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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Students' perceptions about English songs in learning pronunciation among superior basic education students at a public institution in Loja, school year 2023-2024

Percepciones de los estudiantes sobre las canciones en inglés en el aprendizaje de la pronunciación en estudiantes de educación básica superior de una institución pública de Loja, año lectivo 2023-2024

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previo a la obtención del título de
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Inglés.**

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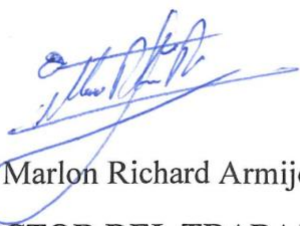
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Dedication

To those who have supported me unconditionally throughout this process and have made me feel that I can achieve anything I set my mind to, with much love I dedicate one of my achievements to my parents, Fernando and Marisol. To my siblings, Fernanda, Sabina, and Rafael, who were my motivation to be the person I am today. To Luis, your presence and love made this achievement ours.

Eldy Vélez

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Eldy Vélez

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1. Title

Students' perceptions about English songs in learning pronunciation among superior basic education students at a public institution in Loja, school year 2023-2024

2. Resumen

La pronunciación juega un papel fundamental en el dominio del idioma inglés, ya que pronunciar mal las palabras puede llevar a malentendidos. El propósito de este estudio es explorar las percepciones de los estudiantes sobre el uso de canciones en inglés para el aprendizaje de la pronunciación en la educación básica superior de una institución pública de Loja, año lectivo 2023-2024. Se empleó un método mixto, incorporando métodos de recolección de datos cuantitativos y cualitativos, y un diseño secuencial explicativo. Los datos se recogieron mediante cuestionarios y una entrevista semiestructurada. Los instrumentos se aplicaron en un proceso de dos fases: primero se recogieron los datos cuantitativos y luego los cualitativos. Estos instrumentos se aplicaron a alumnos de décimo curso, que eran sesenta y seis estudiantes con una edad media entre catorce y quince años. Para el análisis de los datos cuantitativos y cualitativos, se utilizó la estadística descriptiva y el análisis temático respectivamente. Los resultados mostraron que las canciones se consideran un método eficaz para mejorar la pronunciación, haciendo que la práctica de la pronunciación sea más motivadora e interesante a pesar de su uso irregular en el aula. El estudio concluye que existe un alto nivel de aceptación y una percepción positiva hacia el uso de canciones en inglés para aprender pronunciación. Se recomienda la integración de canciones en inglés en las prácticas docentes habituales.

Palabras clave: *Percepciones de los estudiantes, aprendizaje de la pronunciación, canciones en inglés, enseñanza EFL.*

Abstract

Pronunciation plays a key role in the mastery of English language because mispronouncing words might lead to misunderstandings. The purpose of this study is to explore the students' perceptions about the use of English songs for learning pronunciation among superior basic education at a public institution in Loja, school year 2023-2024. A mixed method was employed, incorporating both quantitative and qualitative data collection methods, and an explanatory sequential design. Data were collected using questionnaires and a semi-structured interview. The instruments were implemented in a two-phase process: first the quantitative data were gathered and then the qualitative data. These instruments were applied to tenth graders, who were sixty-six students between fourteen to fifteen years old. For the analysis of quantitative and qualitative data, descriptive statistics and thematic analysis were used respectively. The findings showed that songs are considered an effective method for improving pronunciation, making pronunciation practice more motivating and interesting despite its irregular use in classroom. The study concludes that there is a high level of acceptance and a positive perception towards using English songs to learn pronunciation. It recommends the integration of English songs into their regular teaching practices.

Key words: *Students' perceptions, pronunciation learning, English songs, EFL teaching.*

3. Introduction

In today's globalized world, pronunciation assumes a paramount role as the primary enabler for effective communication, facilitating the exchange of ideas and thoughts. Pronunciation, as a sub-skill of speaking, is crucial in the mastery of English because "in English, different sounds bring different meanings" (Olli, 2021, p. 50). Therefore, the English language demands correct pronunciation since mispronouncing words might lead to misunderstandings. Proper pronunciation has an impact on the message delivery process and can aid in the developing of all four language skills, specially speaking (Dewi et al., 2020).

Unfortunately, the reality in Ecuador often presents challenges in meeting these standards. According to the National curriculum guidelines (Ministerio de Educación, 2014), students in superior basic education are expected to "pronounce words, expressions, and statements in their personal and educational repertoire intelligibly, phonetically differentiating distinct words so as to avoid misunderstandings" (p. 15). This expectation underscores the necessity of achieving clear and intelligible pronunciation as an integral component of language proficiency. Considering the above, this study seeks to answer: What are the students' perceptions about the use of English songs for learning pronunciation among superior basic education at a public institution in Loja, school year 2023-2024? Consequently, the researcher aims to investigate the benefits students perceive regarding the use of English songs to improve their pronunciation skills and the barriers that affect learning pronunciation with the use of English songs.

Based on the context aforementioned, the researcher establishes as the primary objective to explore the students' perceptions about the use of English songs for learning pronunciation among superior basic education at a public institution in Loja, school year 2023-2024. Besides, this question opens the path for two specific objectives: to identify the benefits perceived by students regarding the use of English songs to improve their pronunciation skills and to discover the barriers that affect learning pronunciation aid with the use of English songs.

Previous studies have demonstrated positive results of integrating songs into English language education. Students have found songs as captivating way to dynamize their language classes, making them more interesting and active. Both teachers and students have expressed their approval of using songs as a dynamic and engaging method for teaching and learning English pronunciation. Moreover, students have reported favorable perceptions of the effectiveness of songs in enhancing their pronunciation skills. Teachers, too, acknowledge the benefits of using songs, as they observe increased student participation and enthusiasm in their classrooms (Bsharat, 2021; Saleh & Salha, 2022).

Conducting this research is vital because of the scant attention and information given to students' perceptions regarding the incorporation of songs in this context. Therefore, the need for this research arises from its potential to explore an understudied and overlooked area of how learners themselves perceive songs for improving pronunciation. Furthermore, recognizing how students perceive the benefits of songs for pronunciation instruction and know their attitudes, preferences, and opinions can provide valuable insights for tailoring language learning methods to better meet their needs and engage them more effectively in the learning process.

Consequently, exploring these perspectives provides valuable information for educators, students, policymakers, and researchers that can transform educational practices. In this sense, the significance of the research project delves into an area that is often neglected. Moreover, the finding of this study will contribute with meaningful information to the advancement of knowledge in the field of language teaching. By delving into students' perceptions, the study seeks to unearth insights that can inform and enrich pedagogical practices, offering a better understanding of the role of songs in pronunciation development. It also provides educators with a more complete tool kit for designing effective and engaging language learning experiences using English songs.

Ultimately, this study focuses on superior basic education students in a public institution in Loja during the 2023-2024 school year. Its scope includes exploring and investigating students' perceptions regarding English songs in pronunciation learning. On the other hand, this study faced some limitations that may affect the generalizability of the findings. For instance, the research was conducted with few interviewees in a single institution.

4. Theoretical framework

The theoretical framework presented below is grounded in the compilation and analysis of information gathered from diverse academic sources, including books, scientific articles, and theses. The first variable, “songs”, serves as the musical element that functions as a medium for artistic and communicative expression. The second variable, “pronunciation”, represents the phonetic and linguistic component crucial for comprehending and successfully communicating the meaning conveyed in the song lyrics.

4.1 English Songs

Songs refer to compositions that contain lyrics which are written in different languages and cover many genres of music. Music is produced in various regions of the world and consumed globally acting as one major art form used for artistic expression and communication. Koelsch (2019) indicates that “the term music refers to structured sounds that are produced by humans as a means of social interaction, expression, diversion, or evocation of emotion” (p. 407). Several topics with respect to this variable will be discussed, namely concepts of conceptualization, songs as authentic materials, songs as pronunciation resources, advantages of English songs, the importance of English songs, and strategies for using songs.

4.1.1 Conceptualizing English Songs

English songs are concise musical compositions usually accompanied by lyrics, conveying various messages. They often explore the thoughts and feelings of the listener, making them a form of literary expression (Milana & Ardi, 2021). In fact, English songs are an interesting combination of music and storytelling that offers a vibrant collection of experiences for those who interact with them. By listening to songs of different genres and backgrounds, listeners can better understand and appreciate other cultures. Likewise, Vishnevskaja & Zhou (2019) argue that English songs provide valuable insights into culture and identity by reflecting societal values and trends in the English-speaking globe. Because of the richness of the English language, composers are able to create narratives that retain distinctive cultural details.

Furthermore, Luo et al. (2022) explain that “English songs are a combination of music and simple language. In addition, they have a sense of rhythm. They have interesting subjects and are rich in meaning” (2022, p. 2). Clearly, songs in English are a reflection of an interesting blend between popular music and words commonly used by people when speaking the language that is usually not found in textbooks. Moreover, the rhythmic elements make the listening experience even more engaging. In addition, they can be easily downloaded and have interesting stuff about culture and things people do not always say directly. It makes them even more fun to enjoy (Su, 2022).

4.1.2 Authentic Materials

According to Umirova (2020) authentic materials are primarily crafted for native speakers, and they encompass any written or spoken content that is typically not created for the purpose of language instruction. Consequently, these resources are not inherently developed or tailored for instructing English, particularly to non-native speakers. They are fundamentally not intended for foreign learners.

Likewise, Rao (2019) agrees that authentic materials are made by native speakers and not specifically designed for teaching purposes. It offers them a valuable opportunity to enhance their overall learning skills. The author also highlights that by carefully selecting authentic materials that align with learners' needs and interests, teachers create a more engaging learning environment. This approach, extensively employed in English language classrooms, not only improves results but also allows learners to apply English in real-life situations, significantly advancing their language skills and facilitating communication beyond the classroom setting.

The use of such materials in the English language classroom can improve learning by encouraging students to participate, be creative and persevere. The characteristic of the authentic materials is that they are available everywhere and not only represented by books, articles or newspapers. They can be presented as leaflets, menus, films, songs, TV programs, etc (Набиева, 2023). Evidently, Authentic materials can be found in video, audio and printed formats. As these materials are widely available, they make learning English more interesting and practical for everyone.

4.1.3 Audio-Visual Aid Materials

In the current educational landscape, the incorporation of audio-visual resources into the teaching-learning process emerges as an invaluable tool for educators. According to Astina et al. (2020) today's teachers can greatly benefit from audio-visual aids in the teaching-learning process. Various audio-visual aids can enhance a teacher's explanation of sound creation, including pictures, realia, sound-color charts, and more. By employing these strategies, instructors aim to stimulate students' interest in practicing pronunciation and facilitate their comprehension of the subject matter. These aids not only enhance pronunciation practice but also stimulate student interest by providing a visual and auditory understanding of native English sounds.

Similarly, Dewi et al. (2023) explains that audio-visual aid materials are presented through technological devices. Besides, it is necessary the organization, setup, and application of tools and resources that use either sound, vision, or both for teaching. Computers, televisions, projectors, and cellphones are a few examples of these tools. To make learning more practical,

joyful, inspiring, meaningful, and vivid, teachers can use audio-visual aids or electronic media to help develop, correlate, and coordinate accurate concepts, interpretations, and appreciations.

4.1.4 Songs as Authentic Material

Songs represent a form of authentic listening material that educators can incorporate into their teaching. Siregar & Manurung (2020) states that songs are authentic material because they are created by people from their own experiences and perspectives. They can be used to understand the values, beliefs, and emotions of a particular group of people.

The use of such material is believed to create a comfortable classroom atmosphere, arouse students' curiosity, and provide a range of teaching methods that teachers can employ for various language and learning objectives. Nevertheless, instructors must select songs that are suitable for the students' knowledge level and background, and, above all, they must align with the curriculum's learning objectives (Tuanany, 2019).

4.1.5 Songs as a Pronunciation Resource

Wulandari (2021) asserts that songs emerge as a captivating and culturally enriching tool in the teaching-learning process of the English language, particularly for refining pronunciation in the classroom. Their versatility, offering a pleasant departure from conventional activities, allows students to voluntarily and joyfully imitate pronunciation and intonation inspired by their favorite artists, making the learning of English more engaging. Songs seamlessly adapt to various ages, genders, preferences, and skill levels, providing a fresh perspective on the language. Beyond effectively presenting educational topics, songs also highlight prosodic elements of language, enhancing intonation, rhythm, and stress. This unconventional approach not only adds interest to the teaching-learning process but also enhances students' pronunciation, vocabulary, and listening comprehension skills. Therefore, the use of songs proves to be an attractive and effective method for perfecting pronunciation, creating a more enjoyable and entertaining classroom environment.

4.1.6 Advantages of English Songs

Integrating songs into the EFL classroom serves as a dynamic and engaging approach to language acquisition. Beyond mere enjoyment, songs offer a multifaceted tool for language educators. For that reason, Haricha (2019) mentions some advantages of using this authentic material:

Exposure to natural language. Songs not only expose students to a variety of accents, intonations, and pronunciations but also provide authentic examples of fluency patterns that reflect real-life language use. This exposure to linguistic authenticity contributes to the development of more natural and effective communication skills. Students gain insights into

how the language is spoken in everyday situations, fostering a deeper understanding of its dynamic and fluid nature. Furthermore, exposure to the natural language through songs plays a crucial role in improving learners' pronunciation skills. The use of songs in pronunciation instruction can significantly improve learners' ability to articulate words correctly.

Enhanced comprehension. The richness of auditory stimuli in songs, ranging from fast and rhythmic lyrics to softer melodies, challenges students to understand the language in various forms. This not only expands their listening skills but also strengthens their ability to comprehend language in different contexts, such as informal conversations, artistic expressions, or narratives. Besides, songs are an effective way to improve comprehension skills, especially in the area of pronunciation. Listening to English songs allows learners to repeatedly hear correct pronunciation in an engaging and meaningful context. This repeated exposure helps reinforce proper articulation and intonation patterns, making it easier for learners to understand and reproduce these sounds in their own speech (Sadilah & Gaol, 2021).

Cultural awareness. Beyond offering a linguistic perspective, songs provide a rich cultural context. Through lyrics and music, students can explore customs, traditions, and values of the language's culture. This not only enhances language comprehension but also cultivates an appreciation for and respect towards cultural diversity. Songs offer insights into the social complexities and communal essence of the cultures where the language is spoken. Moreover, integrating songs into language learning improves pronunciation. Songs often contain cultural references and linguistic nuances that allow learners to better understand the cultural context of the language. This cultural immersion can deepen learners' understanding and appreciation of the language, making them more aware of the cultural complexities that influence pronunciation and usage (Ridhayatulla et al., 2020).

Motivation and engagement. Engaging with authentic, real-world audio content like songs can significantly boost student motivation and participation. Unlike conventional textbook drills and exercises, songs capture learners' interest and imagination, making the language learning process more enjoyable. The emotional appeal of songs serves as a powerful motivator, encouraging students to actively participate in the learning experience. Likewise, they state that the emotional connection learners establish with English songs can also improve their retention and recall of correct pronunciation patterns.

Language immersion. Language immersion means that students are placed in an environment in which they must use and interact in a foreign language for a significant part of their educational day or curriculum. It is based on the premise that learning a language in context, surrounded by its natural use in social and cultural settings, accelerates language

acquisition and fluency. Music and songs are particularly effective for language immersion because they involve repetition and mimicking. This immersion also helps pronunciation learning because it combines listening and imitation, which makes pronunciation acquisition more attractive (Rorintulus & Wuntu, 2023).

Evidently, integrating songs into the classroom structure brings forth a multitude of advantages. Beyond that, songs directly tackle common learner errors and promote extensive and intensive listening. Additionally, they serve as catalysts for discussions on attitudes and emotions, foster creativity, and imagination, create a relaxed classroom atmosphere, and inject both variety and enjoyment into the learning process (Afriyuninda & Oktaviani, 2021).

4.1.7 Relationship Between Songs and Pronunciation

As Shen (2009) states, songs and pronunciation are related since the learner can realize the phonation of a word by listening to how the singer phonates it and, thus, try to imitate the pronunciation. Besides, the singer plays an important role in songs because it is the closest pronunciation to that of a native speaker, especially in countries where English is not a native language and learners can learn the diverse linguistic aspects contained in the songs.

Songs, having a natural rhythm and accentuation patterns similar, specifically in English, are effective for pronunciation. Songs provide authentic, rhythmic examples of language and are especially beneficial for the development of sounds, words, and connected speech. In terms of sounds, they provide repetitions of similar and accessible sounds, allowing learners to become familiar with different accents and dialects of English. In addition, the songs, especially the choruses, provide examples of how complete sentences are pronounced. In fact, when learners listen to songs, they indirectly improve their pronunciation (Ebong & Sabbadin, 2011, as cited in García, 2020).

Effective pronunciation is indispensable for clear communication, as even accurate grammar and vocabulary usage may fall short if vowel and consonant sounds, along with intonation, linking, rhythm, and stress, are not articulated precisely. Mispronunciations can lead to misunderstandings, hindering the comprehension of the intended message and resulting in communication breakdowns that contribute to learner frustration. In this context, song lyrics emerge as valuable resources for honing pronunciation skills due to their close association with rhythm. Songs provide an ideal setting for practicing various pronunciation aspects, including connected speech features and sounds” (Asmaradhani, et al, 2018).

4.1.8 Importance of English Songs in EFL Classroom

Music has proven to have a positive impact on education. Bokiev et al. (2018) claims that “music can be used for educational purposes, especially in language teaching” (p. 316).

Using songs in the classroom is a perfect tool for teaching various aspects of language, one of them is pronunciation.

Erkinova (2023) declares that the incorporation of songs in the English as a Foreign Language classroom is invaluable. Music, being a universal language, taps into emotions, influencing feelings through tempo and rhythm. In the classroom, songs prove to be a potent tool, enhancing listening, pronunciation, and vocabulary skills. Children's cognitive development thrives through music, fostering language appreciation. Beyond academics, singing promotes social and emotional growth, fostering collaboration and emotional expression. Additionally, music positively impacts mental health, reducing stress and anxiety. Creating a positive learning atmosphere through music mitigates the affective filter, enhancing EFL learners' performance across linguistic areas. In essence, integrating music into the EFL classroom enriches language acquisition and contributes to holistic cognitive, emotional, and social development.

4.1.9 Strategies Using Songs

To incorporate songs into English language teaching, it is essential to employ effective strategies. Songs are a fun and engaging way to teach English to learners of all ages. They can help learners to improve their listening, speaking, reading, and writing skills. Kumar et al. (2022) recognize several strategies for teaching English using songs:

Choose the right songs. When choosing songs to use in classroom, teachers should consider the following factors.

- Make sure the songs are at an appropriate level for your learners.
- Choose songs that are related to the topic of the lesson.
- Choose songs that your learners will find interesting.

Play the songs for the learners. Teachers initiate the process introducing the song and highlighting key vocabulary that equips students with the tools to better understand the lyrics. Predictive activities encourage them to make informed guesses about the song's meaning, promoting active listening. As the song plays, teachers guide students through diverse listening activities, focusing on aspects such as pronunciation, rhythm, or specific vocabulary. Visual resources, such as lyrics or music videos, support comprehension and cater to various learning styles. After listening, teachers assess comprehension, encourage participation in interpreting the song to reinforce pronunciation, and conduct creative activities to deeper understanding.

Have the learners sing along. It proves to be a great tool for building confidence, making the learning experience enjoyable, and enhancing overall language proficiency. Additionally, starting with uncomplicated songs featuring repetitive choruses or predictable

patterns helps alleviate anxiety, fostering a sense of comfort among learners. Moreover, allowing students to choose their level of involvement accommodates diverse preferences, from quiet humming to enthusiastic vocalization. In addition, to infuse fun and engagement, incorporating movement and gestures transforms singing into an entertaining learning activity. Furthermore, the emphasis on creative expression ensures that students are not merely reciting words but are actively unlocking new language skills while fostering a genuine appreciation for the language.

Do activities related to the songs. By selecting songs aligned with students' proficiency levels and relevant to the lesson's theme, educators unlock benefits ranging from enhanced vocabulary and grammar acquisition through contextual lyrics to improved listening comprehension as students engage with the song repeatedly. The strategy encompasses diverse activities, including comprehension exercises, vocabulary identification, grammatical analysis, and both oral and written expression tasks, such as singing, recitation, and summarizing. The success of this approach lies in meticulous song selection, ensuring clarity in lyrics, and an enjoyable musical appeal, thus creating a dynamic and engaging language-learning experience for students.

Create a positive learning environment. Songs serve as dynamic tools, infusing excitement, and engagement into lessons by introducing or revisiting concepts in a lively manner. The inherent joy of music captures students' attention, fostering motivation throughout the learning process. Moreover, integrating songs promotes active participation and interaction, encouraging students to speak, sing, and move. This collaborative approach creates an interactive learning environment, enhancing the overall educational experience.

4.2 Pronunciation

4.2.1 Conceptualizing pronunciation

According to Kobilova (2022), correct pronunciation is defined as the accurate reproduction of linguistic sounds, ensuring that the intended message is conveyed effortlessly. The author also mentions that pronunciation is related to how a word sounds. If the pronunciation is altered, the meaning can also change. Therefore, it is about creating sounds that convey meaning when speak. It involves focusing on segmental and suprasegmental aspects, as well as the specific sounds in a language, projecting the voice, and considering gestures and expressions closely related to how a language is spoken.

Moreover, Carter & Nunan (2001) mention that pronunciation involves the production and perception of the meaningful sounds of a particular language to achieve meaning in contexts of language use. In the same line, Ariyanti et al. (2022) argue that pronunciation is the basis of

spoken language since it shows how a language sounds. This aspect is crucial, as it influences the effectiveness of communication.

Pronunciation consists of correctly pronouncing the letter sounds in words and making sure that the intonation on the syllables is correct. It encompasses the skill of employing proper stress, rhythm, and intonation when vocalizing words. Furthermore, pronunciation entails the act of generating speech sounds, encompassing elements, such as articulation, stress, and intonation, in relation to an established standard of accuracy or acceptability. That is why pronunciation is a vital part of English because there are differences between the symbol and its sounds (Mulatsih, 2015).

Furthermore, Fazee (2020) mentions that for intelligible communication, it is not enough to use correct grammar and an extensive vocabulary. It is also essential to maintain a tone that is understandable (p. 53). The author points out that learners with competent pronunciation can successfully convey their intended messages, despite possible errors in other linguistic areas. This assertion is based on the recognition that articulate and accurate pronunciation contributes significantly to the overall intelligibility of speech. Furthermore, the author argues that even when grammatically correct language is used, inadequate pronunciation creates a barrier to effective communication.

5.2.2. Importance of pronunciation in the learning process

Ávila (2023) argues that “pronunciation is considered an important part of learning and expressing English due to the production of sounds that can affect meaning” (p. 8). The author also stresses that pronunciation is a crucial part of language learning because of its direct impact on the interpretation of meaning through the production of specific sounds. That is why when speaking and pronouncing words, pronunciation is more about consistency. Consistent pronunciation not only promotes coherent and understandable delivery, but it also contributes to the overall fluency of speech. This emphasis is essential for learners who aim to establish a solid foundation in the language, since it ensures a fluent and effective communication process.

The significance of teaching pronunciation in the English language is clear. Pronunciation is recognized as the most important aspect of communication. Furthermore, pronunciation can be seen as the main cause of problems from the point of view of the intelligibility of the language. Nevertheless, if mispronounced, even the easiest words prevent the speaker from communicating effectively in English. Effective teaching of pronunciation in the learning process gives learners the possibility to choose how to express themselves and to take pleasure in exchanging ideas (Kissova, 2019). Pronunciation is generally the first thing that people notice in any language speaker or learner. “Though pronunciation is an important

sub-skill of any language, its teaching is partially neglected in the whole language teaching process to a great extent” (p. 52). Hence, to improve EFL learners’ English articulation skills, teachers should incorporate activities in lessons that develop a view of pronunciation as a crucial and integral part of communication (Fazee, 2020).

Likewise, pronunciation plays a key role in enabling learners to understand what native speakers say. According to Yudar et al. (2020), when learners pronounce words accurately, their interaction with native English speakers improves because it is easier for them to understand what they are saying. However, pronunciation is a common challenge for learners who are learning English, and they are frequently unaware that they are deficient in English pronunciation. The authors affirm that it is necessary to address this lack of awareness in classrooms in order to help learners to strengthen their speaking skills. As a result, increase their ability to participate effectively in conversations, even if they need to talk to native English speakers.

Learning how to pronounce is of great importance in order to succeed in oral communication. Pronunciation plays a vital role in expressing thoughts and ideas in English. It is for that reason that the message should be conveyed in a proper and intoned way. Besides, good pronunciation helps to increase self-confidence when speaking in front of a large number of people. The correlation between articulate pronunciation and increased self-confidence underscores the fundamental role in facilitating verbal expression and fluency. Therefore, it is becoming increasingly clear that pronunciation should not be underestimated. It must be a priority in learning English (Disha, 2018).

4.2.3 Factors that affect pronunciation

Pronunciation of a foreign or second language can be a challenge for learners because there are various factors that affect the learning process and cause learners to make mistakes. Some authors identify these factors as follows:

Native Language Interference. According to Na’ama (2011) cited in Adila & Refnaldi (2019) the mother tongue aspect is one of the biggest problems encountered by learners. This linguistic interference is derived from the fact that learners often find some sounds in the target language that do not exist in their mother tongue. This aspect, especially evident in segmental elements such as English consonants, can lead to a sense of confusion among learners.

Instruction of teachers. Likewise, another aspect affecting teaching and learning pronunciation is teachers. Astuti (2018) emphasizes that if the teacher mispronounces or explains incorrectly, students will also speak with incorrect pronunciation. Nevertheless, teachers serve as linguistic role models whose own accuracy in pronunciation influences

students' spoken language proficiency. The author argues that any mispronunciation mistakes or inaccuracies in the teacher's articulation and explanations can result in learners adopting wrong pronunciation patterns. In this sense, teachers should put special emphasis on correct pronunciation as a crucial aspect of language teaching.

Exposure. Plailek & Essien (2021) highlight a major challenge faced by EFL learners, emphasizing their limited use of language to specific occasions and purposes. Unlike students who are immersed in English-speaking environments, EFL learners often lack opportunities to take part in a conversation. This limitation is due to the limited social roles of English as a foreign language learner, which significantly reduces their ability to use and interact with English in everyday situations. This lack of regular exposure hinders their ability to acquire the language naturally, highlighting the need for more opportunities to practice pronunciation.

Innate phonetic ability. Tambunsaribu & Simatupang (2021) mention innate phonetic ability, highlighting its crucial role in adapting to the phonetic transcription. The authors highlight it as a factor influencing pronunciation learning because while some individuals excel in this area, others have difficulties when using phonetic transcription. The challenge is to accurately pronounce English words based on their phonetic symbols, and many students have difficulty retaining these symbols. As a result, they often substitute unfamiliar sounds for more familiar ones, which hinders their linguistic accuracy.

Curriculum. Furthermore, pronunciation is a neglected part of language teaching because it is not properly incorporated into the curriculum or has a limited number of teaching hours. Consequently, concentrating on the target language is difficult when class time is limited. This shortcoming poses a significant challenge, as the limited class time available makes it difficult to focus on mastering pronunciation. Likewise, teachers face difficulties in implementing and teaching all English skills in one class. Therefore, students who want to improve and practice their pronunciation skills need to develop their learning autonomy, but the fact is that they do not practice at home (Mahdi & Al Khateeb, 2019).

4.2.4 Phonetics

Taladngoen & Palawatwichai (2020) states that phonetics is defined as the study of speech sounds produced by humans in a broad sense. English phonetics delves into the production of consonant and vowel sounds in English, focusing on the production, transmission, and perception of human speech sounds. Furthermore, it is concerned with the categorization and description of sounds.

As Omolara (2011) states that phonetics scientifically explores the variety of speech sounds present in a language. It delves into how these sounds are generated and recognized,

along with their acoustic characteristics. In addition, the author emphasizes that phonetics describes the different ways in which sounds are produced, providing an exhaustive analysis of the exact points of the vocal tract where articulation occurs. Phonetics focuses on examining the physiological processes involved in the production of the different sounds that exist.

4.2.5 Phonology

According to Taladngoen & Palawatwichai (2020) phonology focuses on the sound system of the language and is concerned with the combination of individual sounds to form a larger unit under a set of rules. Therefore, English phonology is centered on the sound system of the English language and the way English consonantal and vowel phonemes cooperate to form larger units such as syllables, words, phrases, and sentences. These phonemes are represented by symbols in the International Phonetic Alphabet (IPA).

Furthermore, phonology focuses on the patterns, rules, and the way sounds are articulated within words. It is intended to analyze and establish a system of relevant sound distinctions by detailing the behavior of these components in actual spoken language. Through the classification of a broad set of sounds, phonology asks what role they play in communication and how these sounds can be combined to form words. In fact, phonology not only describes sounds, but also explores their interaction and combination in linguistic structure (Lorenz, 2012).

4.2.6 Elements of Pronunciation

Muzdalifah et al. (2022) elucidates the integral constituents of linguistic analysis, asserting that the segmental dimension encompasses consonants, vocals, and diphthongs. Concurrently, the suprasegmental dimension, as explicated by the authors, encompasses stress, intonation, and rhythm. This detailed classification highlights how these elements impact language structure and their significance in everyday communication.

Segmental. Vowels, consonants, and diphthongs are fundamental elements in the phonetic structure of words, playing distinctive roles in oral expression. In this sense, Qonita et al. (2023) define them as follows.

- *Vowels.* They are characterized by the absence of obstructions in the vocal tract during their production. These sounds not only form the basis of syllables but also contribute expressiveness and intonation to communication, being vital for conveying emotions and linguistic nuances.
- *Consonants.* They involve obstructions in the airflow when pronounced. These sounds act as the “structures” that shape words, providing the necessary structure and contour

to distinguish one word from another. In examples like “cat,” the consonants /k/ and /t/ are crucial for defining and differentiating the word from similar ones.

- *Diphthongs*. Represented by combinations of two vowels, they introduce additional complexity in pronunciation. These combinations, by merging two sounds into a single unit, contribute to the phonetic richness of the language, offering a variety of ways to express words and concepts. A profound understanding of these categories not only facilitates clear and precise pronunciation but also enriches the ability to interpret the communicative intent behind words. It also allows an appreciation of the diversity and complexity of language, as each sound plays a specific role in constructing and conveying meaning.

A resource that allows us to represent all of these sounds universally is the International Phonetic Alphabet (IPA). It provides a set of symbols, each corresponding to a specific sound, making it a great tool for linguists, language learners, and those interested in the intricate details of pronunciation. The phonemic chart is presented below in table 1.

Table 1

IPA transcription symbols

<i>i:</i> <i>fleece</i>	<i>ɪ</i> <i>kit</i>	<i>ʊ</i> <i>foot</i>	<i>u:</i> <i>goose</i>	<i>oʊ</i> <i>goat</i>	<i>eɪ</i> <i>face</i>	<i>ɪə</i> <i>near</i>	<i>ɚ</i> <i>letter</i>
<i>ɛ</i> <i>dress</i>	<i>ə</i> <i>ago</i>	<i>ɜ:</i> <i>nurse</i>	<i>ɔ:</i> <i>thought</i>	<i>əʊ</i> <i>goat</i>	<i>ɔɪ</i> <i>choice</i>	<i>ʊə</i> <i>cure</i>	<i>ɝ:</i> <i>nurse</i>
<i>æ</i> <i>trap</i>	<i>ʌ</i> <i>strut</i>	<i>a:</i> <i>palm</i>	<i>ɒ</i> <i>lot</i>	<i>aʊ</i> <i>mouth</i>	<i>aɪ</i> <i>price</i>	<i>ɛə</i> <i>square</i>	
<i>p</i> <i>pen</i>	<i>b</i> <i>back</i>	<i>t</i> <i>tea</i>	<i>d</i> <i>day</i>	<i>tʃ</i> <i>church</i>	<i>dʒ</i> <i>age</i>	<i>k</i> <i>key</i>	<i>g</i> <i>get</i>
<i>f</i> <i>fine</i>	<i>v</i> <i>move</i>	<i>θ</i> <i>thing</i>	<i>ð</i> <i>this</i>	<i>s</i> <i>soon</i>	<i>z</i> <i>zero</i>	<i>ʃ</i> <i>ship</i>	<i>ʒ</i> <i>vision</i>
<i>m</i> <i>more</i>	<i>n</i> <i>nice</i>	<i>ŋ</i> <i>long</i>	<i>h</i> <i>hot</i>	<i>l</i> <i>light</i>	<i>r</i> <i>road</i>	<i>w</i> <i>wet</i>	<i>j</i> <i>yes</i>

Note. Overview of IPA symbols. Obtained from Basics of Phonetics and English Phonology (Lorenz, 2012).

Suprasegmental. According to Zechner & Evanini (2019) the significance of suprasegmental elements, such as stress, intonation, and rhythm, in oral communication is crucial for effective understanding of speech. The author describes them as follows:

- *Stress*. The way we emphasize, or stress specific parts of words and sentences is really important for communication. Stressing certain syllables in words and words in sentences helps convey information effectively. is the prominence given to a syllable in a word or phrase. It can be determined by a number of factors, including pitch, duration, and intensity. Stress is important for conveying meaning in a language, as it can help to

distinguish between words that sound similar. The difference in stress helps to distinguish between two words, which have different meanings.

- *Rhythm*. Lexical stress refers to the distribution of stressed and unstressed syllables within a word or sequence of words. It can be determined by the number of syllables, the placement of stress, and the duration of syllables. Rhythm is important for conveying meaning in a language, as it can help to create a sense of flow and emphasis. For example, the sentence "The cat sat on the mat" has a regular rhythm, with four stressed syllables and four unstressed syllables. The rhythm of this sentence helps to create a sense of calm and regularity.
- *Intonation*. It is the pattern of pitch changes in a word or phrase. It can be determined by the pitch of the voice, the duration of syllables, and the placement of stress. Intonation is important for conveying meaning in a language, as it can help to express emotions, convey questions, and indicate the end of a sentence. A rising intonation can be used to ask a question, while a falling intonation can be used to make a statement.

4.3 Previous studies

Saleh & Salha (2022) examined the perceptions on the use of song in teaching English pronunciation. They observed that teaching pronunciation is one of the difficulties faced by non-native speakers and new methods of teaching pronunciation need to be adopted. The participants involved were seven Libyan teachers and ten students. Therefore, it is aimed to explore both teachers' and students' perceptions about the use of songs to teach English pronunciation. Besides, a structured interview was employed, and the data was analyzed thematically. The main finding showed that they both approved the use of songs to teach and learn English pronunciation, as they found it a dynamic way to make the class more interesting and active. The research recommended for future studies investigates the correlation between the use of songs and the improvement of students' level in pronunciation, and in the other linguistic components.

Another study implemented by Bsharat et al. (2021) carried out a mixed method (qualitative and quantitative), using questionnaires and interviews as data collection instruments. The authors analyzed the influence of educational songs on EFL students' achievement from their teachers' perspectives. The target population was 38 English language teachers. The research focused on examining the impact of incorporating educational songs and music on the increase of EFL students' performance, specifically targeting vocabulary and pronunciation skills. The results show that music and educational songs are not regularly used to develop learners' language skills. Similarly, teachers believe that songs offer a number of

opportunities to practice vocabulary and have a positive impact on students when practicing pronunciation.

The research study by Boukhalifa (2023) examined students' perspectives on integrating English songs to improve speaking skills. The researcher observed that many students have difficulties in speaking, mainly due to poor practice and motivation to use English in everyday conversations. For that reason, the study aimed to explore the impact of English songs on improving speaking, specifically focusing on how they perceive it. The sample was 60 sophomore students. Therefore, a quantitative study was applied, using questionnaires as the data collection instrument. Finally, as a result of the research, the integration of English songs in oral practices holds great importance in acquiring the target language as it provides learners with a unique opportunity to freely express themselves. The researcher also recommended further research and exploration of innovative teaching approaches involving music and language learning that can continue to improve language teaching and contribute to students' overall language proficiency.

Atılır & Su-Bergil (2020) conducted a quantitative method regarding the reflections of teachers about the results of employing songs on pronunciation. A total of 167 English teachers participated. Besides, they used a quantitative method. The researcher observed that teachers tend to use songs only to teach vocabulary of a specific topic, such as numbers, parts of the body, etc. Nevertheless, this research seeks English teachers' views about their attitude toward searching and/or adapting songs, the extent to which they use songs to teach pronunciation, and the effectiveness of songs in the classroom. Therefore, the researcher applied questionnaires to collect data. Consequently, the results showed that they had positive attitudes on all aspects of the use of songs in the classes. However, it was not reliable data to conclude to what extent the use of songs impacted their pronunciation. Future research could implement this study by observing the development of students' pronunciation with the help of songs or study any other innovative method to develop pronunciation.

Another article was authored by Hayashi (2019) who explored the relation between English pronunciation and musical training. Due to the limited number of studies exploring this topic, the author aimed to explore students' performance in English pronunciation using phonetic classifications produced by a web application and English proficiency in pronunciation. Hence, the participants were 26 EFL college students from Japan. To collect relevant data, a questionnaire was implemented. Consequently, the main findings show the varying level of phonology in music learners of English as a foreign language does not correlate with formal musical training, whereas higher language proficiency does positively influence

English pronunciation. For future research it was recommended to use a larger number of participants or to use other individual variables such as language proficiency, motivation, or strategy use.

The quantitative study done by Kadir (2021) focused on the effectiveness of English songs in improving the pronunciation of simple vowels in EFL learners. The researcher set as an objective of the research to find out whether English songs are effective in teaching English to improve students' pronunciation due to the difficulties they have to be understood correctly when communicating. The participants were seventh graders divided in two groups (experimental and control group). Additionally, the data collection implemented were pre-test and post-test. After the tests, the results showed that English songs had a positive effect and are a useful method for teachers to use to improve students' pronunciation, specifically in single vowels.

5. Methodology

The methodology presented below provides a detailed overview of the setting, participants, procedures, methods, research design, a detailed explanation of data collection sources and techniques, and the data analysis conducted in this research project.

5.1 Setting and Participants

The present research project was carried out at a public institution in the city of Loja Ecuador which is located at latitude -4.00336° and longitude $-79,20197^{\circ}$, during the 2023-2024 school year. The participants involved were the researcher and a group of students, who were selected by convenience sampling in which the participants were chosen based on their accessibility (Bhardwaj, 2019). The sample was obtained from a group of tenth grade students, which according to the National Curriculum, they had a A2.1 level of English language proficiency (Ministerio de Educación, 2016). The participants comprised a total of sixty-six students divided into thirty-two males and thirty-four females. In addition, it was necessary to provide informed consents (See Annex 1) signed by the legal representatives to authorize the application of the different instruments since the students are underage. Likewise, all the participants received a code to protect their privacy.

5.2 Procedure

5.3 Method

The research project was developed by implementing a mixed method. Creswell (2012), defines a mixed method as one that involves both quantitative and qualitative methods. Furthermore, it is a procedure that seeks to collect, analyze and “blend” the two methods to understand a research problem. This combination facilitates a clear comprehension of the research problem and research question than either a method alone.

5.3.1 Research design

The research model used was an explanatory sequential design. The explanatory sequential design is a mixed-method design that involves a two-phase process aimed at gaining a more comprehensive understanding of a research problem. This design focuses first on quantitative data collection and then moves into qualitative data collection to establish a general understanding. The purpose of this sequence is to more deeply explore quantitative findings (Ivankova & Creswell, 2009). Therefore, this research model required the selection of methods and instruments appropriate to the case.

5.3.2 Data Collection Sources and Techniques

The researcher applied two different techniques to gather data. Qualitative and quantitative data were collected from interviews and questionnaires respectively to get and analyze information about the students' perceptions.

The questionnaire (see Annex 2) was used as a survey technique. According to Creswell (2012) in a questionnaire, participants fill out and return it to the researcher, answering questions in which they provide necessary information for the study. This instrument included close ended questions about the phenomena under study by using categories defined in advance by the researcher. Furthermore, the Likert Scale was employed as a rating scale, enabling participants to express their level of agreement or disagreement about the point of view expressed in the statement (Sadan, 2017).

Additionally, a semi-structured interview (see Annex 3) was implemented as instrument. Hadrian et al. (2017) states that the semi-structured interview seeks to explore the topic to be investigated. In addition, they add that predetermined questions are asked, focusing on a central theme to establish a general structure. They argue that it allows the researcher to delve deeper for a discovery since it is flexible and allows new questions to be asked during the interview. It also provides the opportunity to follow different thematic directions as the conversation unfolds. This technique allowed the researcher a deeper exploration and gain reliable qualitative data of students' perspectives about English songs.

5.4 Data Analysis

Based on Croker (2009) data analysis involves comprehending the data collected and organizing them into groups or categories to prepare for their interpretation. Therefore, questionnaires and semi-structured interviews were applied sequentially. The initial phase involved a quantitative measurement to analyze quantitative data gathered from questionnaires. Mvududu & Shannon (2023), describe descriptive statistics as methods that help the researcher organize and summarize basic information about the variables of interest obtained in the research. The researcher can see patterns and possible relationships between variables. This was intended to go deeper and identify the benefits the students perceive about English songs for improving their pronunciation skills. Then, the data was illustrated in tables adapted to the Likert Scale to show the central tendency.

Subsequently, the research applied a thematic analysis to interpret the data obtained from the semi-structured interviews. This data analysis method involves systematically organizing textual data into meaningful themes that capture shared concepts, enabling a more profound comprehension of the inherent messages within the data. This analytical approach

seeks to identify explicit or implicit patterns, ultimately enhancing the understanding of the phenomenon being investigated (Hsieh & Shannon, 2005). Once the semi-structured interviews were transcribed and coded, they were thematically analyzed to discover the barriers that affect learning pronunciation aid with the use of English songs.

6. Results

The present section shows the results obtained from the questionnaires and semi-structured interviews. These data collection instruments were used to explore the students' perceptions about the use of English songs in learning pronunciation. The results are presented in figures and tables, accompanied by an analysis that explains the data in a descriptive and qualitative manner respectively. The analysis of each instrument was aligned with the research objective and its sub-question.

6.1 Questionnaire results

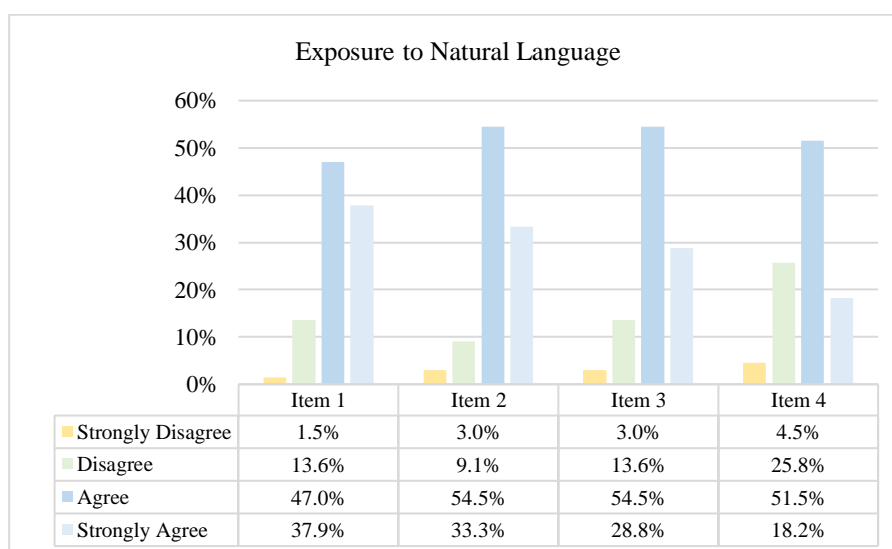
The researcher applied a questionnaire consisted of closed-ended questions, organized in predefined categories, and employed a Likert Scale to capture the participants' levels of agreement or disagreement about various statements.

Objective 1: To identify the benefits perceived by students regarding the use of English songs to improve their pronunciation skills.

Sub-question 1: What benefits do students perceive regarding the use of English songs to improve their pronunciation skills?

Figure 1

Exposure to Natural Language



Note.

Item 1: Listening to English songs has increased my exposure to natural English language usage.

Item 2: Through English songs, I encounter a variety of accents and dialects, enriching my understanding of English pronunciation.

Item 3: English songs provide me with real-life contexts that help me grasp the natural flow of the English language.

Item 4: The pronunciation in English songs mirrors everyday conversation, aiding in my pronunciation skills.

The figure 1 illustrates the levels of agreement and disagreement among students regarding their exposure to natural language through English songs. For statement 1, a

significant part of respondents considers effective that listening to English songs has increased their exposure to natural English language usage. Specifically, a total of 84.99% of respondents agree, indicating a high level of consensus on the positive impact of English songs. Furthermore, only a small proportion of respondents disagree (15.1%), suggesting that the exposure provided by English songs is generally perceived as beneficial by the majority.

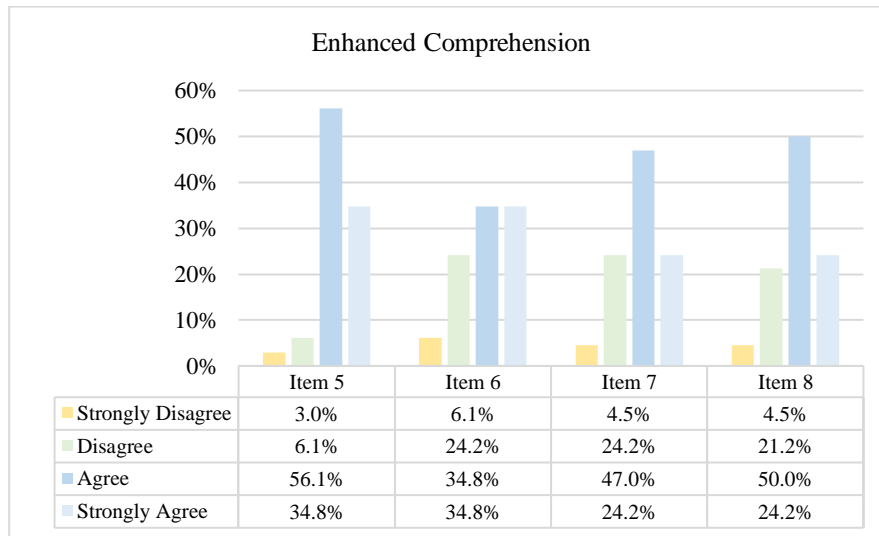
Similarly, as shown in the figure, 87.8% of respondents agree that English songs help them encounter a variety of accents and dialects, thus enriching their understanding of English pronunciation. This combined a total indicates a strong recognition of the benefits of English songs in this regard. In contrast, only 12.1% of respondents disagree, underscoring the widespread appreciation for the exposure to different accents and dialects that English songs provide.

Similarly, it is notable that students agree that English songs provide learners with real contexts that help them grasp the natural flow of the English language. As the data shows, a total of 83.3% of the students agree that songs provide contextual learning opportunities. This suggests that the conversational elements of song lyrics are valuable for understanding practical language use. The overall positive response highlights the important role of songs in facilitating contextual understanding of language, which is crucial for effective communication. However, 16.6% of students disagreed, indicating some variability in experiences.

Furthermore, statement 4 shows that more than half of the respondents agree (69.7%) that the pronunciation of English songs mirrors everyday conversation, which aids their pronunciation skills. Conversely, the proportion of respondents who disagree (30.3%) is a bit higher on this statement. This variability suggests that a notable minority may not consider English songs as effective for practicing pronunciation as for other aspects of language learning. In general, positive responses indicate that songs are considered a beneficial tool for practicing pronunciation.

Figure 2

Enhanced Comprehension



Note.

Item 5: English songs have helped me better understand the pronunciation of commonly used words.

Item 6: My ability to distinguish and reproduce different English sounds has improved through listening to English songs.

Item 7: The repetition of lyrics in English songs has enhanced my comprehension and retention of English pronunciation patterns.

Item 8: Listening to English songs has made complex or challenging words easier for me to pronounce and remember.

The figure 2 depicts the participants' insights regarding the influence of English songs on their enhanced comprehension. The first statement indicates a total of 90.95% of participants agreeing that English songs have helped them better understand the pronunciation of commonly used word. Therefore, it shows that a significant portion of students feel positively about the impact of English songs. Besides, a total of 9.1% of students disagree, suggesting that the negative perception is relatively minor.

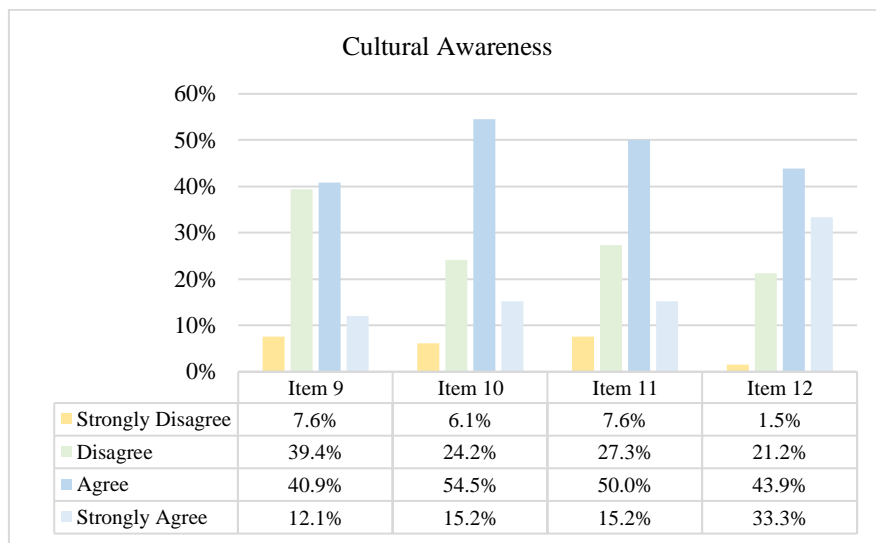
As can be seen in the following statement, 69.6% of the participants agree that their ability to distinguish and reproduce different English sounds has improved thanks to listening to English songs. Despite this total of positive responses, a remarkable 30,3% of respondents disagree, indicating that almost a third of the respondents do not perceive a significant improvement in their ability to reproduce sounds through this method.

Furthermore, a significant portion of respondents, 71.2%, agree that this method is especially beneficial, reflecting a strong belief in the effectiveness of lyrical repetition for pronunciation retention. However, 28.7% of the participants disagree, indicating that some respondents do not believe that English lyric repetition improves their comprehension and retention of English pronunciation patterns. This contrast highlights that although many find effective this method, a notable minority do not share the same perspective.

Likewise, regarding the complexity and pronunciation of challenging words, 74.2% of participants agree that listening to English songs has made words easier to pronounce and remember. This combined total highlights a significant perceived benefit. Conversely, 25.7% of students disagree, revealing that a minority of participants do not share this positive view. Overall, the data reflects a general agreement, showing a favorable perception of using English songs to enhance pronunciation.

Figure 3

Cultural Awareness



Note.

Item 9: English songs have helped me to increase my cultural knowledge, improving simultaneously my pronunciation of cultural expressions and idioms.

Item 10: The cultural diversity in songs has broadened my understanding of how pronunciation varies across different English-speaking communities.

Item 11: Songs have introduced me to slangs and colloquial expressions used in English, helping me sound more natural when I speak and pronounce.

Item 12: English songs have helped me understand the correct tone behind words, improving how naturally I need to use them.

The figure 3 reflects participants’ responses regarding the impact of English songs on their cultural knowledge and pronunciation. The trends indicates that the overwhelming majority of respondents, 53%, agree that English songs have helped them increase their cultural knowledge and improve their pronunciation of cultural expressions and idioms. However, a total 47% show disagreement, indicating a notable division in perceptions. The near equality in responses indicates a notable divide in perceptions. While slightly more than half of the respondents consider English songs to be beneficial for cultural understanding, a considerable minority do not share this view.

Besides, in terms of understanding cultural diversity through English music, more than half of the participants (69.7%) agree that it has broadened their understanding of pronunciation variations in different English-speaking communities. Conversely, a total of 30.3% of students

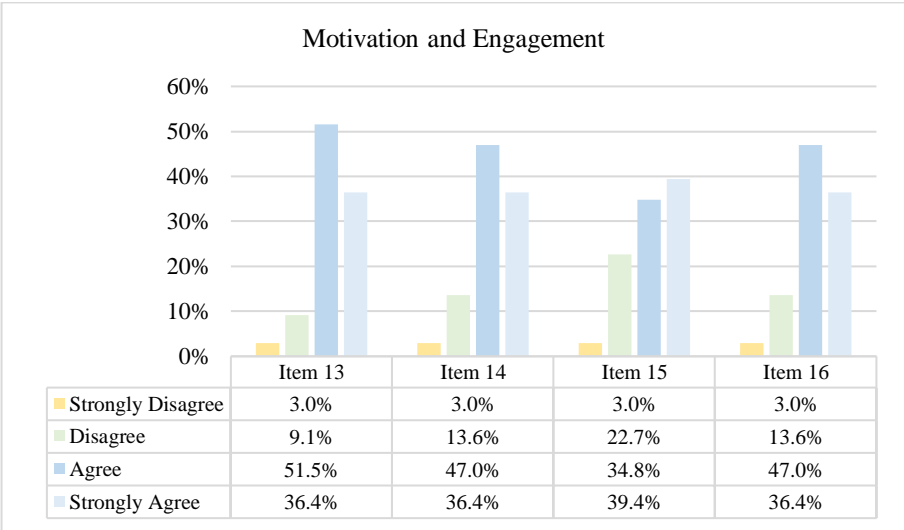
disagree. This disparity indicates varied experiences among students in recognizing pronunciation differences influenced by cultural diversity in English music.

Regarding the introduction to slang and colloquial expressions, the figure illustrates a 65.2% of participants agree that English songs have helped them sound more natural when speaking and pronouncing. This total of shows that a significant portion of students feel positively about the impact of English songs. In contrast, 34.9% disagree, showing that while a majority appreciate the exposure to colloquial language, a considerable minority does not find it as effective. This contrast suggests that while the majority recognize the value of learning slang and colloquial expressions through songs, some participants do not find this method effective for enhancing their natural speech patterns.

Moreover, a significant portion of students (77.2%) agree that English songs have helped them understand the correct tone of words, thus improving their natural usage. On the contrary, 22.7% disagreed, indicating that most participants recognize a substantial benefit in using songs to pick up tonal nuances in English. This disparity suggests a strong overall positive impact, with a small portion of participants considering this method ineffective.

Figure 4

Motivation and Engagement



Note.

- Item 13: Listening to English songs motivates me to practice and improve my English pronunciation.*
- Item 14: I am more engaged in learning English pronunciation because of the enjoyable experience of listening to English songs.*
- Item 15: The challenge of understanding and mimicking the pronunciation in English songs has increased my interest in learning English.*
- Item 16: Songs in English make the process of learning pronunciation more enjoyable, reducing the stress of making mistakes.*

The figure 4 illustrates the participants' insights about the influence of English songs on their motivation and engagement to practice their pronunciation. Regarding the statement 13, listening to English songs motivates practice and improve pronunciation, a total of 87.9% of the participants agree, reflecting that a substantial majority consider English songs to be a motivating factor in their language learning. Furthermore, only a small percentage, 12.1%, disagree, suggesting limited negative perception.

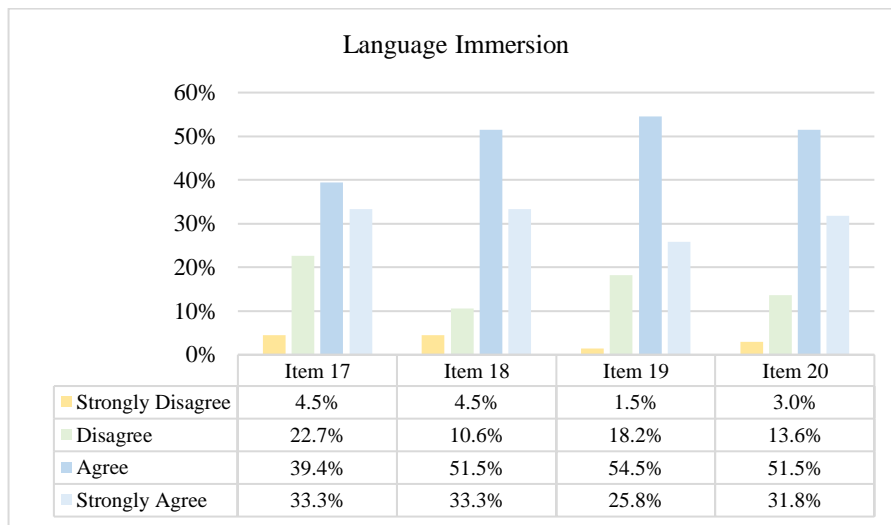
As can be seen, the statement related to engagement in learning English pronunciation due to the enjoyable experience of listening to English songs, a significant portion of 83.4% of the participants agree and showing significant positive responses. This result considers the experience to be attractive and enjoyable for students. In contrast, 16.6% of students disagree, which indicates that a significant portion of participants find the experience enjoyable and engaging, a smaller percentage do not share this view.

Furthermore, it is noticing that students feel that the challenge of understanding and imitating the pronunciation of English songs has increased their interest in learning English. A combined agreement of 74.2%, shows that students perceive this challenge as positive. Conversely, 25.7% of respondents disagree, which shows that, although the majority find this challenge attractive, a considerable minority do not perceive it as a motivating factor.

Finally, the responses about that English songs make the pronunciation learning process more enjoyable and reduce the stress of making mistakes, shows an 83.4% of the participants agreeing, pointing to a strong positive impact on the reduction of anxiety and increased enjoyment. However, a total of 16.6% disagree, showing that a small portion of respondents do not consider songs to be as effective in relieving stress and making learning enjoyable. In general, the data reflect a broadly favorable view of the use of English songs to increase motivation and engagement in pronunciation practice.

Figure 5

Language Immersion



Note.

Item 17: Listening to English songs allows me to immerse myself in the language without needing to be in an English-speaking country.

Item 18: English songs act as a daily immersion tool, keeping me connected to the language even when I'm not actively studying.

Item 19: The variety of themes and vocabulary of English songs provides a rich language immersion experience, exposing me to the natural rhythm and intonation of these words.

Item 20: Through English music, I am exposed to the informal and conversational aspects of the language, which textbooks often overlook.

The data in Figure 5 show students' opinions about language immersion through English songs. Specifically, statement 17 states that listening to songs in English allows immersion without being in an English-speaking country. The results show that 72.7% of respondents agree with this statement, indicating a strong positive reception towards the idea that English songs can facilitate language immersion. In contrast, 27.2% of respondents disagree, suggesting that a minority do not consider this method effective. This contrast highlights the generally positive reception, while acknowledging that some participants remain skeptical about the effectiveness of using English songs for language immersion.

Additionally, a significant percentage of respondents believe that English songs are useful as a daily immersion tool. A total of 84.8% agree with this statement. This underscores the perceived value of English songs in maintaining consistent exposure to the language. Overall, a considerable portion of participants believe that songs help them maintain constant immersion, even when they are not actively studying. In contrast, only 15.1% of students disagree, indicating a minimal level of disagreement.

Furthermore, as can be seen in statement 19, a variety of themes and vocabulary in English songs provide enriching immersion shows that 80.3% of the participants agree. Therefore, this substantial total again demonstrates a significant agreement with the immersion

benefits of English songs. However, 19.7% of respondents disagree with the statement. This suggests that, although the majority of participants believe that English songs are beneficial for immersion, a notable minority remain unconvinced.

Similarly, students believe that English songs expose listeners to informal and conversational language aspects that are often overlooked in textbooks. In regard to this statement, a significant portion of students agree, which supports the value of songs in language learning. This total of 83.3% underscores that students find it beneficial to use English songs to expose them to everyday language. Meanwhile, 16.6% of respondents disagreed, suggesting that while English songs is a valuable tool for many, it may not be universally effective for all language learners.

6.2 Semi-structured interview results

After the researcher applied the questionnaire, 9 students were interviewed to discover the barriers that students perceive about English songs to improve pronunciation. The results of the thematic analysis are shown below in tables.

Objective 2: To discover the barriers that affect learning pronunciation aid with the use of English songs.

Sub-question 2: What barriers affect learning pronunciation with the use of English songs?

Table 2

How do you think the phonetic differences between English and your native language affect your ability to learn pronunciation from English songs?

<i>Native language interference</i>			
Theme	Sub-themes	f	Percentage
Pronunciation challenges	Different sounds in English and Spanish	7	41.17%
	Difficulty to pronounce English sounds	7	41.17%
	Intonation of English words	3	17.64%

Table 2 illustrates the perceptions about the influence of phonetic differences between English and their native language on their ability to learn the pronunciation through English songs. Regarding the theme, pronunciation challenges, 7 students (41.17%) indicated that different sounds between English and Spanish pose a notable difficulty. The students expressed that some sounds in English are often absent in Spanish, create difficulties in pronunciation. These thoughts indicated that unfamiliarity with certain English phonemes complicates their learning process.

Similarly, 41.17% of the students argue to experience difficulties in pronouncing English sounds. The students conveyed that this difficulty impacts their ability to accurately

replicate English pronunciation when learning and repeating through songs. Furthermore, 3 students (17.64%) highlighted the intonation of English words as a significant factor affecting their pronunciation. These students emphasized that intonation plays a key role in their pronunciation learning difficulties and it can alter the meaning of some words.

Table 3

How do you overcome the influence of your native language when trying to improve your English pronunciation through songs?

<i>Native language interference</i>			
Theme	Sub-themes	f	Percentage
Learning strategies	Repeat difficult words	5	31.25%
	Imitation	4	25%
	Listen to songs several times	4	25%
	Use the lyrics	2	12.5%
	Choice of suitable songs	1	6.25%

Table 3 reveals the ways students use to overcome the interference of their native language when trying to improve their English pronunciation through songs. The six strategies mentioned above are derived from the “learning strategies” theme. Specifically, 5 students (31.25%) highlighted the importance of repeating difficult words. These students emphasized that by repeatedly practicing difficult words, they can better improve the correct pronunciation and overcome interference from their native language. Moreover, 4 students (25%) claimed to use imitation to improve their pronunciation. They mentioned that imitating songs helps them vocalize words better.

Likewise, 25% of the students believe that listening to the songs several times helps them improve their pronunciation. The students underscored that this repeated exposure to the song helped to reinforce their pronunciation which facilitates their repetition. Further, 2 students (12.5%) underline the use of the lyrics as a useful way to improve. They agreed that lyrics allowed them to better understand and practice the pronunciation of each word when sing using the lyrics. Equally important, one student (6.25%) emphasized the need to select appropriate songs to learn pronunciation.

Table 4

What specific sounds or phonetic elements in English songs are most challenging for you to pronounce correctly due to the influence of your native language?

<i>Native language interference</i>			
Theme	Sub-themes	f	Percentage

Phonetic elements	Th	6	66.66%
	R	1	11.11%
	T	1	11.11%
	Silent letters	1	11.11%

As can be seen in Table 4, students found specific letters more difficult to pronounce due to interference from their native language. The theme phonetic elements derive from 4 categories mentioned by students. Precisely, 6 students (66.66%) identified the “th” sound as particularly difficult to pronounce. These students expressed that this sound does not exist in their native language, and it is difficult to place in the tongue, making it challenging to pronounce correctly.

Moreover, 1 student (11.11%) mentioned having problems with the “r” sound. They noted that the sound differs significantly from the r sound in Spanish, leading to pronunciation difficulties. Similarly, 1 student pointed out that the “t” sound poses another challenge. He explained that the way t is pronounced in different English words can vary, and this variability causes confusion. Additionally, a student (11.11%) mentioned that exists some letters that are not pronounced and are not pronounced as written, highlighting the complexity of pronunciation when find these silent letters.

Table 5

In your experience, how do teachers incorporate English songs into pronunciation learning?

<i>Instruction of teachers</i>			
Theme	Sub-theme	f	Percentage
Teacher method	Vocabulary	9	100%

The results shown in Table 5 illustrate perceptions regarding teachers' incorporation of English songs into pronunciation learning. The theme “teacher method” highlights a key experience mentioned by the students. Remarkably, all 9 students (100%) indicated that their teacher incorporated songs primarily to teach vocabulary only a few times. This unanimous comment suggests that the opportunity to engage learners in pronunciation practice was missed. The students expressed that although songs were useful for learning new words, the few times they were incorporated, their teacher did not address aspects of pronunciation.

Table 6

Do you feel that teachers adequately address the pronunciation aspects of English songs during instruction?

<i>Instruction of teachers</i>			
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Theme	Sub-theme	f	Percentage
Instructional focus	Lack of focus on pronunciation	9	100%

The results shown in Table 6 indicate whether teachers adequately address the pronunciation aspects of English songs during teaching. The theme “instructional focus” shows that all students (100%) were of the opinion that teachers did not focus on pronunciation when using English songs. These students expressed that although songs were occasionally used in class, there was rarely an emphasis on improving pronunciation. Furthermore, they indicated that even songs were incorporated few times, vocabulary was the main aspect covered into lessons.

Table 7

How do teacher feedback and correction practices on pronunciation from English songs impact your learning?

<i>Instruction of teachers</i>			
Theme	Sub themes	f	Percentage
Teacher feedback	Feedback may help improve pronunciation	8	57.14%
	Do not receive any feedback or correction	6	42.85%

Table 7 shows what students think about the impact of teachers’ feedback and correction practices on English song pronunciation. Regarding the theme teacher feedback, a total of 8 students (57.14%) believe that teachers’ feedback may significantly help them improve their pronunciation. These students emphasized that receiving specific corrections and guidance on their pronunciation errors allows them to make improvements. In contrast, 6 students (42.85%) indicate that they do not receive any correction or feedback of pronunciation errors from their teacher. Overall, the results suggest that although students may think that teacher feedback is important, there is a significant gap in the actual provision of such feedback.

Table 8

How often do you engage with English songs outside of the classroom, and how does this exposure influence your pronunciation learning?

<i>Exposure</i>			
Themes	Sub-themes	f	Percentage
Frequency	Always	4	25%
	Occasionally	4	25%
Benefits	Help unconsciously practicing	3	18.75%
	Help recognize sounds	5	31.25%

As Table 8 shows, the results provide information about students' engagement with English songs outside the classroom and how this exposure influences their pronunciation learning. The first theme "frequency" shows two categories. Specifically, 4 students (25%) stated that they use English songs almost always outside the classroom. They believe that constant exposure to English songs helps them become familiar with the sounds of the language. Additionally, 4 students (25%) mentioned that they only use English songs occasionally. These students believe that not listening mainly in class or on their own, limited exposure negatively affects their ability to improve pronunciation.

The second theme "benefits" highlights the perceived influence of this exposure. 3 participants (18.75%) acknowledge that listening to English songs helped them practice pronunciation unconsciously. They explained that the repetitive nature of the songs allows them to practice pronunciation patterns without deliberate effort. Moreover, 5 students (31.25%) indicated that exposure to English songs helps them to better recognize different sounds. They believe that identifying and differentiating the different phonetic elements in songs improves their ability to produce those sounds correctly.

Table 9

In the context of the limited use of English in your daily life, what strategies do you employ to maximize your exposure to English through songs, and what barriers do you face?

<i>Exposure</i>			
Themes	Sub-themes	f	Percentage
Students' strategies	Follow the lyrics	7	41.17%
	Use a karaoke	2	11.76%
Barriers	Lack of knowledge of sounds and words	8	47.05%

Table 9 shows the strategies students employ to maximize their exposure to English through songs and the barriers they face due to their limited use of English in their daily lives. Regarding theme "students' strategies", 7 students (41.17%) mentioned that they follow the lyrics of the song while listening to English songs. These students believe that reading along with the lyrics and singing helps them understand better and practice pronunciation. Further, 2 students (11.76%) mentioned karaoke as a fun way to practice pronunciation. They believe that singing along with the songs as in karaoke helps them to practice pronunciation in a different way. Therefore, a barrier identified by 8 students (47.05%) was the lack of knowledge of certain English sounds and words. They reported that unfamiliarity makes it difficult for them to understand and pronounce words correctly when listening to songs.

Table 10

How does your engagement with English songs change when you are focusing specifically on improving your pronunciation?

<i>Exposure</i>			
Theme	Sub-themes	f	Percentage
Focused pronunciation practice	Focus on practicing	9	81.81%
	I do not enjoy the song	2	18.18%

Table 10 shows what the students think about the changes in their engagement with English songs when they specifically focus on improving their pronunciation. Based on the indicator “focused practice pronunciation”, 9 students (81.81%) acknowledged that they focus specifically on pronunciation practice. They emphasized that their focus is listening attentively, or they repeat the words they want to improve until they feel that their pronunciation coincides with the singer’s pronunciation. Furthermore, 2 students (18.18%) mentioned due to the practice focus, they no longer enjoy the songs.

Table 11

How do you perceive your innate ability to mimic sounds and pronunciations from English songs, and how has this affected your learning process?

<i>Innate Phonetic Ability</i>			
Theme	Sub themes	f	Percentage
Student’s ability	Good ability to pronounce	7	77.77%
	Difficult sounds to pronouns affect the ability	2	22.22%

As can be seen in Table 11, the results show the students’ perceptions of their innate ability to imitate English song sounds and pronunciations and how this ability affects their learning process. The theme “student’s ability” derives two categories. Specifically, 7 students (77.77%) expressed that they feel they have a good ability to pronounce English sounds. The students believe that their natural ability to mimic sounds significantly helps their learning of pronunciation. However, 2 students (22.22%) noted that certain difficult words can affect their ability to mimic sounds correctly. They perceive that, despite having a general aptitude for imitating sounds, certain complex sounds are complicated, hindering their progress in pronunciation.

Table 12

Have you identified any personal limitations in phonetic aptitude that hinder your ability to learn pronunciation from English songs?

<i>Innate Phonetic Ability</i>			
Theme	Sub themes	f	Percentage
Personal limitations	I do not pronounce like the singer in certain words	5	55.55%
	English level	3	33.33%
	Fast songs	1	11.11%

Table 12 depicts students' thoughts about personal limitations in phonetic aptitude that hinder their ability to learn the pronunciation of English songs. The theme "personal limitations" encounter three categories. 5 students (55.55%) acknowledged that their ability to imitate the singers' exact pronunciation, especially on certain words, is a major limitation. Furthermore, 3 students (33.33%) mentioned that their level of English affects their pronunciation learning. These students noted that having a low level of English is challenging. Equally important, 1 student (11.11%) noted that fast songs pose another challenge. They explained that the fast pace of some songs makes it difficult for them to reproduce accurate pronunciation because of the speed at which the singer sings.

Table 13

How do you think a person's natural skill in recognizing and producing sounds (phonetic ability) affects how they can learn pronunciation from English songs?

<i>Innate Phonetic Ability</i>			
Theme	Sub-themes	f	Percentage
Phonetic ability impact	Good innate phonetic ability to differentiate and imitate sounds	3	37.5%
	Limited innate phonetic ability	5	62.5%

Table 13 highlights students' views on how a person's natural skill in recognizing and producing sounds affects the ability to learn pronunciation from English songs. The theme "phonetic ability impact" categories two sub-themes. Specifically, 3 students (37.5%) agreed that having a good innate phonetic ability to differentiate and imitate sounds is crucial for learning pronunciation easier. They believe that this allows them to accurately reproduce the sounds they hear. Conversely, 5 students (62.5%) pointed out that having limited innate phonetic ability can make it difficult when it comes to pronunciation. They noted that without the ability to recognize and produce sounds easily, it is more difficult to imitate the correct

pronunciation of songs, which slows down their progress. The results have shown that students are aware of the importance of innate phonetic ability and the challenges involved when a person has a limited phonetic ability.

Table 14

To what extent do you believe the current curriculum supports the use of English songs to learning pronunciation?

<i>Curriculum</i>			
Theme	Sub-theme	f	Percentage
Lack of usage	Curriculum permits but teacher do not apply	9	100%

Table 14 displays the results about how the current curriculum supports the use of songs in English for pronunciation learning. The data indicate a unanimous perception among respondents. The subtheme “lack of usage” with a frequency of 9 and a percentage of 100% shows that there is a total absence of the use of songs in the teaching of pronunciation. They believe that the current curriculum supports the use of songs for pronunciation learning but in the classrooms their teacher did not apply them.

Table 15

How could teachers better utilize English songs as a tool for learning pronunciation? For example, would you like more activities with songs, more class time dedicated to them, or something else?

<i>Curriculum</i>			
Theme	Sub-themes	f	Percentage
English songs integration	Implement more activities and time	9	64.28%
	Karaoke	1	7.14%
	Use songs we like	1	7.14%
	Use lyrics	3	21.42%

As shown in Table 15, students underscore suggestions for teachers to better use English songs as a tool for learning pronunciation. As a result, all students (64.28%) suggested that teachers should include more activities and more time. They argue that increasing the frequency and duration of activities with song in the classroom would provide more opportunities for practice pronunciation. Further, 3 students (21,42%) suggested using song lyrics to practice pronunciation. They believe that reading and analyzing song lyrics while listening to them would help to understand and master difficult phonetic elements. Furthermore, 1 student (7,14%) recommend incorporating karaoke into the curriculum. They argue that karaoke

sessions would make learning pronunciation more engaging. Besides, another student (7,14%) expressed a preference for using songs in class they liked. They mentioned that having the opportunity to learn pronunciation through songs of their interest would increase commitment to participate.

Table 16

How do you think the integration of English songs into the curriculum affects students' motivation to learn and practice pronunciation?

<i>Curriculum</i>			
Theme	Sub-themes	f	Percentage
English songs impact	Fun lessons	5	31.25%
	More interesting lessons	4	25%
	Motivating lessons	4	25%
	Increase participation	3	18.75%

Table number 16 presents how the integration of English songs into the curriculum affects their motivation. The theme “English songs impact” derives six categories. First, 5 students (31.25%) indicated that the integration of songs makes the class more fun. Furthermore, 4 students (25%) mentioned that the use of songs in the curriculum makes classes more motivating. Similarly, 4 participants (25%) stated that the incorporation of songs creates interesting lessons. They noted that the diverse and dynamic nature of the songs keeps them engaged and interested in the class content. Additionally, 3 students (18.75%) agreed that English songs helps students to participate in the lesson. Overall, the results show the importance of songs in English since the students think that their integration into the curriculum is a crucial factor in motivating students.

7. Discussion

The following section presents an analysis of the findings of this study which aims to explain the students' perceptions regarding English songs in learning pronunciation. By the same token, it compares the findings with existing literature and previous studies. Likewise, this section describes the limitations encountered, providing guidance for further exploration of the field.

Regarding the main research question: What are the students' perceptions about the use of English songs for learning pronunciation among superior basic education at a public institution in Loja, school year 2023-2024?, the findings demonstrated that there exists a high level of acceptance and a positive perception among students, with many considering English songs to be a motivating and engaging method for improving their pronunciation in the classroom, facilitating the practice and improvement of pronunciation. These findings align closely with the students' perceptions in this study and the findings of Saleh and Salha (2022), who found that learners approved of the use of songs to learn English pronunciation, noting their dynamic and engaging nature. Similarly, Bsharat et al. (2021) found that English songs provided valuable opportunities for pronunciation practice despite their irregular use.

The first sub-question aimed to discover: What benefits do students perceive regarding the use of English songs to improve their pronunciation skills? The findings revealed that one of the main themes that emerged was increased exposure to natural language. Listening to English songs significantly increases students' familiarity with the language by exposing them to a variety of accents and dialects. This real-life context is essential for mastering the natural flow of language and everyday conversation, which makes pronunciation practice with songs more realistic. Comparing these findings with existent literature, Haricha (2019) supports that songs expose students to a variety of accents, intonations, and pronunciations, providing authentic examples of fluency patterns that reflect real-life language use. Enhanced comprehension is another key aspect highlighted by the students. They perceive that the repetitive nature of song lyrics aids comprehension and reproduction of different sounds, improving retention of pronunciation patterns. This aligns with Sadilah & Gaol's hypothesis, who stated that repetition in song lyrics helps learners understand common words and replicate various sounds, allowing for easier imitation (Sadilah & Gaol, 2021).

The findings also evidenced that students believe that the songs enhance their knowledge of cultural expressions and idioms, which enriches the learning experience and helps them pick up various tones to sound natural. Furthermore, students perceive that listening to songs motivates them to practice and improve their pronunciation, which provides them with

an enjoyable and interesting learning experience by imitating the songs. Similarly, English songs serve as a daily immersion tool, keeping students constantly connected to the language and exposing them to the natural rhythm and intonation of the informal and conversational aspects of English that are often lost in traditional learning environments. These findings are aligned with existing literature highlighting the benefits of using English songs in language learning. Ridhayatullah et al. (2020) support that songs provide a rich cultural context, improving cultural knowledge and pronunciation of expressions and idioms. Rahmania and Mandasari (2021) note that songs significantly increase learner motivation and engagement. Furthermore, Haricha (2019) explains that repetition in songs provides language immersion, helping learners to unconsciously improve their pronunciation.

The second sub-question focused on identify: What barriers affect learning pronunciation with the use of English songs? The study demonstrated several significant challenges encountered by students. One of the barriers identified is the interference of the students' native language, Spanish, in learning English pronunciation through songs. Differences in phonetic systems, especially sounds that are not present in Spanish such as the "th" sound, complicate accurate pronunciation, highlighting the complexity of English phonetics for students. These findings align with recent research, indicating that phonetic differences between a learner's first language and the target language can significantly hinder pronunciation acquisition (Adila & Refnaldi, 2019). In addition, the underutilization of English songs for pronunciation practice by teachers is another barrier. The students noted that the songs are mainly used to practice vocabulary but not pronunciation, and they receive little or no feedback on pronunciation. This gap indicates that the full potential of the songs to improve pronunciation is not being fully used. Effective pronunciation instruction requires explicit instruction and feedback, which students find deficient. These findings aligned with the previous study conducted by Bsharat et al. (2021) who confirm the importance of teacher instruction and feedback in improving pronunciation and highlight the irregular use of songs in classrooms despite their perceived effectiveness.

Furthermore, the frequency of exposure to English songs affects pronunciation learning. Some students benefit from autonomous practice, while others listen only occasionally due to limited use in class. Despite they are aware of its benefits, their exposure is limited in classroom. It is notable that barriers such as unfamiliarity with specific sounds still persist, highlighting the need for consistent and meaningful exposure to the target language in classroom. This supports Plailek & Essien (2021), who corroborate that frequent exposure to comprehensible input both inside and outside the classroom is vital for language acquisition. Regarding the students'

perception of their innate phonetic, students identified personal limitations, such as difficulty with imitating certain sounds and follow the fast pace of some songs. These findings evidenced that, although innate phonetic ability may facilitate pronunciation learning, it is not sufficient on its own. As noted by Tambunsaribu & Simatupang (2021), individual differences in phonetic ability can affect language learning outcomes. Curriculum support English songs for pronunciation practice was another obstacle identified. All learners noted that although they believe the curriculum allows for the use of songs, teachers do not apply them in practice. This evokes a disconnect between the potential of the curriculum and its actual classroom application. As Mahdi & Al Khateeb (2019) states, integrating songs into language learning can significantly improve motivation and engagement but pronunciation is a neglected part of language teaching because it is not adequately incorporated by teachers.

The qualitative and quantitative method employed allowed for a deeper exploration of students' perceptions regarding the use of songs to learn pronunciation. This approach allowed a detailed and in-depth insight into the students' ideas and experiences of both variables. However, a limited number of interviewees may not provide a fully representative view of students' broader experiences and perceptions. Given that qualitative data rely heavily on detailed personal accounts, a small and potentially unrepresentative sample could result in a biased or incomplete understanding of the issues discussed.

Ultimately, one of the main limitations of this study was the difficulty of maintaining a consistent interview schedule with the students. Despite their willingness to participate, unforeseen institutional activities, holidays, and other commitments often interrupted the planned timing of the interviews. To address these limitations in future studies, it is recommended to implement more flexible scheduling options and consider the academic calendar or possible breaks.

8. Conclusions

Students show a high level of acceptance and a positive perception towards using English songs to learn pronunciation. English songs are considered an effective method for improving their pronunciation, making pronunciation practice in class more motivating and interesting, facilitating its improvement.

The use of English songs to learn pronunciation allows for greater exposure to natural language, getting students familiar with various accents and dialects and making pronunciation practice more realistic. Furthermore, the repetitive nature of song helps students retain pronunciation patterns, reinforcing their learning. Additionally, songs offer cultural awareness, as they often include cultural expressions, enriching their knowledge of various tones. Moreover, the motivational aspects of using songs make pronunciation practice more enjoyable and encourage regular engagement with the target language. English songs also serve as a daily immersion tool, keeping them constantly connected to the rhythm and intonation of the words.

Some barriers affect learning pronunciation through English songs. The interference from the students' native language, Spanish, poses difficulties due to phonetic differences, especially with sounds that are not present in Spanish. Furthermore, the underutilization of English songs for pronunciation practice limits their potential benefits, focusing on vocabulary learning. Besides, the occasional use of English songs in class limits students' exposure to English. Finally, personal limitations in phonetic ability with certain sounds further complicate pronunciation learning.

9. Recommendations

It is recommended that teachers integrate the use of English songs into their regular teaching practices to improve students' pronunciation. It can also make the learning process engaging and motivating.

Teachers should provide regular feedback and support, encouraging learners to actively practice the different aspects of pronunciation.

Students should adopt the use of English songs to improve their pronunciation skill on their own. They should practice regularly, paying attention to pronunciation patterns.

It is recommended that policymakers ensure that teachers integrate English songs for pronunciation practice in classrooms and fund teacher training to maximize the benefits of English songs.

Future researchers should focus on further investigate teachers' perceptions and reasons about the lack of implementation of English songs in EFL classroom for pronunciation learning. This area requires continued exploration to uncover the barriers teachers face in implementing English songs.

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11. Annexes

Annex 1. Informed consents



Carrera de
Pedagogía de los Idiomas
Nacionales y Extranjeros

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, _____, con cédula de identidad _____ representante legal de el/la estudiante _____, autorizo que mi representado sea partícipe del proyecto del Trabajo de Integración Curricular denominado: **Students' perceptions about English songs in learning pronunciation among superior basic education students at a public institution in Loja, school year 2023-2024**, llevado a cabo por **Eldy Ariana Vélez Remache**, estudiante del ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. Comprendo que la participación de los jóvenes en el desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los jóvenes no será publicada, y las imágenes registradas durante la aplicación de instrumentos, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi consentimiento para que se capturen imágenes de las clases de inglés, y se documenten todas las actividades realizadas durante la aplicación de instrumentos del proyecto mencionado.

_____ de abril de 2024

Firma: _____

Nombres y Apellidos: _____

C.I: _____

Representante legal.

Annex 2. Questionnaire



Universidad
Nacional
de Loja

**UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

Dear student, answer the following questionnaire sincerely and honestly. Your answers will be confidential and anonymous. Read each question carefully and mark your response in the space provided to the answer choice that best represents your opinion.

Student's code.

Date:

Exposure to Natural Language

1. Listening to English songs has increased my exposure to natural English language usage.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
2. Through English songs, I encounter a variety of accents and dialects, enriching my understanding of English pronunciation.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
3. English songs provide me with real-life contexts that help me grasp the natural flow of the English language.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
4. The pronunciation in English songs mirrors everyday conversation, aiding in my pronunciation skills.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree

Enhanced Comprehension

5. English songs have helped me better understand the pronunciation of commonly used words.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
6. My ability to distinguish and reproduce different English sounds has improved through listening to English songs.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
7. The repetition of lyrics in English songs has enhanced my comprehension and retention of English pronunciation patterns.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
8. Listening to English songs has made complex or challenging words easier for me to pronounce and remember.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree

Cultural Awareness

9. English songs have helped me to increase my cultural knowledge, improving simultaneously my pronunciation of cultural expressions and idioms.
 - Strongly Disagree
 - Disagree
 - Agree
 - Strongly Agree
10. The cultural diversity in English music has broadened my understanding of how pronunciation varies across different English-speaking communities.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

11. Songs have introduced me to slangs and colloquial expressions used in English, helping me sound more natural when I speak and pronounce.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

12. English songs have helped me understand the correct tone behind words, improving how naturally I need to use them.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Motivation and Engagement

13. Listening to English songs motivates me to practice and improve my English pronunciation.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

14. I am more engaged in learning English pronunciation because of the enjoyable experience of listening to English songs.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

15. The challenge of understanding and mimicking the pronunciation in English songs has increased my interest in learning English.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

16. Songs in English make the process of learning pronunciation more enjoyable, reducing the stress of making mistakes.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Language immersion

17. Listening to English songs allows me to immerse myself in the language without needing to be in an English-speaking country.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

18. English songs act as a daily immersion tool, keeping me connected to the language even when I'm not actively studying.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

19. The variety of themes and vocabulary of English songs provides a rich language immersion experience, exposing me to the natural rhythm and intonation of these words.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

20. Through English music, I am exposed to the informal and conversational aspects of the language, which textbooks often overlook.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

THANKS FOR YOUR COLLABORATION!

Annex 3. Interview



Universidad
Nacional
de Loja

**UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

DATA COLLECTION INSTRUMENT: SEMI-STRUCTURED INTERVIEW

Dear student, answer the following questionnaire sincerely and honestly. The aim of this investigation is to gain valuable insights about the use of English songs in learning pronunciation.

Student's code.

Date:

Native Language Interference

1. How do you think the phonetic differences between English and your native language affect your ability to learn pronunciation from English songs?
2. How do you overcome the influence of your native language when trying to improve your English pronunciation through songs?
3. What specific sounds or phonetic elements in English songs are most challenging for you to pronounce correctly due to the influence of your native language?

Instruction of Teachers

4. In your experience, how do teachers incorporate English songs into pronunciation learning?
5. Do you feel that teachers adequately address the pronunciation aspects of English songs during instruction?
6. How do teacher feedback and correction practices on pronunciation from English songs impact your learning?

Exposure

7. How often do you engage with English songs outside of the classroom, and how does this exposure influence your pronunciation learning?
8. In the context of the limited use of English in your daily life, what strategies do you employ, for example the lyrics while listening or use any app to maximize your exposure to English through songs, and what barriers do you face?
9. How does your engagement with English songs change when you are focusing specifically on improving your pronunciation?

Innate Phonetic Ability

10. How do you perceive your innate ability to mimic sounds and pronunciations from English songs, and how has this affected your learning process?
11. Have you identified any personal limitations in phonetic aptitude that hinder your ability to learn pronunciation from English songs?
12. How do you think a person's natural skill in recognizing and producing sounds (phonetic ability) affects how well they can learn pronunciation from English songs?

Curriculum

13. To what extent do you believe the current curriculum supports the use of English songs to learning pronunciation?
14. How could teachers better utilize English songs as a tool for learning pronunciation? For example, would you like more activities with songs, more class time dedicated to them, or something else?
15. How do you think the integration of English songs into the curriculum affects students' motivation to learn and practice pronunciation?

Annex 4. Research Matrix

Theme				
Students' perceptions about English songs in learning pronunciation among superior basic education students at a public institution in Loja, school year 2023-2024				
Problem	Objectives	Theoretical Framework	Methodological design	Techniques/Instruments
<p>General problem</p> <ul style="list-style-type: none"> What are the students' perceptions about the use of English songs for learning pronunciation among superior basic 4 education at a public institution in Loja, school year 2023-2024? <p>Subproblems</p> <ul style="list-style-type: none"> What benefits do students perceive regarding the use of English songs to improve their pronunciation skills? What barriers affect learning pronunciation with the use of English songs? 	<p>General Objective</p> <ul style="list-style-type: none"> To explore the students' perceptions about the use of English songs for learning pronunciation among superior basic 4 education at a public institution in Loja, school year 2023-2024. <p>Specific Objective</p> <ul style="list-style-type: none"> To identify the benefits perceived by students regarding the use of English songs to improve their pronunciation skills. To discover the barriers that affect learning pronunciation aid with the use of English songs. 	<p>5.1 English songs</p> <p>5.1.1 <i>Conceptualizing English songs</i></p> <p>5.1.2 <i>Authentic materials</i></p> <p>5.1.3 <i>Audio-visual aid materials</i></p> <p>5.1.4 <i>Songs as authentic material</i></p> <p>5.1.5 <i>Song as a pronunciation resource</i></p> <p>5.1.6 <i>Advantages of English songs</i></p> <p>5.1.7 <i>Relationship Between Songs and Pronunciation</i></p> <p>5.1.8 <i>Importance of English songs in EFL classroom</i></p> <p>5.1.9 <i>Strategies using songs</i></p> <p>5.2 Pronunciation</p> <p>5.2.1 <i>Conceptualizing pronunciation</i></p> <p>5.2.2 <i>Importance of pronunciation in the learning process</i></p> <p>5.2.3 <i>Factors that affect learning pronunciation</i></p> <p>5.2.4 <i>Phonetics</i></p> <p>5.2.5 <i>Phonology</i></p> <p>5.2.6 <i>Elements of pronunciation</i></p> <p>5.3 Previous studies</p>	<p>Mixed method, Explanatory sequential design</p> <p>Application of Data Collection Instruments</p>	<p><i>Questionnaire</i></p> <p>Indicators</p> <p>Advantages of English songs:</p> <ul style="list-style-type: none"> - Exposure to Natural Language - Enhanced Comprehension - Cultural Awareness - Motivation and Engagement - Language immersion <p><i>Semi-structured interview</i></p> <p>Indicators:</p> <p>Factors that affect learning pronunciation:</p> <ul style="list-style-type: none"> - Native Language Interference - Instruction of teachers - Exposure - Innate Phonetic Ability - Curriculum