



**UNIVERSIDAD NACIONAL DE CHIMBORAZO FACULTAD DE
CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS**

THESIS TITTLE:

“OBSERVATION OF THE USE OF SONGS IN TEACHING OF ENGLISH PRONUNCIATION IN
THE STUDENTS OF SIXTH YEAR OF BASIC EDUCATION CLASS “D” AT JOSÉ MARÍA
ROMÁN SCHOOL, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE
ACADEMIC TERM 2016-2017.”

Work presented as requirement to obtaining the Bachelor’s Degree of “Licenciatura en Ciencias
de la Educación, profesor de Idiomas Inglés”

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COMITE MEMBERS CERTIFICATED

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Work presented as requirement to obtaining the Bachelor’s Degree of “Licenciatura en Ciencias de la Educación, profesor de Inglés”. It has been approved by the following Committee Members at the Universidad Nacional de Chimborazo, as it is confirmed by their signatures.

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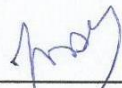
INFORME DEL TUTOR

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CERTIFICO:

Que el presente trabajo: **“OBSERVATION OF THE USE OF SONGS IN TEACHING OF ENGLISH PRONUNCIATION IN THE STUDENTS OF SIXTH YEAR OF BASIC EDUCATION CLASS “D” AT JOSÉ MARÍA ROMÁN SCHOOL, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2016-2017.”** de autoría de la señorita Diana Isabel Mendoza Ortiz, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo para su calificación correspondiente.

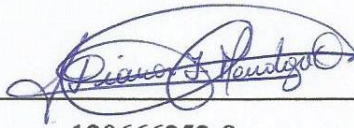


Luis Alberto Machado

AUTORSHIP

I, Diana Isabel Mendoza Ortiz, Student of language career, declare I am the only author of the research named “OBSERVATION OF THE USE OF SONGS IN TEACHING OF ENGLISH PRONUNCIATION IN THE STUDENTS OF SIXTH YEAR OF BASIC EDUCATION CLASS “D” AT JOSÉ MARÍA ROMÁN”, ideas and commentaries specified in this document is responsibility of its author.

Riobamba, 13 de Junio del 2017



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Diana Mendoza Ortiz

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“My sincere thanks to all people who have helped me during my studies in the Universidad Nacional de Chimborazo, my parents, classmates, friends, and teachers; in a special way my tutor Luis Alberto Machado who has dedicated his time for guiding me during the development of my thesis.”

DEDICATORY

“This work is dedicated to the most important people in my life, my parents specially, my sister who have supported me during all my studies and who have helped me during all my life, with all my love for you”

Diana.

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RESUMEN

Mediante una observación previa realizada en la escuela José María Román con los estudiantes de sexto año de Educación básica paralelo “D”, se determinó como problema que los estudiantes tienen dificultad al momento de pronunciar las palabras en inglés, a pesar de que el docente aplica una buena estrategia de enseñanza los estudiantes solo practican la pronunciación como repetición sin reconocer los diferentes sonidos que existen en el idioma inglés. Este estudio describe cómo la docente de Inglés utiliza las canciones para enseñar la pronunciación en Inglés. La investigación se realizó durante el periodo lectivo 2016 – 2017, con los estudiantes de sexto año de básica paralelo “D”, los estudiantes involucrados fueron 33 de los cuales 15 son hombres y 18 son mujeres. El propósito de esta investigación es observar el uso de las canciones en la enseñanza de la pronunciación del idioma inglés, el tipo de estudio es cualitativo de nivel exploratorio, se utilizó el método cualitativo etnográfico; la técnica utilizada fue la observación y el instrumento aplicado fue una checklist. La investigación concluyó que a pesar de la metodología utilizada para aplicar las canciones, los estudiantes continúan teniendo problemas de pronunciación porque el profesor no realiza las actividades de manera correcta.

Palabras Clave:

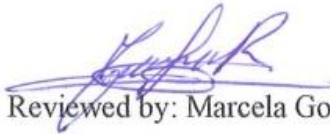
Canciones, Enseñanza, Pronunciación, Inglés.

SUMMARY

By means of a previous observation made at the José María Román school with the sixth year students of basic education class "D", it was determined as a problem that the students have difficulties when they pronounce the words in English, even though the teacher applies a good teaching strategy students only practice pronunciation as a repetition without recognizing the different sounds that there is in the English language. This study describes how the English teacher uses the songs to teach pronunciation in English. The research was realized during the academic year 2016 - 2017, with students in the sixth year of basic class "D", the students involved were 33 of whom 15 were men and 18 were women. The purpose of this research is to observe the use of songs in the teaching of English language pronunciation, the type of study is qualitative of exploratory level, the qualitative method used was the ethnographic; the technique used was observation and the instrument was a checklist. The investigation concluded that despite of the methodology used, based on the songs activities, the students continue having problems in pronunciation because the teacher does not perform the activities in a good way.

Keywords:

Songs, Teaching, Pronunciation, English.



Reviewed by: Marcela González R.

ENGLISH PROFESSOR



INTRODUCTION

Nowadays, English language is considered as very important languages around the world; people start to learn this language from early ages; how this language is taught, differ according the necessities that students have and the resources that teacher has.

To learn a foreign language, the teacher must bear in mind the learning abilities of the learners because two students of the same class cannot learn exactly of the same way. However students learn easily while listen the music of a song. (Borraz, 2013)

This research was oriented to discover how the English pronunciation is taught through songs. The pronunciation is related with the speaking skill, and the use of songs is related with the listening skill, because the students need to listen when they pronounce the words.

This investigation was developed in sixth year of Basic education class “D” at José María Román School, in where there are 33 students of which 15 are men and 18 are women. The School is located in the Chimborazo province, city of Riobamba. This public educative institution works in the morning and in the afternoon and there are 1097 students, and 41 teachers.

The research problem is that the students have difficulties to pronounce correctly the words in English because the activities used with songs during the classes do not help students to learn the different sounds to pronounce correctly the words in English. This investigation observed and collected information about how the songs are used for teaching the English pronunciation. In addition apply different techniques with the songs can help the teacher to get good results during the teaching learning process.

This problem was chosen because the students have more problems in the pronunciation of English, for them learning grammar is easier than learning pronunciation; they cannot identify the different sounds that there are in English, thus they pronounce the English words using Spanish sounds.

In this research was studied the way the teacher used songs to teach her students English pronunciation. In addition, this investigation helped in the clarification of the problem in the use of songs in teaching English pronunciation.

This research type was qualitative with an exploratory level, and the method used was the ethnographic. The technique applied was the observation and the instrument was the checklist, which helped the researcher to gather the proper data for this investigation. In addition, there was feasible to develop this investigation because the researcher was supported by the authorities of the José María Román School in the collection of the necessary data to develop this research.

The relevance of this study is that the songs can be used with a variety of techniques to help the students in learning the different English sounds and as result the students can learn to pronounce English words correctly. Moreover the purpose of this research is to suggest the correct way to use the songs in the teaching of English pronunciation.

This research has been divided into five chapters which will help to understand the results of the investigation:

Chapter I, here there is the referential framework where there are the preliminary aspects, objectives, justification, and problem definition.

Chapter II, there is the theoretical foundations, the theory which will help to support the investigation realized and also here there is a similar investigation with the present research.

Chapter III, here the researcher presents the level of the research, the design, and the method also there is an explanation about how the researcher did this investigation.

Chapter IV, here there is an analysis of the results obtained during the investigation based on the data researched with the help of the checklist.

Chapter V, there is the conclusions to which the researcher came after the research was completed, and the recommendations that the investigator suggests to the teacher of the school, and for the future professionals who can use this information for other researches.

CHAPTER I REFERENTIAL FRAMEWORK

1.1 Research Problem

Although in the José María Román School the teacher applies different songs in the teaching of English pronunciation, students had difficulties to pronounce correctly the words in English.

1.2 Problem Definition

The school José María Román is located in the Riobamba city, it is a public institution which works in double shift, in the morning and in the afternoon; in the school there are 1097 students of which 603 are men and 494 are women, all of them live in the city of Riobamba. In the institution works about 41 teachers, of these 16 are men and 25 are women. The 60 percentage of the teachers are graduated as “Licenciados”, the other 40 percentage have studied a master degree, and inside the 60 percentage of “Licenciados” some of them are doing studies of fourth level. There are only three teachers for teaching English, 2 are women and 1 is a man, all the English teachers are “Licenciados”.

The research was performed with the students of sixth year of basic education class “D”, they study in the morning all live in the city in different citadels, there are almost 33 students in this class, of which 15 are men and 18 are women, only 3 students live with their mothers, the rest live with their both parents, the students do not have a cell phone but they usually use the cell phones of their parents.

Only 15 students have their own computer for working at home with the assignments of the school, the rest have to work in a cyber café near of their homes. In the sixth year of basic education class “D” only 8 students have problems in all the subjects, the rest of the students are considered as good students and regular students, inside of 33 students, 20 students answered that they like to learn English, on the other hand 13 students answered that they do not like to learn English.

The more frequent interests of the students are: go out with friends, play sports, watch television, sleep, and at the end to study. According their answers they spend 2 – 3 hours every day watching television, and 1 – 2 hours spending time in Facebook and YouTube. The previous observation has showed that the students of sixth year of basic education “D” have problems

with the pronunciation of the English words; the teacher uses different children's songs to teach the English pronunciation but for them sometimes is difficult to follow the same pronunciation, when it occurs, they feel frustrated because they feel that they are bad for this subject. So with this research, the researcher pretends to observe how songs work at the moment to teach English pronunciation.

In this research was observed the way the teacher used songs in teaching English pronunciation in the students of sixth year of basic education class “D” at José María Román School.

This investigation helps the investigator to discover why the students of sixth year of basic education class "D" at José María Román School have difficulties in the English pronunciation in spite of the English teacher uses songs in her classes to get that they learn to pronounce in a correct way the words in English. Moreover, this is useful for the investigator because she can apply in her professional life the knowledge that she acquired along this research.

1.3 Formulation Problem

How are the songs used in sixth year of basic education “D” for teaching the English pronunciation?

1.3.1 Guiding Questions

- What techniques are used by the teacher to teach English pronunciation with the songs?
- How do the students recognize the English sounds in the songs?

1.4 Objectives

1.4.1 General

- To observe the use of songs in the teaching of English pronunciation in students of the 6th year of basic education “D” at José María Román School.

1.4.2 Specific

- To determine the techniques that the teacher uses to teach the pronunciation using songs in English in children of sixth year of basic education “D”.
- To analyze the use of songs in the recognition of the different sounds of the English alphabet in children of sixth year of basic education “D”.

1.5 Justification

This research is important because it enriches the field of English methodology and the linguistic area; in addition it helps to know the best way for using songs in the teaching English pronunciation, the techniques, and factors that could help to students of sixth year of Basic education class “D” to pronounce correctly the words in English.

The instrument used for this investigation was a checklist, which was created by the researcher, this instrument is not based in any similar checklist, it was elaborated with theory, previously researched and adapted to the necessity of the researcher to discover; and thus explain in details the results of the research.

This investigation has helped the researcher to recognize the different aspects that the teacher must bear in mind for applying the songs to teach English pronunciation, and the possible solutions that can be applied in the professional life. In addition here when the teachers use the lyrics in the teaching learning process, the most important element that they must take into account is the creativity especially if they work with children because they love to learn in different ways every class.

The beneficiaries are the teachers, the students and the researcher, because all of them are part of the investigation.

This research was feasible to develop because the researcher has the enough knowledge about methodology and other subjects related with this investigation acquired during the studies realized at Universidad Nacional de Chimborazo at Language Career; this investigation was not expensive in monetary way because it consisted only in observing classes and its reporting.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background investigation regarding to the problem to be investigated.

In the library at UNACH, there is an investigation which has similar characteristics with the present research, it has the following title: **Analyze the songs as a methodological strategy to improve the listening skill of English language in the 8th grade of basic education parallel “A” at Riobamba High School during the school year 2016-2017.** Realized by Illescas John in 2016. The objective of this research is to analyze the relevance of songs as methodological strategies to improve the listening skill of English language in the 8th grade of basic education parallel “A” at Riobamba high school during the school year 2016-2017. In addition the researcher concludes that the use of songs in the class permit the students getting motivated to develop the listening skill because the students are active during the class and the teacher gets better results.

2.2 Theoretical Foundation

Songs for children

The songs are compositions that people create for children, and they are used in the education for teaching something. Those compositions have a funny rhythm and that is the reason why children love those kinds of songs. Well uses of the songs, result in a great resource for the teachers. There are a variety of songs which have been created across the years, and currently some of them have been modified by new rhythms, but with equal essence.

The National Association for Music Education (NAfME, formerly MENC) created a list of 42 songs every American should be able to sing in hopes of uniting more citizens and villages through song, the tally was elaborated in 1995 and has since been extended; it is a great initiating point for a family lyrical library. (Lewis, 2012)

As Lewis cited to Rasmussen in 2012 in her article which says, “Avoiding very long orchestral music, and instead listening to short pieces about four to five minutes in length”. Music with inadequate musical content should be avoided, there is no wrong style, it’s just harder to find hip hop that is high lyrical condition and also has appropriate lyrics.

Phonetics

Pupils have to be aware of speech sounds, which have to be regularly practiced. To approach musical sounds we can improve the pronunciation through rhythm, singing and movement. The guider can prepare any short recording (of two to three minutes length) of suitable music depending to the sounds the teacher wants to work on.

Listening skill

Jumbling lyrics proposes a rich emit of activity beliefs. Alterations contain jumbling on a word, sentence or verse level. Two diverse songs can even be jumbled for the children to untangle. Jumbling has benefits over gap fill as it forces students to re-craft speech, employing their information of grammar and vocabulary. This requires more active approach to language use, through reconstruction of texts.

Adaptation of lyrics is another kind of popular activities. This can either be in the figure of 'error' music which the students must rectify, or fabrication of entirely original music based on the stimulus of the songs.

Penny Ur's and Jeremy Harmer's activities are also worth mentioning. They provided activities which ensure that pupils do not lose attention while listening because of immediate feedback.

Speaking skill

Speaking skill can be taught in pre-listening questions, e.g. what is the lyric about? What perceptions does it emerge? A tutor can brainstorm any belief he wants to use.

In people's first language rarely have trouble discerning listening. But, in a foreign language, it is one of the harder abilities to expand - dealing at precipitate with unfamiliar noises, words and structures. Many learners are apprehensive of listening, and can be disheartened when they listen to something but feel they comprehend very little. It is also harder to concentrate on listening if you have little attention in a topic or circumstances. Pre-listening assignments aim to deal with all of these concerns: to produce interest, build confidence and to promote understanding. Aims and kinds of pre-listening tasks are: Setting the context, generating interest, activating prevailing learning - what do you know about...?, acquiring knowledge, activating lexicon / language,

predicting content, pre-learning vocabulary, reviewing / comprehending the listening tasks. The selection of pre-listening task also gives you a chance to categorize the listening activities for diverse skills. If you have a class who are generally struggling with listening task, then the more extensive that the before-listening work is the better. (British Council 2011)

Active participation

Dynamic participation is the constant and coexisting engagement of the minds of all the students with the content of the lesson. Such participation extends the rate and degree of learning, dynamic participation can be either envelop or overt: tutors can ask all learners to believe, create, prognosticate, or percept; or they can ask all learners to write, talk, or do. Dynamic participation is the key to successful teaching and learning. When all students are involved with the text throughout the lesson, the possibility of high study levels for all increases exponentially. (Leela J. George, 2016)

ENGLISH PRONUNCIATION

What Pronunciation means?

"Pronunciation" is to the form in which people produce the sound of words.

In pronunciation of words, people push air from their lungs up through their throat and vocal chords, through their mouth, past their tongue and out between their teeth and lips. (Sometimes air also travels through their nose). (English Club, 2014)

Creating correct sounds using the muscles of our mouth, tongue and lips, there are other aspects which are important in pronunciation, including:

- Word stress - emphasis on specific syllables in a word
- Sentence stress - emphasis on certain words in a sentence
- Linking - joining certain words together
- Intonation - the rise and fall of our voice as we speak

Intonation is crucial for communication. It's also a largely unconscious mechanism, and as such, a difficult aspect of pronunciation. Intonation is about how people say things, rather than what people say. Without intonation, it's complicated to understand the appearance and beliefs that go with words. Listen to someone talking without paying attention to the words: the 'melody' you listen is the intonation. (British Council, 2007)

Phonetic ability

As Joanne Kenworthy (1994) says, it is a common view that some humans have a “better ear” for foreign languages than others. It means that in the classes teachers can find different students who will have better results at the moment to practice pronunciation than others, but it is not a rule because with a good practice this problem can be passed.

Aspects of pronunciation

First of all are the sounds, there are in English language two types of vowels and consonants, which have different functions in the syllable.

Linkage of sounds

English people generally speak fast and sometimes they link two words constitute a new one. This is the example of the contractions and other words that are joined with the end of a sound of a one word with the first sound of the next word.

Word stress

When in English there is more than one syllable the sound oscillates and the stress will be in one of the syllables that the word has.

Rhythm

According to Joanne Kenworthy (1994), there are kinds of syllables, just like bars of music, and within each group there are weaker and strong beats.

English is not Phonetic

Always remember that English is not "phonetic". That means that people do not always say a word the same way that people spell it. (English Club, 2010)

I like to read /ri:d/

I have read that book /red/

Red is my favourite colour /red/

Learn the Sounds of English

In English language alphabet there are 26 letters, but here it has at least 44 sounds. Recognizing and knowing those sounds will aid to give you good pronunciation. Of course, people know that improving your pronunciation helps your speaking.

Sounds in English

The Sounds in English are very different from Spanish; people can find a variety of sounds that in Spanish are not found. Thus in English there are plosive sounds, voice sounds, and voiceless sounds, long and short vowels among others, here have been selected a specific group of sounds for this research.

Plosive Sounds

According to Ana Lopéz in (2008), a stop, plosive, or occlusive is a consonant sound produced by stopping the airflow in the vocal tract. In this group there are the voiceless and voiced sounds. The voiceless plosive sounds are: /p/ /t/ /k/, while the voiced plosive sounds are: /b/ /d/ /g/.

Vowel Sounds

As the consonants the vowels are similar but in this case, the vowel sounds contain long and short sounds. In the English Phonetic Alphabet is probable to find the different sounds of the vowels and the consonants and in base of it here are the short and long vowel sounds.

The frequent sound for each vowel is its "short" sound:

“ă, pronounced /æ/” as in apple, pan, or mat,

“ě, pronounced /ɛ/” as in elephant, pen, or met,

“ĩ, pronounced /ɪ/” as in insect, pin, or mitt,

“ö, pronounced /ɒ/” as in octopus, ostrich, upon, or motto,

“ũ, pronounced /ʌ/” as in umbrella, pun, or mutt.

The long vowel sounds

Long “A (ā), pronounced /eɪ/” as in ate or mate,

Long “E (ē), pronounced /i:/” as in eat or meat (or meet or mete-- all pronounced the same),

Long “I (ī), pronounced /aɪ/” as in mite or might,

Long “O (ō), pronounced /oʊ/” as in oats, mote or moat, and

Long “U (ū), pronounced /ju:/” in mute. (International Phonetic Association, 2017)

Silent “E” rule

In English Language there is a rule in which the final "e" is not pronounced. If a vowel and consonant are preceding by an ‘e’, the ‘e’ is almost always silent, but it provokes the preceding vowel to be long. (Examples: ate, plane, Pete, bite, nine, rope, note, cube, and flute.) (Maddox, 2007)

Unfamiliar Sounds

In English there are sounds that are used only in the English pronunciation, in contrast these sounds are not found in the Spanish pronunciation, and here are the sounds which are unfamiliar:

[ŋ] sing , [θ] think, [ʃ] shop, [tʃ] chicken, [ð] that, [dʒ] general.

(International Phonetic Association, 2017)

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Type research

This is qualitative that is characterized by usage of qualitative data, which arise from the empirical confrontation between the subject and the object of research. This kind of research has among its characteristics, not starting from a preconceived plan, but from circumstances specific to the phenomenon studied. That is, its starting point is a general analysis of the problem; the theoretical framework and the methodology to be used emerge, as progress is made in the development of research.

3.2 Level of research

This research had an exploratory level, because with a previous diagnosis or survey was carried out with which it was possible to obtain a general overview of the problem of interest to the investigator which consists in observing the use of songs in the teaching of English pronunciation, in the José María Román School class “D”.

In addition, the outcomes of this investigation were interpreted to recognize problems and potential solutions to use in a right way the songs in the teaching of English pronunciation.

3.3 Research method

The ethnographic method was used for this investigation because this method permits to maintain a direct contact with the subject of study developing a direct observation, which permitted to collect the data, based on behavior that students of José María Román School class “D” presented, and based on the checklist with the specific items that the investigator considered as important for gathering the information for its develop. Also, as this research involves the educative field this method was considered as the best to develop this research.

The researcher developed the investigation at “José María Román” school, because at this school exist a phenomenon at the moment to learn English; the students have difficulties to pronounce the words in English. The present research was developed during the academic year 2016 – 2017 in which the researcher collected the information through a previous observation realized during the preprofessional practices.

For the present study, the researcher had been working during three months which were distributed in the following phases: field work phase, analytic phase, and in the informative phase.

3.4 Population and sample

The institution selected to develop this research was José María Román school, this educative institution has approximately 1097 students some of them assist in the morning and others in the afternoon; as the institution is big the researcher selected one class to work, this class was selected because should be very difficult to work with the whole institution.

The class has only 33 students and the observation was no difficult to do; the students of sixth year of basic education has problems to pronounce the words in English, for this reason the researcher selected this class to develop the present investigation.

3.5 Procedure

This research was developed through four phases which were:

Preparatory phase; first of all, the researcher considered the selection of the area of study, Methodology and Linguistics. The researcher chose both areas because during my pre-professional practices the researcher observed the problem that the students had in the English classes and the researcher concluded that, this problem belongs these areas. While carrying out my practices period the researcher identify that learning pronunciation is very important when learning a foreign language. The researcher noticed that in this course the students have problems to pronounce correctly the words in English; this is a problem identified to be researched. Once the problem was identified, the researcher read literature about the strategies to use songs for teaching English pronunciation, and the important aspects of the English pronunciation. It was very useful to acquire knowledge about strategies to use songs for teaching English pronunciation and the important aspects of the English pronunciation because it helped me to have a clear idea about the necessary information to be collected.

For the problem definition, first, the researcher determined the problem at a macro level; for doing this, the researcher investigated the whole institution “José María Román” School; here the information was gathered through interview in the secretary. Second, for the meso level of the

problem definition, the researcher researched about the students of sixth year of basic education class “D”, the information was gathered through a survey for the students. Finally, in the micro level, the researcher determined the problem through a previous observation during the pre-professional practices which is about the way that teacher uses the songs in the teaching of English pronunciation. Among different qualitative research methods, the researcher chose the ethnographic method because the researcher observed during my practices what happens in sixth year of basic education “D” English classes. The researcher had the opportunity to observe the teacher teaching the students the English pronunciation through songs.

Field work phase; for the collection of information the investigator had access to carry out the investigation because she developed her pre-professional practices in this institution, therefore she had access to the academic information of students for developing of the research. The director Lcdo. Giovanni Borja gave all the support to apply the survey and interview the secretary for gathering her information about the school. The investigator had support from every member of the school to develop her investigation.

The contact with the students in the investigation was done face to face. The researcher talked to the English teacher and told her that the researcher was going to observe her in two English classes to collect information in a checklist about how she uses the songs to teach English pronunciation. She accepted my request to do my observation. After her consent, the researcher explained the students what was the purpose of my presence in class and requested their collaboration to register the information in the checklist. The students knew me because the researcher did my practices with them in eight semester.

The attitude of the researcher as observer was non participative and the close observation. At the beginning of the project a descriptive observation was realized. The researcher did a general observation in the school (macro level). To do that the researcher used an interview guide. After that the researcher investigated the course and the class (meso and micro level) to find out specific aspects about the students of sixth year of basic education class “D”.

Analytic phase, the researcher processed the whole information collected to elaborate the final report draft, here she contrasted the objectives with the information obtained, to thus present to her tutor in the next phase the final draft.

Informative phase, the researcher presented the final report draft to her tutor for the respective revision, and she did the necessary corrections to develop the final report presentation concluding thus the whole process of this investigation.

3.6 Work field

To develop this investigation, the researcher first did a previous observation in the José María Román school during her preprofessional practices in eighth semester, with this observation she selected the grade: sixth year of basic education class “D”, the investigation was realized only with one course because there are a lot of students in the whole institution and work with all of them should have been difficult, for this reason the researcher selected one course to develop the investigation.

The researcher asked to the director of the educative institution Lcdo. Geovanni Borja the authorization for developing the investigation, and with the help of the English teacher Lcda. Sandra Salazar and the students of sixth year of basic education class “D” the investigation was developed in two classes the following days: May 09 2017, and May 16 2017, for 2 hour each class was after the recess at 11H15 AM until 12H30 PM.

The researcher did not have problem to get the necessary information for the project because she developed her preprofessional practices in this institution; the researcher was involved in the class where the teacher almost always uses songs for teaching the English pronunciation, despite this the students have problems to pronounce the words in English and this is the reason why the investigator selected this problem for doing the investigation.

The information was collected from the facts that she observed and documented in the checklist previously elaborated with the necessary information for this investigation; the checklist was developed based in two principal reasons, first, to determine the techniques that the teacher uses to teach the pronunciation using songs in English, and second, to analyze the use of songs in the recognition of the different sounds of the English alphabet.

After the researcher got the permission for developing the investigation she started to do it, the process followed the steps proposed in the schedule separated into four phases mentioned before. Finally the information collected through the direct observation with the help of the check list

helped the researcher to describe the way that the English teacher uses the songs for teaching the English pronunciation and the problem that the students have to pronounce the words in English. By last the researcher finished the final report on June, and with this she conclude the present investigation.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and interpretation of results

The research work was developed in the José María Román School with the students of sixth year of basic education class “D”, in order to observe how the songs are used in sixth year of basic education “D” for teaching the English pronunciation.

With the information achieved, through the checklist applied on March 09th and March 16th for two hours each class, the investigator obtained the following results explained in the following chart:

4.2 Analysis and description of check list applied at sixth year of basic education class “D”.

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p>TO DETERMINE THE TECHNIQUES THAT THE TEACHER USES TO TEACH THE PRONUNCIATION USING SONGS IN ENGLISH IN CHILDREN OF SIXTH YEAR OF BASIC EDUCATION “D”.</p>	<p>The teacher did not use appropriately songs for children according to the age and level.</p>	<p>The first class the teacher not used an appropriately song for the students, the song that she used was “Everybody” by The Backstreet boys, the students could not pronounce almost the 90 percent of the words of the whole song, and they were frustrated not being able to follow the lyric of the song. The teacher tried to help them pronouncing word by word but when they started to listen the music they talked with their classmates and did not practice the song.</p> <p>The second class the teacher used the song called “Go Away.....” this song was very appropriately for the students because the lyric was slow and specific for children, the song had words with easy pronunciation for them; most of the students could pronounce the majority of words of the song. This song had words that they usually</p>	<p>The songs are compositions that people create for children, and they are used in the education for teaching something. As Lewis cited to Rasmussen in 2012 in her article which says, “Avoiding very long orchestral music, and instead listening to short pieces about four to five minutes in length”. Music with inappropriate lyrical content should be avoided, there is no bad style, it’s just harder to find hip hop that is high musical quality and also has appropriate lyrics. If the teacher uses appropriately songs for the students bearing in mind the different aspects such as the age and the level of the students they will get good result during the teaching learning process.</p>

		listen in the class.	
	The teacher applies the songs bearing in mind the speech sounds that they regularly practice.	From the both classes only once the teacher applied a song where the students recognize almost the 90 percent of the sounds of the words because they have learned those words before during the classes in the book.	Pupils have to be aware of speech sounds, which have to be regularly practiced. To approach musical sounds we can improve the pronunciation through rhythm, singing and movement. The guider can prepare any short recording (of two to three minutes length) of suitable music according to the sounds the teacher wants to work on.
	The technique that the teacher used for applying songs in the teaching pronunciation was pre-listening questions.	The teacher applied in the both classes the technique of pre-listening question before starting to use the song, the students answered most of the question because the teacher asked “do you know what is an original mean?”, or “What is a Spider?”, the teacher used pictures to ask the questions, and the students could recognize the question and they answered in a good way they did not have problems in this step of the class.	In people’s first language rarely have trouble discerning listening. But, in a foreign language, it is one of the harder abilities to expand - dealing at precipitate with unfamiliar noises, words and structures. Aims and kinds of pre-listening tasks are: Setting the context, generating interest, activating prevailing learning - what do you know about...?, acquiring knowledge, activating lexicon / language, predicting content, pre-learning vocabulary, reviewing / comprehending the listening tasks. The selection of pre-listening task also gives you an opportunity to

			categorize the listening activities for diverse skills. If you have a class who are generally struggling with listening task, then the more extensive that the before-listening work is the better. (British Council 2011)
	The teacher promotes the active participation of the students when she uses the songs.	In the both classes the teacher promoted the active participation of the students because she did questions for the whole class, and the students answered the different questions that the teacher did, also, when she started with the song, she requested to the students did, what she had done first, and they moved from their seats, moved their bodies (head, hands, and legs).	Dynamic participation is the constant and coexisting engagement of the minds of all the students with the content of the lesson. Such participation extends the rate and degree of learning, dynamic participation can be either envelop or overt: tutors can ask all learners to believe, create, prognosticate, or percept; or they can ask all learners to write, talk, or do. Dynamic participation is the key to successful teaching and learning. When all students are involved with the text throughout the lesson, the possibility of high study levels for all increases exponentially. (Leela J. George, 2016)
TO ANALYZE THE USE OF SONGS IN THE RECOGNITION OF THE DIFFERENT SOUNDS OF THE ENGLISH ALPHABET	The teacher taught the students the intonation in words of the songs.	In the both classes the teacher emphasized the intonation of the different words of the both songs, but the first song applied was more difficult for	Intonation is crucial for communication. It's also a largely unconscious mechanism, and as such, a difficult aspect of

<p>IN CHILDREN OF SIXTH YEAR OF BASIC EDUCATION “D”.</p>		<p>the students because of that song had a fast lyric and for this reason they had a lot of difficult to understand the intonation of the words. In the second song the students understood easily the intonation of the words, because the students have had learned the most of the words in other classes.</p>	<p>pronunciation. Intonation is about how people say things, rather than what people say. Without intonation, it's difficult to comprehend the appearance and beliefs that go with words. Listen to someone talking without paying attention to the words: the 'melody' you listen is the intonation. (British Council, 2007)</p>
	<p>The teacher taught the students to differentiate that in English people do not always say a word the same way that they spell it.</p>	<p>In the both classes the teacher did not teach her students this difference because she only stimulated her students to practice the sounds of the songs but they did not recognize that the words had different pronunciation and they were written in different way too.</p>	<p>Always remember that English is not "phonetic". That means that people do not always say a word the same way that people spell it. (English Club, 2010 for example: I like to read /ri:d/ I have read that book /red/ Red is my favourite colour /red/</p>
	<p>The teacher taught the students to recognize the plosive voiceless and voiced sounds: Voiceless plosive sounds /p/ Voiced plosive sounds /d/ /g/</p>	<p>In the both classes the teacher emphasized in the following sounds /p/, /d/, /g/; with the words (party, backstreet, back, go away, goblin, don't) but she never said that these sounds are voiceless plosive and voiced plosive sounds, she only taught the pronunciation with the correct movement of the mouth, but for the students, it was very difficult to do, and as</p>	<p>According to Ana Lopéz in (2008), a stop, plosive, or occlusive is a consonant sound produced by stopping the airflow in the vocal tract. In this group there are the voiceless and voiced sounds. The voiceless plosive sounds are: /p/ /t/ /k/, while the voiced plosive sounds are: /b/ /d/ /g/.</p>

		result they could not recognize why the words with these letters have its specific sound.	
	<p>The teacher taught the students the long and short vowel sounds.</p> <p>Long vowel sounds: /eɪ/-/i:/-/aɪ/-/oʊ/-/u:/</p> <p>Short vowel sounds: /æ/-/ɛ/-/ɪ/-/ɒ/-/ʌ/</p>	<p>In both classes the teacher was focused in that her students follow the music, and they worked by repetition; during the both classes the students had problems to pronounce the vowel sounds of the words because they pronounce the vowel sounds like in Spanish without difference between the vowel sounds have in English. The teacher only focused in correct the pronunciation of the specific letters mentioned before but with the vowel sounds, she never corrected them, and as result the students pronounced the vowel sound as in Spanish and some of the students felt uncomfortable with that and they did not repeat the song during the class.</p>	<p>As the consonants the vowels are similar but in this case, the vowel sounds contain long and short sounds. In the English Phonetic Alphabet is probable to find the different sounds of the consonants and the vowels and in base of it here are the long and short vowel sounds.</p> <p>ă, pronounced /æ/ as in apple ě, pronounced /ɛ/ as in elephant ĩ, pronounced /ɪ/ as in insect, õ, pronounced /ɒ/ as in octopus ũ, pronounced /ʌ/ as in umbrella</p> <p>The long vowel sounds Long A (ā), pronounced /eɪ/ as in ate Long E (ē), pronounced /i:/ as in eat Long I (ī), pronounced /aɪ/ as in mite Long O (ō), pronounced /oʊ/ as in oats Long U (ū), pronounced /ju:/ in mute (International Phonetic Association, 2017)</p>
	The teacher taught the students to recognize the silent “E” rule.	In both classes, the teacher did not taught her students to	In English Language there is a rule in which the final "e" is

		<p>recognize this rule (“E” silent) to improve her students’ pronunciation, on the contrary when the teacher pronounced the words of the songs most of the students only tried to imitate their teacher’s pronunciation. At the end of the both classes the students pronounced the words that were more easily for them, in contrast the most difficult words were omitted by them.</p>	<p>not pronounced. If a vowel and consonant are preceding by an ‘e’, the ‘e’ is almost always silent, but it provokes the preceding vowel to be long. (Examples: ate, plane, Pete, bite, nine, rope, note, cube, and flute.) (Maddox, 2007)</p>
	<p>The teacher taught the students to recognize the unfamiliar sounds: [ŋ]- [θ]- [ʃ]- [tʃ]- [ð]- [dʒ]</p>	<p>This was the most difficult thing that can be verified during the both classes, when the sounds were very difficult to pronounce the students started to talk with the classmate who were sitting next to them. The unfamiliar sounds in English were pronounced by the students like the normal sounds, the students could not pronounce correctly all the unfamiliar sounds that there were in the songs, but it was more difficult for the students in the first song because in that song there were more complex words that they have not seen before.</p>	<p>In English there are sounds that are used only in the English pronunciation, in contrast these sounds are not found in the Spanish pronunciation, and here are the sounds which are unfamiliar: [ŋ] sing , [θ] think, [ʃ] shop, [tʃ] chicken, [ð] that, [dʒ] general. (International Phonetic Association, 2017)</p>

Done by: Diana Mendoza

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- The teacher used only one technique for teaching pronunciation in both classes, and as result the students participated in active way in the class but the class was very predictable for the students because there were not the curiosity for learning new things.
- The songs applied by the teacher for recognizing of the different sounds were not appropriate because one song had a complex vocabulary for the students with a fast music, in contrast the second song used had words with easy vocabulary but the teacher did not emphasized the different sound that the song contained.

5.2 Recommendations

- The teacher must apply different techniques for teaching pronunciation with the songs in each class, if not the class will be very predictable for the students, and they won't paying attention during the class.
- The teacher must select the songs bearing in mind the vocabulary of them because if not the students feel frustrated when they cannot identify a specific sound and as result they prefer doing other different activities than paying attention during the class.

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ATTACHMENTS
UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
LANGUAGE CAREER
INVESTIGATION PROJECT



“OBSERVATION OF THE USE OF SONGS IN TEACHING OF ENGLISH PRONUNCIATION IN THE STUDENTS OF SIXTH YEAR OF BASIC EDUCATION CLASS “D” AT JOSÉ MARÍA ROMÁN SCHOOL, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017-2018.”

Objective:

To determine the techniques that the teacher uses to teach the pronunciation using songs in English in children of sixth year of basic education “D”.

Student: Diana Isabel Mendoza Ortiz

CHECKLIST 1

Characteristic		Yes	No
1. The teacher uses appropriately the songs for children according to the age and level			
2. The teacher applies the songs bearing in mind the speech sounds that they regularly practice.			
3. The technique that the teacher uses for applying songs in the teaching pronunciation is:	A)Jumbling Lyrics		
	B)Adaptation of Lyrics		
	C) Pre-listening questions.		
4. The teacher promotes the active participation of the students when she uses the songs.			

Done by: Diana Mendoza

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Objective:

To analyze the use of songs in the recognition of the different sounds of the English alphabet in children of sixth year of basic education “D”.

Student: Diana Isabel Mendoza Ortiz

CHECKLIST 2

Characteristic			Yes	No
1. The teacher teaches the students to differentiate:	Word stress			
	Sentence stress			
	Linking			
	Intonation			
2. The teacher teaches the student to differentiate that in English people do not always say a word the same way that they spell it.				
3. The teacher teaches the students to recognize the plosive voiceless and voiced sounds.	Voiceless plosive sounds	/p/		
		/t/		
		/k/		
	Voiced plosive sounds	/b/		
		/d/		
		/g/		
4. The teacher teaches the students the long and short vowel sounds	Long vowel sounds	/eɪ/		
		/i:/		
		/aɪ/		
		/oʊ/		
		/u:/		
	Short vowel sounds	/æ/		
		/ɛ/		
		/ɪ/		
		/ɒ/		

		/ʌ/		
5. The teacher teaches the students to recognize the silent “E” rule.				
6. The teacher teaches the students to recognize the unfamiliar sounds.		[ŋ]		
		[θ]		
		[ʃ]		
		[tʃ]		
		[ð]		
		[dʒ]		

Done by: Diana Mendoza

PHOTO 1



Teacher and students of sixth year of basic education class “D”, during the first class of observation applying the first song called “Everybody”

PHOTO 2



Teacher during the pre – listening question in the second observation class with students of sixth year of basic education class “D”