THE EFFECT OF THE USE OF SONGS TO IMPROVE THE ENGLISH LANGUAGE PRONUNCIATION

by

LIDA JANETH DUEÑAS BASANTE

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ABSTRACT

The use of songs to improve pronunciation has been an idea specially created for helping the English teachers to correct the mistakes that their students made in class.

By means of an oral test, the researcher shows the usefulness of this kind of activity in the pronunciation of some specific consonant sounds of the English language.

Moreover he/she wants, through this research, to prove the importance to innovate and to create new, agreeable and useful activities to be used in the foreign language teaching – learning process.

RESUMEN

El uso de canciones para incrementar pronunciación ha
sido una idea especialmente creada para ayudar a los
profesores de Inglés a corregir los errores que sus
estudiantes usualmente cometen en clase.

Por medio de un test oral, el investigador muestra la
utilidad de este tipo de actividad en la pronunciación de
unos sonidos consonánticos específicos de el idioma Inglés.

Además, a través de esta investigación, el/ ella desea
demostrar, la importancia de innovar y crear nuevas,
agradables y útiles actividades para ser usadas en el
proceso de enseñanza – aprendizaje del idioma extranjero.

CHAPTER 1: THE PROBLEM

Introduction to the Problem

The learning of English as a foreign language demands, principally, the development and the correct handling of all communicative skills (listening, speaking, reading and writing), every one of them performs an essential role in the communicative process. It is important to say that, due to the complexity of this process, it has been studied by many authors who have pointed their researches to the improvement, perfection, and use of these skills.

Out of the different researches related to this topic, the skill of speaking has been one of the most studied, due to the difficulty that the sound perception and production of a second language represent, in particular, the English language. For this reason, the present study emphasizes specifically on this skill and basically on the production of some non – existent consonant sounds in the native language, which might be one obstacle for the pronunciation and the comprehension of many English words.

The research problem is the result of my process as student – teacher in a school of the city, where I did my pedagogical practice, and it has been the principal worry to carry out the present study. By means of observations

inside the classroom, I could notice that the pronunciation of some sounds is deficient and I also could see that some students can not produce a difference between one sound and another. Then, the incorrect pronunciation, may be a negative and demotivating factor for the second language learners.

That is why, I have thought of the need of creating new activities, or putting into practice some resources which are within the reach of the teacher and that we can use like a practical support in our classes, which in their turn, can contribute to improve the phonetic production of the students who are the principal characters of my research. The activity proposed integrates the music into the English teaching and uses the lyrics of the songs and the interpretation of the singers to get acquainted with the correct pronunciation of sounds. This is a technique created with a double aim; improving students pronunciation of particular non native sounds and attracting their interest towards English in a ludical way. As it is well known, for young people, music represents an "essential element" in their lives, and therefore, it may be considered that the use of music would help directly or indirectly in the language learning both inside and outside the classroom.

Problem Statement

The incorrect pronunciation of the consonant sounds [θ]and[ð]of the students of eighth grade at John F. Kennedy high School in the English class as a foreign language.

Research Question

What is the effect of the use of songs to improve the pronunciation of the consonant sounds:[θ]and[ð]of the students of eighth grade at John F. Kennedy school?

Hypothesis

The students will increase the quality of the pronunciation of the consonant sounds [θ]and[ð] by means of the use of English songs.

Objectives

Purpose

To determine the effect of the application of songs to improve the pronunciation of the consonant sounds: [θ]and [ð]in the subjects of this research.

Specific Objectives

✓ To have the students identify the sounds[θ]and[ð]

in the English songs.

✓ To have the subjects produce the words and the

consonant sounds:[θ]and[ð]that they have identified

in the songs.

✓ To establish the importance of the use of new

techniques or activities in language teaching.

Significance of the Study

Many teachers have included in their lessons songs like

a practical support for their theoretical classes. They have

used them with the aim of reinforcing some topics and

changing the rhythm of the classes in both cases, songs are

seen as a supporting material. However, this musical

activity has not been used specifically to improve the

pronunciation of the students who have problems with this

special element of the speaking skill. It is high time for

teachers to start valuing songs as teaching elements

instead of using them only as a support.

A great part of their time young people are exposed to

music because this is a popular activity that calls their

attention. It is very common to hear young people talk about

top music, the new song of the week, the new musical video, the most popular music group or singer and they usually sing the song in a natural way and repeat it once or twice. For this reason, I have planned to use songs to improve the students pronunciation because through music they are directly exposed to English not only inside the classroom but also in their daily activities, in this way, they can practice the correct pronunciation learnt from native singers that they listened to in the classroom and, at the same time, they can enjoy their favorite songs and singers.

The activity proposed in this study can help teachers not only to improve the pronunciation of the students and help them to correct their mistakes but also to change their classes into a more agreeable activity. On the one hand, even though this study is centered on the creation and application of this complete strategy to know its effects, it would also serve as a initiative to many Foreign Language professionals interested in discovering or planning similar activities which would help to improve the Languages teaching – learning process.

Limitations

The following are the factors which interfered with the development of this research, therefore, they were taken into consideration for the application of the treatment.

Time

Due to the limited time to applying the treatment, the songs were applied in a sequential way and it was not possible to devote the necessary amount of time for students to enjoy the song as they would like to. This also could affect the results of this research due to the reduction of the number of songs included in the treatment.

Preferences

Students may have not the same preferences for the music or may not be interested in the kind of music used for the treatment. For this reason, at the beginning of the study, a questionnaire was applied and it consisted of some questions about the kind of music that students would prefer to listen to.

Resources

The institution did not facilitate the necessary resources that the researcher needed to apply the songs treatment, in this case the tape recorder. With regard to the lack of a tape recorder, the researcher lent his own material during the period of time that lasted the development of the study.

Definition of Terms

[θ] [ð]

These are two symbols used to present the sounds object of the present study. The first one represents a voiceless interdental fricative sound and we can find it in words such thin, math, and thanks; the second one represents a voiced interdental fricative sound and we can find it in words as this, other, and breathe.

Music

A pattern of sounds that is made by playing instruments or singing; or a recording of this pop/rock/dance music.

Sound

Something that you hear or that can be heard. The sound is produced when the air moves over the vocal chords.

Song

Words that go with a short piece of music.

Lyrics

The lyrics are the words of a song.

CHAPTER 2: LITERATURE REVIEW

Theorical Framework

Concept of Pronunciation

The pronunciation is the way a certain sound or sounds
are produced, that is to say, it is the emission and
articulation of the sounds with the objective of speaking.
The pronunciation is one of the topics studied by the
phonetics(the field of Linguistics that studies the
production, the physical nature and perception of the sounds
of a language).

Importance of Pronunciation

Some methods used in language teaching consider
pronunciation like a very important element in
communication. In this chapter the way in which they
introduce the pronunciation of a foreign language is briefly
explained.

Bastidas(1993), presents the following characteristics
of the Audio – Visual, Audio – Lingual, and Silent Way
methods. These three methods are taken into account for the
development of this research.

The Audio – Lingual Method (ALM)

This method emphasizes the need that learners have of
being exposed all the time to the foreign language. It

focuses on the development of the oral skills (speaking and listening) and it makes a deep study of the phonetic and phonology of the sounds. It is aimed at facilitating the student the use of L2 with communicative purposes in the same way a native speaker does. The ALM proposes a curricular plan with communicative purposes, that is to say, it pretends to enable the students to pronounce correctly and speak the foreign language fluently.

In its syllabus, this method wants to emphasize on the difference between the sounds of the first language(in this case Spanish) and the target language (English), by establishing a comparison between the two languages involved in the process.

Components of the Language Teaching: The Audio Lingual Method (ALM) considers that the sounds are the principal element in learning, whereby, with this method, the students learn to discriminate and to produce both sounds and the intonation patterns.

Skills of the Language Teaching: There is an order according to the teaching of the language's skills for the audio – lingual method. This is in the following chart presented:

Table 1.
(ALM) Skills of the Language Teaching.

```
          Listening ⌉
              │       Emphasis
              ▼
          Speaking  ⌋


          Reading   ⌉
              │       Reinforcement
              ▼
          Writing   ⌋
```
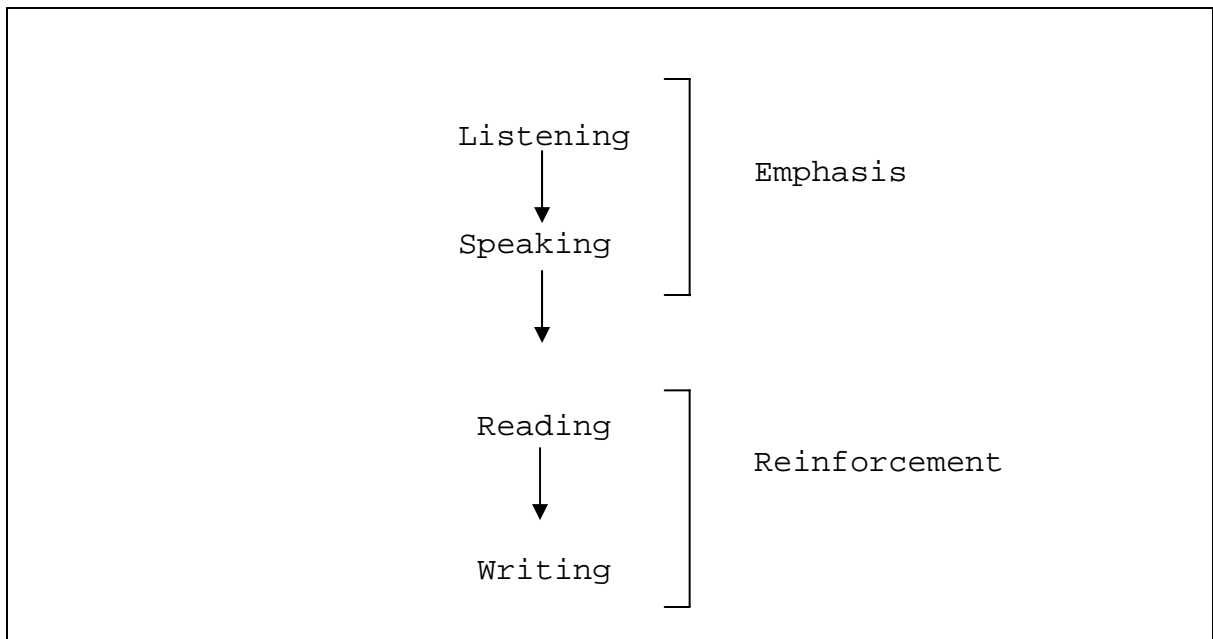
    This Method teaches the oral skills (listening and speaking) first, then the skills of reading and writing but these are taught like a reinforcement for the first ones.

    Listening Comprehension: The sounds and the grammar patterns are taught to be reproduced correctly. Students listen to the sounds and then they produce them orally. Every time, they must try to reproduce them better achieving the perfection; whereby repetition and practice are very important for this method.

    Oral expression: This skill is developed through five steps among which we can find two related to the learning pronunciation. They are:

1) The listening and discriminating of sounds.

2) The imitation and repetition of what is listened.

Materials: One of the main materials used to teach an L2, according to the Audio – Lingual method, is the tape recording. This is an essential instrument used to learn the foreign language through conversations and songs. They show the native sounds that students ought to learn.

Procedure: The following are three out of eleven techniques used by the Audio – Lingual method to set its principal objective and to improve the pronunciation of the learners. They will be explained briefly.

Repetition: The teacher pronounces a sound, a word or a statement; students repeat and try to reproduce the emission in a similar way that the teacher does.

Substitution: The teacher models the pronunciation of a statement and asks the students to repeat it. Then he gives a word or phrase and the students repeat it and change the respective sound.

Minimal pairs drill: The teacher chooses some couples of words. They are different in only one sound. The teacher pronounces them more than once. The students make the difference, repeat, and imitate the pronunciation.

The Audio – Visual Method (AVM)

According to the principal objective of this method the emphasis is given to the oral aspect of an L2. the sounds are taught at the same time with the rhythm and the intonation, but they must be learned in a situational context and not in an isolated way.

The curricular plan of the AVM has the objective of training the student to think directly in the L2.

Component of the language teaching: The sounds, the rhythm and the intonation are very important elements for the Audio – Lingual Method, whereby, it requires practicing them constantly in a correct way.

Skills of the language teaching: The AVM proposes a sequential design to study the skills of a second language learning. It is similar to the ALM design, and it can be seen in the following chart. The AVM also emphasizes the oral Skills:

Table 2.

(AVM) Skills of the Language Teaching.

```
              Listening  ⎤
                  |      ⎥   Emphasis
                  ↓      ⎥
              Speaking   ⎦
                  |
                  ↓

              Reading    ⎤
                  |      ⎥   Reinforcement
                  ↓      ⎥
              Writing    ⎦
```
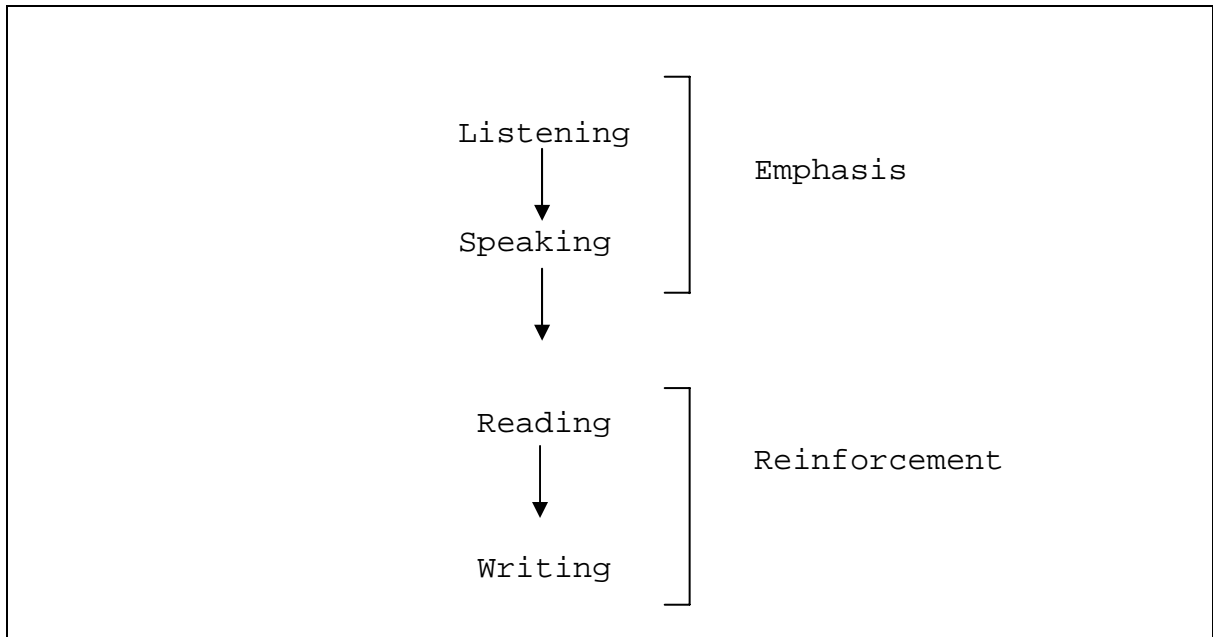
This Method teaches firstly the oral skills (listening and speaking) and secondly it uses the skills of reading and writing like a reinforcement for the first ones.

Listening Comprehension: This method works with images and sounds in the following way : When an image is shown, immediately the respective sound is listened.

Materials: The materials used in the ALM are images , overhead projector, tapes, and the tape recorder. The recording presents the native language and is directly related to the correct pronunciation of the sounds.

Procedure: Some techniques of the Audio lingual method which are focused on teaching sounds are:

Memorization: This process starts with the following steps:

- Looking at the images.

- Listening to the phrase.

- Repeating it.

That is to say, students must memorize the sounds, the words or phrases presented by the teacher, they must know and repeat them.

Exploitation of an image: The image and the statement are presented at the same time. Students associate them and finally repeat   the phrase with an imitation of the pronunciation, the rhythm and intonation.

Dictation: The teacher says a phrase, he must pronounce it correctly. The students repeat it and correct their mistakes.

These techniques are also used to evaluate the lessons.

The Silent Way

As it is well known, the Silent Way is a method centered the student's learning without the constant interaction of the teacher. It emphasizes specifically the speaking and listening skills.

Its curricular plan is based on the teaching of a foreign language with the aim of using it to express feelings and ideas. Whereby, students must have a perfect

pronunciation and they have to know how to master the prosodic elements of the language.

Components of the Language Teaching: This method emphasizes on the teaching of the oral skills because it considers they are essential elements of the language. They are taught sequentially by levels and through "color roads" (association of sounds and colors). To teach sounds it is important to take into account the similar sounds in the first language.

Skills of the Language teaching: The Silent Way also emphasizes on aural – oral skills albeit it considers that listening, speaking, reading and writing skills are enforced mutually.

The pronunciation is essential during the first levels, where the students must pay attention to the correct pronunciation because this method considers that repetition is not necessary.

Procedure: This method does not have any kind of resource related directly to the pronunciation of the native speakers, however the teacher has to correct the student's mistakes.

Influence of Some Factors in Pronunciation

According to Quiroz and Ortiz (1998), there are some factors that might influence the production of some

consonant sounds of the English Language. Among them we can find: age, sex, preference about the English language and the role that the teacher plays. This last one may be considered as the most important influent factor of the pronunciation of the following consonant sounds: $[\theta]$ and

$[\eth]$.

It is important to say that the teacher is considered the principal factor for the learning of the pronunciation. Due to the fact that the teacher represents the first pattern of pronunciation for the students, it is relevant for him to pronounce the sounds correctly because a bad pronunciation on the part of the teacher, means a bad pronunciation by his students. Although it is important to know that it is very difficult to change this incorrect patterns specially in adolescents.

Finally, the learners of the foreign language are so tied to their own language and culture so much so that it is difficult to pronounce and learn some sounds due to the fact that students pronounce the words as they read them. It may be considered another influential factor in the incorrect pronunciation of the sounds $[\theta]$ and $[\eth]$.

Previous Research

Learning in Adolescents

Cognitive Considerations: The adolescence is the stage of maturation between the childhood and the condition of adult, where the psycho - social objective of the adolescent is the evolution from a dependent person to another independent one. This step from childhood to adulthood is a period of many drastic changes both internal and external related to the physical, emotional, sexual, and intellectual development of the adolescents.

This last one is also considered as the development of the learning of every person. In adolescence, this process is reflected in the gradual amplification of the capacity to understand complex problems. The French psychologist Jean Piaget, determined that "adolescence is the beginning of the stage of thought of formal operations, that could be defined like the thought that implies a deductive logic". (Piaget as quoted in Berk, 1999) He refers to the operational stage and he establishes that the learning process of adolescents is a sequential process, a little complex, where the adolescent starts to develop his capacity to analyze situations and think about the possible ways of solution of the problems according to his own point of view, his personal experience and previous acknowledgments.

Foreign Language Learning in Adolescents: Childhood is considered by many researchers as the best stage to learn a second language. The adolescence is the stage where the skills learned in childhood are reinforced. Berk affirms that "During adolescence language continues its development in subtle but important ways. Teenagers add many abstract words to their vocabularies. The ability to move beyond the literal meaning of words improves, and the grammatical structure of speech becomes more complex. Adolescents are better than children at modifying their language style to fit different situations. They also make faster initial progress in learning a second language…". (Berk, 1999, p.245). In the adolescence the teenager develops his skills and introduces more words with their meaning to his vocabulary, in this way, a teenager is capable of understanding and creating new structures based on what he learned in his childhood. The process of a second language learning that starts in the adolescence could result more difficult, but it may achieve similar results to the process of learning started in childhood.

Learning Through Music: A long time ago, music has become an indispensable tool for the human being, with it, the man has been able to communicate and express his feelings and ideas, in this way, he has achieved to form a

kind of language. Due to its importance, music has been used in many fields (cultural, scientific, social, and so on). One of these fields, where music has played a very important role, has been education. Some authors talk about the need of integrating the music with the teaching, and evidently, in their researches, they have got favorable results for both teachers and students.

The language teaching, for example, has considered the music a direct way to learn the characteristics of a country, both its language and its culture. It can also talk about the influence that music exerts in the learning of students, that is to say, the music as an integral activity to be used in the classroom, could help in many psychological aspects that interfere with the learning, in particular, with the foreign language learning. Methods such as the Suggestopedia use music to create an especial environment, with the aim of producing positive effects for the body and the mind of the students.

Thereby, music could be considered as a motivating factor in the learning process. Authors like Cross, (1995) have stated: "the music creates a happy and relaxed environment, but even so a great deal of worthwhile work is accomplished. The lyrics of jazz and pop records have enormous linguistic value…"

Bofkin, thinks that "Music calms learners down and put them in a more positive mood for learning" (Bofkin as quoted in Mora & Caicedo, 1998).

Pop/Rock and Dance Songs: Songs have been used by many teachers in their English classes as complementary activities, or as a reinforcement of some topics. However it is considered that this kind of activities may help with other topics of a foreign language teaching - learning process the classroom.

The activity of including songs for English classes has been studied by many researches interested in the study of ludical activities, they have concluded that this is an integral activity capable of developing the communicative skills of students.

Gomez claims that: "within all the resources used for motivating classes, songs have been the best: Really, the students sing outside the classroom and they continue doing it, also although the lesson has finished. They sing only for their own enjoyment. They never forget these songs… songs can stay all life, and become a part of one person's own culture" (Internet).

Baxter affirms that: " Many commercial songs have a universal language by themselves. Such lessons could even be the most effective learning method of all". (Internet, 1995)

Cross claims that "Once a song or rhythm has been learned, it stays in mind for the rest of live, with all the rhythms, grammatical niceties and vocabulary." (Cross, 1995, p.164)

In general, these authors think that songs constitute a kind of activity that counts with a huge acceptation among students and it offers some huge possibilities of exploitation in the classroom.

CHAPTER 3: METHODOLOGY

Design

This study was based on the quantitative research through action research, and it used a pre – experimental design with a "one group pre – test post – test" model.

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┌─────────────────┐
│   T1   X   T2   │
└─────────────────┘
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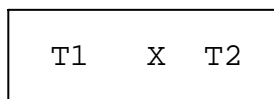
In this design, just one experimental group was required which was the subject of the treatment. To this group a pre – test and a post – test were applied, with the aim of analyzing the effects of the treatment. A tape recording was used too for evaluating carefully the pronunciation of the subjects both before and after the treatment application.

Subjects

The subjects of this study were students of the eighth grade at John F. Kennedy high school located in the south – east zone of San Juan de Pasto. This means that they were chosen at random. The following are the characteristics of the population:

Number of students: 30

Sex: 15 women – 15 men

Social status: 1 and 2

According to the neighborhood where they live, the subjects

belong to middle- low social class.

Academic level: Eighth grade of high school.

Institution: Public.

Materials

In the application of the treatment following materials

were used:

- ✓ Tape recorder

- ✓ Photocopies with the lyrics of the songs.

- ✓ CD'S and tapes.

Instrument

In this case two kinds of instruments were used for the

data collection, the first one consisted of a questionnaire

to know the musical preferences of the students, it showed

the answers to six questions about the songs, singers,

musical groups, and music styles that students know and

prefer to listen to. Such answers were presented in a

qualitative way.

The second one was a test to know the effects of the

treatment in the pronunciation of the students. This test

was used as a pre - test and also as a post – test

administered at the end of the treatment. It consisted of a

list of words where we can find the consonant

sounds[θ]and[ð]. It is important to emphasize that the

sounds object of this study were located in initial, middle

and final position inside the words with the purpose of

having an overall sample of these sounds in different

English words.

The subjects took a copy of the list. Each one of them,

pronounced the words, while the researcher recorded their

respective pronunciation. The researcher analyzed the tape

recordings and for each word a certain blank in a chart was

used. In this blank the researcher assigned a number of

points for the pronunciation of each sound.

The purpose of the test was to give a grade to the

pronunciation of the sounds, between $\varnothing$ and 1 (being 1

adequate and $\varnothing$ inadequate). Logically, the sounds were in

the words of the songs that the researcher used in the

treatment.

<div align="center">Procedure</div>

After localizing the research problem and doing all the

relevant steps for the development of the study, the next

step was to ask the principal of John F. Kennedy School to

carry out the treatment to the group of participants that

was chosen.

Firstly, The researcher used a questionnaire to find out the musical preferences of the subjects. Then, she made the first oral test and recorded the respective pronunciation of the subjects and he immediately made the data analysis. After that, the researcher selected the songs and its respective lyrics (through internet and some musical magazines), she searched for songs that had the specific sounds and he chose the songs in accordance with the needs and preferences of the subjects.

Then the researcher applied the treatment to the subjects during three weeks. It was very important for the researcher to design a plan of classes according to the English teacher of the institution.

There were seven classes during the three weeks assigned for the treatment, and in each one, the researcher applied one song. These classes were carried out in the following way:

❖ First, the researcher talked about the sounds that were studied. He pronounced them and explained some differences between them.

❖ Second, he ordered the learners to listen to the song without the copies of the lyrics.

❖ Third, the researcher gave the copies to every one of the students and he pronounced correctly the lyrics of

the song. He emphasized on the sounds that were chosen

for the study.

❖ Fourth, the students repeated the sounds that teacher

had pronounced.

❖ Fifth, the students listened to the song, all the times

that were necessary.

❖ Finally, the students sang the song without listening

to the song.

When the period of time and the treatment were finished,

the researcher applied the post- test in order to find out

the effects and the results of the activity. Comparisons

were made with the results of the pre – test and the

conclusions of the research were presented.

Variables

Independent Variable

English songs

Dependient Variable

The pronunciation of the consonant sounds $[\theta]$ and $[\eth]$

Data Analysis

The data was collected by means of an oral test. The

method used was "split halves". The possibilities of answer

were "success" or "mistake". The codification was simple

through the use of a data matrix.

The data collected throughout the treatment was object of statistical analysis, expressing both descriptive statistics (mode, mean, media and standard deviation) and inferential statistics (matched T- test for dependent samples, 0,05 level of significance). The results of the experimental and Control groups were represented in Tables and figures.

CHAPTER 4: RESULTS

Analysis of the Results of the questionnaire

As outlined in the last chapter, the first instrument of data collection was a questionnaire designed to find out the musical preferences of the subjects of this research. It was important to recognize the different likes that students had and to look for the songs that they wanted to listen to.

The questionnaire showed the following results:

Table 3.

Questionnaire Results

1. ¿Qué estilo de música te gusta más? ¿Porqué? (What style of music do you prefer to listen to? Why?) In this question, the students wrote the following styles:	
SLTYLE	STUDENTS
Vallenato	8
Rock	7
Salsa	3
Pop	3
Trance	2
Ballads	2
Rap	1
Merengue	1
Folkloric	1
Reggae	1
Heavy Metal	1

The students agreed that vallenato and Rock music were the two principal styles that they prefered to listen to. They argued that they identify themselves with these two kinds of music and they consider them two agreeable musical styles.

However, "Vallenato" is a typical style of Colombian music. Thereby, The researcher did not taken into consideration this style for this research, because the vallenato have not been translated from the Spanish into the English language.

2. Dime al menos tres de los títulos de tus canciones preferidas.

(Tell me at last three titles of songs that you prefer to listen to).

In this question, just a little part of the group wrote the titles of some English songs. They were four:

❖ Complicated
❖ I'm with you
❖ Losing Grip
❖ Cleaning out my closet

3 ¿Cuál es tu cantante o grupo musical favorito?

(Who are your favorite singer or musical group?)

In the third question the subjects named their favorite singers and music groups that they usually listen to. However they were only singers and groups of Spanish music. Thereby, they are not exposed in this question.

4. ¿Te atrae la música en Inglés? Si _____ No_____¿Por qué?

¿Do you like the English music? Yes___ No___ Why?

YES	55 Percent of the students
NO	45 Percent of the students

This question let us know that 55 percent of the group are interested in English songs. They thought these songs might help them to understand and to learn new words and to pronounce the English Language in an appropriated way. They also thought that songs should make English classes more pleasant; 45 percent of the class answered that they do not like English songs. They could not understand them and because it was very difficult to pronounce them.

5. ¿Tu profesor(a) utiliza canciones en la clase de Inglés?

Si _____ No_____

(Do your teacher use English songs for the English class?

Yes_____ No_____

YES	0 Percent of the students
NO	100 Percent of the students

6. ¿Te gustaría que en la clase de Inglés se utilizaran canciones? Si _____ No_____ ¿Por qué?

(Would you like to listen to English songs in the class? Yes___ No_____ Why?

YES	100 Percent of the students
NO	0 Percent of the students

The students answered that the use of songs in the English class is important because they would learn more things, pay more attention, and enjoy the class.

7. ¿Recuerdas el título de alguna canción en Inglés que te gustaría escuchar? ¿Cuál?

Do you remember the title of any English song that you want to listen to? Which one?

In the last question, the subjects wrote the title of the songs that they remembered and they wanted to listen to in the English class. They were the following:

SONG	SINGER OR GROUP
Hotel California	(THE EAGLES)
The One	(SHAKIRA)
Loose Yourself	(EMINEM)
Yellow Submarine	(THE BEATLES)
I' Want You	(THALIA)
Baby I'm in love	(JLO.)
Family Portrait	(PINK)
Bring me to life	(EVANESCENCE)
Cleaning out my closet	(EMINEM)
Dilema	(NELLY)

It means that the most part of the subjects is interested in listening to songs in the classroom. It also

means that they knew many songs in English which they have

learned or listened to outside the classroom.

After this questionnaire, the pre- test was designed

based on some of these songs that the students wanted to

listen to and according to the principal sounds that this

research pretended to study.

Pre- Test Results

The first test applied to the subjects showed the

following results:

Table 4.

Pre – Test Results. Descriptive Statistics

PRETEST	VALID N	MEAN	SUM	MIN	MAX	RANGE	ESTANDAR DEVIATION
EXPERIMENT GROUP	30	3,066667	92	0	11	8	3,3930299

The first chart shows the level of pronunciation of the

students before the application of the treatment. 3,066667

is the arithmetical average of all the distribution and it

means that the 3,066667 part of the items was pronounced

correctly. The minimum score was 0 and the maximum score was

11, it means that there were some subjects that could not

pronounce correctly a certain item and there were some subjects that could not pronounce correctly more than 11 (eleven) items. The range is the difference between the highest score and the lowest score and it was 11 (eleven). The standard deviation refers to the average of deviation of the score in relation to the mean and it was 3,393029.

Interpretation

In brief, the subjects had a deficient level of pronunciation of the sounds [θ] and [ð] because they could not pronounce correctly the most words presented in the test. It also means that the data is dispersed.

Thanks to the recordings, it was possible to find the mistakes that the students made when they pronounced the words:

❖ The subjects pronounced some words with the sounds [θ] and [ð] in the same way the consonant sound [d] is pronounced in Spanish.

❖ Some words were pronounced with the Spanish consonant [t].

Post-Test Results

Table 5.

Post – Test Results. Descriptive Statistics

POSTEST	VALID N	MEAN	SUM	MIN	MAX	RANGE	ESTANDAR DEVIATION
EXPERIMENTAL GROUP	30	7,366667	221	4	12	8	1,809617

After the treatment, the pre – test was applied and then it showed the following results:

The second chart above shows the level of pronunciation of the students after the application of the treatment. 7,366667 is the arithmetical average of the all distribution and it means that the 7,366667 part of the items was pronounced correctly. The minimum score was 4 and the maximum score was 12, it means that there were some subjects that could pronounce correctly only 4 (four)items and there were some subjects that could even pronounce correctly up to 12 (twelve) items. The range is the difference between the highest score and the lowest score and it was 8(eight). The standard deviation refers to the average of deviation of the scores regarding the mean and it was 1,809617.

Interpretation

In relation with the pre-test, the post-test showed better results. The level of pronunciation of the subjects improved and some mistakes made in the pre-test were corrected. This means that the group was homogenous.

The recording showed that words such as "the" and "thanks" were the one that were in the best way pronounced. That means that there was a great difference among the pre - test and the post - test according to the results.

Inferential Statistics

Table 6.

T-test for Dependent Samples.

VARIABLE	MEAN	Std. Dv.	DIFF.	TOTAL	Df.	Pr.m
PRE POST	3.066667 7.066667	2.926101	4.3	8.048959	29	.00000

Interpretation

As the chart shows above, there is a marked difference between the pre – test and the post – test, with a mistake probability of .00000. It means that the treatment was useful for the improvement of pronunciation and the subjects improved the pronunciation of the sounds **[θ]** and **[ð]** .

The following graphics show the difference between the
pretest and the posttest results:

PRE-TEST
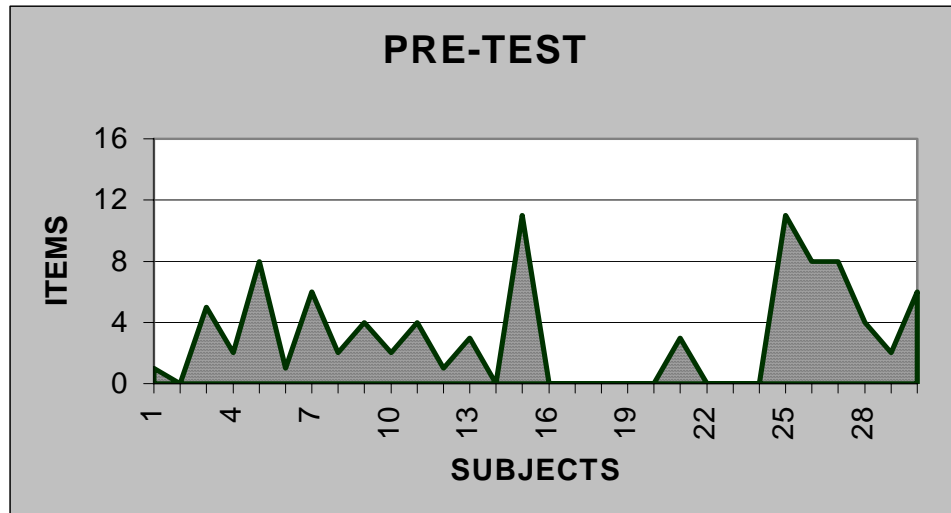
*Figure 1.*Representation of the level of pronunciation
of the subjects before the application of the treatment.

POSTEST
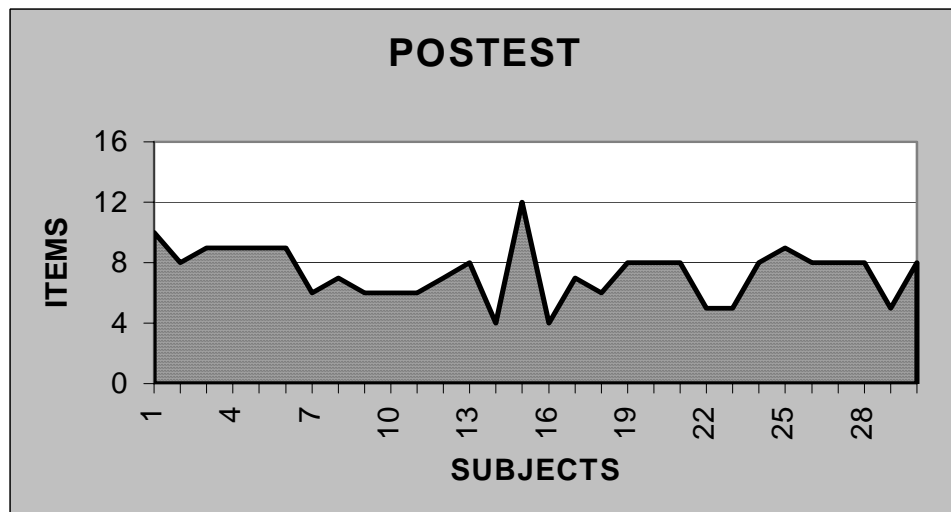
*Figure 2.*Representation of the level of pronunciation
of the subjects after the application of the treatment.

CHAPTER 5: CONCLUSIONS

❖ The English songs that were used in this study attained a sensible improvement of the pronunciation of the consonant sounds[θ]and[ð]. Therefore, the importance of

using this kind of materials in the English class not only the teacher identifies problems related to the pronunciation of this specific sounds but also help to solve problems of any sound of the English language pronunciation.

❖ The use of songs also improved the pronunciation of some words that contained the consonant sounds[ʃ][ʧ]and

[ʤ]of the English language.

❖ The songs took the interest of the students to learn the English Language. The majority of students paid attention to this activity. They learned how to pronounce the sounds appropriately in a simple, pleasant and enjoyable way.

❖ The use of songs lets the students be directly exposed to the target language and its culture, because they had the opportunity of learning some things about the country of each singer and musical group.

❖ Finally the students practiced outside the classroom the songs that they had previously learned in class. They followed the recommendations of the teacher of listening to the songs learned at home. That means that they enjoyed the activity and continued their learning at home.

Recommendations

❖ The teacher might teach the songs at the same time with some tips about the culture, history of the country, biography of the singer(s), and so on. All with the purpose of having the students to learn the Foreign Language and some social and cultural aspects.

❖ It is advisable to choose songs which are not long because the students might get bored.

❖ The continuous use of songs in the classroom might become a little monotonous, therefore it is important for the teacher not to use many songs during a week.

❖ The teacher might change the steps that this research proposes for the application of songs. For example, the use of copies with blanks, where students can listen to and filling the words or that do not appear in the copies; or the translation of the songs can be a good tool for learning pronunciation and vocabulary.

❖ The subjects of this research were students of the

eighth level of high school, but the use of songs might be applied in any other level by making the necessary changes.

❖ The use of songs is just a complementary activity, the teacher could not use all the class time for the development of this activity.

❖ The future researches might be focused on the improvement of any other aspect of the learning of a foreign language through the use of songs.

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APPENDIX

APPENDIX A: ORAL TEST

1.   ANOTHER

2.   SOMETHING

3.   THE

4.   THROUGH

5.   EVERYTHING

6.   THING

7.   NOTHING

8.   THANKS

9.   THAT

10.   WITH

11.   THERE

12.   THEM

13.   THINK

14.   THOUGHT

15.   THIS

16.   THEY

APPENDIX A1: CHART OF SCORE

THOUGHT	
THE	
EVERYTHING	
THING	
THANKS	
THINK	
SOMETHING	
NOTHING	
THAT	
THEY	
THEM	
WITH	
THIS	
THERE	
ANOTHER	
THROUGH	

APPENDIX B:

CUESTIONARIO

El siguiente es un cuestionario para conocer cuáles son tus preferencias en lo que concierne a música, cantantes y grupos musicales. Te pedimos por favor contestar las siguientes preguntas.

1. ¿Qué estilo de música te gusta más? ¿Porqué?

_____

_____

2. Dime al menos tres de los títulos de tus canciones preferidas

_____

_____

3 ¿Cuál es tu cantante o grupo musical favorito?

_____

4. ¿Te atrae la música en Inglés? ¿Por qué?

Si ____   No____

_____

_____

5. ¿Tu profesor(a) utiliza canciones en la clase de Inglés?

Si ____   No____

6. ¿Te gustaría que en la clase de Inglés se utilizaran canciones? ¿Por qué?

Si ____   No____

_____

7. ¿Recuerdas el título de alguna canción en Ingles que te gustaría escuchar? ¿Cuál? _____

PLAN OF CLASSES

This plan of classes will be used for each one of the classes during the application of the treatment.

NAME OF THE INSTITUTION: Jhon F. Kennedy High School
LEVEL: 8.1
NUMBER OF THE STUDENTS: 30
TOPIC: Pronunciation

1. PURPOSE: The students will improve their English pronunciation trough the use of songs.

2. SPECIFIC OBJECTIVES:

❖ The teacher will show a song with the aim of improving the pronunciation of the consonant sounds $[\theta]$ and $[\check{\delta}]$

❖ The students will listen to the songs and learn the pronunciation of each sound in the words of the songs.

❖ The students will know some cultural aspects of the country of the singers.

3. MATERIALS:

❖ Copies of the songs' lyrics
❖ Cd's and Tapes

4.PROCEDURE:

The researcher will talk about the sounds that will be studied. He will pronounce them and explain some differences between them. Then, he will order the learners to listen to the song without the copies of the lyrics. The teacher will give the copies to every one of the students and he will pronounce correctly the lyrics of the song. He will emphasize on the sounds proposed. The students will repeat the sounds that teacher will pronounce. After that, the students will listen to the song, all the times that were necessary. Finally, the students sing the song without listening it.

APPENDIX D. LYRICS

Song: Another Brick In The Wall

Artist: Pink Floyd

We don't need no education
We don't need no **thought** control
No dark sarcasm in **the** classroom
Teacher, leave **them** kids alone
Hey! Teacher, leave **them** kids alone
All in all it's just **another** brick in **the** wall
All in all you're just **another** brick in **the** wall

(Children:)
We don't need education
We don't need **thought** control
No dark sarcasm in **the** classroom
Teacher, leave **them** kids alone
Hey! Teacher, leave **them** kids alone
All in all it's just **another** brick in **the** wall
All in all you're just **another** brick in **the** wall

APPENDIX E. LYRICS

Song: Don't Speak

Artist: No Doubt

You and me
We used to be together
Every day together always

I really feel
I'm losing my best friend
I can't believe
This could be the end

It looks as though you're letting go
And if it's real,
Well I don't want to know
Don't speak
I know just what you're saying
So please stop explaining
Don't tell me cause it hurts
Don't speak
I know what you're thinking
I don't need your reasons
Don't tell me cause it hurts

Our memories
They can be inviting
But some are altogether
Mighty frightening

As we die, both you and I
With my head in my hands
I sit and cry

CHORUS

It's all ending
I gotta stop pretending who we are…
You and me
I can see us dying…are we?

CHORUS

Appendix F: LYRICS

Song: Thank you

Artist: Dido

My tea's gone cold, I'm wondering why

I got out of bed at all

The morning rain clouds up window

and I can't see at all

And even if I could it'd all be grey, but your picture on my wall

It reminds me that it's not so bad

It's not so bad

I drank too much last night, got bills to pay

My head just feels in pain

I missed the bus and there'll be hell today

I'm late for work again

And then you call me and it's not so bad

It's not so bad and

And if I want to thank you

for giving me the best day of my life

Oh just to be with you

is having the best day of my life

Push the door, I'm home at last

and I'm soaking through and through

Then you handed me a towel

and all I see is you

And even if my house falls down now, I wouldn't have a clue

Because you're near me and.

I want to thank you for giving me the best day of my life

Oh just to be with you is having the best day of my life

APPENDIX G. LYRICS

Song: Iris

Artist: Goo goo dolls

And I give up forever to touch you
cause I know that you feel me somehow
your de closest to heaven that I've ever be.
And I don't to go home right now
and all a can taste is this moment and
all I can breath is your life.
cause sooner or later is over I just don't wanna miss you to night.
And I don't want the world to see me cause I don't think could they understand
when everything is made to be broken,
I just want you to know who I am.

And you cannot find the tears that in common or the moment of truth in your lies when everything
feels like the movies yeah you bleed just to know you're alive
And I don't want the world to see me
cause I don't think could they understand when everything is made to be broken, I just want you
to know who I am.

I just want you to know who I am

APPENDIX H. LYRICS

Song: With Arms Wide Open

Artist: Creed

Well I just heard **the** news today
It seems my life is going to change
I closed my eyes, begin to pray
Then tears of joy stream down my face

CHORUS:
With arms wide open
Under **the** sunlight
Welcome to **this** place
I'll show you **everything**
With arms wide open
With arms wide open

Well I don't know if I'm ready
To be **the** man I have to be
I'll take a **breath**, I'll take her by my side
We stand in awe, we've created life

CHORUS:
Now **everything** has changed
I'll show you love
I'll show you **everything**
With arms wide open
With arms wide open
I'll show you **everything** ...oh yeah
With arms wide open…wide open

If I had just one wish
Only one demand
I hope he's not like me
I hope he understands
That he can take **this** life
And hold it by the hand
And he can greet the world
With arms wide open...

CHORUS:
Now **everything** has changed
I'll show you love
I'll show you **everything**
With arms wide open
With arms wide open
I'll show you **everything**…oh yeah
With arms wide open....wide open

APPENDIX I. LYRICS

Song: Here with me

Artist: Dido

I didn't hear you leave,
I wonder how am I still here.
I don't want to move a **thing**
it might change my memory

Oh I am what I am,
I'll do what I want
but I can't hide
I won't go,
I won't sleep,
I can't **breathe**
until you're resting here **with** me.
I won't leave,
I can't hide,
I cannot be
until your resting here **with** me.

I don't want to call my friends
they might wake me from **this** dream
and I can't leave **this** bed,
risk forgetting all **that's** been

Oh I am what I am,
I'll do what I want
but I can't hide
I won't go,
I won't sleep,
I can't **breathe**
until you're resting here **with** me.
I won't leave,
I can't hide,
I cannot be
until your resting here **with** me.

APPENDIX J. LYRICS

Song: I'm with you

Artist: Avril Lavigne

I'm standing on **the** bridge
I'm waiting in **the** dark
I **thought that** you'd be here
by now
There's nothing but **the** rain
No footsteps on **the** ground
I'm listening
but **there's** no sound

Bridge: Isn't anyone trying to find me?
Won't somebody come take me home

Chorus: It's a damn cold night
trying to figure out **this** life
Won't you take me by **the** hand
Take me somewhere new
I don't know who you are
But I..
I'm **with** you
I'm **with** you

I'm looking for a place
I'm searching for a face
Is anybody here I know
Cause **nothings** going right
And **everything's** a mess
And no one likes to be alone

Bridge:

Chorus:

Why is **everything** so confusing?
Maybe I'm just out of my mind
Yeah yeah yeah yeah yeah yeah yeah yeah
YEAAAAAAAHHHHHH!

Chorus:

APPENDIX K. LYRICS

Song: Something Stupid

Artist: Robbie Williams & Nicole Kidman

I know I stand in line, until you **think** you have **the** time
To spend an evening **with** me
And if we go someplace to dance, I know **that there´s** a chance
You won´t be leaving **with** me
And afterwards we drop into a quiet little place
And have a drink or two
And **then** I go and spoil it all, by saying **something** stupid
Like: "I love you"
I can see it in your eyes, **that** you despise **the** same old lies
You heard **the** night before
And **though** it´s just a line to you, for me it´s true
It never seemed so right before

I practice every day to find some clever lines to say
To make **the** meaning come **through**
But **then** I **think** I´ll wait until **the** evening gets late
And I´m alone **with** you
The time is right your perfume fills my head, **the** stars get red
And oh **the** night´s so blue
And **then** I go and spoil it all, by saying **something** stupid
Like: "I love you"
("I love you, I love you,...")

APPENDIX L: PERMISSION LETTER

San Juan de Pasto

Noviembre 24 de 2003

Doctora:

GILBERTO MORA
Rector Colegio Jhon F. Kennedy

La ciudad

Cordial Saludo

De manera muy comedida solicito a usted, me permita realizar mi Trabajo de Grado dentro de una de las aulas de su institución. Dicho Trabajo consta de la aplicación de un cuestionario y la utilización de nueve (tres semanas) clases de Inglés en las cuales se aplicará un tratamiento a un grado de bachillerato, con el fin de conocer los efectos de las canciones en la pronunciación de este idioma.

Agradezco de antemano su atención.

LIDA JANETH DUEÑAS BASANTE
Estudiante Egresada
Lic. Lenguas Modernas Ingles- Francés,
Universidad de Nariño

APPENDIX M: PRE –TEST DATA MATRIX

NOMBRE	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	TOTAL
Arroyo Botina Margarita	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Bastidas Chana Medardo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cabezas Prado Melvin Rosmaira	0	1	1	0	0	0	0	1	0	1	0	1	0	0	0	0	5
Cabrera Jaramillo Angie Vanessa	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2
Castellanos Navarrete Alejandra	0	1	1	1	0	0	0	1	1	1	0	1	0	1	0	0	8
Chamorro Azain Sonia Yolanda	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Collazos Alexander	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	6
Criollo Portilla Mayerly Janeth	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	2
Delgado Guerreo Diego Fernando	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	4
Delgado Narvaez Jerson	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Diaz Arce Andrea	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	4
Guerrero Acosta Esther Sarith	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Henestroza Benavides Leidi	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	3
Hidalgo Cordoba Claudia Maritza	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jaramillo Diaz Wilson Fredy	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	11
Jurado Jurado José Armando	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jurado Pinta Wilson German	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lozano Burbano Angie Nathali	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mejia Rivera Edgar Alexander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Meneses Tejada Jonathan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Patiño Burbano John Eduardo	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	3
Pinza Martha Liliana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Portilla Rosero Nancy Janeth	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Potosí Hernández Jonathan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Romero Oliva Carlos Diego	1	0	1	1	1	1	0	1	1	1	1	0	0	1	0	1	11
Romero Oliva Jonathan	0	0	1	1	1	1	0	1	0	1	1	0	0	1	0	0	8
Rosero Jhoan	0	0	0	1	0	1	1	1	0	1	0	1	0	0	1	1	8
Ruales Mary Katherine	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	4
Salazar Jaramillo Silvana Lorena	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	2
Santacruz Males Francisco Javier	0	0	0	0	0	0	0	1	1	1	0	1	1	1	0	0	6
TOTAL	4	3	7	5	5	6	3	12	5	11	6	8	2	7	5	**3**	**92**

APPENDIX N: POST – TEST DATA MATRIX

NOMBRE	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	TOTAL
Arroyo Botina Margarita	1	0	1	0	1	1	0	0	1	1	1	1	1	0	1	0	10
Bastidas Chana Medardo	0	0	1	1	1	1	0	0	0	1	1	0	1	0	1	0	8
Cabezas Prado Melvin Rosmaira	0	1	1	1	1	1	0	1	0	1	0	0	1	0	1	0	9
Cabrera Jaramillo Angie Vanessa	0	0	1	0	1	1	1	0	1	1	1	0	1	0	1	0	9
Castellanos Navarrete Alejandra	0	0	0	1	1	0	0	1	1	0	1	0	1	1	1	1	9
Chamorro Azain Sonia Yolanda	0	1	1	1	1	0	0	1	0	0	1	0	1	1	1	0	9
Collazos Alexander	0	0	1	0	1	0	1	0	1	1	0	0	0	0	1	0	6
Criollo Portilla Mayerly Janeth	0	0	1	1	1	1	0	0	0	0	0	1	1	0	1	0	7
Delgado Guerreo Diego Fernando	0	0	0	1	1	0	0	1	0	1	0	0	0	0	1	1	6
Delgado Narvaez Jerson	0	0	0	1	1	0	0	1	0	1	1	0	0	0	1	0	6
Diaz Arce Andrea	0	0	1	0	1	1	0	0	0	1	1	0	0	0	1	0	6
Guerrero Acosta Esther Sarith	0	1	1	0	1	1	0	0	1	1	0	0	1	0	0	0	7
Henestroza Benavides Leidi	0	0	1	1	0	0	0	1	1	0	1	1	1	0	0	1	8
Hidalgo Cordoba Claudia Maritza	0	0	0	1	0	0	0	0	0	1	0	1	1	0	0	0	4
Jaramillo Diaz Wilson Fredy	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	12
Jurado Jurado José Armando	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	4
Jurado Pinta Wilson German	0	1	0	1	1	1	0	0	0	1	1	0	0	0	1	0	7
Lozano Burbano Angie Nathali	0	0	0	1	1	1	0	0	0	1	0	0	1	0	1	0	6
Mejia Rivera Edgar Alexander	1	0	1	0	1	1	0	0	0	1	0	1	1	0	1	0	8
Meneses Tejada Jonathan	1	0	1	0	1	1	0	0	0	1	0	0	1	1	1	0	8
Patiño Burbano John Eduardo	0	0	1	0	1	1	0	1	0	1	1	0	1	1	0	0	8
Pinza Martha Liliana	1	0	0	1	1	0	0	0	0	1	0	1	0	0	0	0	5
Portilla Rosero Nancy Janeth	0	1	0	1	1	0	0	0	0	1	0	0	0	0	1	0	5
Potosí Hernandez Jonathan	1	0	1	1	1	1	0	0	0	1	0	1	0	0	1	0	8
Romero Oliva Carlos Diego	0	0	1	1	0	1	0	1	1	1	1	1	0	0	1	0	9
Romero Oliva Jonathan	0	0	1	1	1	1	0	1	0	1	1	0	1	0	0	0	8
Rosero Jhoan	0	0	0	1	1	1	1	1	0	1	0	0	0	1	1	0	8
Ruales Mary Katherine	1	0	0	0	1	0	0	0	1	1	1	0	1	1	1	0	8
Salazar Jaramillo Silvana Lorena	0	0	1	0	0	1	0	0	0	1	0	0	1	1	0	0	5
Santacruz Males Francisco Javier	0	0	0	1	1	0	0	1	1	1	0	1	1	0	1	0	8
TOTAL	7	6	18	19	26	19	3	12	9	26	15	9	19	8	22	**3**	**221**

A	THOUGHT	G	SOMETHING
B	THEY	H	NOTHING
C	EVERYTHING	I	THAT
D	THING	J	THE
E	THANKS	K	THEM
F	THINK	L	WITH

M	THIS
N	THERE
O	ANOTHER
P	THROUGH