there are still some teachers who do not pay enough attention to pronunciation.

In 2005 according to Scrivener, he states that it is partly because teachers themselves may feel more uncertain about it than about grammar and lexis, worried that they don't have enough technical knowledge to help students appropriately.

In 2002 Kelly remarks that a learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command

of grammar and lexis but have difficulty in understanding and being understood by a native speaker.

In the 2008 according to Gilbert, he states there are two main reasons why pronunciation is neglected in classes. First, teachers do not have enough time in their lessons, which would be dedicated to pronunciation, and if there is time attention is usually given to drills which lead to discouraged students and teachers who both want to avoid learning and teaching pronunciation. Second, psychological factor plays a relevant role in learning pronunciation because students are not as sure about their pronunciation as they are about their knowledge of grammar and lexis.

In addition Gilbert claims that the most basic elements of speaking are deeply personal and our sense of community is bound up in the speech rhythms of our first language.

On the other hand, in 1984 Ur states that to be able to overcome the fears of speaking, teachers should set at the outset that the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers.

## **WHEN TO TEACH PRONUNCIATION**

In the 2006 Harmer states that just as with any aspect of language- grammar, vocabulary, etc. – teachers have to decide when to include pronunciation teaching into lesson sequences. There are a number of alternatives to choose from:

- **Whole lessons:** some teachers devote whole lesson sequences to pronunciation and some schools timetable pronunciation lessons at various stages during the week.

Though it would be difficult to spend a whole class period working on one or two sounds, it can make sense to work on connected speech concentrating on stress and intonation over some forty-five minutes, provided that we follow normal planning principles. Thus we could have students do recognition work on intonation patterns, work on the stress in certain key phrases, and then move on to the rehearsing and performing of a short play extract which exemplified some of the issues we worked on.

Making pronunciation the main focus of a lesson does not mean that every minute of that lesson has to be spent on pronunciation work. Sometimes students may also listen to a longer tape, working on listening skills before moving to the pronunciation part of the sequence. Sometimes students may work on aspects of vocabulary before going on to work on word stress, sounds, and spelling.

- **Discrete slots:** some teachers insert short, separate bits of pronunciation work into lesson sequences. Over a period of weeks they work on all the individual phonemes either separately or in contrasting pairs. At other times they spend a few minutes on a particular aspect of intonation, say, or on the contrast between two or more sounds.

Such separate pronunciation slots can be extremely useful, and provide a welcome change of pace and activity during a lesson. Many students enjoy them, and they succeed precisely because we

do not spend too long on any one issue. However, pronunciation is not a separate skill; it is a part of the way we speak. Even if we want to keep our separate pronunciation phases for the reasons we have suggested, we will also need times when we integrate pronunciation work into longer lesson sequences.

- **Integrated phases:** many teachers get students to focus on pronunciation issues as an integral part of a lesson. When students listen to a tape, for example, one of the things which we can do is draw their attention to pronunciation features on the tape, if necessary having students to work on sounds that are especially prominent, or getting them to imitate intonation patterns for questions, for example.

Pronunciation teaching forms a part of many sequences where students study language form. When we model words and phrases we draw our students' attention to the way they are said; one of the things we want to concentrate on during an accurate reproduction stage is the students' correct pronunciation.

- **Opportunistic teaching:** just as teachers may stray from their original plan when lesson realities make this inevitable, and teach vocabulary or grammar opportunistically because it has "come up", so there are good reasons why we may want to stop what we are doing and spend a minute or two on some pronunciation issue that has arisen in the course of an activity. A lot will depend on what kind of activity the students are involved in since we will be reluctant to interrupt fluency work inappropriately, but tackling a problem at the moment when it occurs can be a successful way of dealing with pronunciation (Harmer, 2006)

## **TEACHING AND LEARNING PRONUNCIATION**

### **APPROACHES TO TEACH PRONUNCIATION**

In 1996 Celce-Murcia, Brinton and Goodwin remark that through grammar-translation method and reading based approach for which the pronunciation was irrelevant, direct method, focused on imitation of a model in other words drill, to the arrival of notional-functional approach focused on communicative purposes of the target language, which pushed mechanical drills to the margins.

In 1994 according to Dalton and Seidlhofer, they states that there are two approaches aimed at pronunciation teaching- the bottom-up approach and top-down approach. Bottom-up approach means that learners start with learning how to pronounce individual phonemes and then they work their way to intonation. Generally speaking, when teaching the segments of pronunciation the suprasegmental features will take care of themselves. As far as the top-down approach is concerned, at the beginning the attention is paid to patterns of intonation and then if required individual sounds are taken into focal point. In other words, once the prosodic features of pronunciation are in place, the necessary segmental discriminations will follow of their own accord.

On the other hand, in the 2000 Anderson and Lynch in Jenkins, they claim that we perceive speech by building up an interpretation in a series of separate stages, beginning by the lowest units and gradually working up to the larger units

such as the utterance, from which we then derive our interpretation of the speaker's meaning.

However, in the 2000 with respect to Pinker in Jenkins, he remarks that the top-down process, which largely corresponds with communicative aspects of language teaching, uses knowledge and expectancies to guess, predict, or fill in the perceived event or message.

In 1996 Celce-Murcia, Brinton & Goodwin offer another elaboration of two general approaches concerning pronunciation teaching. For example the intuitive-imitative approach and the analytic-linguistic approach. Intuitive-imitative approach conveys the learner's ability to listen and imitate the rhythms and sounds of the target language without the intervention of any explicit information. Analytic-linguistic approach, on the other hand, utilizes information and tools such as phonetic alphabet, articulatory descriptions, chart of vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production. It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language.

On the other hand, in 1994 Dalton and Seidlhofer point out that intonation as a part of pronunciation teaching-learning is problematic, individual sound segments are on the other hand fairly easy to be taught but not so important for communication. However, stress was identified as an area with maximum overlap of communicative importance and

teachability, therefore is the most convenient focal point for any course in pronunciation.

## **TEACHER'S ROLE**

In 1990 Kenworthy offers several ways of teachers' roles in pronunciation learning process: For instance.

- **Helping learners hear**

The role of teachers is to help their students to perceive sounds that are often misperceive because of the false similarity in learners' mother tongue. Teachers need to check whether their learners are hearing sounds according to the appropriate categories and help them to develop new categories if necessary.

- **Helping learners make sounds**

In this situation teachers have to explain and guide their students how to imitate and pronounce new sounds that do not exist in their mother tongue.

- **Providing feedback**

Teachers need to give their students accurate and constructive feedback about how they are doing, since they are not able to judge whether their pronunciation is comprehensible or not. Not providing students with feedback could mean that students make wrong assumptions about pronunciation.

- **Pointing out what's going on**

As speaking is unconsciously controlled, students can miss important features of conversation, and therefore teachers should always highlight the key features.

- **Establishing priorities**

Learners themselves are aware that their pronunciation is in some ways different in comparison with native speakers, but what they are unaware of is whether it is relevant or not. Here teachers guide them which features they should focus on and which not.

- **Devising activities**

When choosing the most suitable activities that offer the best opportunities for practice teachers need to also take into consideration students learning styles as the effectors of their progress.

- **Assessing progress**

Assessing progress is not an easy task for any teacher but providing students with information about their progress is essential for further motivation.

## **STUDENT'S ROLE**

In 1990 Kenworthy points that the primarily learners' roles are not only to pay attention to what they are doing in

the classes or to be active participants of the learning process but also they need to be able to observe their progress. In other words, what all learners need to do is respond to the teacher otherwise no progress or slight improvement will become evident. Therefore, there is no doubt that ultimately success in pronunciation will depend on how much effort the learner puts into it and whether the student is willing to take responsibility for his or her own learning.

## **FACTORS INFLUENCING PRONUNCIATION LEARNING**

In 2012 Machácková claims that during pronunciation lessons teachers need to pay attention to factors that can have influence on a learning process of their students. It is usually the native language that is taken into consideration and others are overlooked. The most important factors that have an impact on pronunciation of non-native speakers will be overviewed.

### **AGE FACTOR**

In 1990 Kenworthy supports this assumption by claiming that if a person doesn't begin to learn a second language until adulthood; they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers.

On the other hand, in 1996 Penfield, Roberts and Lenneberg in Celce-Murcia, Brinton and Goodwin agree with this by stating that there is a period (occurring around

puberty) after which brain lateralization, or the assigning of certain functions to the different hemispheres of the brain, is completed.

In addition they remark that the ease with which children acquire pronunciation can be explained by the critical period, which is biologically determined period of life during which maximal conditions for language acquisition exist.

However, in 1996 with respect to Scovel and Krashen in Celce-Murcia, Brinton and Goodwin, they claim that it is nearly impossible for learners, who start learning foreign language after this critical period, to achieve natural pronunciation since the brain loses its plasticity. This means that during the critical period a second language is acquired naturally and more easily since the brain is more flexible. The fact that the critical period lasts till puberty explains why adolescents and adults find pronunciation learning so problematic and need explanations how to produce different sounds in order to be able to pronounce them.

On the other hand, in 1990 Kenworthy outlines several researches concerning age related limits. In the first survey Oyama in Kenworthy concludes that the younger the person learning a target language is the more native-like he/she will sound. In other words, it is very unlikely for adult learners to attain comprehensible pronunciation. In the second study aimed at the age factor, researchers found out that if people start before the age of 11 their accent is rare, when they begin learning between 11 and 15 their accent is uncommon,

but if they start after they are 15 their accent is virtually universal.

However, the third research, carried by Snow and Hoefnagel-Höhle in Kenworthy concluded that older British English speakers learning Dutch in Holland were better than younger speakers in the initial part of the research since they quickly mastered syntactic and morphological structures of the target language, but by 4 or 5 months the difference vanished and after a year the younger learners began to excel in.

The finding suggested by Hoefnagel-Höhle can be supported by Florez's findings that in 1998 she claims that adults find pronunciation more difficult than children do and that they will probably not achieve native-like pronunciation. Yet experiences with language learning and the ability to self-monitor, which come with the age, can offset these limitations to some degree.

## **THE ROLE OF THE MOTHER TONGUE**

In 1990 Kenworthy states that these characteristics are often obvious enough to make a person's origins identifiable by untrained as well as trained people.

By the other way, in 1998 Florez adds that interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, and rhythm in the target language.

However, in the 2003 according to Celce-Murcia and Goodwin in Sharkey, they support the premises by claiming that the second language filters through the learner's first language facilitating acquisition when the target pronunciation features are similar and interfering with acquisition when the features are dissimilar or non-existent.

On the other hand, in the 2008 Gilbert outlines several problems caused by the influence of the mother tongue. First, the inability to sound out letters, which occurs at the beginning stage of learning a new language, makes the learners impossible to pronounce sounds correctly. Another problem experienced by learners is wrong production of final consonants. In many languages sounding final consonants are restricted and therefore, non-native speakers can have intelligibility problems. Lastly, it is so called choppy speech, which is separating words with silence.

### **LEARNER'S ATTITUDE AND SENSE OF IDENTITY**

In 2012 Machácková states that in the language teaching process teachers cannot influence learners' age, motivation, nor they can have control over their attitude or sense of identity. At the beginning a crucial question needs to be dealt with whether a learner's sense of identity and his/her attitude towards the target language can increase or obstruct acquisition of comprehensible pronunciation.

By the other way, in the 2003 Bolitho in Sharkey claims that although it is difficult for learners to find suitable balance between his/her mother tongue and the target

language, since they have a kind of emotional and intellectual relationship with both languages, finding the suitable balance contributes to attaining comprehensible pronunciation. His theory is supported by Marques in Sharkey, who suggests that learners need to seek acculturation by which they adopt the new culture while maintaining the identity of the old one.

However, in 1998 Florez claims that learners who unconsciously or consciously apply ethnicity markers into the target language will never achieve native-like pronunciation since their speech will become resistant to changes which help speakers to be intelligible.

On the other hand in 1990 Kenworthy comes to the same conclusion. She points out the existence of a group affirmation factor of native speakers, suggesting that personal commitment to a community, and a willingness to be identified with the members of that community, can be revealed through the way a person chooses to speak. The ideas are supported by Schuman in Sharkey. His analysis reveals that if learners have a negative attitude towards the target language, their community views the target language negatively or they are homesick they unconsciously create barriers that prevent them to acquire comprehensible pronunciation.

In the 2009 Laroy in AMEP Centre, “Adult Migrant English Program” discusses that pronunciation teaching cannot be divorced from the people who are speaking, but should involve the whole person.

## ELEMENTS OF PRONUNCIATION

In 1985 Ramelan points two kinds of speech features at the moment of learning English such as for example:

(1) Segmental features, which refer to sound units, arranged in a sequential order; or it is about consonant and vowel.

(2) Suprasegmental features refer to stress, pitch, length intonation and other features that always accompany the production of segmental.

### Segmental Features

English segmental system includes vowels and consonants. The classification is based on the differences in their functions in an utterance and their ways of production.

In 1988 Syafei remarks that the vowels are sounds which are made without any kind of closure to the escape of air through the mouth. English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of / i: /, / ə: /, / a: /, / u: /, / o: /, while short vowels consist of / i /, / e /, / æ /, / ə /, / ʌ /, / u /, / o /.

Beside the two kinds of vowels above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable, Syafei, (1988). There are nine English diphthongs, / ei /, / ai /, / oi /, / au /, / oə /, / iə /, / au /, / uə /, / eə /. The English consonants consist of twenty-four. Those are / p /, / b /, / t /, / d

/, / k /, / g /, / f /, / v /, / θ /, / ð /, / s /, / z /, / ʃ /, / ʒ /, / h /, / tʃ /, / dʒ /, / m /, / n /, / ŋ /, / l /, / r /, / w /, / y /.

It is quite different with the condition in Indonesian. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if the students find difficulties when they learn English.

### **Supra segmental Features**

In 1985 Ramelan states that Supra segmental features are like the style used in words or sentences. There are four kinds of supra segmental features. The first is stress. Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into a word stress and sentence stress. A word stress within a word and a sentence stress is the stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate meaning and intention.

In 1988 Syafei claims that the Second is pitch and intonation. Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what we say. For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.

In addition he also remarks the third and the fourth kind of supra segmental features that are the pause. English is spoken in groups of words, which are separated by pause.

There are two kinds of pauses, a short one and a final one. And on the other hand, that is the rhythm. It means the beat of language. In English, rhythm is stress-timed. This means that the time between two primary stresses is the same. If there are many words between the two primary stresses, then these syllables will be pronounced fast; if, on the other hand, there is only small number of syllables between the primary stresses, then these syllables will be pronounced slowly and more clearly. For example “Can you see the van?” the words “see” and “van” take primary stresses for special purposes.

### **STUDENTS’ PROBLEMS IN PRONOUNCING ENGLISH WORDS**

In the 2000 according to Julian Edge as quoted by Harmer on ‘Mistakes and Correction’, he states that mistakes can be divided into three broad categories: ‘slips’ (that is mistakes which students can correct themselves once the mistake can be pointed out to them), ‘errors’ (mistakes which they cannot correct themselves – and which therefore need explanation), and ‘attempts’ (that is when a student tries to say something but not yet know the correct way of saying it). From the three categories, it can be said that error is the most important thing for the teacher to be concerned because the students cannot correct themselves instead of the teacher’s help.

In 1985 Ramelan remarks that there are two kinds of mistakes that might cause the students to make mistake: L1 interference and developmental error. In addition he states some reasons about why students make mistake in their pronunciation are because they face such problems as follows:

(1) The existence of a given sound in the latter, which is not found in the former.

(2) Sounds which have the same phonetic features in both languages but differ in their distribution.

(3) Similar sounds in two languages which differ only slightly in their phonetic features.

(4) Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds.

## **SONG**

### **DEFINITION OF A SONG**

In 1990 according to Hornby, he claims that a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes.

On the other hand, in the 2005 Futonge points that Songs can also provide a relaxed lesson. They can also form the basis for many lessons.

### **Elements of a Song**

In 1988 Jamalus states that when a song is played, the listeners will not only listen to its lyrics, but also its melody. They enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music elements. The elements of music are divided into two categories; those are main elements and expression elements.

The first category is the main elements. It consists of rhythm, melody, harmony, and lyrics. Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word, there will be letters read long and short and there can be a pause too. It means that rhythm is how to step the music.

Melody is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different level played together. The last is lyrics, it can be said as musical sentences.

The second category is the expression elements. It is the way of the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements above are needed when someone creates a song.

## **SELECTION OF THE SONGS**

In the 2007 Ratnasari remarks that when the teacher will apply songs in her / his teaching learning process, she /he should know what kind of song she would bring into the class. This is the problem if the teacher wants to use songs to her class.

By the other way, in the 2000 Harmer suggests two ways to solve the problem about the way in selecting the songs to be brought into the class: the first is to have students bring their own favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics, the second way is to use older songs, to ask students whether they still have merit, whether they like them, despite their antiquity. Teachers then can choose songs, which they like and appropriate to the topic and subject matter.

## **THE USE OF SONG PROCEDURE**

In 1993 Ur and Wright supported that to apply songs in the classroom; the teacher should also plan application sequence of the songs. In applying songs, they offered the next procedure as follows:

(a) Preparation: select a tape recording of a song so that you can sing it. Prepare an overhead transparency (or a poster/ hand out) of the words of the song.

(b) Procedure: first, play the song on a tape or sing it to yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.

On the other hand, in 1983 Haycraft also suggested a procedure with some variations using songs recorded on tape as follows:

(a) Play the tape as many times as necessary and ask questions.

(b) Get the class to use line by following the tape.

(c) Divide up the class and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solos. Bring out a student to conduct different combination until the song is familiar.

(d) Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down.

By the other way, in the 2010 Reina claims that there are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

In the 2006 according to Brown, he remarks that procedure of any listening activity can be done by activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research. The author explains the following steps to focus on a listening practice:

**a) Activating prior-knowledge**

Prior knowledge is organized in schemata: abstract, generalized mental representations of our experience that are available to help us understand new experiences. The idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen or read, they process the information they hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences. Bottom-up processing means using the information people have about sounds, word meanings, and discourse markers like first, then and after that to assemble their understanding of what they read or hear one step at a time.

## **b) While-listening**

In 1990 O'Malley J. and Chamot claim that having a purpose for listening helps us listen more effectively. For example, when listening to a weather report, if our purpose is to decide whether to wear a coat, we want to focus on the temperature. In the listening activities, teachers should explain students which the purpose of the activity is. Students could listen for the main idea, for details, and for making inferences. Therefore, students develop a sense of why they listen and which skill to use to listen better. Teachers can build skills by asking students to focus on their reason for listening each time they listen. This is a form of strategy training. The idea of knowing the purpose of listening is a very effective first strategy to teach because it helps students organize and reflect on their learning.

## **c) Post-listening**

When teachers think of listening activities, they have a tendency to think of students listening to a recording and doing a task. Students overhear other people talk and then react to that conversation.

However, in the 2006 with respect to Brown, he states that this sort of task is important because it allows teachers to isolate students' responses and thereby gauge the progress the students are making on listening skills. Teachers can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening

text; or may transfer what has been learned to reading, speaking, or writing activities.

## **THE IMPORTANCE AND THE ROLE OF SONGS IN LANGUAGE TEACHING**

In 1992 Murphey quoted that “In our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants and cafes, shopping malls (muzak), at sports events, in our cars, and literally everywhere. It would seem that the only place music and song is slow to catch on is in schools”. And it is exactly schools, that could use the best and the most the immense potential a song disposes.

On the other hand, in 1995 Griffiee claims that “Songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more”

In the 2006 Ross states that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of language in it. When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitable of the listening material such as the use of song as authentic material. The use of song stimulates and motivates students to comprehend the content of materials. The possibility of using songs in English as a foreign language class has

been actively considering for the last two decades. It is considered because songs have many value of language.

By the other way, in 2003 Orlova states that it is possible to suggest that among the methodological purposes with songs used in class, it is possible to rank the following: Practicing the rhythm, stress and the intonation patterns of the English language. Teaching vocabulary and grammar. Developing listening comprehension, writing skills, and speaking. For this last purpose, songs and mainly their lyrics are employed as a stimulus for class discussion.

#### **“ENJOYABLE DRILL”**

In 1948 Komensky quoted that “cheerful mood is needed to avoid satiety and repugnance, which is the right poison of teaching.”

On the other hand, in 1992 Murphy claims that undoubtedly, songs definitely have the ability to maintain jolly atmosphere. “They provide variety and fun”.

However, in 1981 according to Macmillan, he states that “songs can provide an enjoyable change of routine in the classroom”, besides he adds that “as well as being fun, they have a useful part to play in language teaching”.

In 1981 with respect to Macmillan stated that one of the basic principles when learning a language is a repetition: “Constant repetition is vital for the successful learning of a foreign language”  
On the other hand, in 1992 Murphy adds that “songs may strongly activate the repetition mechanism of the language acquisition device”.

Moreover, in 1981 Macmillan concluded that it is common that “too many drills make boring lessons, but a favourite song can be repeated again and again with equal enjoyment”.

## **SONGS AS PRACTICE MATERIAL**

In 2007 Rosová claims that a song can be used in a lot of various ways. All the skills such as listening, reading, writing and speaking can be practiced, the same way as linguistic areas starting with vocabulary, grammatical structures, and ending with rhythm, stress, fluency and pronunciation.

On the other hand, in 1980 Ward points that the rhythm of the verse helps the learner to put the stress in the right places, creating a natural flow of language and building up fluency. At the same time the presence of rhyming words and such poetic device as alliteration and onomatopoeia help to focus on certain sounds, thus giving valuable ear-training and help in pronunciation. In the syntactical area a song gives us the opportunity to repeat the same structural item many times, thereby aiding correctness and fluency of expression.

However, in 1995 according to Griffiee, he states that Songs are also “especially good at introducing vocabulary because they provide a meaningful context for the vocabulary”. However, it depends on the choice of songs since there are also some songs without meaningful context. From the grammatical point of view, they “provide a natural context for the most common structures such as verb tenses and prepositions”.

## **THE HELP OF SONGS WHEN LEARNING PRONUNCIATION**

In the 2007 Rosová states that songs can be very helpful as far as learning pronunciation is concerned. They provide the authentic language with all its „traps“ (such as connected speech, different pronunciation of the same sound, or difficult pronunciation of some words) laid for learners, who should be exposed to it as much as possible to strengthen their ability to understand it. In the following subsections we will concentrate on three areas of difficulties in pronunciation (sounds, words, connected speech), and on explaining why songs can be useful when the learners are caught into these “traps of language”.

### **The help of songs focused on sounds**

She explains that “Sounds are the smallest unit from which words are formed and can be categorized as vowels and consonants.”

For the learners of English some sounds may be difficult to pick out because they do not exist in their mother tongue, and they “have to learn to physically produce certain sounds previously unknown to them”. Even though it may be a difficult task for some learners, it is quite important because it can sometimes happen that “incorrectly pronounced sounds strain communication, and it can also change a phrase’s meaning”. Songs can help learners because “the rhymes in songs provide listeners with repetition of similar sounds, and when the students choose to listen to songs time and again, they are indirectly exposing them to these

sounds”, repeating them, getting better at recognizing them, and finally producing them.

### **The help of songs focused on words**

In addition, she states that “Words are combinations of sounds which form together to give meaning. A word is uttered in syllables, usually one emphasized syllable (the stress) and the rest weak (unstressed)”

There are several difficulties that may be encountered by a learner. Firstly, “each English word has its own stress pattern, with very complex ‘rules’ to guide learners.” Secondly, “even when the same words exist in both languages, the number of syllables is not always identical.” And lastly “weak syllables are central to English”

There are both several difficulties and several ways songs can support practicing these problems. “Words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms. Songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced”

### **The help of songs focused on connected speech**

Finally, she claims that “Connected speech is the natural way we speak, linking together and emphasizing certain words, rather than each word standing alone”

On the other hand, in 1986 Rixon remarks that connected speech plays a very important role in English as it is the way English is usually spoken, but unfortunately not always in English lessons. “Many learners are accustomed to hearing a very careful, clear pronunciation of words, such as native speakers might use when talking very emphatically or saying words in isolation”. In addition he states that however, native speakers usually connect the words. And when the “words are used in a connected natural utterance, some of their sounds are different to those used in very careful speech, and they may become harder for learners to recognize”. The problem is that the learners “normally learn words individually and, especially at lower levels, tend to pronounce each word separately.”

Besides, Rixon claims that words pronounced in isolation often sound very different from the same words said in connected speech, so there is little point in concentrating too much on single words said out of context. Another problem is that learners “frequently misconceive contraction as being ‘incorrect’, only used in ‘slang’”. But as said a while ago, a native speaker says the words separately either on purpose or when talking emphatically, which means that connected speech is natural, normal and widely used. Songs help learners practice the described subject matters because they “provide real and ‘catchy’ examples of how whole phrases are pronounced often to the extent that students find it difficult to pick out individual words. The music further emphasizes the ‘flow’ of the words. Moreover, songs, like other spoken texts, are full of contractions”.

## **WHAT CAN WE DO WITH A SONG IN LANGUAGE TEACHING?**

In 1992 according to Murphy, he states that automatic usual and simple answer to this question could be: "A word-gap-fill." However, the answer is not so single valued. And hopefully, the following selected list of Tim Murphy (and references to other sources of activities) will be convincing enough to prove that the answer can be much longer. What can we do with a song in lesson?

- 1) Listen
- 2) Sing, whistle, tap, and snap fingers while we listen
- 3) Sing without listening to any recording
- 4) Talk about the music
- 5) Talk about the lyrics
- 6) Talk about the singer / group
- 7) Use songs and music to set or change an atmosphere or mood, as 'background furnishing'
- 8) Use songs and music to make a social environment, form a feeling of community, dance, and make friends
- 9) Write songs
- 10) Perform songs
- 11) Do interviews
- 12) Write articles
- 13) Do surveys, make hit lists
- 14) Study grammar
- 15) Practice selective listening comprehension
- 16) Read songs, articles, books for linguistic purposes
- 17) Compose songs, letters to singers, questionnaires
- 18) Translate songs
- 19) Write dialogues using the words of a song

- 20) Use video clips in many ways
- 21) Do role-plays (as people in the song)
- 22) Dictate a song
- 23) Use a song for gap-fill, cloze, or for correction
- 24) Use music for background to other activities
- 25) Integrate songs into project work
- 26) Energize or relax classes mentally
- 27) Practice pronunciation, intonation, and stress
- 28) Break the routine
- 29) Do choral repetition
- 30) Teach vocabulary
- 31) Teach culture
- 32) Learn about your students and from your students, letting them choose and explain their music
- 33) Have fun.

### **SONGS TO IMPROVE ACHIEVEMENT IN PRONUNCIATION**

In 1999 Blevins points that Phonemic awareness is not the same thing as phonics. Phonemic awareness deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Phonics deals with learning sound-spelling relationships and is associated with print. Most phonemic awareness tasks are purely oral

Moreover, in the 2007 Ratnasari concluded that teaching pronunciation is done orally. One very effective thing to teach students' pronunciation is by having the students train themselves in their daily lives through their own interests. Some students probably prefer to play games to enrich their vocabulary; other may sing or listen to English songs or may be read poetry to improve their listening ability, pronunciation and the English fluency.

On the other hand, in 1996 Paul states that if she is singing or playing something she really enjoys, and suddenly encounters a word or structure she does not know, but which she feels she needs in order to sing or play successfully, she will feel an emotional need to learn. It means that someone will learn something when they need to learn. No one can force him/her to learn something if he/she does not want to learn.

In addition, she claims that if we want our young learners to achieve something, we should not teach them formally. The more we teach, the less children learn. By using song, we may keep them emotionally involved in the learning process and keep them interested in making sense of this fascinating world of English. The aim is for the children to feel excited by getting better at English. So it is better for the teacher to give extensive listening task to train their pronunciation by listening songs they like.

Finally, she argues that there are two kinds of listening activities that can be done by the students. Those are extensive listening and intensive listening. Extensive listening usually takes place outside of the classroom. It can be done at home or any places that the students want to have listening activities. They can also choose the way and the material they want. For example, the students may have songs or English news on the radio as the listening materials. While intensive listening is usually done in the classrooms, and the teachers usually have the materials and the way of listening activities for the students. Intensive listening can be done in some ways, by using taped material and life listening. It can be in the form of reading aloud, story telling, or conversation. Both ways are very important to improve the students' acquisition of the language.

Songs as one of listening materials can be applied in both ways. While the students listening to the music or song, they will learn many things, such as learning grammar and pronunciation. They also could train themselves for the listening comprehension. When they are listening they will not realize that they are improving their achievement of the language. While listening to the songs, the students may follow to sing the songs. So they can train their pronunciation ability unconsciously.

By the other way in 2007 Ratnasari states that songs are relaxing. They provide variety and fun, and encourage them to learn by themselves and unconsciously.

## **f. METHODOLOGY**

### **1. DESIGN OF THE RESEARCH**

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the use of songs to improve the pronunciation and see the reflections of his intervention.

### **2. METHODS, TECHNIQUES AND INSTRUMENTS**

#### **2.1. Methods**

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of the English children songs applied in the developing to improve the pronunciation English words. It will help in the field diaries done before and during the intervention. This one will also assist during the prediction of the possible solution; it

will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questioners, tests, and it will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires, tests, and the qualitative text analysis of the data received from the teacher's diary.

This work will use the research spiral cycles proposed by Kemmis and McTaggart (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development Koshy, (2005, pag. 2). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (McNiff, 1993; Atweb, Kemmis and Weeks, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped him reflect upon her teaching and improve his students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve his students' language learning.

## **2. 2. Techniques and instruments**

### **Data Collection**

An observation sheet, a research field diary, two sets of structured questionnaires and two oral tests will be used to collect data in this study. Quantitative data will come from the questionnaires and tests, and qualitative data will come from the research field diary. All the data will be triangulated to confirm validity.

### **Observation sheets**

The researcher will use observation sheets to record what has happened in the English classes. He will carefully observe the different activities done in

class to collect data about the students' problems in the English Language. It will be applied before the intervention plan.

### **Questionnaires**

Two sets of face-to-face questionnaires will be used. A questionnaire of multiple choice questions will be used to collect students' answers about the students' pronunciation and the use of children songs at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

### **Tests**

Two oral tests will be used to collect students' progress about the improvement of the students' pronunciation through the use of children songs at the beginning and at the end of the intervention. All oral tests will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

### **Field Dairy and notes**

The researcher will use a dairy to record what happens in each lesson. In this way, it will help to write

up the findings during the intervention, significant events during the field diaries or any particular situations that happen.

### **3. PROCEDURES**

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires and oral tests. Two questionnaires will be applied; one at the beginning and another at the end of the study to collect data on students' performance. Two children songs will be introduced to improve the students' pronunciation. A field diary will be used as instrument to help the researcher to identify students' performance during class. Afterwards, a video record of students' performance will be done during the intervention.

Two oral tests will be applied to check the overall students' progress at the beginning and at the end of the intervention plan. The Students' progress before and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, he will draw the conclusions of the intervention. Finally, the report of his intervention will be disseminated among the teachers, the partners and the school.

### **6.3. 1. Tabulation**

The tabulation of data will be done with the data collected in the two questionnaires conducted. A logical analysis will be done with the information received.

### **6.3.2. Organization**

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

### **6.3.3. Description**

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each questionnaire's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

## **6.4. POPULATION SAMPLE**

The chosen group of the study is the fourth grade parallel "B". The class has a number of 29 students. They are among 8 to 9 years old. They have English classes once a week, on Mondays, from 7: 55 am to 9:15 am

**6.5. INTERVENTION PLAN (8 LESSONS--8 WEEKS)**

	<b>Objectives</b>	<b>Activities</b>	<b>Procedure</b>	<b>Resources, Instruments</b>
<b>week One</b>	<p>To answer the Questionnaire.</p> <p>To take the oral Pre-Test.</p>	<p>-Answering the Questionnaires.</p> <p>-Taking oral Pre-Test.</p>	<p>-Teacher gives the Questionnaires to students.</p> <p>-Teacher explains how to answer it.</p> <p>- Students answer it.</p> <p>-Teacher shows the Pre- Test to students.</p> <p>- Students take the oral Pre-Test.</p> <p>-Students pronounce the words and phrases about the means of transportation.</p> <p>-Teacher uses the pronunciation rubric to evaluate the students' pronunciation.</p>	<p>-Questionnaire</p> <p>-The oral Pre-Test.</p> <p>- Pronunciation Rubric Sheets.</p>
<b>Week Two</b>	<p>- To recognize the new vocabulary about means of transportation</p>	<p>-Pronouncing the means of transportation words of the</p>	<p>-Teacher introduces the new vocabulary about means of transportation. He uses some flash cards to present the vocabulary.</p> <p>-Teacher pronounces the vocabulary words and</p>	<p>-CD or USB with the song.</p> <p>-Sheets of lyrics song.</p>

	with song.	<p>children song</p> <p>-Singing the children song about the means of transportation.</p> <p>-Labeling the pictures about means of transportation</p> <p>-Reading the means of transportation words of the children song.</p>	<p>students repeat it.</p> <p>-Teacher distributes the lyrics of the song (“I really need a bicycle”).</p> <p>-Before the students listen to the song the teacher asks the students to read the underlined words of the lyric song after he reads.</p> <p>-Teacher plays the song and the students listen to the song.</p> <p>-Teacher and students sing the song.</p> <p>-Teacher asks some questions about the song played.</p> <p>-Teacher and the students discuss about the content of the song.</p> <p>-Teacher plays the song once again while the students listen attentively to the song and to the words pronunciation of the lyric.</p> <p>-Students sing the song together with the music</p>	<p>-Sheets with the pictures about means of transportation.</p> <p>-Record player or laptop.</p> <p>-Textbook.</p> <p>-Field Diary sheets.</p> <p>-Markers.</p> <p>-Board.</p> <p>-Video record.</p>
--	------------	---	---	--

			<p>accompaniment.</p> <ul style="list-style-type: none"> <li>- Teacher asks students to label the pictures about means of transportation.</li> <li>-Before the class ends, the teacher asks the students to read the underlined words once again.</li> </ul>	
<b>Week three</b>	<p>-To master the pronunciation of means transportation words with the song.</p>	<p>-Pronouncing the means of transportation words of the children song</p> <p>-Singing the children song about the means of transportation</p> <p>-Underlying the pictures of means transportation</p>	<p>-Teacher passes out the lyric of the song (“I really need a bicycle”) to the students.</p> <p>-Teacher explains the pronunciation of the lyric.</p> <p>-Teacher plays the song.</p> <p>-Students listen to it.</p> <p>-Teacher plays the song once again while the students listen attentively to the song and to the pronunciation of the words of this.</p> <p>-Students pronounce the lyric song about means of transportation.</p> <p>-Students sing the song in a choral way.</p>	<p>-CD or USB with the song.</p> <p>-Sheets of lyrics song.</p> <p>-Record player or laptop.</p> <p>-Sheets with the pictures and the words about means of transportation.</p> <p>-Textbook</p> <p>-Field Diary sheets</p>

		<p>with the word.</p> <p>-Reading the means of transportation words of the children song.</p>	<p>-Teacher asks students to underline the pictures of means of transportation with the correct word</p> <p>-Students repeat the pronunciation of the song.</p> <p>-Before the class ends, the teacher asks the students to read the underlined words once again.</p>	<p>-Markers</p> <p>-Board.</p> <p>-Video Record.</p>
<p><b>Week Four</b></p>	<p>- To identify the new vocabulary about means of transportation with song.</p>	<p>-Pronouncing the means of transportation words of the children song.</p> <p>-Singing the children song about the means of transportation.</p> <p>-Coloring, Cutting and Pasting the</p>	<p>-Teacher introduces the new vocabulary about means of transportation. He uses some flash cards to present the vocabulary.</p> <p>-Teacher pronounces the vocabulary words and students repeat it.</p> <p>-Teacher passes out the lyrics of the song (“how do you come to school”).</p> <p>-Before the students listen to the song the teacher asks the students to read the underlined words of the lyric song after he reads.</p> <p>-Teacher plays the song and the students listen to the song.</p>	<p>-CD or USB with the song.</p> <p>-Sheets of lyric song.</p> <p>-Record player or laptop.</p> <p>-Textbook.</p> <p>- Field Diary sheets.</p> <p>- Markers.</p> <p>-Sheets with the words about means</p>

		<p>pictures about means of transportation.</p> <p>-Reading the means of transportation words of the children song.</p>	<p>-Teacher and students sing the song.</p> <p>-Teacher asks some questions about the song played.</p> <p>-Teacher and the students discuss about the content of the song.</p> <p>-Teacher plays the song once again while the students listen attentively to the song and to the words pronunciation of the lyric.</p> <p>-Students sing the song together with the music accompaniment.</p> <p>- Teacher asks students to drawn and to paint the pictures about means of transportation.</p> <p>-Before the class ends, the teacher asks the students to read the underlined words once again.</p>	<p>of transportation.</p> <p>-Board.</p> <p>-Video Record</p>
<p><b>Week five</b></p>	<p>-To practice the pronunciation of means transportation</p>	<p>-Pronouncing the means of transportation words of the</p>	<p>-Teacher passes out the lyric of the song (“how do you come to school”) to the students.</p> <p>-Teacher explains the pronunciation of the lyric.</p>	<p>-CD or USB with the song.</p> <p>-Sheets of lyrics</p>

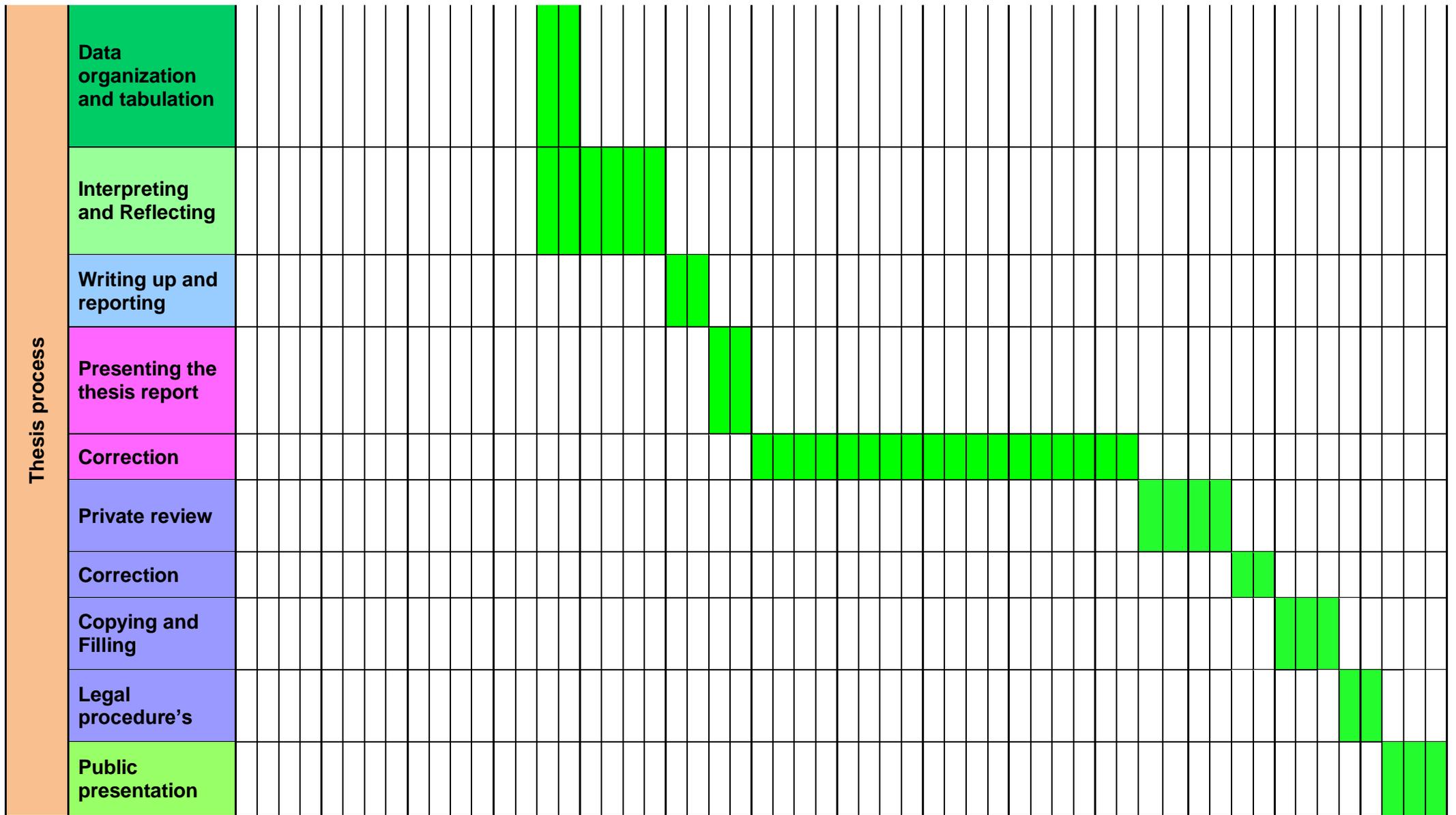
	<p>words with the song.</p>	<p>children song</p> <p>-Singing the children song about the means of transportation</p> <p>-Completing the blanks of the song about means transportation words.</p> <p>-Reading the means of transportation words of the children song.</p>	<p>-Teacher plays the song.</p> <p>-Students listen to it.</p> <p>-Teacher plays the song once again while the students listen attentively to the song and to the pronunciation of the words of this.</p> <p>-Students pronounce the lyric song about means of transportation.</p> <p>-Students sing the song in a choral way.</p> <p>-Teacher moves away the lyrics of the song</p> <p>- Teacher distributes the incomplete lyrics of the song about means of transportation.</p> <p>-Teacher asks students to complete the lyric of the song about means of transportation with the correct words.</p> <p>-Students repeat the pronunciation of the song.</p> <p>- Teacher asks Students to read the underlined words of the lyric song once again.</p>	<p>song.</p> <p>-Record player or laptop.</p> <p>-Sheets with incomplete lyrics of the song about means of transportation.</p> <p>-Textbook</p> <p>-Field Diary sheets</p> <p>-Markers</p> <p>-Board.</p> <p>-Video Record.</p>
--	-----------------------------	--	---	---

			<ul style="list-style-type: none"> <li>- Before the class ends, the teacher asks students to study the lyric of the song (“how do you come to school”) to the next class.</li> </ul>	
<b>Week six</b>	<ul style="list-style-type: none"> <li>-To perform the Children Song “How do you come to school”</li> </ul>	<ul style="list-style-type: none"> <li>-Singing the children song “How do you come to school”.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher asks students to name some means of transportation, he writes them on board.</li> <li>- Teacher reads the means of transportation and shows students to act out with each one. Example he says “train” and puts his hands up and down; with “airplane” he moves his hands like it. Then teacher elicits students to do it. Teacher says the means of transportation and students act out with the movements of each one.</li> <li>- Teacher asks students to sing the song applying the movements practiced before.</li> <li>- Teacher makes 5 groups of 6 and asks them to practice the song. To perform it in front of the class.</li> <li>- Teacher monitors the groups’ work for 10 minutes.</li> <li>- Students perform the song in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>-CD or USB with the song.</li> <li>-Sheets of lyrics song.</li> <li>-Record player or laptop.</li> <li>-Textbook</li> <li>-Field Diary sheets</li> <li>-Markers</li> <li>-Board.</li> <li>-Video Record.</li> </ul>

			<ul style="list-style-type: none"> <li>- Before the class ends, the teacher asks students to study the lyric of the song (“I really need a bicycle”) to the next class.</li> </ul>	
<b>Week seven</b>	<ul style="list-style-type: none"> <li>-To perform the Children Song “I really need a bicycle”</li> </ul>	<ul style="list-style-type: none"> <li>-Singing the children song “I really need a bicycle”</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher asks students to name some means of transportation, he writes them on board.</li> <li>- Teacher reads the means of transportation and shows students to act out with each one. Example he says “train” and puts his hands up and down; with “airplane” he moves his hands like it. Then teacher elicits students to do it. Teacher says the means of transportation and students act out with the movements of each one.</li> <li>- Teacher asks students to sing the song applying the movements practiced before.</li> <li>- Teacher makes 5 groups of 6 and asks them to practice the song. To perform it in front of the class.</li> <li>- Teacher monitors the groups’ work for 10 minutes.</li> <li>- Students perform the song in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>-CD or USB with the song.</li> <li>-Sheets of lyrics song.</li> <li>-Record player or laptop.</li> <li>-Textbook</li> <li>-Field Diary sheets</li> <li>-Markers</li> <li>-Board.</li> <li>-Video Record.</li> </ul>

<p style="text-align: center;"><b>Week eight</b></p>	<p>To answer the Questionnaire.</p>	<p>-Answering the Questionnaires.</p>	<p>-Teacher gives the Questionnaires to students.</p>	<p>-Questionnaire</p>
	<p>To take the oral Post-Test.</p>	<p>-Taking oral Post-Test.</p>	<p>-Teacher explains how to answer it.</p> <p>- Students answer it.</p> <p>-Teacher shows the Post- Test to students.</p> <p>- Students take the oral Post-Test.</p> <p>-Students pronounce the words and phrases about the means of transportation.</p> <p>-Teacher uses the pronunciation rubric to evaluate the students' pronunciation</p>	<p>-The oral Post-Test.</p> <p>- Pronunciation Rubric Sheets.</p>





## **h. BUDGET AND FINANCING**

### **1. RESOURCES**

#### **1.1. Human**

- The researcher
- The 4<sup>th</sup> students in parallel “B”

#### **1.2. Material**

- Printed materials
- Books
- Video record
- Record player or laptop

#### **1.3. Technical**

- Computer
- Internet

## 2. BUDGET

<b>Resources</b>	<b>Cost</b>
Internet	\$50.00
Printed of the project	\$50.00
Print of reports	\$ 150.00
Printed of final report and thesis	\$200.00
Others	\$150.00
Total	\$ 635.00

## 3. FINANCING

All expenses related to the present research will be assumed entirely by the research conducting the investigation.

## ***i. BIBLIOGRAPHY***

- Atweb, B., Kemmis, S., & Weeks, P. (1998). *Action Research in Practice: Partnerships for Social Justice in Education*. New York: Routledge.
- Blevins, W. (n.d.). *Phonics to A To Z: A Practical Guide*. Obtenido de <http://www.songsforteaching.com/phonemicawareness.htm>.
- Brown, S. (2006). *Teaching Listening*. . Cambirdge: Camgridge University Press.
- Celce-Murcia, M., Brinton., & Goodwin. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of other Languages*. Cambridge: Cambridge University Press.
- Centre, A. R. (2009). *Settings Goals for Teaching Pronunciation*. Recuperado el 30 de June de 2011, de <[http://www.ameprc.mq.edu.au/docs/fact\\_sheets/02Pronunciation.pdf](http://www.ameprc.mq.edu.au/docs/fact_sheets/02Pronunciation.pdf)>.
- Dalton, C., & Seidlhofer, B. (1994). *Pronunciation*. Oxford: Oxford University Press.
- Dalton, E. (1998). *Teaching Pronunciation*. London: Longman Group Ltd.
- Dan, M. (n.d.). [www.howareyoumrdan.com](http://www.howareyoumrdan.com). Recuperado el 16 de Febrero de 2012, de <https://www.youtube.com/watch?v=vVkiN2Xw2HY>
- English-4kids.com. (n.d.). Recuperado el 16 de Febrero de 2014, de [eslkidslab.com: https://www.youtube.com/watch?v=ZKHI7y5xsRo](https://www.youtube.com/watch?v=ZKHI7y5xsRo)
- Florez, M. C. (1998). *Improving Adult ESL Learners: Pronunciation Skills*. Recuperado el 30 de June de 2011, de ERIC Digest.: <[www.eric.ed.gov](http://www.eric.ed.gov)>.
- Futonge, K. (. (2005). *Using English Videos and Music in EFL, ESL Classrooms*. . ESL Magazine.
- Gilbert, J. B. (2008). *Teaching Pronunciation: Using the Prosody Pyramid*. Cambridge: Cambridge University Press.
- Gilbert, J. B. (2008). *Teaching Pronunciation: Using the Prosody Pyramid*. Cambridge: Cambridge University Press.
- Griffee, D. T. (1995). *Songs in action* . Hertfordshire: Phoenix.

- Harmer, J. (2000). *The Practice Of English Language Teaching*. London: Longman Group Ltd.
- Harmer, J. (2006). *THE PRACTICE OF ENGLISH LANGUAGE TEACHING THIRD EDITION*. England: Cambridge University Press.
- Haycraft, J. (1983). *An Introduction to English Language Teaching*. London: Longman Group Ltd.
- Hornby, A. S. (1990). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Hornby, A. S. (1995). *Oxford Advanced Learners Dictionary*. Oxford: Oxford University Press.
- Jamalus. (1988.). *Belajar Musik*. Jakarta: Depdikbud.: Dirjen Dikti.
- Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford: Oxford University Press.
- Kelly, G. (2002). *How To Teach Pronunciation*. Harlow: Longman.
- Kemmis, K. a. (2000). *Participatory Action Research*, in N. Denzin and Y. Lincoln. (eds.), *Handbook of Qualitative Research*. London: Sage.
- kenworthy, J. (1990). *Teaching English Pronunciation*. Harlow: Longman.
- Komensky, J. A. (1948). *Didaktika Velká*. Brno.
- Koshy, V. (2005). *Action research for improving Practice, A practical guide*. London: Cromwell Press, Trowbridge, Wiltshire.
- Machácková, E. (2012). *Teaching English Pronunciation to Secondary School Students with Focus on "th" Consonants*. Masaryk : Masaryk University BRNO.
- Macmillan. (1981). *My English Songbook*. University of York.: Macmillan Press.
- McNiff, J. (1993). *Teaching as Learning: An Action Research Approach*. London: Routledge.
- Murphey, T. (1992). *Music & Songs*. Oxford University Press.

- O`Keeffe, A., & McCarthy, M. a. (2007). *From Corpus to Classroom: Language Use and Language Teaching*. New York.: Cambridge University Press.
- O`Malley J. and Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Orlova, N. (2003). *Helping Prospective EFL Teachers Learn How to Use Songs in Teaching Conversion Classes*. The Internet TESL Journal.
- Paul, D. (1996). *Song and Games for Children*. New York: Macmillan publishing Co. inc.
- Ramelan. (1985). *English Phonetics*. Semarang: IKIP Semarang Press.
- Ratnasari, H. (2007). *Songs to Improve the Students´ Achievement in Pronouncing English Words ( An Action Research)*. Semarang State .
- Reina Arévalo, E. A. (2010). *The Use of Songs as a Tool to Work on Listening and Culture in EFL Classes*. Colombia.
- Rixon, S. (1986). *Developing listening skills*. Macmillan Publishers Limited.
- Rosová, V. (2007). *The Use of Music in Teaching English: Diploma Thesis*. Masaryk: Brno: Masaryk university, Faculty of Education, Department of English Language and Literature.
- Ross, J. (2006). *ESL Listening Comprehension: Practical Guidelines for Teachers*. The Internet TESL Journal.
- Scrivener, J. (2005). *Learning Teaching: The Essentail Guide to English Languague Teaching*. . Oxford: Macmillan.
- Sharkey, R. (2003). *Facilitating Communicative Competence for Adult Non-Native English Speakers*. Recuperado el 30 de June de 2011, de Minnesota: Hamline University.: <[www.yasn.com](http://www.yasn.com)>.
- Syafei, A. (1988). *English Pronunciation: Theory And Practice*. Jakarta: Depdikbud, Dirjen Dikti.
- Ur, P. (1984.). *A Course in Language Teaching: Practice and Theory*. Cambridge.: Cambridge University Press.

Ur, P. a. (1993). Teaching Listenig Comprehension. Cambridge: University Press.

Ward, S. A. (1980). Dippitydoo. Songs and activities for children. London: Longman Group Ltd.

➤ **ANNEXES**

**PRE-QUESTIONNAIRE**

***Dear students:***

**In this questionnaire, you will find questions about you and what you think. For each question, you should choose the answer you think is best.**

- . Read each question carefully, and pick the answer you think is best.
- . Make an X to your answer.
- . Ask for help if you do not understand something or are not sure how to answer.

**1. – Which of these activities does your teacher apply during the English class to have you practice the pronunciation of English words?**

	<b>Once a week</b>	<b>Once or twice a month</b>	<b>Never or almost never</b>
Watch a video			
Listen to children songs			
Singing English children songs.			
Repeating the new words with all the class.			

**2. - What do you think? Listening English songs is interesting and fun to improve the pronunciation of English words?**

<b>Agree</b>	<b>Disagree</b>

**3.- Do you think that English songs improve your pronunciation of English words?**

<b>Yes</b>	<b>No</b>

**4. - Does your teacher use a Cd player to play to English songs in order to practice the pronunciation of English words?**

<b>YES</b>	<b>NO</b>

**Thanks for completing the questionnaire!**

## **PRE-CUESTIONARIO**

*Queridos estudiantes*

**--En este cuestionario, encontrarás preguntas acerca de ti y de lo que piensas. Para cada pregunta debes escoger la respuesta que piensas que es la mejor.**

--Lee cada pregunta cuidadosamente y escoge la respuesta que consideras es la mejor

--Marcar con una X tu respuesta.

--Pide ayuda si tú no comprendes alguna cosa o no estás seguro como responder.

**1- *¿Cuál de estas actividades su profesor aplica durante la clase de Inglés para practicar la pronunciación de las palabras en Inglés?***

	<b>Una vez a la semana</b>	<b>Una o dos veces al mes</b>	<b>Nunca o casi nunca</b>
Ver un video			
Escuchar canciones infantiles			
Cantar canciones infantiles			
Repetir las nuevas palabras con toda la clase			

**2- *¿Qué tu piensas? Escuchar canciones en Inglés es interesante y divertido para mejorar la pronunciación de las palabras en Inglés?***

<b>Estás de acuerdo</b>	<b>Estás en desacuerdo</b>

3- ¿Tú piensas que las canciones en inglés mejoran su pronunciación de las palabras en inglés?

Si	No

4- ¿Su profesor usa un Cd player (Grabadora) para escuchar canciones en Inglés en orden para practicar la pronunciación de las palabras en Inglés?

Si	NO

**Gracias por completar el cuestionario!**

## **POST-QUESTIONNAIRE**

***Dear students:***

**In this questionnaire, you will find questions about you and what you think. For each question, you should choose the answer you think is best.**

- . Read each question carefully, and pick the answer you think is best.
- . Make an X to your answer.
- . Ask for help if you do not understand something or are not sure how to answer.

**1. – Which of these activities does your teacher apply during the English class to have you practice the pronunciation of English words?**

	<b>Once a week</b>	<b>Once or twice a month</b>	<b>Never or almost never</b>
Watch a video			
Listen to children songs			
Singing English children songs.			
Repeating the new words with all the class.			

**2. - What do you think? Listening English songs is interesting and fun to improve the pronunciation of English words?**

<b>Agree</b>	<b>Disagree</b>

**3.- Do you think that English songs improve your pronunciation of English words?**

<b>Yes</b>	<b>No</b>

**4. - Does your teacher use a Cd player to play to English songs in order to practice the pronunciation of English words?**

<b>YES</b>	<b>NO</b>

**Thanks for completing the questionnaire!**

## **POST-CUESTIONARIO**

*Queridos estudiantes*

**--En este cuestionario, encontrarás preguntas acerca de ti y de lo que piensas. Para cada pregunta debes escoger la respuesta que piensas que es la mejor.**

--Lee cada pregunta cuidadosamente y escoge la respuesta que consideras es la mejor

--Marcar con una X tu respuesta.

--Pide ayuda si tú no comprendes alguna cosa o no estás seguro como responder.

**1- ¿Cuál de estas actividades su profesor aplica durante la clase de Inglés para practicar la pronunciación de las palabras en Inglés?**

	<b>Una vez a la semana</b>	<b>Una o dos veces al mes</b>	<b>Nunca o casi nunca</b>
Ver un video			
Escuchar canciones infantiles			
Cantar canciones infantiles en Inglés			
Repetir las nuevas palabras con toda la clase			

**2- ¿Qué tú piensas? Escuchar canciones en Inglés es interesante y divertido para mejorar la pronunciación de las palabras en Inglés?**

<b>Estás de acuerdo</b>	<b>Estás en desacuerdo</b>

3- ¿Tú piensas que las canciones en inglés mejoran su pronunciación de las palabras en inglés?

Si	No

4- ¿Su profesor usa un Cd player (Grabadora) para escuchar canciones en Inglés en orden para practicar la pronunciación de las palabras en Inglés?

Si	NO

**Gracias por completar el cuestionario!**

## RESEARCHER FIELD DIARY

<b>Lesson</b>						
<b>activity</b>						
<b>objective:</b>						
<b>Materials:</b>						
<b>Timing</b>						
<b>Procedure</b>						
<b>Grouping</b>						
<b>Do students like it?</b>	yes		For a while		Not really	
<b>Are they bored?</b>	yes		No			
<b>Do they make an effort?</b>						
<b>Do students pronounce the lyrics of the songs well?</b>						
<b>Comments</b>						

**THE LYRIC CHILDREN SONG ONE**

**"I REALLY NEED A BICYCLE"**

*I **really need** a **bicycle***

*what **do** I need?*

*a bicycle*

*I'd never **be late** for **school because** what would I **ride**?*

*A bicycle*

*I really need a **motorcycle***

*what do I need?*

*a motorcycle*

*I'd never be late for school because what would I ride?*

*a motorcycle*

*I really need to ride the **train***

*what do I need to do?*

*ride a train*

*I'd never be late for school because what should I do?*

*ride a train*

*I really need to **drive** a car*

*what do I need to do?*

*drive a car*

*I'd never be late for school because what should I do?*

*drive a car*

*I really need to **fly** an **airplane***

*what do I need to do?*

*Fly an airplane*

*I'd never be late for school because what should I do?*

*Fly an airplane*

**how are you Mr. Dan—transportation song**

**<https://www.youtube.com/watch?v=vVkiN2Xw2HY>**

## **THE LYRIC CHILDREN SONG TWO**

**how** do you **come to** school, come to school, come to school

how do you come to school

**I usually walk.**

how do you come to school, come to school, come to school

how do you come to school

*I usually walk.*

how long **does** it **take**, does it take, does it take.

how long does it take

*It takes ten **minutes.***

how long does it take, does it take, does it take.

how long does it take

*It takes ten minutes.*

how do you come to school, come to school, come to school

how do you come to school

**by bus**, bus, bus.

how long does it take, does it take, does it take.

how long does it take

*t takes ten minutes.*

**(English for children's - Means of transport)**

**<https://www.youtube.com/watch?v=ZKHI7y5xsRo>**

## LIST OF WORDS OF THE SONGS ABOUT TRANSPORTATION WORDS

- **"I really need a bicycle"**

*really-- need -- bicycle -- do-- be -- late – school – because –ride –  
motorcycle --- train --- drive --- fly ---airplane.*

### **PHRASE**

*I really need a bicycle*

*What do I need?*

- **"how do you come to school"**

*how – come -- to – usually – walk – does – take – minutes – by --  
bus.*

### **PHRASE**

*How do you come to school?*

*by bus*

## **ORAL PRE-TEST**

**a). Read the following words (lee las siguientes palabras)**

- really
- need
- bicycle
- do
- be
- late
- school
- because
- ride
- motorcycle
- train
- drive
- fly
- airplane
- how
- come
- to
- usually
- walk
- does
- take
- minutes
- by
- bus

**b). Read the following phrases (lee las siguientes frases)**

- I really need a bicycle.
- What do I need?
- How do you come to school?
- By bus

## PRONUNCIATION RUBRIC OF THE ORAL PRE-TEST

Student's code: ZA0\_\_\_\_\_

Date\_\_\_\_\_

<u>Evaluation parameters</u>		<b>No mistakes</b> <b>0</b>	<b>Few mistakes</b> <b>2 or 4</b>	<b>Several mistakes</b> <b>5 or 7</b>	<b>Many mistakes</b> <b>&gt; 7</b>
	<b>score</b>	<b><u>4</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>
<i>Pronunciation accuracy of words</i>					
		<b>No mistakes</b> <b>0</b>	<b>Few mistake</b> <b>1 or 2</b>	<b>Some mistakes</b> <b>3</b>	<b>Many mistakes</b> <b>&gt; 3</b>
	<b>score</b>	<b><u>4</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>
<i>Pronunciation accuracy of phrases</i>					

O'Keeffe, McCarthy & Carter, (2007)

## **ORAL POST-TEST**

**a). Read the following words (lee las siguientes palabras)**

- really
- need
- bicycle
- do
- be
- late
- school
- because
- ride
- motorcycle
- train
- drive
- fly
- airplane
- how
- come
- to
- usually
- walk
- does
- take
- minutes
- by
- bus

**b). Read the following phrases (lee las siguientes frases)**

- I really need a bicycle.
- What do I need?
- How do you come to school?
- By bus

**PRONUNCIATION RUBRIC OF THE ORAL POST-TEST**

**Student's code:** ZA0\_\_\_\_\_

**Date**\_\_\_\_\_

<b><u>Evaluation parameters</u></b>		<b>No mistakes 0</b>	<b>Few mistakes 2 or 4</b>	<b>Several mistakes 5 or 7</b>	<b>Many mistakes &gt; 7</b>
	<b>score</b>	<b><u>4</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>
<i>Pronunciation accuracy of words</i>					
		<b>No mistakes 0</b>	<b>Few mistake 1 or 2</b>	<b>Some mistakes 3</b>	<b>Many mistakes &gt; 3</b>
	<b>score</b>	<b><u>4</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>
<i>Pronunciation accuracy of phrases</i>					

O'Keeffe, McCarthy & Carter, (2007)

## OBSERVATION SHEET

<i>Observation Sheet</i>				
<i>Observer:</i>	<i>Date:</i>			
Things to be observed	Activities	Yes	No	Sometimes
Have all the students participated during class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Was the activity appropriated for the class?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Were the objectives of the activities accomplished?	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			
Suggestions to the activities done	ACTIVITY 1			
	ACTIVITY 2			
	ACTIVITY 3			
	ACTIVITY 4			

## MATRIX

**Theme:** Improving the pronunciation of the English words by using songs among 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
<p><b>Main (Research) problem:</b> How do the use of songs improve the pronunciation of 4<sup>th</sup> year students in parallel “B” at the “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014</p>	<p><b>General:</b> - To improve the pronunciation of the English words by using songs among 4<sup>th</sup> year students in parallel “B” at the “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014</p>	<p><b>Pronunciation</b> - Definition of pronunciation - Why to teach pronunciation - When to teach pronunciation - Teaching and learning pronunciation - Factors influencing pronunciation learning - Elements of pronunciation - Students’ problems in pronouncing English words</p> <p><b>Song</b> - Definition of a song</p>	<p><b>Preliminary investigation</b> - Observing the English classes - Stating the background of problem - Describing current situation - Locating and reviewing the literature - Creating a methodological framework for research. - Preparing an intervention plan</p> <p><b>Intervention and observation</b></p>	<p>- Observation sheet - Questionnaires - Tests - Diary</p>
<p><b>Sub-problems:</b> -What kind of theoretical references about songs and pronunciation are effective to help the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-</p>	<p><b>Specific:</b> -To investigate the theoretical references about songs as a strategy to improve the pronunciation of the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school,</p>			

<p>2014.?</p> <p>-What are the issues that limit the pronunciation learning with the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014?</p> <p>-What are the important phases of the intervention plan that address the current issues of the pronunciation learning with the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014?</p> <p>-Which songs are implemented to improve the pronunciation</p>	<p>academic period 2013-2014.</p> <p>-To diagnose the issues that limit the pronunciation learning with 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014.</p> <p>-To design an intervention plan with the use of songs to improve the pronunciation of the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014.</p> <p>-To apply the intervention plan as part of the classroom activities in order to solve the limitations in</p>	<ul style="list-style-type: none"> <li>- Elements of a song</li> <li>- Selection of the songs</li> <li>- The use of song procedure</li> <li>- The importance and the role of songs in language teaching</li> <li>- Enjoyable drill</li> <li>- Songs as practice material</li> <li>- The helps of songs when learning pronunciation.</li> <li>- What can we do with a song in language teaching?</li> <li>- Songs to improve achievement in pronouncing.</li> </ul>	<ul style="list-style-type: none"> <li>- Applying, observing and monitoring students’ performance according to the intervention plan</li> </ul> <p style="text-align: center;"><b>Presentation of research findings</b></p> <ul style="list-style-type: none"> <li>- reflecting, analyzing and answering the proposed inquiries</li> <li>- organizing the final report.</li> </ul>	
---	--	--	--	--

<p>learning of the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014?</p> <p>-How do songs as part of the classroom activities reduce the limitation of the pronunciation learning of the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014?</p>	<p>the learning of pronunciation of the 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014.</p> <p>-To reflect upon the effect that the songs had on the 4<sup>th</sup> year students’ pronunciation in parallel “B” at “Zoila Alvarado de Jaramillo” public school, academic period 2013-2014.</p>			
--	---	--	--	--

## ANNEX NRO 2

Improving the pronunciation of the English words by using songs among 4<sup>th</sup> year students in parallel “B” at “Zoila Alvarado de Jaramillo” Public School.



The researcher is teaching the pronunciation through songs



The researcher is teaching the pronunciation through songs

**Picture taken by: Lic. Mercedes Vásquez. English Teacher**

## INDEX

➤ CERTIFICATION	ii
➤ AUTHORSHIP	iii
➤ LETTER OF AUTHORIZATION	iv
➤ GRATEFULNESS	v
➤ DEDICATION	vi
➤ MATRIX GEOGRAPHIC SCOPE	vii
➤ GEOGRAPHIC MAP AND SKETCHES	viii
➤ THESIS SCHEME	ix
a. TITLE	1
b. RESUMEN	2
ABSTRACT	3
c. INTRODUCTION	4
d. LITERATURE REVIEW	7
PRONUNCIATION	7
DEFINITION OF PRONUNCIATION	7
WHY TO TEACH PRONUNCIATION	8
HOW TO TEACH PRONUNCIATION	10
TEACHING AND LEARNING PRONUNCIATION	12
APPROACHES TO TEACH PRONUNCIATION	12
TEACHER’S ROLE	14
Helping learners hear	14
Helping learners make sounds	15
Providing feedback	15
Pointing out what’s going on	15

Establishing priorities	15
Devising activities	16
Assessing progress	16
STUDENT’S ROLE	16
FACTORS INFLUENCING PRONUNCIATION LEARNING	17
AGE FACTOR	17
THE ROLE OF THE MOTHER TONGUE	19
LEARNER’S ATTITUDE AND SENSE OF IDENTITY	20
ELEMENTS OF PRONUNCIATION	21
Segmental Features	22
Supra segmental Features	23
STUDENTS’ PROBLEMS IN PRONOUNCING ENGLISH WORDS	24
SONG	25
DEFINITION OF A SONG	25
ELEMENTS OF A SONG	25
SELECTION OF THE SONGS	26
THE USE OF SONG PROCEDURE	27
Activating prior-knowledge	28
While-listening	29
Post-listening	29
THE IMPORTANCE AND THE ROLE OF SONGS IN LANGUAGE TEACHING	30
“ENJOYABLE DRILL”	31
SONGS AS PRACTICE MATERIAL	32
THE HELP OF SONGS WHEN LEARNING PRONUNCIATION	33
The help of songs focused on sounds	34
The help of songs focused on words	34

The help of songs focused on connected speech	35
WHAT CAN WE DO WITH A SONG IN LANGUAGE TEACHING?	36
SONGS TO IMPROVE ACHIEVEMENT IN PRONUNCIATION	38
e. MATERIALS AND METHODS	43
f. RESULTS	50
g. DISCUSSION	68
h. CONCLUSIONS	71
i. RECOMMENDATIONS	73
j. BIBLIOGRAPHY	74
k. ANNEXES	79
a. THEME	80
b. PROBLEM	81
c. JUSTIFICACION	84
d. OBJECTIVES	86
e. THEORETICAL FRAMEWORK	87
f. METHODOLOGY	119
g. TIMELINE	134
h. BUDGET AND FINANCING	136
i. BIBLIOGRAPHY	138
INDEX	164