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Songs and Improving the English Pronunciation among Second Year Students at Public High School in Loja City, School Year 2021-2022.

Canciones y Mejoramiento de Pronunciación en Inglés entre los Estudiantes de Segundo Año de un Colegio Público en la Ciudad de Loja, Año Lectivo 2021-2022.

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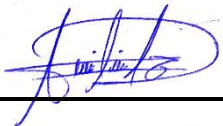


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Dedication

First and foremost, I dedicate my Curriculum Integration Work work to God for giving me life, health, and the opportunity to pursue another one of my goals, obtaining a Bachelor's Degree in English. I owe a great debt of appreciation to my loving parents, for their words of support and persistence. Moreover, I dedicate this thesis to my daughter, who has always been a source of motivation for me in terms of achievement and sharpness. My siblings instilled in me the values of hard work and tenacity to achieve professional success. I also want to express my gratitude to my friends, colleagues, and everyone else who has helped me reach my goal in some way. Finally, I would like to dedicate this work to myself for believing in myself, never giving up, for all the bad and good nights I've had, and for reaching this moment.

~Ximena Alexandra Quezada Angamarca~

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1. Title

Songs and Improving the English Pronunciation among Second Year Students at Public High School in Loja City, School Year 2021-2022.

2. Resumen

La pronunciación es una de las sub-habilidades que pueden influir en la comprensión comunicativa de una persona. En base a esto, el presente trabajo de investigación tiene como propósito mejorar la pronunciación del idioma inglés entre los estudiantes de segundo año de secundaria de la ciudad de Loja utilizando las canciones como estrategia de aprendizaje. Los participantes para esta investigación fueron un grupo de estudiantes seleccionados por muestreo por conglomerados, entre dieciséis y diecisiete años. Este estudio empleó una metodología mixta. Los datos cuantitativos fueron recolectados a través de la administración de un pre y posttest al inicio y final de la intervención. El análisis de estos datos se realizó mediante fórmulas estadísticas de la prueba de rangos con signo de Wilcoxon para determinar si hubo un cambio significativo antes y después de la intervención. Asimismo, los datos cualitativos se recogieron mediante la aplicación de una entrevista posterior a la intervención. Los datos fueron analizados e interpretados con el método de análisis temático, con el fin de identificar patrones en el significado de los datos. Los hallazgos mostraron que el uso de canciones en la clase tuvo un efecto significativo en las habilidades de pronunciación de los estudiantes, ya que pudieron aumentar su puntaje promedio de 5,10 en la prueba previa a 9,10 en la prueba posterior. Evidentemente, la diferencia fue estadísticamente significativa ($p \leq 0,05$). Además, su percepción sobre la aplicación de canciones para mejorar la pronunciación demostró que escuchar las canciones los hacía sentir relajados y libres de estrés, lo que los motivó a aprender más del idioma para el dominio de la pronunciación.

Palabras claves: Con voz, consonante, sin voz, sonido, vocal larga, vocal corta.

2.1 Abstract

Pronunciation is one of the sub-skills that can influence someone's communication understanding. Based on this, the present research work has the purpose to improve English pronunciation among second year high school students in Loja city by using the songs as a learning strategy. The participants for this research were a group of students selected by cluster sampling, between sixteen and seventeen years old. This study employed a mixed methodology. The quantitative data were collected by administering a pre and posttest at the beginning and end of the intervention. This data was analyzed by formulas of the Wilcoxon signed-rank test to determine if there was a significant change before and after the intervention. Likewise, the qualitative data was gathered by applying an interview after the intervention. The data was analyzed and interpreted with the thematic analysis method, in order to identify patterns in meaning across the data. The findings showed that the use of songs in the class had a significant effect on students' pronunciation skills as they were able to increase their mean score from 5,10 in the pretest to 9,10 in the posttest. Evidence was statistically significant ($p \leq 0.05$). Furthermore, their perception of the application of songs to improve pronunciation demonstrated that listening to the songs made them feel relaxed and stress-free, which motivated them to learn more of the language for pronunciation mastery.

Key words: Consonant, long vowel, short vowel, sound, voiced, voiceless.

3. Introduction

In general terms, it is known that poor pronunciation means poor fluency because learners try to avoid words or grammatical structures that they find difficult to pronounce. That's why it is important to ask the following question: What can be done to help students with English pronunciation? According to the Ministry of Education, at the end of the school year, the students that are in the Second High school should master this skill. This is because pronunciation allows for exchanging ideas, and expressing thoughts, emotions, and feelings, directly or deferred, in various situations and contexts. In this way, they would be meeting the level of English proficiency established (MinEduc, 2016).

Despite this, the majority of Ecuadorian students in second baccalaureate high school do not meet these requirements. According to Permata et al. (2020), the main problem why students cannot pronounce the English language is because of their first mother tongue as learners tend to pronounce sounds in the same way they do in Spanish. According to the author, certain activities should avoid putting too much attention on grammar because it causes students to lose interest in the class and feel disconnected from the teaching-learning process. Furthermore, particular tools that can aid in the development of good pronunciation are rarely employed, resulting in a low level of proficiency in this area.

Therefore, the purpose of this research was to improve English pronunciation in the classroom by using songs and enjoyable activities, as well as to investigate the perspectives of second-year students at a public high school in Loja during the 2021-2022 school year, on the use of songs to improve English pronunciation. Hence, the following central research question was formulated to fulfill this purpose: What is the effect of songs on the English pronunciation among second-year high school students in Loja city, school year 2021-2022?

Consequently, it is important to address these issues because if they are not taken into account, students will be unable to acquire this significant ability. The intention of this is to encourage students to create more complex situations and contexts for their benefit in the classroom. For this reason, the method of songs, which has several positive effects, keeps students active and engaged in their language, and focuses on product communication patterns that help and improve their pronunciation skills (Manik 2015, Permata et. al., 2020, Sumantri 2011).

In addition, it is important to mention that most of the previous studies have been applied in other countries and none of them have been applied in the Ecuadorian context. That is why the author believes it pertinent to address it in this context. The author also suggests using the songs in adolescents with a high level of proficiency, since previous studies only focused on

children and young learners. Besides, she encourages using the song to improve other English language skills, since they go hand in hand with the ability to listen, read and spell (Manik 2015, Permata et. al., 2020, Sumantri 2011).

Additionally, this project contributed significantly to the educational field in the English Language Subject. The investigated sector was able to learn and enhance their pronunciation skills. Similarly, this work provided knowledge and positive results within a real context to the professional community. Likewise, the research community was also able to add to its collection of methods and techniques for teaching English pronunciation. In the same way, the development of this work helped to meet the learning objectives of pronunciation established in the national curriculum. Furthermore, this thesis work was closely related to the FEAC's research line, which is founded on values and solid foundations for the advancement of scientific and technological research to contribute to the generation of new knowledge about Ecuador's reality and relevant educational issues. In short, the project aided in the search for quality education, helping to achieve one of the Sustainable Development Goals (Loja UNL, 2021).

The objectives of the research were established based on the research question presented above. These objectives captured what the researcher wanted to achieve with her study. Thus, the general objective aimed to improve English pronunciation through songs among second year high school students in Loja city, school year 2021-2022. Likewise, to support the information, some specific objectives were established: Implementing an intervention plan based on the use of songs to improve English pronunciation, characterizing the elements of pronunciation, and describing students' perceptions of the effectiveness of songs in improving English pronunciation among second-year students.

The research was conducted in a public institution with 16 second year high school students in the morning section during a 6-week intervention period. Furthermore, during this intervention, it was possible to cover four indicators that were consonant sounds /ð/ /θ/, short and long vowel sounds /ɑ/ /æ/, /e/ /ɜ:/ /i/ /ɪ/. However, there were some limitations, the most common of which were the absence of some participating students from lessons, the educational institution's lack of technology resources, and some students' limited vocabulary range.

4. Theoretical framework

The scientific information exposed in this theoretical reference contains important data to support the topic “Songs and Improving the English Pronunciation.” Therefore, the topics in this part are divided into two subsections, the first of which is concerned with the independent variable that involves song definitions, songs as a technique to practice pronunciation, songs as authentic material, and the use of songs in the EFL classroom, steps of applying songs in the classroom, songs to improve pronunciation, types of songs, and the songs according to the learners' preferences.

The second subsection deals with the dependent variable that embrace the definition of English pronunciation, the importance of English Pronunciation in the EFL learning process, the Elements of Pronunciation, the place of articulation for the English vowels (long and short) and English consonant, suggestions for Improving English Pronunciation, the reason for the incorrect English pronunciation and the attitudes towards English pronunciation.

According to Purba (2018), songs can be used to improve pronunciation in students with the purpose to correct language acquisition in the foreign language. This is a new method of teaching that keeps students active and engaged in their language. On the other hand, Cuenca (2021), indicates that EFL pronunciation has to be considered an integral part of learning a foreign language because it directly affects learners' ability to communicate well as well as their performance.

4.1 Definition of Songs

According to Cuenca (2021), a song is a brief piece of music that includes lyrics. Furthermore, a song is a collection of arrangements that includes lyrics as well as musical aspects such as rhythm, melody, harmony, and expressions. Aside from that, "a song is a musical composition for the voice of several voices," and "a lyric or ballad is a short poem, whether intended to be sung or not.

Besides, a song, after all, is a musical composition containing vocal parts performed with the human voice and, in most cases, words. Through the use of words and rhythm, a song communicates or reflects the composer's sentiments or experiences. Many people throughout the world consider songs to be extremely useful. People might also be motivated by songs to have a favorable emotional experience while learning a language. Songs are an excellent way to practice pronunciation, and numerous educators believe that it is an effective aid for learning English pronunciation (Karakas & Sonmez 2011).

4.1.1 Songs as a technique to practice pronunciation

According to Permata et al. (2020), drilling, minimal pairs, pronunciation and spelling activities, taping students' English, listening activities, and reading activities are some of the approaches that can be utilized to teach pronunciation. The first one, the drilling activity is a basic form of teaching pronunciation. Drilling activities are carried out by asking students to repeat or reproduce the teacher's words. Choral drilling, chaining, open pair drilling, and substitution drilling are some of the several types of drilling activities. Also, minimal pairs and related activities. The teacher presents similar words with various phonemes in this task. The learners will learn from this practice that when they mispronounce a word, the meaning changes. Here's an example of a minimum pair and associated activity: Mark the words that begin with the letter /ʌ/: cap, hat, bag, cup, hut, bag.

Moreover, pronunciation and spelling activities. In this activity, the student can learn the relation between the word that is spelled and pronounced. The teacher can use homographs and homophones in teaching. An example of using a homograph activity is by providing the same spelling or written word but different pronunciations such as Why don't you read (v1) this book? And I've already read it (v3). Then the example of using homophone activity is by providing the different spelling or written word, but same pronunciation, such as write and right; there, their and they're. After that, students were asked to choose the correct word from the listening activity.

Likewise, taping students' English. This activity can provide benefits if the teacher does it regularly. This taping activity can be made when students are involved in language practice activities, especially pronunciation activities. The activity that can be conducted by the teacher is taping students' pronunciation, and after that comparing the sound with the native. Besides, listening activities. In this activity, the teacher can use the media that allow students to listen and pronounce the language in the form of a narrative or conversation. Listening activities may bring authentic materials to the classroom because the material is designed using normal speed and natural language. Finally, reading activities. In this activity, the teacher gives the text to the students. From the text, the teacher encourages the student to read aloud; then, the teacher can monitor the student's pronunciation. Reading aloud provides an opportunity for students to learn the relationship between writing and pronunciation. Texts can be formed as poetry, songs, etc.

4.1.2 Songs as authentic material

Listening to a song to learn more about well-known bands who sing in English, according to Ross (2006), is an example of authentic listening materials. Songs, as we all know,

accompany us wherever we go: at home, at school, at work, in our automobiles, and so on. As a result, we can listen to the song and be interested in learning about the importance of language in it. Students must be encouraged and kept engaged while constructing classes and instructional materials to improve their listening comprehension skills. This is best performed by establishing the appropriateness of the listening material, as the use of song as authentic material. The usage of songs helps pupils understand the substance of the materials by simulating and motivating them to do so.

Authentic material is any English-language material that was not prepared with the goal of being used in an English language classroom. Students will find the learning process more interesting, inventive, and motivating if this content is used to teach the English language. It's also a good way to get honest reactions from students. The advantage of using authentic material is that it is readily available, making it straightforward for students to practice English on their own time (Kabiljanovna, 2018).

4.1.3 The use of songs in the EFL classroom

Songs are effective in EFL education, according to Jiménez et al. (2013), because they benefit students' cognitive development as well as a multicultural classroom. Because song lyrics are frequently repeated, their use may aid in the automation of L2 skills by exposing learners to forms, syntax, lexical items, segmental, and suprasegmental structures. Songs, for example, are an effective tool for teaching pronunciation because the lyrics encourage learners to recognize and repeat linguistic patterns in order to better internalize them.

Furthermore, song activities in the language classroom can thrill, move, and relax students. Because music and culture are so linked, this predicament arises. Cultures do have additions that can be used to enrich a multicultural classroom and raise cultural knowledge. As a result, using songs in an EFL classroom can serve to improve the learning experience and mold students' tolerance in a multicultural setting.

Additionally, songs feature a variety of elements that might provide a wonderful opportunity for the teacher and students to practice English pronunciation. According to Villalobos (2008), educators must carefully select songs for usage in the classroom. In reality, according to Astudillo et al. (2017), a song can be regarded as appropriate for use in the classroom by constructing various sorts of activities, but teachers must have excellent criteria to thoroughly examine the substance of the song's lyrics. In reality, it provides entertainment and fosters a dynamic working environment in which learning can be seen as enjoyable. It also stops pupils from sitting idly and feeling disengaged in class, as music can elicit strong emotions and motivation.

4.1.4 Steps of applying songs in the classroom

Kusrini (2011), indicates that almost all teenagers are interested in singing a song, but teachers should be selective in choosing a song that will be used in teaching pronunciation. They should choose an interesting song so that the students are attracted to it. A song can be learned only when the learner understands the meaning of the language items in that song.

As explained by Sumantri (2011), after preparing and choosing the right song, some steps should apply: First, students listen to the songs on cassette. Second, the teacher repeats the song in spoken form. The teacher and students repeat the song together. Once again, students listen to the song from the cassette. And the last is the repetition of the song in the instrumental version.

Based on the references above, the writer supposes the following activities to be applied in the classroom. First, the teacher hands out the lyrics of the songs or writes them on the board. Second, the teacher explains the meaning of the songs and lets the students know the meaning of each word. Third, the teacher plays or sings the songs many times. Fourth, the teacher lets the students know how to pronounce the words of the songs correctly. Fifth, the teacher gives the students an example of the way how to sing the songs.

Sixth, the teacher asks the students to repeat the songs using the right pronunciation after him/her. After mastering the intonation of the song, the teacher asks the students to sing the song together. After that teacher asks the students to sing the song by themselves. The last step is that the teacher asks the students to do exercises related to the songs (Sumantri, 2011).

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 in the procedure. Apart from them, it mainly depends on the creativity of the teacher. According to Reina (2010), the 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 first, then and after that to assemble their understanding of what they read or hear one step at a time (Reina, 2010).

While-listening. 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 to students what 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 (Reina, 2010).

Post-listening. When teachers think of listening activities, they tend to think of students listening to a recording and doing a task. Students overhear other people talking and talking act in conversation. Reina (2010), 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.

4.1.5 Songs to improve pronunciation

The use of songs in English to improve pronunciation becomes a necessary resource in learning this language. Cuenca (2021), concluded that the concentration ability of students improves with active listening to the song because they can focus their attention on authentic oral texts. This implies that songs are favorable in this learning process because they have a very wide variety in terms of structure and vocabulary. This wealth of vocabulary causes that there are words that have an almost similar pronunciation to each other, which becomes a confusing factor for students. In this sense, the students will place

greater emphasis on the pronunciation of these new words as the learning progresses.

Moreover, Sumantri (2011), argued that the use of songs within the English teaching process helps to improve various aspects of pronunciation and listening. This is achieved by making the class not boring, but rather have a participatory approach. The author also pointed out that songs can be very useful as a teaching tool for students because songs help students to better understand the language they are learning. This type of learning helps students to feel motivated to learn and to feel calm and relaxed when learning.

Quizhpe (2015), 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 the 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 two areas of difficulties in pronunciation (sounds and words), and on explaining why songs can be useful when the learners are caught in 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 themselves to these sounds, repeating them, getting better at recognizing them, and finally producing them.

The help of songs focused on words. In addition, she says that words are combinations of sounds that form together to give meaning. A word is uttered in syllables, usually one emphasized syllable (the stress) and the rest weak (unstressed). Several difficulties may be encountered by a learner. Firstly, each English word has its 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.

4.1.6 Types of songs

According to Kusrini (2020), there are no 'standard' songs for teaching pronunciation. Any song can be an example of different pronunciation aspects. However, we try to choose clear songs (use quality recordings where possible), not too fast, memorable, likely to appeal to our learners (possibly songs they already know), and easy to create activities for, depending on the area of pronunciation we are focusing on.

Song lyrics can now be found easily on the Internet, so language teachers have access to an enormous variety of music to bring to class. How should songs be chosen? It is important to think of the students. What level are they in? How old are they? What kind of music/songs do they like? In addition, it is essential to evaluate the song itself. Does the rhythm make it comprehensible? Is the singer's voice clear enough? How fast is the song? How complex are the structures and the vocabulary? (Villalobos, 2007).

4.1.7 The songs according to the learner's preferences

Moreover, the student's age is significant because perhaps adults and teenagers would not necessarily like to listen to a children's song. A very important aspect that cannot be left out is students' likes and dislikes. Many teachers decide to use songs in classes, but they choose their preferences. If we use songs that students feel attracted to, one is more stimulated; hence, it is something to consider. "Students are often strongly motivated to learn the lyrics of a new pop song or an old favorite they have heard and never understood, so their choices for classroom music should not be overlooked" (Villalobos, 2007, p.101).

Besides keeping in mind students' level, age and preferences, teachers should analyze the song that they want to bring to class. Evaluating the song's level of difficulty, content, vocabulary, rhythm, pace, popularity, and the artist. It is essential because those factors determine the attitude students have towards the song, as well as success in the objectives. "Songs should be pre-screened for potentially problematic content, such as explicit language, references to violent arts or sex, or inappropriate religious allusions" (Villalobos, 2007).

4.1.8 What can we do with songs in language teaching?

Quizhpe (2015), states that the 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 the lesson?

- Listen
- Sing, whistle, tap, and snap fingers while we listen
- Sing without listening to any recording
- Talk about the music
- Talk about the lyrics
- Talk about the Singer/group
- Use songs and music to set or change an atmosphere or mood, as
- “background furnishing”
- Use songs and music to make a social environment, form a feeling of community, dance, and make friends
- Write songs
- Perform songs
- Do interviews
- Do surveys, make hit lists
- Study grammar
- Practice selective listening comprehension
- Read songs, articles, and books for linguistic purposes
- Compose songs, letters to singers, questionnaires
- Translate songs
- Write dialogues using the words of a song
- Use video clips in many ways
- Do role-plays (as people in the song)
- Dictate a song
- Use a song for gap-fill, cloze, or correction
- Use music for the background to other activities
- Integrate songs into project work
- Energize or relax classes mentally
- Practice pronunciation, intonation, and stress
- Break the routine
- Do choral repetition
- Teach vocabulary

- Teach culture
- Have fun.

4.2 Definition of pronunciation

Purba (2018), state that pronunciation is a set of habits for producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language. Besides, one learns a language to communicate with other speakers of that language, and, to this end, one must learn how to pronounce it in a way that can be understood by a variety of listeners.

On the other hand, Tanjung (2016), talks about the importance of the students being 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.

Moreover, pronunciation is the way we pronounce a word, especially in a way that is accepted or generally understood. The way we speak also conveys something about ourselves to the people around us. Learners with good English pronunciation are more likely to be understood even if they make errors in other areas. Karakas & Sonmez (2011), defined pronunciation as the production of the sounds used to make meaning. It also includes attention to the particular sounds of language, and aspects of speech beyond the level of individual sounds, such as intonation, phrasing, stress, timing, rhythm, voice production, and in its broadest definition, the gestures and expressions related to the way we speak.

4.2.1 Importance of English Pronunciation in the EFL learning process.

Many teachers are not aware of the importance of pronunciation. Teachers pay enough attention to grammar and vocabulary in learning a foreign language and they help learners become skillful in listening and reading. Secondly, the majority of teachers think that pronunciation study is too difficult and monotonous for learners (Pourhosein, 2016).

Matos (2018, pg. 4), indicates that to develop English pronunciation in the EFL learning process, the teachers should provide practice in both the production and reception of English, promoting noticing activities to make students aware of their perception of those foreign sounds. In fact, EFL learners learn English pronunciation through imitation, drilling, games, songs, chants, or rhymes. The same author stresses that besides providing practice of sounds in the

learning process children develop awareness of stress, rhythm, and intonation.

Pourhosein (2016), said that there are some factors for the learning of acceptable pronunciation by some students without depending on their teachers. They are learners' phonetic abilities, integrative motivation, and achievement motivation. If students do not practice good pronunciation at the beginning of their learning process, they may learn incorrectly. Therefore, words should be learned regarding their pronunciation. Otherwise, this may damage learners' overall success.

Besides, he emphasized that through pronunciation instruction, students not only learn different sounds and sound features but also improve their speaking skills. Concentrating on sounds causes learners to be aware of where words should be stressed and they give them more information about spoken English and help them get the goal of comprehension and intelligibility (Pourhosein, 2016).

4.2.2 The Elements of Pronunciation

As claimed by Manik (2015), when learning English, someone will find two kinds of speech features. On the one hand, there are segmental features, which refer to sound units, arranged in sequential order that there are consonants and vowels and on the other hand, there are suprasegmental features that refer to stress, pitch, length intonation, and other features that always accompany the production of segmental.

Segmental Features. The English segmental system includes vowels and consonants. According to Rocha (2009), the terms vowel and consonant are very familiar, but when we study the sounds of speech scientifically, we discover that they are difficult to define precisely what they mean. The most widely held belief is that vowels are sounds in which the flow of air from the larynx to the lips is unobstructed. When a doctor wants to examine the back of a patient's mouth, he or she will often ask them to say "ah"; making this vowel sound is the best way to present an unobstructed view. However, if we make a sound like s, d, it is obvious that we are making it difficult or impossible for air to pass through the mouth.

- The classification is based on the differences in their function in an utterance and their ways of production. For that, English vowels are divided into two kinds; long vowels and short vowels. Firstly, *long vowel* consists of /i:/, /ɛ:/, /a:/, /ɔ:/, /o:/ (see figure 1), while *short vowel* consists of /ɪ/, /e/, /æ/, /ə/, /ʌ/, /u/, /ʊ/ (see figure 2). Besides the two kinds of vowels above, there are also diphthongs. The diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable. There are eight English diphthongs, /ei/, /ai/, /oi/, /au/, /oə/, /iə/, /uə/, /eə/. The English consonants

consist of twenty-four. Those are /p/, /b/, t/, /d/, /k/, /g/, /f/, /v/, /ð/, /θ/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/, (Purba, 2018).

Suprasegmental Features. As believed by Manik (2015), specify that suprasegmental features are like the style used in words or sentences. There are four kinds of suprasegmental features, namely stress, pitch, pause, and rhythm.

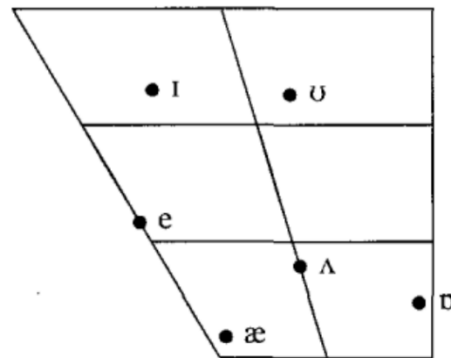
- *Stress* is the degree of force or loudness with which a syllable is pronounced to give it prominence. Stress can be classified into word stress and sentence stress. A wordstress within a word and sentence stress is the stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate meaning and intention.
- The second is *pitch and intonation*. Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what someone says. 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.
- The third is a *pause*. English is spoken in groups of words, which are separated by pauses. There are two kinds of pauses, a short one and a final one.
- Fourth is *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 a small number of syllables between the primary stresses, then these syllables will be pronounced slowly and more clearly (Manik, 2015).

4.2.3 Place of articulation for the English short vowel's pronunciation

English has a large number of vowel sounds; the first ones to be examined are short vowels. The symbols for these short vowels are /ɪ/, /e/, /æ/, /ə/, /ʌ/ /u/, /o/ (see figure 1). Short vowels are only relatively short; as we shall see later, vowels can have quite different lengths in different contexts. Each vowel is described by the cardinal vowels (Rocha, 2009).

Figure 1

English Short Vowels



Note: The diagram shows the short vowel sounds

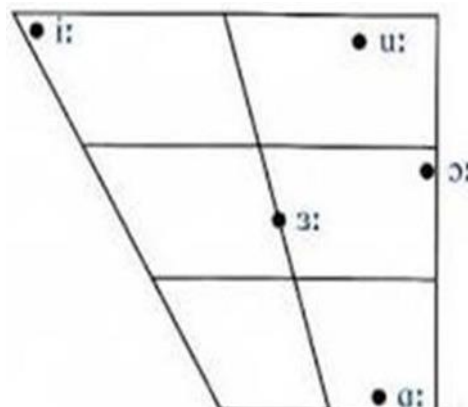
For this project carry out only three short vowel sounds. The first short vowel sound is ɪ (example words: ‘bit’, ‘pin’, ‘fish’). Figure 1 shows that, though this vowel is in the close front area, compared with cardinal vowel no. [i:] it is more open, and nearer to the center. The lips are slightly spread. The next vowel is e (examples of words: ‘bet’, ‘men’, ‘yes’). This is a front vowel between cardinal vowels 2 [e] and no. 3 [e]. The lips are slightly spread. And the last one is æ (example words: ‘bat’, ‘man’, ‘gas’). This vowel is front, but not quite as open as cardinal vowel no. [a]. The lips are slightly spread (Rocha, 2009).

4.2.4 Place of articulation for the English long vowel's pronunciation

All English vowel sounds vary very much according to their context (such as the type of sound that follows them) and the presence or absence of stress. To remind you that these vowels tend to be long, the symbols consist of one vowel symbol plus a length mark made of two dots: As we can see in the figure, 2 the long vowels are /i:/, /ɔ:/, /a:/, /u:/, /o:/ (Rocha, 2009).

Figure 2

English Long Vowels



Note: The diagram shows the short vowel sounds

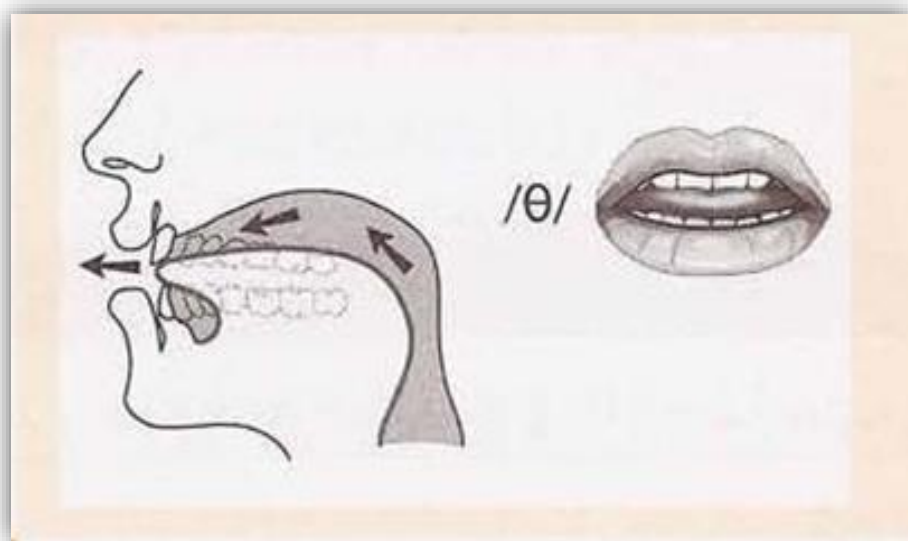
In this case, the author takes into account three vowels i: ɜ, and a: to carry out the project. The first long vowel sound is i: (example words: ‘beat’, ‘mean’, ‘peace’) This vowel is nearer to cardinal vowel no. [ɪ] (i.e. it is closer and more front) than is the short vowel of ‘bid’, ‘pin’, ‘fish’. Although the tongue shape is not much different from cardinal vowel no. The lips are only slightly spread and this results in rather a different vowel quality. The next vowel sound is ɜ: (example words: ‘bird’, ‘fern’, ‘purse’) This is a mid-central vowel that is used in most English accents as a hesitation sound (written ‘er’), but which many learners find difficult to copy. The lip position is neutral. Finally, a: (example words: ‘card’, ‘half’, ‘pass’). This is an open vowel in the region of cardinal vowel no. 5 [a], but not as back as this. The lip position is neutral.

4.2.5 Place of articulation for the English consonant’s pronunciation /θ/ and /ð/.

Based on Roach (2009) the [θ] sound, which is named theta, is a voiceless interdental fricative sound as is seen in figure 3, while the [ð] sound, which is called eth, is a voiced interdental fricative sound as is seen in figure 4. Furthermore, to produce these sounds the tongue should be placed between the front teeth, and it is common for teachers to make their students do this when they are trying to teach them to make this sound. However, the tongue is normally placed behind the teeth, with the tip touching the inner side of the lower teeth. The air escapes through the gaps between the tongue and the teeth.

Figure 3

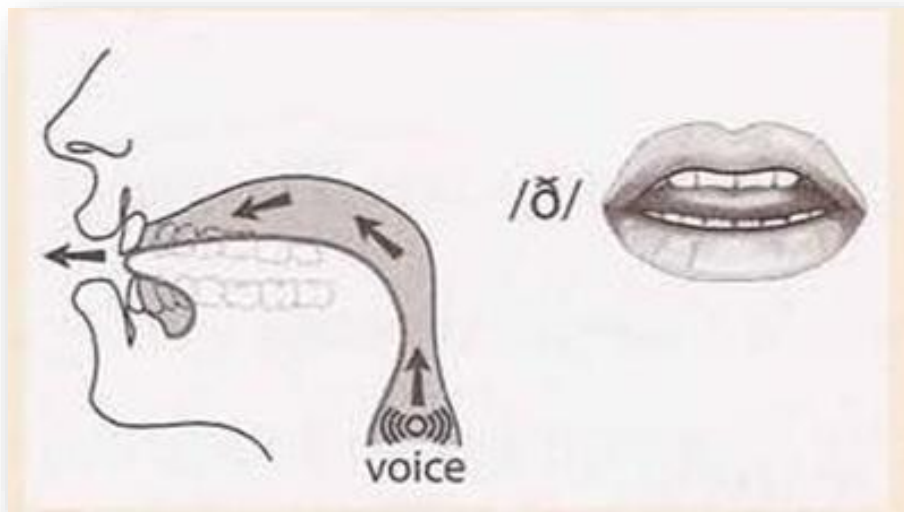
Voiceless Interdental Fricative



Note: The figure demonstrates the place of the mouth of the consonant sound

Figure 4

Voiced Interdental Fricative



Note. The figure demonstrates the place of the mouth of the consonant sound

4.2.6 The difficulty of producing the consonant sounds /θ/ and /ð/ in Ecuador

The fact that the sounds [θ] and [ð] do not exist in Ecuador's sound system is the fundamental reason for these phonemes' difficulties. In reality, because they are not coded in modern standard Spanish, these are among the consonants that cause problems for English learners in Ecuador.

The voiceless [θ] sound can be heard clearly in such words as thick /θɪk/, ethnic /ɛθnɪk/, and sheath /ʃiθ/. The voiced [ð] sound can be heard in such words as thus /ðʌs/, within /wɪðɪn/, and lathe /leɪð/. Both [θ] and [ð] are highly frequent sounds in the English language. Therefore, they require special attention to properly teach these sounds at the micro level and English at the macro level. As can be seen above, these sounds occur word-initially, word medially, and word finally (Karakas & Sonmez, 2011).

4.2.7 The Articulation of the /θ/ and /ð/ Phonemes when EFL students pronounce them.

The generation of these sounds is challenging because they do not exist in the Ecuadorian sound system (Mineduc, 2016). The most typical tendency is for Ecuadorian students to substitute the phoneme in the following way:

- taught /tɔt/ vs. thought /θɔt/
- team /tɪm/ vs. theme /θɪm/
- mat /mæt/ vs. math /mæθ/
- boot /bʊt/ vs. booth /buθ/
- dose /dɔʊs/ vs. those /ðɔʊz/
- dough /dɔʊ/ vs. though /ðɔʊ/
- dare /dɛər/ vs. there /ðɛər/
- sued /sʊd/ vs. soothe /suð/

In fact, the mother tongue interference is the cause for this tendency to replace non-

existent unvoiced and voiced [θ] and [ð] sounds in the Spanish alphabet. Because these sounds aren't coded in the Ecuadorian consonant chart, they're transformed to the closest sounds in the mother tongue; in this case, it's largely /t/ and /d/ to compensate for the target language's lack of accurate sounds (Karakag & Ecehan, 2011).

4.2.8 Suggestions for Improving English Pronunciation Instruction

There are numerous options for EFL teachers who want to assist students in improving their English pronunciation. To improve their students' English pronunciation, EFL teachers should be properly trained in pronunciation. In fact, in their pronunciation sessions, EFL teachers should talk clearly and deliberately to persuade their students that their language is understandable. By closely listening to their students, they can assist them to improve their pronunciation (Pourhosein, 2016).

Teachers should also teach their students that slow speech with proper pronunciation is preferable to quick speech with incorrect pronunciation. Learners must realize that understandability takes precedence over speed. EFL teachers should certainly be aware of their students' pronunciation demands and issues. Teachers should provide appropriate materials to their students based on their needs to help them overcome their pronunciation difficulties. Teachers should also use computer technology in their classes, such as various types of computer software, to aid their students in improving their pronunciation by exposing them to real content (Pourhosein, 2016).

4.2.9 Reason for the incorrect English pronunciation

There are two major reasons which lead us to acquire incorrect pronunciation. Firstly, children listen to wrong sounds and tones spoken by their teachers/ grownups in their environment and tend to pick up faulty pronunciation. This happens mainly due to their lack of sufficient exposure to the right variety of languages. Moreover, we tend to speak English as we speak our mother tongue; therefore, we tend to commit mistakes due to its influence. Good pronunciation considers pitch, quality, pace, and volume of your pronunciation. The message should be conveyed properly and loud enough and properly intoned (Disha, 2018).

4.2.10 Attitudes towards English pronunciation

Several studies have shown that the majority of EFL students are dissatisfied with their pronunciation skills and wish to speak English fluently. The psychological demands of FL learning, according to Almaqrn and Alshabeb (2017), are related to pronunciation skills, and they argue that pronunciation is the most outstanding expression of language ability; the hardest skill to acquire in a new language, and the most difficult aspect to lose in one's native language.

Furthermore, the main variable about target language pronunciation is the individuals' attitude toward pronunciation, as measured by the Pronunciation Attitude Inventory (PAI). Learners who care more about their pronunciation have superior English pronunciation. Furthermore, more than half of the participants said that if they could better enunciate English, they would be treated with greater respect.

4.3 Previous studies

This section describes previous studies related to songs to improve English pronunciation in the context of English as a foreign language (EFL). Based on this, a clear and precise approach can be established about songs in the area to denote and highlight important foundations from which this current research starts.

Table 1

Studies Investigating the Effectiveness of the Use of Songs to Improve English Pronunciation

Study	Country	Population	Methods	Level of education
Manik (2015)	Indonesian	32 Students	Mix-method	Public Primary
Permata et. al. (2020)	Indonesian	21 Students	Action Research	Public Primary
Sumantri (2011)	Indonesian	60 Students	Quantitative	Public Primary
Villalobos (2007)	Costa Rica	24 Students	Mix-method	Private Primary
Saldiraner & Cinkara (2021)	Turkey	72 Students	Mix-method	Public Primary
Tanjung (2016)	Colombia	62 Students	Quantitative	Public Primary

Note: Previous studies on the validity of the effectiveness of pronunciation skills.

For this analysis, we can see in table 1, that almost all studies (5 out of 6) were carried out in public institutions at the primary level and only 1 out of 6 were conducted in private learning centers. In addition, 3 out of the mix-method were adopted, 2 out of 6 acquired quantitative methods, and just one embraced the Action Research method respectively.

A mix-method conducted by Manik (2015), had as its main objective to find out whether the English songs improve the pronunciation mastery of 32 learners of 8 semesters in Indonesia. Since the author of this study considers pronunciation a very important means of communication in daily human life. Therefore, as mentioned by the author, students struggle to pronounce words due to interference from the first language to the target language. For that, the researcher attempted to answer to what extent songs help to pronounce different sounds. In fact,

for qualitative and quantitative data collection oral tests, questionnaires, and observation sheets were used to gather data. At the same time, the results revealed a significant improvement in students' pronunciation of songs.

Furthermore, an action research study conducted by Permata et. al. (2020), says that the main problem that the students don't pronounce English is due to the first language, especially for the beginner. However, the researcher thinks that English pronunciation is an elemental skill that students must improve every day. Hence, they studied how to improve pronunciation through song to 21 students from the third grade of SDN Cangkringan 2 on the beginner level at public school. That, to gather real information, the researchers conduct a cycle in this study, which consists of reconnaissance, planning, enacting the plan and observing, and reflection. Finally, they found that songs could improve students' pronunciation and confidence. Even one of the very shy students in the class is enjoying the lessons; she can pronounce the vocabulary correctly and confidently.

Moreover, Sumantri (2011), indicates that bad pronunciation will influence the understanding of the listener to grab the message. Due to this, the researcher says that song is one of the media that can be used to teach pronunciation. The researcher carried out quantitative research to find out whether using songs as media in teaching English pronunciation can improve the pronunciation ability of the 42 students of SMK Cyber Media or not. For this study, choose songs test, pretest and posttest were used as instruments to measure students' learning activities. In this way, the results showed that the implementation of the song method is useful and effective in developing English pronunciation skills among primary schoolers. Since it helped pupils to deal with activities of different levels of difficulty which enhanced their confidence to pronounce fluently.

Besides, as claimed by Villalobos (2007), the aim is to provide English instructors with a variety of activities using engaging songs for both teenagers and young adults. Since the researcher thinks that students of all ages have a strong interest in music; therefore, it is a resource that should be taken into account. Thus, by focusing on pronunciation, students will understand how to distinguish minimal pairs in both vowels and consonants. At the same time, they will become more familiar with connected speech. To understand and improve the production of varied sounds and suprasegmental features, English as a Foreign Language teachers of Spanish speakers are given ideas to analyze songs in class. Therefore, as a qualitative result, the use of songs in the EFL classroom can make learning more enjoyable and interesting. At the same time, students acquire the target language and feel comfortable in a relaxing atmosphere.

Additionally, Saldiraner (2020), conducted a mix-research with the use of songs, which is a traditional language teaching tool that makes it easier for learners to grasp target vocabulary, grammar structures, and pronunciation. The authors outlined that these studies included some controversial results related to the positive effects of songs on vocabulary learning. Thus, researchers sought to answer 1. Does the way pronunciation is taught (through songs or text) affect the pronunciation skills of students in a young learners' EFL classroom? For that reason, the author implements, in the quasi-experimental study, a pretest/posttest and diaries kept that were used to record students' level of motivation in pronunciation lessons. Therefore, as a result, the researcher revealed that the use of songs can be an efficient way to teach pronunciation to young EFL learners.

Finally, Tanjung (2016), conducted quantitative research where she found most of the students face difficulties in pronouncing some vowels and consonant sounds in English. For that reason, this study aims to discover whether popular English songs and movies are effective media in enhancing and improving students' pronunciation. The subjects in the study were involving 62 students from grade 8 in MTsN 3 Jakarta and were divided into 2 groups. 31 students from classes 8-2 were involved in the movie class while 31 students in classes 8-3 had popular English songs class. The results show that the popular English song method affected students' pronunciation. Instead, students' pronunciation in song class improved their pronunciation better than before the treatment. These were possible to see from the score before (pretest) and after (posttest).

The purpose of this research review is to help the reader understand different aspects generated by the use of songs to improve English pronunciation. This is of great importance because each study provided relevant information on this technique to improve reliability. According to Permata et al. (2020), the teacher must know the level of the students, their age, and the type of songs. In addition, Tanjung (2016), indicates that the use of the song in class makes the students easily pronounce the words and that the students can memorize the words easily. It is worth mentioning that much research has been carried out on these two variables together in the last 15 years. The use of songs in the educational field indicates has been and continues to be very beneficial for students, since it offers them great benefits in pronunciation.

5. Methodology

The purpose under investigation in this present research was to improve English pronunciation among second-year high school students in Loja city, school year 2021-2022. Based on the aforementioned, formulated researcher's questions for this research are: (1) What is the effect of songs on the students' English pronunciation? (2) What are the features of songs for developing the students' English pronunciation?

5.1 Research Setting

This research took place in a public school in Loja, in the inter-Andean or Sierra region. To be more specific, this city is located south of Ecuador between latitudes South: 03°19'49" and 04°45'00", it constitutes the southernmost province of Ecuador. It has an approximate area of 10,790 km², equivalent to 4% of the country's surface.

5.2 Procedure

The present study began with the application of a pre-test to students before formal instruction to diagnose their cognitive level of pronunciation skills. Likewise, to improve English pronunciation, the researcher designed around 38 lesson plans, that were delivered in the following schedule: on Mondays from 17:50 to 18:30; Tuesdays from 17:10 – 17:50; on Wednesdays from 13:40 to 14:20, and from 14:20 to 15:00; and on Fridays from 14:20 to 15:00 and from 15:00 to 15:40.

This intervention plan consisted of designing and executing learning activities for students. The same was applied for seven weeks, with a total of 60 hours completed, with various teaching resources such as worksheets, textbooks, apps, etc. And it's important to mention that most of the lesson plans focused on the use of songs (independent variable) to improve English pronunciation (dependent variable).

A successful lesson plan addresses and integrates four key components: The first, warm-up activity like hangman, charades, the broken phone, etc., to introduce students to the topic and content of the class. Then, in the presentation practice, the researcher presented pictures and visual aids to explain the topic and indicate the place of articulation of sounds to work on during each lesson. They also showed the structure and usage of some tenses.

After that, during the development of the lesson, students applied the instructions given by the researcher to complete the worksheet such as unscrambling the sentences or the words, finding the words, selecting the correct option, etc. The last is assessment; this is where the final result of the lesson was evaluated and to what extent the learning objectives would be achieved. In most cases, the assessment was in the form of a test to evaluate the learning acquired in each

class.

At the end of the intervention, a posttest was applied to check the improvement of the students after having applied songs as a method for seven weeks. Afterward, an interview was applied with six students to know their perceptions and opinions about the effectiveness of songs in improving English. Finally, the redaction of the results and discussion was done.

5.2.1 Research Methods

This research implemented a mixed methodology, according to Gay et al. (2011), a mixed methodology combines quantitative and qualitative research in a single study. Therefore, the goal of the mixed approach is to answer one's research questions and expand and strengthen a study's conclusions. Furthermore, this study was quasi-experimental research because, as Manik (2015), points out, there is no control group or random selection of participants in quasi-experimental research; thus, the independent variable, in this case, songs to improve English pronunciation, is manipulated.

In fact, in the current study, it was opportune to get quantitative data from the second-high school students through pretest and posttest instruments, to then compare the grades. Also, the qualitative data, non-numerical and narrative, was possible to obtain through an interview. The aim of this was to know the attitudes and perceptions of the use of songs to improve English pronunciation.

5.2.2 Data Collection Sources and Techniques

Based on the previous information, the present project used quantitative and qualitative techniques to gather and analyze data to gain an understanding of the phenomenon under study. Being this the case, the source for this research was the paper and pencil method and an interview.

Paper and pencil method. Creswell (2019), says that one test is designed to measure student performance against a fixed set of predetermined criteria or learning standards. Furthermore, tests produce a numerical score by which the researcher calculated the mean to compare the pre and post-test results.

Pre-test – Post-test. A researcher-made pretest was provided as a measure of the performance of pronunciation skills that students have before the participants receive treatment through the intervention plan. After the intervention plan, a posttest was measured again to measure students' pronunciation competence to make a pretest and posttest comparison of the cognitive dimension of the performance of pronunciation of the participants.

Interview. This qualitative instrument was used to obtain information on the participants' (students') affective component, that is, their feelings and perceptions; it contains roughly five unstructured questions, (See annex 6). This equipment enabled the researcher to collect crucial real-world data that would otherwise be unavailable through observation, which cannot provide information about past events.

5.2.3 Research Participants

The participants for this research were a group of students selected by cluster sampling relatively homogeneous in a statistical population. According to Gay et al. (2012), this method focuses on a group of members of the population that share similar characteristics. For this reason, the cluster sample for this population was second year students at public high school and their ages ranged between 16 and 17 years old. This institution is located in the "Educational District Zone 7" in Loja city, school year 2021-2022. And according to the national curriculum, they must have a proficiency level of A2.1.

5.3 Data Analysis

A descriptive statistical method was devised to carry out the quantitative data analysis to uncover essential elements and characteristics of the phenomena under consideration. To begin, pretest and posttest data were represented by frequency tables, making it simple to compare learners before and after the intervention. The arithmetic means of the students' results before and after the test were utilized later in the procedure to generate an accurate description of all the data and draw conclusions. Finally, the information acquired was interpreted in a narrative format so that readers could understand it. Furthermore, the researcher employed a thematic analysis for the qualitative analysis of the data (interviews), which is simply the identification of patterns obtained from the replies to determine shared experiences from the respondents (Gay et al., 2011).

6. Results

The results that were obtained through a pretest/posttest. This was used to assess the student's proficiency in English pronunciation, particularly about the four indicators of words with consonant sounds /ð/ (voiced) and /θ/ (voiceless), and words with short and long vowel sounds /ɑ/ /æ/, /e/ /ɜ:/ and /i/ ɪ/. An interview with students to find out their opinions and attitudes towards using songs as an interactive strategy to improve students' English pronunciation.

6.1 Pretest and posttest results

In this section, the researcher presents and describes numerical data through the Wilcoxon test which is a statistical comparison of the pretest and posttest to determine if there is a change or not. To this, it was possible to implement an intervention plan based on the use of songs to improve English pronunciation among second year high school students in Loja city, school year 2021-2022.

Tabla 2.

Wilcoxon Test to compare the Pretest and Posttest Results on Pronunciation Scores

Student code	Pretest	Posttest	Difference	Rank
SYBGU 001	4,62	9,1	-4,48	11
SYBGU 002	5,2	8,68	-3,48	5
SYBGU 003	5,04	9,76	-4,72	14
SYBGU 004	3,78	8,44	-4,66	13
SYBGU 005	3,78	8,68	-4,9	15
SYBGU 006	2,94	9,52	-6,58	16
SYBGU 007	5,46	8,44	-2,98	3
SYBGU 008	5,46	9,76	-4,3	10
SYBGU 009	6,26	10	-3,74	6
SYBGU 010	4,62	8,68	-4,06	7,5
SYBGU 011	6,26	8,44	-2,18	1
SYBGU 012	5,36	9,52	-4,16	9
SYBGU 013	6,68	10	-3,32	4
SYBGU 014	5,86	7,62	-2,76	2
SYBGU 015	4,62	8,68	-4,06	7,5
SYBGU 016	5	9,52	-4,52	12
MEAN	5.1	9.1		

Note. **SY:** Second Year/ **BGU:** Bachillerato General Unificado/ **001:** Student' Code

Table 3.

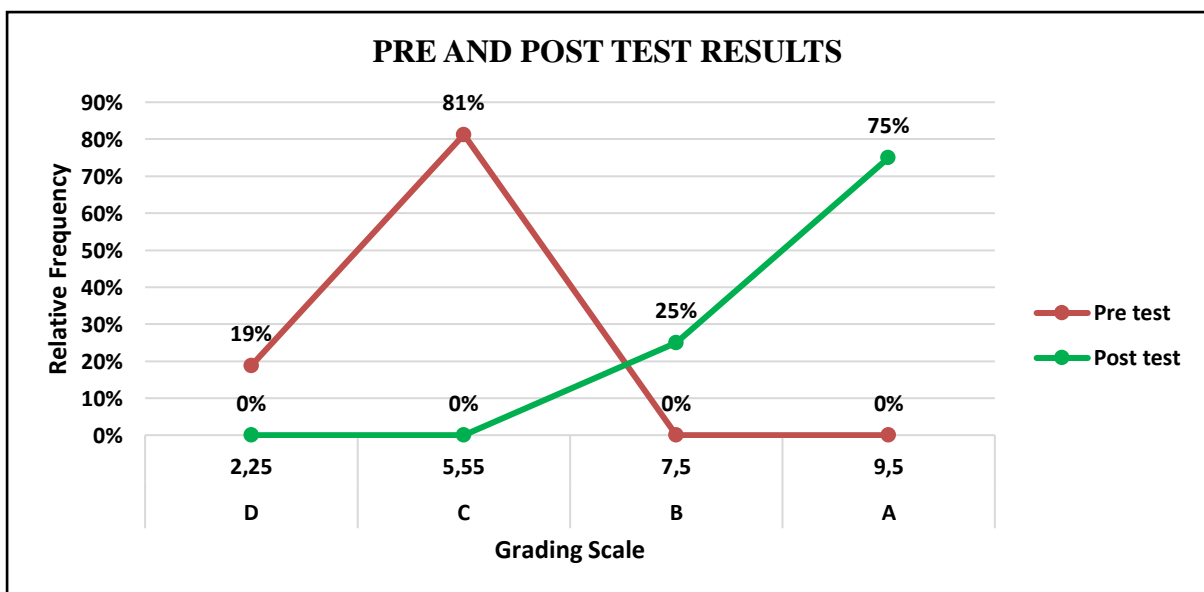
Wilcoxon Ranks of Pretest and Posttest Scores

	Ranks	N	Sum of ranks
Pretest scores	Positive ranks	0	0
Posttest scores	Negative ranks	16	136
	Ties	0	
	Value W	0	
	Total population N (n)	16	
	Critical value $p \leq 0,05$	29	

Note: Wilcoxon Ranks

The Wilcoxon Ranks table 2 presented above indicates a summary of the total measurement results for the pretest and posttest scores. In fact, it gives relevant information on the academic performance of previous and later the intervention plan based on songs as a technique to improve the English pronunciation of the second year students. Moreover, it shows that all of the 16 learners at the public high school had improved English pronunciation due to intervention. Additionally, it is crucial to note that this information is corroborated by the Wilcoxon test, which established that this difference was statistically significant at $p \leq 0.05$. To put it another way, there is a high likelihood of 95% that the treatment was successful. The interview responses, which delve into students' perspectives on the use of songs as an interactive technique to improve English pronunciation, will further support the efficacy of this intervention.

Figure 4 Comparison Between Pretest and Posttest Scores.



Note. Figure showing the comparison between the pretest and posttest scores.

As visualized in Figure 4, to assess their prior knowledge of English pronunciation before the intervention plan, a pretest was given to second year students by the researcher. As a result, none of the students achieved the average level of 7 over 10, according to the national grading scale which is established by the Ministry of Education. This implies that 100% of them had difficulty pronouncing words with consonant sounds /ð/ (voiced) and /θ/ (voiceless) and words with long and short vowel sounds /ɑ/ /æ/, /e/ /ɜ:/ and /i/ /ɪ/. The primary cause of this problem is that cannot pronounce the English language because of their first mother tongue. This is because learners tend to pronounce sounds in the same way, they do in Spanish. Therefore, the researcher had to design an intervention plan to attempt and solve this problem.

On the other hand, inside the same graphic, the posttest findings showed a high level of student proficiency in English pronunciation after the intervention. According to the national grading scale, all students unquestionably demonstrated the required learning, reaching an average level of 7 over 10. This is because students were able to pronounce correctly consonant-sound words both with (/ð/) and without the (/θ/) voice. Even, they were able to make sounds from words with both long and short vowels /ɑ/ /æ/, /e/ /ɜ:/ and /i/ /ɪ/. This demonstrates the use of songs in class is a good methodology since it improves the English pronunciation of consonant sounds that do not exist in the L1 and vowel sounds that tend to confuse.

Besides, the process that led to obtaining this positive result was, first, to indicate words with consonant sounds and short and long vowels through images, second, to pronounce the words together with the trainee teacher and students, and then the students alone, third, to present the song so that they can identify in the lyrics of the song these words with these sounds under study and finally the pronunciation of the sounds of the consonants or vowels found in the song was evaluated individually. According to Quintana (2019), students must learn to pronounce words from an early age. This allows them to correctly produce words from their sounds and is an essential component of excellent pronunciation. In fact, when a student develops the ability to pronounce the sounds easily of the long and short vowels or voiced and voiceless, consonants it means they are improving their pronunciation skills.

6.2 Unstructured Interview Results

Based on the results obtained through the Wilcoxon Test, the researcher decided to interview six second year students, to know their feelings and perceptions on the use of songs to improve English pronunciation. It contains five open-ended questions related to it, which are explained below.

Question 1: Did you believe the use of songs helps you to improve your English

pronunciation?

Consequently, most of the students answered that effectively the use of this method within the class helped improve their pronunciation of English. Especially, they mentioned that thanks to the use of the songs in class it was easy for them to pronounce words that have the consonant sound /ð/ /θ/ and the vowel sounds /ɑ/ /æ/, /e/ /ɜ:/ /i/ ɪ/. Due to this, the researcher argues that the use of this method during class hours was beneficial for them.

Question 2: What type of English songs did you like the most?

Likewise, in the following question, the participants were able to state that they liked all the songs used in class, especially ballads or romantic music. And according to the following answers *"I liked all songs that you indicated to us during the classes, and even more when you put to work the song that I like the most"* and *"When I listened to the song I enjoyed it, and I wanted to know all the lyrics in English to be able to sing it"* the researcher pointed out that working with songs that students like motivates them more to learn the English language.

Question 3: What reaction did you feel when listening to English songs in class?

Meanwhile, in the following question the main answer that the majority of the six interviewees gave was that they felt comfortable and most importantly, they felt relaxed when they listened to the songs in English during class. And it is important to highlight what an interviewee said: *"listening to the songs in class entertained me a lot, the class environment changed to what we were used to"*. This means that thanks to the use of the songs the students perceived positive reactions through this method.

Question 4: Do you think the songs used in class were according to your age? Yes/No/Why?

Similarly, all six participants stated that the songs used in class were according to their age. Some of the answers were *"Yes because the lyrics of the songs applied in each class were beautiful and even more the sound of them"* and what to say about this other answer *"Apart from being age-appropriate, the songs were consistent with what you were going to teach us. At the end we learned to pronounce the words that had the sounds of the consonants and vowels"*. Thanks to the good selection of songs, which were according to the age and the target language of learners, it was possible to obtain positive results.

Question 5: Do you think that the song's level influenced you to improve your pronunciation skills?

Finally, in the last question, the participants argued that the rhythm of songs and the vocabulary employed in them influenced them a lot to improve their English pronunciation

ability. Therefore, one of the answers was *"some songs used in the class had a normal or slow rhythm"*, and that way the students could hear the words. Another student said, *"There are other songs, for example the rock, with a fast rhythm which makes it difficult to hear the word correctly"*. For this reason, the researcher concludes by saying that to teach through songs it is very important to know the level of the song.

7. Discussion

This section is aimed to answer the central question of the research: What is the effect of songs on English pronunciation among second year high school students in Loja city, school year 2021-2022? three objectives were formulated to obtain the results of the investigation: Implement an intervention plan based on the use of songs to improve English pronunciation of three long and short vowel sounds like /ɑ/ /æ/, /e/ /ɜ:/ and /i/ /ɪ/ and the consonant sounds /ð/ and /θ/ among second year high school students in Loja city, school year 2021-2022; To characterize the elements of pronunciation that are developed among second year high school students in Loja city, school year 2021-2022; To explain or describe the student's perceptions about the effectiveness of songs improving English pronunciation among second year high school students in Loja city, school year 2021- 2022. In addition, the researcher is going to present the contrast between the findings and the previous studies. It is also going to present some limitations that are represented in the study and some suggestions for further investigations.

Regarding the first objective: To implement an intervention plan based on the use of songs to improve English pronunciation of three long and short vowel sounds like /ɑ/ /æ/, /e/ /ɜ:/, and /i/ /ɪ/ and the consonant sounds /ð/ and /θ/ among second year high school students, it can be stated the following. Based on the results gathered in the pre and posttest through the Wilcoxon test revealed that the difference was statistically significant at $p \leq 0.05$, demonstrating better proficiency in the skill after the intervention. Since the activities planned for the different stages of the class contributed to the obtention of good results. Due to this, these results match those observed in an earlier study conducted by Permata et. al (2000), who indicates that drilling, minimal pairs, pronunciation, spelling, listening, and reading activities are some of the approaches that can be utilized to improve pronunciation. Consequently, songs as authentic material is an effective methodology to improve students' learning activities in the English language teaching process. However, during these interventions, there was a limitation, that due to lack of time, the trainee teacher had to explain again in Spanish the assignment or activity to be fulfilled. Therefore, the researcher suggests that future studies include larger lesson interventions to assist students to master the pronunciation of more words with these sounds.

Concerning the second objective: To characterize the elements of pronunciation that are developed among second year high school students in Loja city, school year 2021-2022; it was found that the four segmental indicators were significantly improved by the implementation of songs. For instance, the consonant sounds /ð/ and /θ/ were assimilated by demonstrating the place of articulation so that students were able to grasp the correct pronunciation of each target

sound. Then, the sounds of the long and short vowels /ɑ/ /æ/, /e/ /ɜ:/, and /i/ /ɪ/ had great relevance since the students were able to differentiate each one of them by repetitions drills and by listening to and singing the songs. These results found in this study agree with previous studies by Marlina and Purba (2018), who state that pronunciation is a set of habits for producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Therefore, the use of songs in class was of great importance during this teaching process because, in addition to improving the English pronunciation ability, it also improved the listening skills of the students. However, this study would have been more significant if the trainee teacher had a control group and an experimental group to verify the effectiveness of the strategy and make generalizations. Therefore, it is suggested that in future research researchers include both the control and experimental groups in their projects.

Concerning the third objective: To explain or describe the student's perceptions about the effectiveness of songs in improving English pronunciation among second year high school students in Loja city, school year 2021-2022, it could be stated the following information. Students' responses in the interview demonstrated that they felt relaxed, and stress-free when listening to the songs, which motivated them to learn more of the language for pronunciation mastery. Apart from improving their ability to pronounce words with long and short vowel sounds like /ɑ/ /æ/, /e/ /ɜ:/, and /i/ /ɪ/ and the consonant sounds /ð/ and /θ/, also they were able to have an active role in the lesson and increase their vocabulary. Therefore, these findings are linked to a previous study fastened by Sumantri (2011), which that argued the use of songs within the English teaching process helps to improve pronunciation. This is achieved by making the class not boring, but rather have a participatory approach. Evidently, this interactive method was very significant to improving mastering English pronunciation, since it can be applied to different groups of students, regardless of their age, preferences, and English level. However, because they were not made in a pedagogical sense, the songs as authentic material limited the study's effectiveness by a small percentage. As a result, it is suggested that future research looks for graded-level songs to teach English pronunciation and that this method be used from an early age to shape learners' pronunciation ability.

8. Conclusions

Based on the data analysis and the discussion of research findings, three conclusions can be drawn. This information is associated with the objectives of the research.

Through the use of songs, the students were able to improve their pronunciation of short and long vowel sounds like /ɑ/ /æ/, /e/ /ɜː/, and /i/ /ɪ/ as well as consonant sounds such as /ð/ and /θ/. Therefore, the songs as authentic material is an effective methodology to improve the learning activities of the students, since the activities planned for the different stages of the class contributed to obtaining good results in the development of pronunciation skills.

Thanks to the place of articulation, students could grasp the correct pronunciation of each target sound. Through repetitions drills, listening, and spelling, the students could capture the correct pronunciation of each target vowel sound. Therefore, the four segmental indicators improved significantly with the implementation of songs in class.

The use of the song in class to improve pronunciation was significant since the students felt relaxed and stress-free when listening to the songs, which motivated them to learn more about the language. In addition to improving their ability to pronounce the suprasegmental sounds, they were able to have an active and interactive role during the intervention and increase their vocabulary.

9. Recommendations

Based on the conclusions of the study, the researcher gives some suggestions that are set out below.

It is recommended that new researchers use songs within the classroom for future investigations, as they help teachers and trainee teachers to create and adapt activities that have a positive impact on student learning. Because the authentic material that the songs provide to the students contributes perfectly to the development of their English pronunciation.

It is also appropriate to recommend that the teachers should provide practice in both the production and reception of English, promoting noticing activities to make students aware of their perception of those "foreign" sounds, and they are also motivated to produce the same. In this way, the students, through the use of the songs, will practice and improve their pronunciation.

Finally, it is recommended that this methodology be used often from an early age to shape students' pronunciation abilities because it provides an interactive, interesting, and stress-free classroom environment that encourages students to be more participatory and active in their learning.

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11. Annexes

Annex 1. Certificate of Coherence and Relevance

Loja, 13 de mayo del 2022

Lic. Mg. Sc.

Adriana Elizabeth Cango Patiño

**DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

Para los fines pertinentes, me permito informar que luego de haber revisado el Trabajo de Integración Curricular denominado *Songs and Improving the English Pronunciation among Second Year Students at Public High School in Loja City, School Year 2021-2022*, a cargo de Ximena Alexandra Quezada Angamarca, en el que se ha podido evidenciar que la autora ha incorporado todas las sugerencias y observaciones. Por lo tanto, se emite el informe favorable en cuanto a la Estructura, Coherencia y Pertinencia, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.

Digitally signed by ADRIANA ELIZABETH
CANGO PATINO
Date: 2022.05.13 11:46:25 COT
Reason: firma

**Mg. Sc. Adriana Elizabeth Cango Patiño,
DOCENTE CARRERA DE PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS**

Annex 2. Thesis Supervisor Certificate



UNL
Universidad
Nacional
de Loja

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ofc.236-DC.III/PINE-NG-AEAC-UNL

Loja, mayo 19 del 2022

Licenciada M.Sc.

Adriana Elizabeth Cango Patiño,

DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;

Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle DIRECTORA del Trabajo de Integración Intitulado: *Songs and Improving the English Pronunolation among Second Year Students at Pueblo High School in Loja City, School Year 2021-2022.*, de autoría de XIMENA ALEXANDRA QUEZADA ANGAMARCA, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al periodo académico Abril 22/2022 – Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA



Firmado electrónicamente por:
ROSA PAOLA
MORENO
ORDÓÑEZ

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Annex 3. Pretest and Posttest



UNIVERSIDAD NACIONAL DE LOJA
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CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
PRE-POSTTEST

Student's name: _____

Date: _____

Note: This test is confidential, please answer the questions honestly.

Objective. -
 Questions 1 and 2 are intending t to measure students' pronunciation of the short and long vowel sounds like /ɑ/ /æ/, /e/ /ɜ:/ and /i/ /ɪ/ and the consonant sounds /ð/and /θ/.

1. Listen to the pronunciation of each word, then match each one with its correct vowel sounds. 2,50 p.

- | | |
|-------|---------------------------|
| Cheap | |
| Chip | Long Vowel Sounds |
| Bed | |
| Bird | |
| Pack | Short Vowel Sounds |
| Park | |

2. Listen to the pronunciation of each word, then identify whether they are voiced /ð/ or voiceless /θ/. 2,50 p.

WORDS	Consonant Sounds	
	/ð/ (voiced)	/θ/ (voiceless)
Think		
Together		
Nevertheless		
Nothing		
Thrust		
Grandmother		

Objective. -

Questions 3 and 4 are aimed to determine whether students are able recognize and pronounce the short and long vowel sounds like /ɑ/ /æ/, /e/ /ɜ:/ and /i/ /ɪ/ and the consonant sounds /ð/ and /θ/.

3. Read and pronounce the following words, then write in front if they are short or long vowel sounds. 2,50 p.

- ❖ Slip.
- ❖ Sleep.
- ❖ Cat.
- ❖ Cot.
- ❖ Well.
- ❖ Whirl.

4. Correctly pronounce the following words, then identify whether they are voiced or voiceless. 2,50 p.

- ✚ Anything
- ✚ Thousand
- ✚ Theater
- ✚ Worthy
- ✚ Brother
- ✚ Weather

THANKS FOR YOUR COLLABORATION!

Annex 4. Pretest and Posttest Scoring Guide



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE EDUCACIÓN, ARTE Y COMUNICACIÓN
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PRETEST AND POSTTEST SCORING GUIDE

QUESTION 1: Listen to the pronunciation of each word, then match each one with its correct vowel sounds. 2,50 p.

LITERAL	ANSWERS		SCORE
1	Cheap	Long Vowel Sound	0.42
2	Chip	Short Vowel Sound	0.42
3	Bed	Short Vowel Sound	0.42
4	Bird	Long Vowel Sound	0.42
5	Pack	Short Vowel Sound	0.42
6	Park	Long Vowel Sound	0.42

QUESTION 2: Listen to the pronunciation of each word, then classify them according to their consonant sounds. 2,50 p.

LITERAL	ANSWERS		SCORE
1	Think	/θ/ voiceless	0.42
2	Together	/ð/ voiced	0.42
3	Nevertheless	/θ/ voiceless	0.42
4	Nothing	/ð/ voiced	0.42
5	Thrust	/θ/ voiceless	0.42
6	Grandmother	/ð/ voiced	0.42

QUESTION 3: Read and pronounce the following sentences, then write in front if they are short or long vowel sounds. 2,50 p.

LITERAL	ANSWERS		SCORE
1	Slip.	Short Vowel Sound	0.42
2	Sleep.	Long Vowel Sound	0.42
3	Cat.	Short Vowel Sound	0.42
4	Cot.	Long Vowel Sound	0.42
5	Well.	Short Vowel Sound	0.42
6	Whirl.	Long Vowel Sound	0.42

QUESTION 4: Read and correctly pronounce the following sentences, then identify the words that have consonant sounds /ð/and /θ/. 2,50 p.

LITERAL	ANSWERS		SCORE
1	Anything	Voiceless	0.42
2	Thousand	Voiceless	0.42
3	Theater	Voiceless	0.42
4	Worthy	Voiced	0.42
5	Brother	Voiced	0.42
6	Weather	Voiced	0.42

Annex 5: Rubric of Pronunciation Skill



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PRONUNCIATION RUBRIC**

QUESTION NUMBER 3					
WORDS	BAD 0,12	REGULAR 0,22	GOOD 0,32	EXCELLENT 0,42	SUBTOTAL
Slip.					
Sleep.					
Cat.					
Cot.					
Well.					
Whirl.					
TOTAL					
QUESTION NUMBER 4					
WORDS	BAD 0,12	REGULAR 0,22	GOOD 0,32	EXCELLENT 0,42	SUBTOTAL
Anything.					
Thousand.					
Theater.					
Worthy.					
Brother.					
Weather.					
TOTAL					

Annex 6: Interview for Students



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UNSTRUCTURED INTERVIEW

Student's code: _____

Course: _____

Date: _____

Time: _____

Dear student, answer the following questions to know the level of student' satisfaction with the songs to improve English pronunciation.

1. Did you believe the use of songs helps you to improve your English pronunciation?

2. What type of English songs did you like the most?

3. What reaction did you feel when listening to English songs in class?

4. Do you think the songs used in class were according to your age? Yes/No/Why?

5. Do you think that the song's level influenced you to improve your pronunciation skills?

THANKS FOR YOUR PARTICIPATION

Annex 7. Grading Scale for Students' Learning



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Qualitative Scale	Quantitative Scale
A = Masters the necessary learning components	9,00 - 10,00
B = Understands the necessary learning components	7,00-8,00
C = Almost reaches the necessary learning components	4.01 - 6,99
D = Does not reach the necessary learning components	≤ 4

Annex 8. Lesson Plans

LESSON PLAN N° 1

Class: 2 nd “B	School year: 2021-2022
N° Students: 16	Topic: Pretest
Language Level: B1.1	Type of institution: Public
Date: May 09 th , 2022	Schedule: 17:50 - 18:30
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per lesson: 40 minutes (1 period)
Lesson Objectives	Resources
<ul style="list-style-type: none"> • Pre-test administration 	<ul style="list-style-type: none"> • Speakers • Worksheet
Warm-up and Objective Discussion	
<p>The teacher introduces himself to the class and briefly introduces the project that will be done; Explaining that during the class intervention they will be learning how to pronounce the words that have consonant and vowel sounds, using the technique of songs to improve English pronunciation. In order to know their knowledge, today they will be taking a pretest.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <ul style="list-style-type: none"> -Teacher shows the pretest to the students. -The teacher explains how they should solve the questions -Explain the objective of each question. -The teacher gives students the pre-test. 	
Guided Practice	
Independent Practice	
Assessment	

Annexe:



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Student's name: _____

Date: _____

Note: This test is confidential, please answer the questions honestly.

Objective. -

Questions 1 and 2 are intending to measure students' pronunciation of the short and long vowel sounds like /ɑ/ /æ/, /e/ /ɜ: / and /i/ /ɪ/ and the consonant sounds /ð/ and /θ/.

- 1. Listen to the pronunciation of each word, then match each one with its correct vowel sounds. 2,50 p.**

Cheap

Chip

Bed

Bird

Pack

Park

Long Vowel Sounds

Short Vowel Sounds

- 2. Listen to the pronunciation of each word, then identify whether they are voiced /ð/ or voiceless /θ/. 2,50 p.**

WORDS	Consonant Sounds	
	/ð/ (voiced)	/θ/ (voiceless)
Think		
Together		
Nevertheless		
Nothing		
Thrust		
Grandmother		

Objective. -

Questions 3 and 4 are aimed to determine whether students are able recognize and pronounce the short and long vowel sounds like /ɑ/ /æ/, /e/ /ɜ:/ and /i/ /ɪ/ and the consonant sounds /ð/ and /θ/.

3. Read and pronounce the following words, then write in front if they are short or long vowel sounds. 2,50 p.

- ❖ Slip.
- ❖ Sleep.
- ❖ Cat.
- ❖ Cot.
- ❖ Well.
- ❖ Whirl.

4. Correctly pronounce the following words, then identify whether they are voiced or voiceless. 2,50 p.

- ✚ Anything
- ✚ Thousand
- ✚ Theater
- ✚ Worthy
- ✚ Brother
- ✚ Weather

THANKS FOR YOUR COLLABORATION!

LESSON PLAN N° 2

Class: 2 nd “B”	School Year: 2021-2022
N° Students: 16	Topic: The appeal of Traditions!
Language Level: B1.1	Type of Institution: Public
Date: May 11 th , 2022	Schedule: 17:10-17:50/17:50-18:30
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per Lesson: 80 minutes (2 Periods)
Lesson Objectives	Resources
<ul style="list-style-type: none"> To pronounce the consonant sounds /ð/ and /θ/. 	<ul style="list-style-type: none"> -Worksheets -Speakers -Song (https://www.letras.com/selena-gomez/1721408/) -Pens -Markers -Whiteboard
Warm-up and Objective Discussion	
<p>-The master forms 4 groups to play the game and each round is played separately. The participants must sit in a circle, one of them starts the game with the phrase: "My boat is loaded with...", establishing a specific theme with their respective example. In this case, they are words from the family group. Example: «My boat is loaded with names of family members like mom». The next participant from the right must mention another name of the family member. If he takes more than five seconds to answer or does not answer at all, or if he answers a name that has already been saying before, his face is painted as penance.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <p>-Teacher pronounces the consonant sounds / θ/ and / ð/.</p> <p>-Teacher explains the place of articulation of the consonants using a wallchart.</p> <p>-The teacher gives examples that have these sounds.</p> <p>The teacher presents the lyrics of a song (worksheet) containing the consonant sounds /θ/ and / ð/ and explains how to complete it.</p> <p>-The teacher repeats the song three times so they can listen.</p> <p>The teacher presents another worksheet of text containing the consonant sounds / θ/ and / ð/ and explains how to complete it.</p> <p><i>Model</i></p> <p>-Teacher writes and pronounces two examples on the whiteboard with mistakes. Give the students the time to read each word. Ask what mistakes these words have. Ask three students to come to the board and do it correctly.</p>	
Guided Practice	

- Students listen to the song and identify the words with the consonant sounds /θ/ and /ð/.
- Students classify the words found according to consonants /ð/ and /θ/ sounds.
- Students complete the book activity in the worksheet.

Less-Guided Practice

- Students go to the board and write two sentences with the words found in the lyrics of the song and read the sentences written.



Independent Practice

Have students complete the worksheets and ask them to pronounce and identify the consonant sounds /ð/ and /θ/.

Assessment

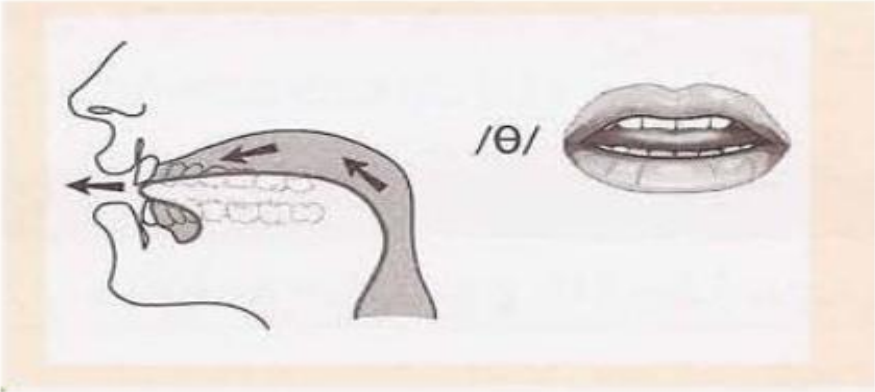
The teacher evaluates the students' pronunciation of the words found in the lyrics of the song about vowel sounds.

Annexes

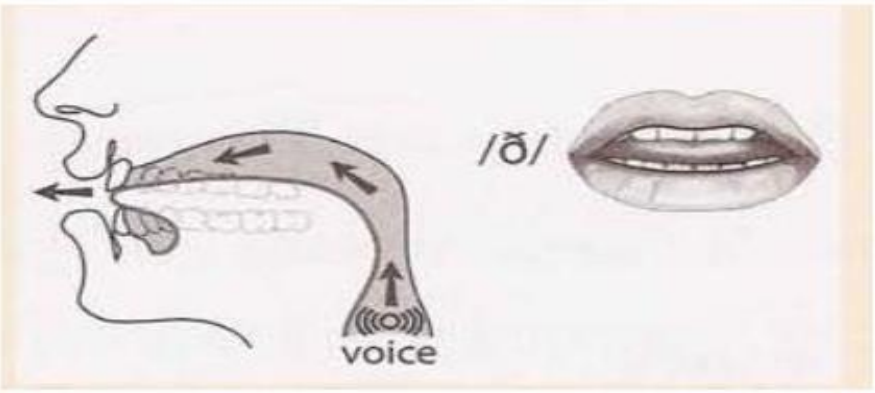


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Wallchart

The [θ] sound, which is named theta, is a voiceless interdental fricative sound



The [ð] sound, which is called eth, is a voiced interdental fricative sound





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WORKSHEET

Name: _____

Date: _____

1. Listen carefully to the song, then fill in the blanks with the words in bold according to the song.

A Year Without Rain



Selena Gomez

Can you feel me

When I _____ about you (**tink**/think)

With/Wit every _____ I take (**breath**/ breth)

Every Minute

No matter what I do

My world is an empty place

Like I've been wondering ____ **the/te** desert,

For a _____ days (oooh). (**thousand**/dausend)

Don't know if it's a mirage

But I always see your face, Baby.

I'm missing you so much

Can't help it

I'm in love

A day _____ (**without/witaug**) you is like a Year _____ (**without/witaug**) Rain.

I need you by my side,

Don't know how I'll survive

A Day _____ (**without/witaug**) You is like A year Without Rain (oooh)

2. Write the words found in the box according to the sounds of the consonants /ð/ and /θ/.

Consonants Sounds	
/ð/	/θ/.



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WORKSHEET

NAME: _____

DATE: _____

Appeal of Traditions!



1. Look and label the pictures with the words in the Word Bank. Then, listen and repeat.



Word Bank

- a. parade
- b. livestock
- c. crops
- d. beast
- e. lantern
- f. fireworks
- g. envelope
- h. spring



Vocabulary Strategy

Use visual aids to guess meaning.



2. Fill in the blanks with words from the previous exercise. Then, listen and check.

Keeping Traditions Alive

Fireworks are an American tradition on the Fourth of July. On that day in 1776, the thirteen colonies declared their independence from Great Britain. It was a historic moment that eventually led to the USA's independence.

That is why this day is known as Independence Day and Americans celebrate the birthday of their country with parades on the streets, floats and extraordinary _____ (a) that light up the sky.

Even though fireworks were invented in China in the 7th century and were used to scare away evil spirits, today they are seen as spectacular displays that are out of this world and make people happy, not only on Independence Day, but also on New Year's Eve, at Christmas, as well as during important ceremonies in many countries worldwide!

The Chinese New Year is also known as the Spring Festival. This old tradition marks the end of winter and the beginning of _____ (b), a time when there is heavy rain and lots of flowers blossom. Originally, the Spring Festival was celebrated to defend their villages from the mythical evil _____ (c) the Nian, who came to eat _____ (d) like cows and horses, as well as fruit, vegetable crops and children. It was believed that putting food in front of their doors at the beginning of every year and wearing red clothes would prevent the Nian from attacking people. Nowadays, several customs are observed during this special celebration.

The Chinese celebrate in style by buying gifts, food, clothing, and decorations. Houses are decorated with red paper cutouts, red _____ (e) to illuminate the village, and scrolls with poems about fortune and happiness. The day before the Chinese New Year, people have a family dinner, visit friends and relatives, give red _____ (f) filled with money and finish the night with firecrackers that make a loud noise when they explode.

LESSON PLAN N° 3

Class: 2 nd “B”	School year: 2021-2022
N° Students: 16	Topic: Past Echoing in the Present
Language Level: B1.1	Type of institution: Public
Date: May 13 th , 2022	Schedule: 14:20-15:00/15:00-15:40 (2 Periods)
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To differentiate the consonant sounds /ð/and /θ/. • To identify the words that have consonant sounds /ð/and /θ/. • To write sentences in the past simple tense. 	<ul style="list-style-type: none"> • worksheets • Speakers • Song (https://youtu.be/0yW7w8F2TVA) • Pens • Markers • Whiteboard
Warm-up and Objective Discussion	
<p>- To start the class the teacher presents an activity called Tongue twister, in this case, all students say a tongue twister, and the one that says it the fastest and well pronounced gets a reward. This tongue twister must pronounce: "They thankfully think this thing is the best thing that they can throw the three times they need to throw a thing". Go ahead!</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <p>-Teacher describes the usage and structure of the past simple tense through a wallchart. -The teacher writes examples on the board in past simple tense. -Teacher introduces a worksheet that has some sentences in past simple and theconsonant sounds / θ/ / ð/. -Teacher plays a song that has the consonant sounds / θ/ / ð/, and some sentences in past simple. -The teacher presents another worksheet with the lyrics of the song.</p> <p><i>Model</i></p> <p>-Teacher writes and pronounces two examples on the whiteboard with mistakes. Give the students the time to read each word. Ask what mistakes these words have. Ask three students to come to the board and do it correctly.</p>	
Guided Practice	
<p>-Students complete the worksheet with the lyrics of the song. -Students unscramble the following sentences in past simple and identify the words that have consonant sounds /ð/ /θ/.</p> <p><i>Less-Guided Practice</i></p> <p>-Students go to the board and write two sentences in the past simple tense with the words found in the lyrics of the song and read the sentences written.</p>	

Independent Practice

-Have students complete the worksheets and ask them to pronounce and identify the consonant sounds /ð/ and /θ/.

Assessment

-Students complete the worksheet.
-Students listen to the song and try to identify some words with the consonant sounds /ð/ /θ/ and found some sentences in the past tense.

Annexes



The wallchart is titled 'Past Simple Tense' and is sourced from www:onlymyenglish.com. It provides a clear definition of the tense and a table of its forms. The definition states: 'A Past Simple Tense is a verb form of a sentence that tells about any action, event, moments, that happened in the past.' The table below shows the positive, negative, and question forms for various subjects.

Positive [+]	Negative [-]	Question [?]
<i>I Played</i>	<i>I didn't Played</i>	<i>Did I Play</i>
<i>You played</i>	<i>You didn't play</i>	<i>Did You play</i>
<i>We played</i>	<i>We didn't play</i>	<i>Did We play</i>
<i>He played</i>	<i>He didn't play</i>	<i>Did He play</i>
<i>She played</i>	<i>She didn't play</i>	<i>Did She play</i>
<i>It played</i>	<i>It didn't play</i>	<i>Did It play</i>
<i>They Played</i>	<i>They didn't Play</i>	<i>Did They Play</i>



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WORKSHEET

Name: _____

Date: _____

1. Follow the lyrics of the song listening to the music, then circle the correct word.

Say You Won't Let Go

James Arthur

I met you in the dark, you lit me up
You made me feel as **though/ though** I was enough
We danced the night away, we drank too much
I held your hair back when
You were **throwing/ trowing/** up

Then/Then you smiled over your shoulder
For a minute, I was stone-cold sober
I pulled you closer to my chest
And you asked me to stay over
I said, I already told ya
I **think/thenk** that you should get some rest

I knew I loved you **thin/then**
But you'd never know
Cause I played it cool when I was scared of letting go
I know I needed you
But I never showed
But I wanna stay with you until we're grey and old
Just say you won't let go
Just say you won't let go

I'll wake you up with some breakfast in bed
I'll bring you coffee with a kiss on your head
And I'll take the kids to school
Wave them goodbye
And I'll **thank/thanc** my lucky stars for that night

When you looked over your shoulder
For a minute, I forget **thad/that** I'm older
I wanna dance **with/wiht** you right now
Oh, and you look as beautiful as ever

And I swear that every day you'll get better
You make me feel this way somehow

I'm so in love **with/wiht** you
And I hope you know
Darling, your love is more than **worth/wurth** its
weight in gold
We've come so far, my dear
Look how we've grown
And I wanna stay with you until we're grey and old
Just say you won't let go
Just say you won't let go

I wanna live with you
Even when we're ghosts
'Cause you were always **there/ther** for me when I
needed you most

I'm gonna love you 'til
My lungs give out
I promise 'til **death/diath** we part like in our vows
So I wrote **tiss/this** song for you, now everybody
knows
That it's just you and me 'til we're grey and old
Just say you won't let go
Just say you won't let go

Just say you won't let go
Oh, just say you won't let go

2. Find 5 sentences in the past simple
(positive/negative question)

LESSON PLAN N° 4

Class: 2 nd “B	School year: 2021-2022
N° Students: 16	Topic: Short and long vowel sounds /ɑ/ and /æ/.
Language Level: B1.1	Type of institution: Public
Date: May 16 th , 2022	Schedule: 17:50 - 18:30
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per lesson: 40 minutes (1 period)
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To pronounce long and short vowel sounds and consonant sounds. • To identify the different sounds of consonants /ð/ /θ/ and vowels /ɑ/ /æ/. 	<ul style="list-style-type: none"> • Worksheet • Visual aids • Pens • Markers • Whiteboard • Song (https://youtu.be/m6sjfw37xo8) • Speaker
Warm-up and Objective Discussion	
<p>To start the class, the teacher presents a game called hangman, which consists of saying a letter and trying to guess the word to pronounce. But, students should only say the words that have sounds of short /ɪ/ vowels. To carry out this game, the teacher asks the students about the sound that the short vowel /ɪ/, and if they can identify it easily. These sounds are very important in the English language and knowing how to differentiate them is successful. Then the teacher starts the game by dividing the class into three groups of five people each. One of each team will participate, and the one who makes a mistake goes to the next partner. This act as a warm-up is very important since, in this way, they are orienting themselves to the sound in the studio.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <ul style="list-style-type: none"> -Teacher explains the place of articulation of the consonants using a visual aid to know where is it located. -Teacher produces the sound of the short vowel. -Teacher presents the lyrics of a song (worksheet) containing the short vowel sound /ɪ/. -Teacher explains the meaning of the word of the short vowel. -Teacher repeats the song two times so they can listen. <p><i>Model</i></p> <ul style="list-style-type: none"> -The teacher writes four examples on the board and asks the students what sound it has if it has a long sound, what symbol it identifies with, or if it has a short sound, what sign it identifies with. They solve this instantly. 	
Guided Practice	
<ul style="list-style-type: none"> -Students listen to the song and identify the words with the consonant sounds /ð/ /θ/ and long and short vowel sounds /ɑ/ /æ/. -Students look for words with consonant sounds /ð/ /θ/ and long and short vowel sounds /ɑ/ /æ/ in the letters ‘soup. 	

Less-Guided Practice

Put the students into pairs and ask them to think of two words they would like to do a sentence and then pronounce.


Independent Practice

- Students go to the board and write sentences with the words found in the lyrics of the song.
- Then, each student read the sentences written.

Assessment

- Students pronounce the words with long and short vowel sounds /ɑ/ /æ/.

Annexes



1955

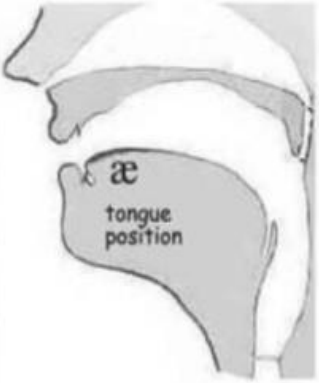
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Visual Aids

Where the lips are not noticeably rounded or spread, that is to say, the lips can be neutral. Moreover, the articulated vowel from this position is referred to as an unrounded vowel since is a long vowel with neutral lips.

1. /æ/ mach



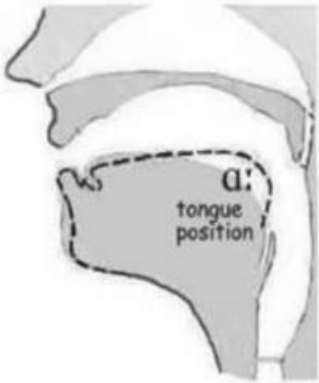
tongue
position



/æ/


compared with

2. /ɑ:/ march



tongue
position

Neutral



/ɑ:/

This vowel is front, but not quite as open as the cardinal vowel (ɑ:). The lips are slightly spread; lips spread more horizontally.



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WORKSHEET

Name: _____

Date: _____

Follow the lyrics while listening to the song, then identify the words that have consonant sounds /ð/ and /θ/ and short and vowel sounds /ɑ/ and /æ/.

In the end

I kept everything inside
And even though I tried, it all fell apart
What it meant to me will eventually
Be a memory of a time when



I tried so hard and got so far
But in the end, it doesn't even matter
I had to fall to lose it all
But in the end, it doesn't even matter

One thing, I don't know why
It doesn't even matter how hard you try
Keep that in mind I designed this rhyme
To remind myself how I tried so hard (I tried so hard)

1. Look for and write the words found in the lyrics of the song that have vowel and consonant sounds.

Consonat and Vowel sound

U	J	D	D	E	Y	B	K	K	G	Y
R	K	V	T	H	I	N	O	O	H	I
G	Y	X	W	V	B	K	G	B	G	B
S	S	O	Y	B	Q	X	N	X	F	J
M	Y	C	P	G	T	H	O	U	G	H
D	E	V	E	R	Y	T	H	I	N	O
A	R	O	P	W	K	A	I	L	V	N
L	N	S	L	X	A	P	A	R	T	Z
T	M	A	T	T	E	R	G	H	Q	P
O	D	O	H	A	R	D	Q	F	A	R
D	C	F	H	U	U	W	N	R	V	I

LESSON PLAN N° 5

Class: 2 nd “B”	School Year: 2021-2022
N° Students: 16	Topic: Words of the world
Language Level: B1.1	Type of Institution: Public
Date: May 18 th , 2022	Schedule: 17:10-17:50/17:50-18:30
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per Lesson: 80 minutes (2 Periods)
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To pronounce the long and short vowel sounds /ɑ/ and /æ/. • Students will be able to recognize words that have short and long vowel sounds. 	<ul style="list-style-type: none"> • Worksheets • Visual Aid • Speakers • Song https://youtu.be/73_DOquGBD4 • Pens • Markers • Whiteboard
Warm-up and Objective Discussion	
<p>Before the class starts, the teacher presents a warm-up activity to the students. This is done to enter the study content. The trainee teacher introduces an activity called "Bingo". The same one is an interactive activity that makes the students win and, in this way, motivates them to learn the pronunciation of the words said during the game. This dynamic consists of saying a word at random and the students must indicate if the word mentioned is on their game board. The first to complete a line will be the winner as long as he knows how to correctly pronounce the words found.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <ul style="list-style-type: none"> -Teacher pronounces the long and short vowel sounds /ɑ/ and /æ/. -Teacher explains the place of articulation of the long and short vowel sounds using a visual aide. -The teacher gives examples that have these sounds. -The teacher presents the lyrics of a song (worksheet) and the long and short vowel sounds /ɑ/ and /æ/ and explains how to complete them. -The teacher repeats the song three times so they can listen. -The teacher presents another worksheet of text containing the long and short vowel sounds /ɑ/ and /æ/ and explains how to complete it. <p><i>Model</i></p> <ul style="list-style-type: none"> -Teacher gives two images and each one has a word with a mistake. Give the students the time to read each word. Ask what mistakes these words have. Ask three students to come to the board and do it correctly. 	
Guided Practice	
<ul style="list-style-type: none"> -Students start to complete the worksheet. They listen to the song and identify the words with 	

the long and short vowel sounds /ɑ/ and /æ/.

-Next, all students must complete the crossword puzzle with the words found according to vowel sounds /ɑ/ and /æ/.

-Students complete the book activity in the worksheet.

Less-Guided Practice

-The teacher asks the students to dramatize a scene that the rest of the classmates guess by pronouncing the correct word that these sounds contain.

Independent Practice

-Students read again the short text to identify the long and short vowel sounds /ɑ/ and /æ/. Then, they practice the pronunciation of the words.

Assessment

-Students pronounce the words found in the lyrics of the song about consonant sounds /ð/ and /θ/.

Annexes

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WORKSHEET

NAME: _____
DATE: _____

1. Choose the correct word that is in bold according to what you hear in the song.



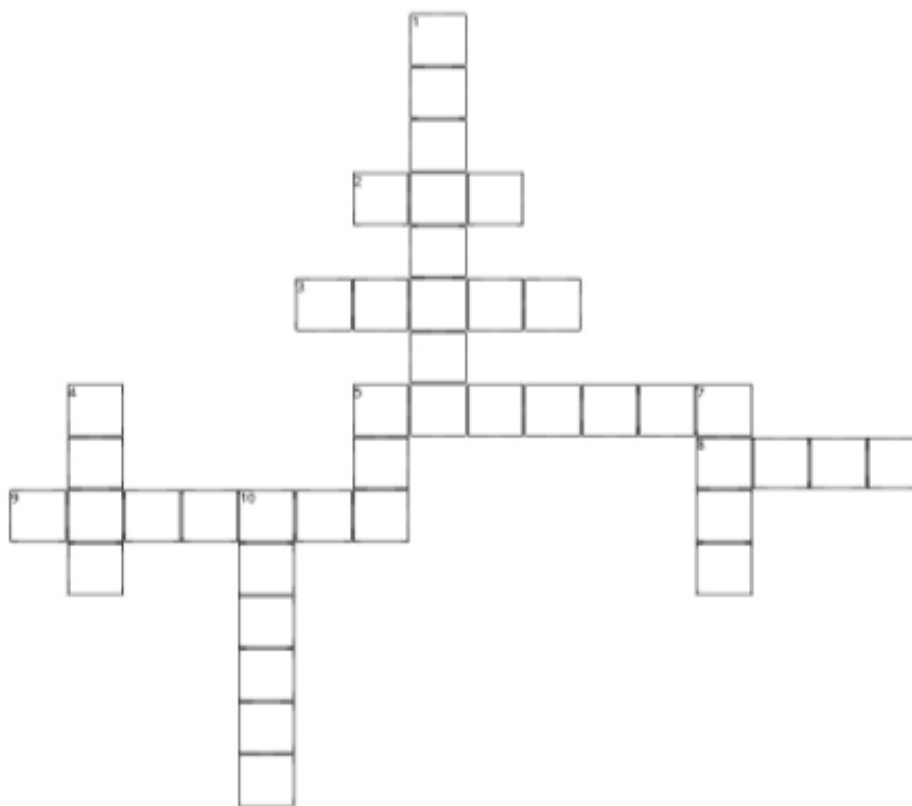
What/Wath would I do without your **smart/smard** mouth?
Drawing me in, and you kicking me out
You got my head spinning, no kidding, I **can't/ ca'not** pin you down
What's going on in that beautiful mind?
I'm on your **magycal/magical** mystery ride
And/aend I'm so dizzy, don't know what hit me, but I'll be **alright/olright**

My head's underwater
But I'm breathing fine
You're crazy and I'm out of my mind
'Cause all of me
Loves all of you
Love your curves and all your edges
All your perfect imperfections
Give your all to me
I'll give my all to you
You're my end and my beginning

Even when I lose I'm winning
How many times do I **have/habe** to tell you
Even when you're crying you're beautiful too?
The world is beating you down, I'm around through every mood
You're my **dawnfall/downfall**, you're my muse
My worst distraction, my rhythm and blues
I **can't** stop singing, it's ringing in my head for you

2. Complete the following crossword puzzle.

Short and Long Vowel Sounds /a/ and /æ/



Horizontales

2. It used to join two words, phrases, parts of sentences, or related statements together:
3. Having a clean, tidy, and stylish appearance:
5. This means that everything is fine.
8. It is a verb that means to have something.
9. It produced by or using magic

Verticales

1. Something that causes the destruction of a person, organization, or government and that causes a loss of power, money, or health.
4. Used to ask for Information about people or things:
6. Every one or the complete amount or number, or the whole.
7. It used to refer to a person, object, idea, etc. that is separated from the speaker by space or time.
10. It is the negative form of can.

WORKSHEET

NAME: _____

DATE: _____

Share Your Project

1. Discuss your experience.

Check what you learned while working on the project.

- a. To respect and value different ways of celebrating traditions.
- b. To listen to others' experiences attentively.
- c. To collect information, present it visually and report it briefly.
- d. To value the results of group work.



2. Read and answer the questions below.

The word survey is used to describe a method to collect or gather information from a group of people (a population sample) in order to learn about their opinions, attitudes, and personal information.

They are characterized by the standardized questions used to collect data, which means that every person responds to the same question. The size of the sample varies, and this depends on what it needs to be used for. This means that while some findings are made public, others are kept as private.

Surveys are classified into three types: First, by their dimension, which refers to the size and type of the sample population (e.g. all the children in a country, students in public schools, political leaders, or consumers of a particular product or service). Second, they are classified by their method of data collection (e.g. telephone surveys, mail surveys, and interview surveys). Third, they are classified by their content. While some surveys focus

on opinions and attitudes towards an issue (like virtual communication or past traditions), others are related to factual characteristics, behaviors, memories and so forth (e.g. study habits, eating habits, traditions).

Finally, to show the results of a survey in a visual way, we can use a pie graph or a bar chart. While a pie graph is a circle divided into segments or slices to represent a proportion of the data, a bar chart is a chart with rectangular bars that show the frequency of the results. To interpret the information in a graph, we should identify the purpose of the graph, recognize its variables and see the relation between labels, colors and numbers by looking at its title.

Answer these questions.

- a. What is a survey?
- b. What characterizes a survey?
- c. What are the different types of surveys?

Give your Presentation

- Greet the audience and present the purpose of your report.
- Mention the way the data was gathered.
- Describe the type of survey you conducted.
- Show the graphs and charts used to describe your findings.
- Ask the audience if they have any questions.

Useful Expressions

To begin your presentation

- Today we want to show the findings of a survey we conducted to learn about...

To refer to the way the data was gathered

- The population sample was chosen taking into account...

To describe the type of survey conducted

- A sample of (number of families or neighbors) was surveyed.
- We compared what used to be done in the past with what is done today to celebrate...

To show the findings or results

- This graph illustrates that in the past people used to ..., but now they...
- As can be seen, a percentage of the population used to..., percentage used to...

LESSON PLAN N° 6

Class: 2 nd “B”	School year: 2021-2022
N° Students: 16	Topic: Facts and Events
Language Level: B1.1	Type of institution: Public
Date: May 20 th , 2022	Schedule: 14:20-15:00/15:00-15:40 (2 Periods)
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To pronounce the short and long vowel sounds /ɑ/ and /æ/. • To identify the words that have short and long vowel sounds /ɑ/ and /æ/. • To write sentences in the past continuous tense. 	<ul style="list-style-type: none"> • Worksheets • Visual Aid • Speakers • Song https://youtu.be/0yW7w8F2TVA • Pens • Markers • Whiteboard
Warm-up and Objective Discussion	
<p>-Teacher to introduce the content in this class and asks the students to make a circle. Then the teacher comments about one game called “Tingo, Tingo, Tango”. It consists of the teacher saying the phrase and closing her eyes and when she says the tango the student who touched him must say two words that have long or short e vowel sounds if the learner doesn't say pay a sanction or penance.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <p>-Teacher describes the usage and structure of the past continuous tense (affirmative and negative) as untidy to know and understand the tense.</p> <p>-Next, the teacher writes examples on the board in past simple tense and explains very well the parts of this.</p> <p>-Teacher introduces a worksheet that has some sentences in past simple and the vowel sounds /ɑ/ and /æ/.</p> <p>-Teacher plays a song that has the short and long vowel sounds /ɑ/ and /æ/, and some sentences in past continuous.</p> <p>-The teacher presents another worksheet with the lyrics of the song.</p> <p><i>Model</i></p> <p>-Teacher writes and pronounces two examples on the whiteboard with mistakes. Give the students the time to read each word. Ask what mistakes these words have. Ask three students to come to the board and do it correctly.</p>	
Guided Practice	
<p>-Students should complete the worksheet with the lyrics of the song.</p> <p>-Students start with the first activity. They must complete the following sentences in past</p>	

simple and, then they should identify the words that have vowel sounds /ɑ/ and /æ/.

Less-Guided Practice

-Students write two sentences in the past continuous with words that are found in the lyrics of the song on a piece of paper, then give them one classmate to read the sentences written and the same way occurs with him or her.

Independent Practice

-Students check the words' pronunciation of the lyrics of the song and try to repeat to pronounce them very well

Assessment

-Students complete the worksheet.

-Students listen to the song and try to identify some words with the vowel sounds /ɑ/ and /æ/, and found some sentences in the past continuous tense.

Annexes



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VISUAL AID



Past Continuous Tense

It is used when we talk about an action that was going on at a certain time in the past and if we do not state when it started or ended.



Structure & Examples

+ **Subject + Was/Were + Verb (ing) + Object.**
I was going to school.

- **Subject + Was/Were + Not + Verb (ing) + Object.**
I was not going to school.



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WORKSHEET

PAST CONTINUOUS

Complete the sentences and match them to the pictures.

1 He _____ the guitar when his mom came home. (play)

2 Martin _____ his classmate's homework when the teacher saw him. (copy)

3 My sister _____ when she came home from school. (cry)

4 A bad boy _____ a younger student after school. (bully)

5 They _____ dinner at home last night. (have)

6 My mom _____ the violin at nine last night. (practice)

7 The students _____ when the principal arrived. (fight)

8 They _____ their cell phones in class yesterday. (use)





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WORKSHEET

Name: _____

Date: _____

1. Listen carefully to the song, then fill in the blanks with the words in the box according to the song.



Fall- heart- dark- was- hands- far- stand- arms-All- always- Watched

I let it _____, my _____
And as it fell, you rose to claim it
It was _____ and I _____ over
Until you kissed my lips and you saved me

My _____, they're strong
But my knees were _____ too weak
To _____ in your _____
Without falling to your feet

But there's a side to you
That I never knew, never knew
_____ the things you'd say
They were never true, never true
And the games you play
You would _____ win, _____ win

But I set fire to the rain
_____ - it pours as I touched your face
Well, it burned while I cried
'Cause I heard it screaming out your name
Your name

2. Write 3 negative sentences and 3 positive sentences in the past continuous with the words found in the lyrics of the song.

_____	_____
_____	_____
_____	_____


LESSON PLAN N° 7

Class: 2 nd “B	School year: 2021-2022
N° Students: 16	Topic: Short and long vowel sounds /ɑ/ and /æ/.
Language Level: B1.1	Type of institution: Public
Date: May 25 th , 2022	Schedule: 17:10-17:50/17:50-18:30
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per lesson: 80 minutes (2 periods)
Lesson Objectives	Resources
<ul style="list-style-type: none"> To produce this sound, place your tongue between your top and bottom teeth and push the air out. These sounds are voiced and voiceless they produce with your throat. 	<ul style="list-style-type: none"> Worksheet Pens Markers Whiteboard Speaker
Warm-up and Objective Discussion	
<p>-To start the class the teacher presents an activity called Tongue twister, in this case, all students say a tongue twister, and the one that says it the fastest and well pronounced gets a reward. This tongue twister must pronounce: "They thankfully think this thing is the best thing that they can throw the three times they need to throw a thing". Go ahead!</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i> -Teacher explains the place of articulation of the consonant sounds /ð/ /θ/. -Teacher presents the worksheet, which contains consonant sounds -Teacher explains the meaning of the word of the short vowel.</p> <p><i>Model</i> -Teacher writes four examples on the board and asks the students what sound it has if it has a voiced sound, what symbol it identifies with, or if it has a voiceless sound, and what sign it identifies with. They solve this instantly.</p>	
Guided Practice	
<p>- Students complete the worksheet of the consonant sounds. -Students listen to the audio and identify the words with the consonant sounds /ð/ /θ/. -Students pronounce the consonant sounds in the study.</p> <p>Less-Guided Practice Put the students into pairs and ask them to think of two words they would like to spell than pronounce.</p>	
Independent Practice	
<p>-Students go to the board and write sentences with the words found in the lyrics of the song. -Then, each student read the sentences written.</p>	

Assessment

-Students listen and pronounce the words that have consonant sounds y a piece of paper.

Annexes





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WORKSHEET



NAME: _____
DATE: _____





1. Produce this sound, place your tongue between your top and bottom teeth and push the air out. This sound is voiceless and you don't produce it using your throat.

thin  Adjective	throw  Verb	author  Noun	healthy  Adjective
--	--	---	---



/θɪn/ having little width or thickness



She is very concerned about staying thin.  

I cut a few thin slices of lime.  

thin  Adjective	throw  Verb	author  Noun	healthy  Adjective
--	--	---	---

/θrou/
to make something move out of the hand and through the air by the sudden movement of the hand

He's about to throw the ball.  

He threw the ball to his friend.  

thin ⇄

Adjective

throw ⇄

Verb

author ⇄

Noun

healthy ⇄

Adjective

/ˈheɪlθi/ In good health; not sick or injuredI try to eat a **healthy** diet. ⇄My family leads a **healthy** lifestyle. ⇄Regular exercise keeps you **healthy**. ⇄**bother** ⇄

Verb

breathe ⇄

Verb

southern ⇄

Adjective

mother ⇄

Noun

/ˈsʌðərn/ situated in the south of a specific areaI would love to visit **southern** France. ⇄Australia is located entirely in the **southern** hemisphere. ⇄**weather** ⇄

Noun

another ⇄

Adjective

further ⇄

Adjective

father ⇄

Noun


/əˈnʌðə/ something else of the same typeI need to buy **another** goldfish. ⇄I should find **another** job. ⇄

LESSON PLAN N° 8


Class: 2 nd “B	School year: 2021-2022
N° Students: 16	Topic: The Origen of the things
Language Level: B1.1	Type of institution: Public
Date: May 28 th , 2022	Schedule: 14:20-15:00/15:00-15:40
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per lesson: 80 minutes (2 periods)
Lesson Objectives	Resources
<ul style="list-style-type: none"> • Students will be able to identify words with the short vowel sound E. Students will brainstorm words beginning with the letter E. • Students will be able to write the letter E. 	<ul style="list-style-type: none"> • Board • Markers • Posterboard or paper • Writing the Letter E Worksheet • Short and Long E Worksheet • Short Vowel Sounds: E worksheet • Scissors • Glue
Warm-up and Objective Discussion	
<p>-Teacher forms 4 groups to play the game and each round is played separately. The participants must sit in a circle, one of them starts the game with the phrase: "My boat is loaded with...", establishing a specific theme with their respective example. In this case, they are words from the family group. Example: «My boat is loaded with names of family members like mom». The next participant from the right must mention another name of the family member. If he takes more than five seconds to answer or does not answer at all, or if he answers a name that has already been saying before, his face is painted as penance.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <ul style="list-style-type: none"> -Ask your students to make the sound that the letter E makes. - Have your students list long E and short E words. - Draw pictures on the board that matches the words your students say. -Now, cover the text with a poster or paper. -Have your students identify the words with the short E sound. 	
Guided Practice	
<ul style="list-style-type: none"> -Model for students the directional instructions to write the letter E. -Have the students raise their writing fingers in the air and write the letter. 	
Independent Practice	
<ul style="list-style-type: none"> -Give your students the Short Vowel Sounds: E worksheet to complete. 	
Assessment	
<ul style="list-style-type: none"> -Walk around while your students are completing the worksheet, making sure that they are selecting the correct answers. 	

Uppercase Letters Writing the letter E


1 **E** **EGG**
Everybody loves eggs!
Circle your favorite way to eat eggs.



2 Draw a line from the gray dots (●) to the blue dots (●).
Go in order of the numbers.










3 Now trace the letter E on the lines below. Go in order of the numbers.
Then print the letter E yourself!



Short and Long E




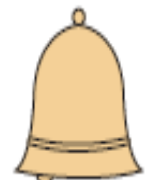

Cut out the pictures. Then say the word for each picture.
Glue the pictures with the **short e** sound next to the **net**.
Glue the pictures with the **long e** sound next to the **wheel**.




10



Short vowel sounds: "e"

Read the words in the first box of each row and circle the ending that they all share. Then take a look at the picture clue and write one more word that has the same short vowel sound ending.

net get vet	pet let bet	<u>ending</u> ed et ell		_____ - - - - - _____
den zen ten	gen wren hen	<u>ending</u> ed et en		_____ - - - - - _____
best rest chest	fest test pest	<u>ending</u> et est ell		_____ - - - - - _____
dwell fell tell	well sell shell	<u>ending</u> ell ed est		_____ - - - - - _____
shed med bred	bed led fed	<u>ending</u> en et ed		_____ - - - - - _____

LESSON PLAN N° 9

Class: 2 nd “B”	School Year: 2021-2022
N° Students: 16	Topic: Words of the world
Language Level: B1.1	Type of Institution: Public
Date: June 01 st , 2022	Schedule: 17:10-17:50/17:50-18:30
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per Lesson: 80 minutes (2 Periods)
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To pronounce the long and short vowel sounds /ɑ/ and /æ/. • Students will be able to recognize words that have short and long vowel sounds. 	<ul style="list-style-type: none"> • Worksheets • Visual Aid • Speakers • Pens • Markers • Whiteboard
Warm-up and Objective Discussion	
<p>-To start the class, the teacher hands out a sheet where each student must create a word search puzzle. This will help students spell the word and then pronounce the word. Then he will give a classmate to find the words that are inside the alphabet soup. These words must contain the long vowel sound E.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <p>-Explain that words with a long E sound like the letter name.</p> <p>-Invite students to begin brainstorming words that have the long E sound.</p> <p>-Write the words on the chart paper in list form as the students pronounce them.</p> <p>-Add your own words to the list so that there are samples of three long E pronounce -ee, -ea, and -y.</p> <p>-Tell the students that they will be finding words with the different pronunciations of long E.</p> <p><i>Model</i></p> <p>-Using the list of words that your students just generated, tell them that you will now be looking for the long E spellings inside of the long E words.</p> <p>-Model the process of finding the long E spelling inside each word.</p> <p>-Using a marker or crayon, underline or draw a circle around the spelling (-ee, -ea, or -y) inside of each word.</p>	
Guided Practice	
<p>-To help students further differentiate between long E spellings, have them participate in an activity to sort words.</p> <p>-Distribute word sort cards among students so that each student or pair of students gets a</p>	

word.

-Display the Long Vowel E worksheet, and then ask them to look for the place where their word fits.

-As they show the word, write the word in the correct column, either using an interactive whiteboard or using a hard copy of the PDF file.

Less-Guided Practice

-The teacher asks the students to dramatize a scene that the rest of the classmates guess by pronouncing the correct word that these sounds contain.

Independent Practice

-Distribute the Word Search E worksheet.

-Direct students to look for any long E words that they can find and circle them.

-Model the process by displaying the worksheet on an interactive whiteboard and circling the first word.

-For students who struggle, show them the first letter or two letters of a word, and have them then find or circle the word.

Assessment

-Using flashcards from the guided practice part of the lesson, have students point to 3 different words: one word that has -ee, one word that have-ea, and one word that has -y. They have the students read the three words.

Annexes

Name: _____

Create Your Own Word Search!

Long E Words:

Long "E" Sound



Say the names of each picture in the row aloud. Circle the picture whose name has a long e sound.

1.    

2.    

3.    

4.    

5.    

Long Vowel E

The letters **-ee**, **-ea** and **-y** all make the long vowel **e** sound like in the word **feet**. Read the words on the right, if you hear the long vowel **e** sound write them inside the tree map where they belong.

Long Vowel E

-ee

-ea

-y

- silly
- tree
- wheat
- my
- bee
- great
- week
- treat
- skinny
- wheel
- sneaker
- why
- windy

Word Family "eep"

Cut out the beginning letters at the bottom of the page.
Then paste them to complete a word that matches each picture.

___ eep



___ eep



___ eep



___ eep



___ eep



___ eep



___ eep



___ eep



sw j sl ch
d sh w st

Get more lesson plans at <https://www.education.com/lesson-plans/>

LESSON PLAN N° 10

Class: 2 nd “B	School year: 2021-2022
N° Students: 16	Topic: Pronounce Words
Language Level: B1.1	Type of institution: Public
Date: June 03 rd , 2022	Schedule: 17:50 - 18:30
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per lesson: 40 minutes (1 period)
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To identify the short vowel sound /ɪ/ in the words. • To pronounce the words with the short vowel sound /ɪ/. 	<ul style="list-style-type: none"> • Worksheet • Visual aid • Pens • Markers • Whiteboard • Song (https://youtu.be/fWNaR-rxAic) • Speaker
Warm-up and Objective Discussion	
<p>-To start the class, the teacher presents a game called hangman, which consists of saying a letter and trying to guess the word to pronounce. But students should only say the words that have sounds of short /ɪ/ vowels. To carry out this game, the teacher asks the students about the sound that the short vowel /ɪ/, and if they can identify it easily. These sounds are very important in the English language and knowing how to differentiate them is successful. Then the teacher starts the game by dividing the class into three groups of five people each. One of each team will participate, and the one who makes a mistake goes to the next partner. This act as a warm-up is very important since, in this way, they are orienting themselves to the sound in the studio.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <p>-Teacher explains the place of articulation of the consonants using a visual aid to know where it is located.</p> <p>-Teacher produces the sound of the short vowel /ɪ/.</p> <p>-Teacher presents the lyrics of a song (worksheet) containing the short vowel sound /ɪ/.</p> <p>-Teacher explains the meaning of the word of the short vowel.</p> <p>-Teacher repeats the song two times so they can listen.</p> <p><i>Model</i></p> <p>The teacher writes four examples on the board and the students must pronounce these words the teacher listens and verifies if the pronunciation is correct. They have five minutes to do this activity.</p>	
Guided Practice	
<p>-Students start to complete the worksheet. They must listen to the song and identify the words with the short vowel sound /ɪ/.</p> <p>-Students go to the board and write three words with the words found in the lyrics of the song that contain the short vowel /ɪ/.</p>	

Less-Guided Practice

To do the guided practice, students sing the song following the lyrics in pairs and practice the pronunciation.


Independent Practice

- Students go to the board and write sentences with the words found in the lyrics of the song.
- Then, each student read the sentences written.

Assessment

- Students pronounce the three words written with the short vowel sound /ɪ/.

Annexes



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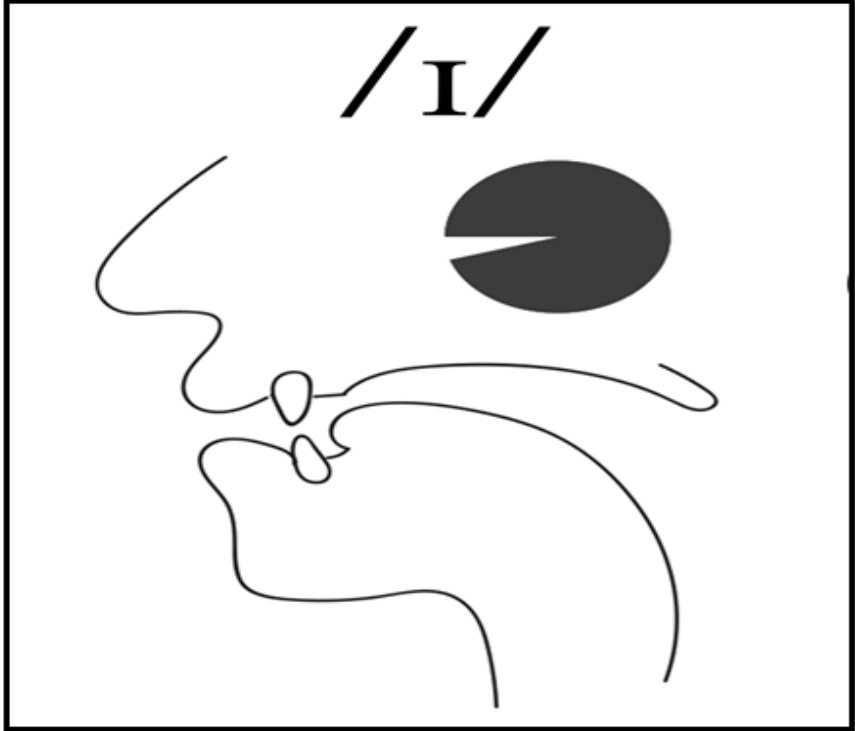
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VISUAL AID

The lips are relaxed and the central/front area of the tongue is in the central/high area of the mouth for this sound. The overall neutrality and relaxed tongue and lip position are why it is one of the pronunciations used in an unstressed vowel position.

Short Vowel

/ɪ/



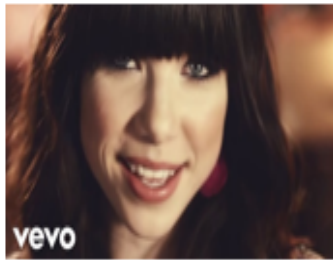


WORKSHEET

NAME: _____

DATE: _____

1. Listen to the song and pronounce the words in bold that belong to the short vowel.



By
Carly Rae Jepsen
CALL ME BABY

I threw a **wish** in the well
Don't ask me, I'll never tell
I looked to you as **it** fell
And now you're in my way
I **trade** my soul for a **wish**
Pennies and dimes for a **kiss**
I wasn't looking for **this**
But now you're in my way
Your stare was holdin'
Ripped jeans, **skin** was showin'
Hot night, **wind** was blowin'
Where you **think** you're **going, baby?**
Hey, I just met you, and **this** is **crazy**
But here's my number, so call me, **maybe**
It's hard to look right at you, **baby**
But **here's** my number, so call me, **maybe**
Hey, I just met you, and **this** is **crazy**
But **here's** my number, so call me, **maybe**
And all the other **boys** **try** to chase me
But **here's** my number, so call me, **maybe**

LESSON PLAN N° 11

Class: 2 nd “B”	School Year: 2021-2022
N° Students: 16	Topic: Memorizing Words
Language Level: B1.1	Type of Institution: Public
Date: June 15 th , 2022	Schedule: 17:10-17:50/17:50-18:30
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per Lesson: 80 minutes (2 Periods)
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To identify the short vowel sound /ɪ/ of different words in the lyric of the song. • To pronounce the words with the short vowel sound /ɪ/. 	<ul style="list-style-type: none"> • Worksheets • Visual Aid • Speakers • Song https://youtu.be/73_DOquGBD4 • Pens • Markers • Whiteboard
Warm-up and Objective Discussion	
<p>The teacher at the beginning of the class begins with a warm-up activity and today begins with the charades. The teacher believed that is necessary to divide into 3 groups the class, each of which must choose a leader. The leader receives 3 images one by one, without him seeing them, then shows them to the group. The rest of the group must say the phrase or sentence without pronouncing the name of the image, and the leader must guess what word it is.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <ul style="list-style-type: none"> -Teacher explains again briefly about the short vowel sound /ɪ/. -Teacher gives some examples and underlines the vowel sound in each word. -Teacher pronounces the examples for the students can notice that sound. These examples are supported by a picture to students know the meaning of the word. -Teacher introduces two strophes of the song (worksheet) with the short vowel sound /ɪ/. -Teacher repeats the song two times so they can listen. -Teacher presents another worksheet with a word bank containing the short vowel sounds /ɪ/ and explains how to complete it <p><i>Model</i></p> <ul style="list-style-type: none"> - The teacher makes them listen to audio, which contains four sounds of the short and long vowels /ɑ/ /æ/ /e/ /ɪ/. The teacher asks the students to carefully listen to each audio and on a piece of paper, they will write if that word belongs to the short or long vowel. 	
Guided Practice	
<ul style="list-style-type: none"> -Students only listen to the two strophes of the song and identify the words that have the short vowel sound /ɪ/. -Students review the words' pronunciation in the two strophes of the song that have the short vowel sound /ɪ/. 	

- All students go to the board and write one sentence with one word found in the strophes of the song.
- Each student read the sentences written.
- Students complete another worksheet, matching the picture with the word of the short vowel sound /ɪ/.

Less-Guided Practice

- The teacher asks the students to dramatize a scene that the rest of the classmates guess by pronouncing the correct word that these sounds contain.


Independent Practice

- Students write y a piece of paper and memorize these words found in the two strophes of the song.

Assessment

- Teacher evaluates the students' pronunciation of one of the two strophes of the song that have vowel sounds.

Annexes



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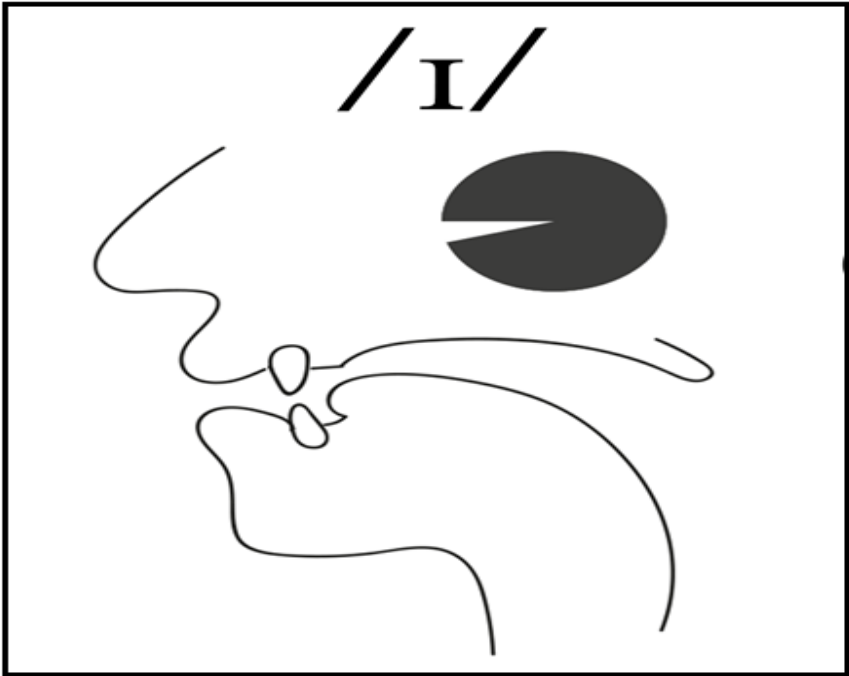
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

VISUAL AID

The lips are relaxed and the central/front area of the tongue is in the central/high area of the mouth for this sound. The overall neutrality and relaxed tongue and lip position are why it is one of the pronunciations used in an unstressed vowel position.

Short Vowel

/ɪ/





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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

WORKSHEET

NAME: _____

DATE: _____

1. Identify the words that have a short vowel sound /ɪ/, then practice the pronunciation of each of them.



CALL ME BABY

I trade my soul for a wish
Pennies and dimes for a kiss
I wasn't looking for this
But now you're in my way

Your stare was holdin'
Ripped jeans, skin was showin'
Hot night, wind was blowin'
Where you think you're going, baby?

CARLY RAE JEPSEN

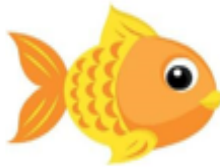
WORKSHEET

NAME: _____

DATE: _____

1. Match the picture with the words in the word bank below.

SHORT VOWEL /I/



WORD BANK


wig	milk	fox	sit
pig	bad	fish	ten

LESSON PLAN N° 12

Class: 2 nd “B”	School year: 2021-2022
N° Students: 16	Topic: Happy Party
Language Level: B1.1	Type of institution: Public
Date: May 17 th , 2022	Schedule: 14:20-15:00/15:00-15:40 (2 Periods)
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To identify the short vowel sound /ɪ/. • To pronounce the words with the short vowel sound /ɪ/. 	<ul style="list-style-type: none"> • Worksheets • Visual Aid • Speakers • Song https://youtu.be/fWNaR-rxAic • Pens • Markers • Whiteboard
Warm-up and Objective Discussion	
<p>- Before the class starts, the teacher presents a warm-up activity to the students. This is done entered with the study content. The trainee teacher introduces an activity called "Bingo". The same one is an interactive activity that makes the students win and, in this way, motivates them to learn the pronunciation of the words said during the game. This dynamic consists of saying verbs that have short vowel sounds /ɪ/ at random and the students must indicate if the word mentioned is on their game board. The first to complete a line will be the winner as long as he knows how to correctly pronounce the words found.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <ul style="list-style-type: none"> -Teacher explains the usage and structure of the simple future "will" (affirmative and negative form) through visual aid. -Teacher writes three examples on the board using the simple future "will." -Teacher explicates the use of the contraction in the negative form. -Teacher hands out a worksheet with some sentences in the simple future "will" that have words learned in the song (last class) with the short vowel sound /ɪ/. -Teacher indicates the question form in the simple future "will" and teaches how they can answer the question. -Teacher uses the whiteboard to write two questions with short answers negatively or positively. -Teacher introduces a worksheet with some easy future "will" questions. <p><i>Model</i></p> <ul style="list-style-type: none"> -Teacher writes three affirmative sentences and the same she transforms them into question sentences with verbs that have short vowel sounds on the whiteboard with mistakes. Give the students the time to identify the mistakes. Ask threestudents to come to the board and do it correctly. 	
Guided Practice	
<ul style="list-style-type: none"> -Students unscramble the words in the correct order to form simple future tense sentences using the short vowel words learned. 	

<p>-All students go to the board and write one sentence (affirmative or negative) using the learned words in the song in the future tense simple "will".</p> <p>-Each student chooses a classmate to read the sentence written with the short vowel sound /ɪ/.</p> <p>-Students look at the weather forecast and answer the questions on another worksheet.</p> <p>-Students read a short text about the Olympic Games and answer the questions</p>
Independent Practice
<p>-Students write seven sentences in the three forms of the future simple (affirmative, negative, and question)</p>
Assessment
<p>- With the taught words that have a short vowel sound /ɪ/, the teacher assesses the pupils' pronunciation of one of the written sentences.</p>

Annexes




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Visual Aid

SIMPLE FUTURE TENSE



The **first future** tense is the future with **"will"**.

- We use the future with the will to talk about **an event** in the future that you have just **decided to do**, **for predictions** and **for promises**.
- We usually use the contraction **won't** (will not) for a **negative prediction**.

POSITIVE FORM	NEGATIVE FORM										
Sbj + will + V1	Sbj + will NOT + V1										
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; border-right: 1px solid #ccc; padding: 5px;">I You He She It We You They</td> <td style="width: 10%; text-align: center; padding: 5px;">+</td> <td style="width: 30%; text-align: center; padding: 5px;">will</td> <td style="width: 10%; text-align: center; padding: 5px;">+</td> <td style="width: 15%; padding: 5px;">start</td> </tr> </table>	I You He She It We You They	+	will	+	start	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; border-right: 1px solid #ccc; padding: 5px;">I You He She It We You They</td> <td style="width: 10%; text-align: center; padding: 5px;">+</td> <td style="width: 30%; text-align: center; padding: 5px;">will not won't</td> <td style="width: 10%; text-align: center; padding: 5px;">+</td> <td style="width: 15%; padding: 5px;">start</td> </tr> </table>	I You He She It We You They	+	will not won't	+	start
I You He She It We You They	+	will	+	start							
I You He She It We You They	+	will not won't	+	start							
<div style="display: flex; align-items: center;"> + Ex: I will come back. </div>	<div style="display: flex; align-items: center;"> - Ex: I will not (won't) come back. </div>										

QUESTION FORM				
Will + Sbj + V1				
Will	+	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; border-right: 1px solid #ccc; padding: 5px;">I You He She It We You They</td> <td style="width: 15%; padding: 5px;">start</td> </tr> </table>	I You He She It We You They	start
I You He She It We You They	start			
<div style="display: flex; align-items: center;"> ? Ex: <div style="display: flex; align-items: center; gap: 5px;"> You will come back. --> Will you come back? </div> </div>				



WORKSHEET

NAME: _____

DATE: _____

Put the words in the correct order to make sentences in the simple future tense.

❖ trade / She / the / red dress. / will / for the / blouse /

❖ his / girlfriend / for the / first time. / kiss / Javier / will

❖ _____

❖ will / favorite / game. / This / be / my /

❖ _____

❖ daughter / in half. / will / the paper / My / rip

❖ _____

❖ at school. / Children / play / will / with the / dimes

❖ _____

❖ She / new / cell phone. / will / for a / wish

❖ _____

❖ tanned / have / this / You / skin / summer / will

❖ _____

❖ of wind / A gust / will / the houses. / destroy

❖ _____

❖ will / much / proposal. / about / I / your / think

❖ _____

❖ New York / will / go to / Lilly / in / 7 years

❖ _____

❖ get married / will / In / Melly 20 years

❖ _____

❖ Tomas / In / will / big house / 14 years / have / a

❖ _____

❖ Anna / will / 12 years / buy / a / luxury car / In

❖ _____

❖ In / visit / 20 years Japan / Frank / will

❖ _____

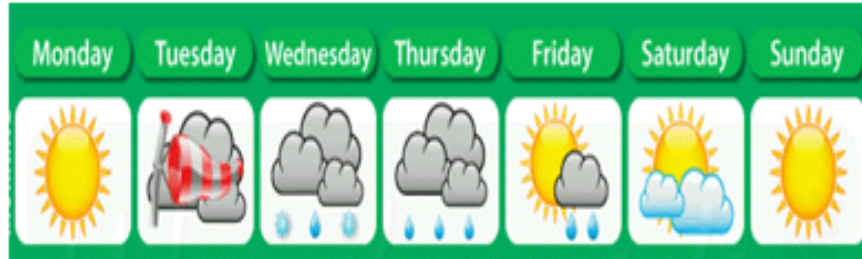


WORKSHEET

NAME: _____

DATE: _____

SIMPLE FUTURE, WILL.



1. Look at the weather forecast and answer the questions.

- > Will it be **raining** on Sunday? _____
- Will it be **raining** on Thursday? _____
- Will it be **cloudy** on Thursday? _____
- Will it be **partly cloudy** on Saturday? _____
- Will it be **sunny** on Sunday? _____
- Will it be **snowy** on Monday? _____
- Will it be **stormy** on Tuesday? _____
- Will it be **windy** on Wednesday? _____
- Will it be **sunny** on Monday? _____
- Will it be **windy** on Tuesday? _____

1. Read the text about the Olympic Games, and answer the questions.

Rio de Janeiro will host the 2016 Olympic Games. The theme in 2016 will be "Live your Passion." The opening ceremony will be at the world-famous football (soccer) Maracanã Stadium in Rio de Janeiro on August 5, 2016. The Olympics will conclude with a closing ceremony on August 21, 2016.

1. When will the next Olympics take place? _____
2. Who will host the Olympic Games? _____
3. What will its theme be? _____
4. When will be the Opening Ceremony? _____
5. When will be the Closing Ceremony? _____

LESSON PLAN N° 13

Class: 2 nd “B	School year: 2021-2022
N° Students: 16	Topic: Repeating Words
Language Level: B1.1	Type of institution: Public
Date: June 20 th , 2022	Schedule: 17:50 - 18:30
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per lesson: 40 minutes (1 period)
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To identify the long vowel sound /i:/ in the lyric of the song. • To pronounce the words that have the long vowel sound /i:/. 	<ul style="list-style-type: none"> • Worksheet • Visual aids • Pens • Markers • Whiteboard • Song (https://youtu.be/4XILjnY22sE) • Speaker
Warm-up and Objective Discussion	
<p>-To start the class, the teacher presents two images, on the back, there are letters, which two students must form the word based on the image, and in the same way, six students going to participate, that is to say, three pairs more. Then, they must pronounce and mark or say the difference since one is a long vowel li: and the other is short /i/.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <p>-Teacher explains the place of articulation of the long vowel sound /i:/ using a visual aid. -Teacher produces the sound of the long vowel /i:/. -Teacher writes two examples that have these sounds on the whiteboard. -Teacher presents the lyrics of the song on a worksheet where there are words with long vowel sounds /i:/. -Teacher repeats the song two times so they can listen.</p> <p><i>Model</i></p> <p>-Teacher writes more than four examples than s on the board and asks the students what words have long vowel sounds since the teacher writes incorrectly just two words. They solve this instantly.</p>	
Guided Practice	
<p>-Students listen to the song and select the correct words in the lyrics of the song that have the long vowel sound /i:/.</p> <p>-Students go to the board and write three words with the words found in the lyrics of the song.</p> <p>Less-Guided Practice</p> <p>Put the students into pairs and ask them to think of two words they would like to dramatize and then pronounce.</p>	


Independent Practice

- Students go to the board and write sentences with the words found in the lyrics of the song.
- Then, each student read the sentences written.

Assessment

- Students pronounce the three words written with the short vowel sound /ɪ/.

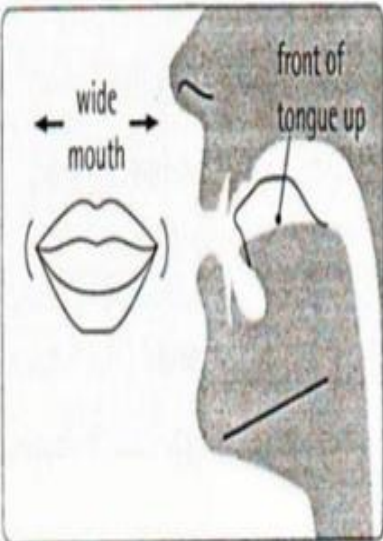
Annexes

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VISUAL AID

Vowel Sound /i:/



- Features:
 - *height of tongue*: nearly 'close'
 - *part of tongue which is highest*: center of 'front'
 - *position of lips*: spread or neutral
 - *opening between jaws*: narrow to medium
- Examples:
 - ee – tree /tri:/, see /si:/
 - e – complete /k@'pli:t/.
 - immediate /i'mi:di@/
 - ea – sea /si:/, east /i:s/
 - ie, ei, i – field /fi:ld/, seize /si:z/.
 - police /p@'li:s/
 - exceptional – key /ki:/, quay /ki:/,
 - people /'pi:pl/

WORKSHEET

NAME: _____

DATE: _____

1. Follow the lyrics of the song and select the words in bold that contain the long vowel /i:/.



Name of the song:

Halsey - SorryLink: https://youtu.be/73_DOquGBD4

I've missed your calls for months it **seems/siims**
Don't **realize/relize** how **min/mean** I can be
'Cause I can sometimes **treat/triat** the people
That I love like jewelry
'Cause I can change my mind **eech/each** day
I didn't **mean/maen** to try you on
But I still know your birthday
And your mother's favorite song

So I'm sorry to my unknown lover
Sorry that I can't **believe/believe**
That anybody ever **really/realli**
Starts to fall in love with me
Sorry to my unknown lover
Sorry I could be so blind
Didn't **mean/min** to **liave/leave** you

And all of the things that we had behind Ooh Ooh Ooh

I run away when things are good
And never **really/realli** understood
The way you laid your eyes on me
In ways that no one ever could
And so it **siims/seems** I broke your heart
My ignorance has struck again
I failed to see it from the start
And tore you open 'til the end

And I'm sorry to my unknown lover
Sorry that I can't **believe/believe**
That anybody ever **really/realli**
Starts to fall in love with me
Sorry to my unknown lover
Sorry I could be so blind
Didn't **mean/min** to **liave/leave** you
And all of the things that we had behind

And someone will love you
Someone will love you
Someone will love you
But someone isn't me
Someone will love you
Someone will love you
Someone will love you
Someone will love you
But someone isn't me

LESSON PLAN N° 14

Class: 2 nd “B”	School Year: 2021-2022
N° Students: 16	Topic: Words of the world
Language Level: B1.1	Type of Institution: Public
Date: June 22 nd , 2022	Schedule: 17:10-17:50/17:50-18:30
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per Lesson: 80 minutes (2 Periods)
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To pronounce the long and short vowel sounds /ɑ/ and /æ/. • Students will be able to recognize words that have short and long vowel sounds. 	<ul style="list-style-type: none"> • Worksheets • Visual Aid • Speakers • Song (https://youtu.be/73_DOquGBD4) • Pens • Markers • Whiteboard
Warm-up and Objective Discussion	
<p>The teacher presents a game called Hot seat, and the teacher divides the class into two teams. One student from the group sits in the “hot seat”, then, the teacher shows the word directly behind that student, this word should be a long vowel sound and their group has to elicit the word from the student in the hot seat without saying the word directly.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <ul style="list-style-type: none"> -Teacher explains again briefly the long vowel sound /i:/. -Teacher writes two examples and underlines the vowel sound in each word. -Teacher pronounces the examples for the students can notice that sound. -Teacher explains the meaning of each word found in the song’s lyrics that contains a long vowel sound /i:/. -Teacher pronounces the short vowel words found in the song. -Teacher presents a worksheet with the short vowel words /i:/. -Teacher presents another worksheet with some words that have the long vowel sound /i:/ and explains how they develop. <p><i>Model</i></p> <ul style="list-style-type: none"> -Teacher gives two images and each one has a word with a mistake. Give the students the time to each word. Ask what mistakes these words have. Ask threestudents to come to the board and do it correctly. 	
Guided Practice	
<ul style="list-style-type: none"> -Students complete the first worksheet, unscrambling the letters to form a word containing a long vowel /i:/ found in the lyrics of the song. only listen to the two strophes of the song and identify the words that have the short vowel sound /i/. -Students find the long vowel words in the soup of letters. 	


- Students complete the second worksheet, selecting the word that matches each picture about the long vowel /i:/.
- Students drag the words according to the sentence.

Independent Practice

- Students repeat twice each learned word and learn the pronunciation correctly.
- Students repeat twice each learned word and learn the pronunciation correctly.

-Teacher evaluates the students' pronunciation of five words containing the long vowel /i:/.

Annexes

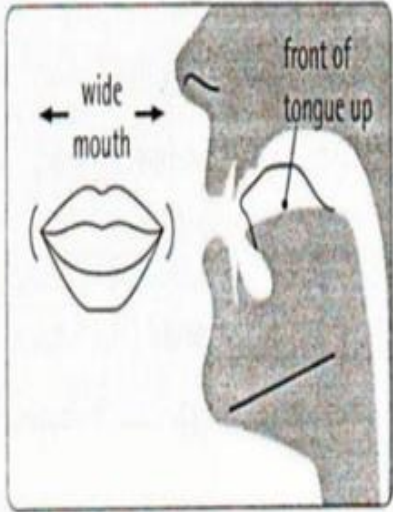


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VISUAL AID

Vowel Sound /i:/



- Features:
 - *height of tongue*: nearly 'close'
 - *part of tongue which is highest*: center of 'front'
 - *position of lips*: spread or neutral
 - *opening between jaws*: narrow to medium
- Examples:
 - ee – tree /tri:/, see /si:/
 - e – complete /k@'m'pli:t/
 - immediate /i'mi:di@t/
 - ea – sea /si:/, east /i:s/
 - ie, ei, i – field /fi:ld/, seize /si:z/
 - police /p@li:s/
 - exceptional – key /ki:/, quay /ki:/
 - people /'pi:pl/



WORKSHEET

NAME: _____

DATE: _____

1. Unscramble the letters to form a word containing a long vowel /i:/ found in the lyrics of the song.

a/ n/ a/ M	
e/ S/ e/ m	
l/ y/ e/ a/ R/ l	
c/ a/ h/ E	
a/ v/ e/ L/ e/	
S/ e/ p/ e/ l	
r/ e/ t/ a/ T	
e/ l/ a/ R/ e/ z/ i	

2. Find the words above the long vowels in the soup of letters.

Long Vowel /i:/

W	Z	C	E	F	R	R	E	A	L	L	Y	C	H
D	N	B	U	U	R	K	U	Q	F	Z	Q	J	
A	Q	Y	U	L	E	U	D	X	T	J	C	B	Q
S	L	E	E	P	Z	L	X	S	N	G	B	U	K
M	E	A	N	M	C	I	A	T	H	O	A	X	B
S	B	B	C	B	B	F	S	E	E	M	W	E	B
C	O	A	V	F	K	I	E	A	C	H	V	Q	L
P	B	Q	M	Z	Q	C	L	Q	A	L	P	P	T
K	L	D	J	U	N	L	E	A	V	E	V	N	C
C	B	X	Q	H	D	M	Y	P	Z	F	B	O	Z
Z	R	K	E	N	W	C	J	X	P	V	N	T	M
A	H	B	W	V	X	H	T	R	E	A	T	F	M
K	L	B	E	L	I	E	V	E	K	I	T	N	W
R	E	A	L	I	Z	E	I	Y	I	U	W	B	O



WORKSHEET

NAME: _____

DATE: _____

Long Vowel i: Sound

Activity 1: Say each word. Select the word that matches each picture.



fill
feel
hill
pill



grin
bright
gin
green



feet
kill
miss
fit



heat
hit
milk
dive



hill
meat
meet
fight



smile
slip
still
sleep

ACTIVITY 2: Drag the words (long vowel) of Column A to match the sentences in column B.

COLUMN A	COLUMN B
see	They will be a tough team to _____.
beat	Kids playing on the _____.
leap	We _____ the tools in that box.
keep	You should always wash your hands before _____.
Peache/s	With one _____ he crossed the stream.
beach	She sell _____ and cream in the market.
meal/s	We can _____ many stars tonight.

LESSON PLAN N° 15

Class: 2 nd “B”	School year: 2021-2022
N° Students: 16	Topic: Happy Party
Language Level: B1.1	Type of institution: Public
Date: June 24 th , 2022	Schedule: 14:20-15:00/15:00-15:40 (2 Periods)
Teacher Student: Ximena Alexandra Quezada Angamarca	Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To identify the words that contain the long vowel sound /i:/. • To pronounce the words with the long vowel sound /i:/. 	<ul style="list-style-type: none"> • Worksheets • Visual Aid • Speakers • Song (https://youtu.be/fWNaR-rxAic) • Pens • Markers • Whiteboard
Warm-up and Objective Discussion	
<p>- To start the class, the teacher presents two images, on the back, there are letters, which two students must form the word based on the image, and in the same way, six students going to participate, that is to say, three pairs more. Then, they must pronounce and mark or say the difference since one is a long vowel /i:/ and the other is short /i/.</p>	
Instruct (Teach) and Model	
<p><i>Instruct (explain)</i></p> <p>-Teacher explains briefly the usage and structure of the simple future "will" (affirmative and negative form) through visual aid.</p> <p>-Teacher writes two examples on the board using the simple future "will."</p> <p>-Teacher hands out a worksheet with some sentences in the simple future "will" that have words learned with the long vowel sound /i:/.</p> <p>-The teacher describes the usage and structure of the past modals through visual aid.</p> <p>-Teacher presents another worksheet of text containing the long vowel sound /i:/ and says how to complete it.</p> <p><i>Model</i></p> <p>-Teacher writes three affirmative sentences and the same she transforms them into question sentences with verbs that have short vowel sounds on the whiteboard with mistakes. Give the students the time to identify the mistakes. Ask three students to come to the board and do it correctly.</p>	
Guided Practice	
<p>-Students unscramble the words in the correct order to form simple future tense sentences using the long vowel sound /i:/ words learned.</p> <p>-All students go to the board and write one sentence (affirmative or negative) using the learned words in the song in the future tense simple "will".</p> <p>-Students complete the book activity in the worksheet about past modals that have long</p>	

vowels/i:/.

-Students read the following situations and make guesses to complete the sentences with long vowel /i:/ words.


Independent Practice

- Students write ten words with the long vowel /i:/.

Assessment

-Teacher assesses the learner's pronunciation of one of the written sentences that have the long vowel /i:/.

Annexes

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Visual Aid

SIMPLE FUTURE TENSE

The **first future** tense is the future with **"will"**.

- We use the future with the will to talk about **an event** in the future that you have just **decided to do**, for **predictions** and for **promises**.
- We usually use the contraction **won't** (will not) for a **negative prediction**.



POSITIVE FORM			NEGATIVE FORM		
Sbj + will + V1			Sbj + will NOT + V1		
I You He She It We You They	+ will +	start	I You He She It We You They	+ will not won't +	start
+	Ex: I will come back.		-	Ex: I will not (won't) come back.	

QUESTION FORM

Will + Sbj + V1

Will	+ Sbj	start
	I You He She It We You They	
?	Ex: You will come back. ---> Will you come back?	



WORKSHEET

NAME: _____

DATE: _____

1. Put the words in the correct order to make sentences in the simple future tense that contain the long vowel /i:/.

❖ to/ I/ not/ mean / will /scare you.

❖ _____

❖ shirt/ The/ seam/ will/ on/ his/ split.

❖ _____

❖ Thank you, but/ another/ will/ I/ not/ thing./ wear

❖ _____

❖ charity. / will/ support/ Each/ local/ a/ company

❖ _____

❖ leave/ in/ The/ five/ will/ minutes. / bus

❖ _____

❖ noise/ the/ I/ sleep/ of all/ not/ next door. / will/ because

❖ _____

❖ My/ all the/ future. / will/ treat/ same/ not/ parents/ us/ in the future.

❖ _____

❖ danger/ they were in./ danger/ will/ They/ not/ realize/ the

❖ _____



PAST MODALS

Use Past Modals to speculate, deduce, or make guesses about past situations based on evidence.

EXAMPLES

- She **must** have slept all day long.
- It **could** have been because she took a nap.
- She **might** never have eaten fatty food.

STRUCTURE:

SUBJECT + (MUST/COULD/MIGHT) + HAVE + PAST PARTICIPLE + COMPLEMENT

Degrees of certainty
about the past

MUST ----- 90%

COULD ----- 50% SURE

MIGHT ----- 30%



3. Read the following situations and make guesses to complete the sentences.
Use the Word Bank.

Word Bank

- feel
- sleep
- eat
- go on



a. - Kenneth has lost a lot of weight recently.
- He might _____
_____ a very healthy diet.



c. - Dorothy came to the gym after work every night last week.
- She _____
_____ stressed.



b. - Why is Sarah so tired today?
- I'm not sure. She _____
_____ very badly last night.



d. - Where's my salad? I left it here!
- Edward _____
_____ it.
He loves veggies!

4. Think of a healthy old person from your family or community. What makes him/her healthy? Check the boxes. Then, speculate about his/her past habits.

<input type="checkbox"/>	Eating fruits and veggies
<input type="checkbox"/>	Doing exercise
<input type="checkbox"/>	Being in a good mood
<input type="checkbox"/>	Sleeping well
<input type="checkbox"/>	Eating low-fat foods
<input checked="" type="checkbox"/>	Staying away from cigarettes and alcohol
<input type="checkbox"/>	Being active

Pronunciation

In speech, past modals are contracted.

- Listen and repeat.
 - must've - /mʌstəv/
 - could've - /kʊdəv/
 - might've - /maɪtəv/
- Listen to four sentences and check the past modal you hear.

	must've	could've	might've
a.			
b.			
c.			
d.			

Mr. Garcia must have stayed away from cigarettes and alcohol all of his life!



Project Stage 1

- Work by pairs. Think of an unhealthy habit that is present in your community today.
- Prepare a PowerPoint presentation describing how this unhealthy habit is a problem for the community.