



**Music as an Influential Listening Factor for Improving Pronunciation in A1
Students**

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Abstract

This research work addresses the issue of the use of music within the processes of improving pronunciation in A1 level students of English as a second language. The use of music to improve pronunciation is mainly based on the motivational component, which has a high level of influence on the learning processes. The present study had a mixed methodology. For the present study, a sample of 20 students from an educational institution was taken. An interview was carried out to find out the main difficulties of the students in their pronunciation. After this, a methodological proposal based on the use of songs was applied. A pretest was applied in which it was evidenced that 100% of the students are in a range 1 equivalent to poor and 2 equivalents to very poor and a posttest before and after the application of the proposal in which it is seen an improvement since 100% of students obtained grades between 3.5 to 4.75 which are equivalent to good and very good. This study provides teachers with insight into what is happening to English learners during the pronunciation learning process.

Keywords: music, pronunciation, speaking, self-assessment

Resumen

En el presente trabajo de investigación se aborda la temática del uso de la música dentro de los procesos de mejora de la pronunciación en estudiantes de nivel A1 de inglés como lengua extranjera. El uso de música para la mejora de la pronunciación se fundamenta principalmente en el componente motivacional, mismo que tiene un alto nivel de influencia el proceso de aprendizaje. El presente estudio tuvo una metodología mixta. Para el presente estudio, se tomó una muestra de 20 estudiantes de una institución educativa. Se procedió a aplicar una entrevista para conocer las principales dificultades de los estudiantes dentro de su pronunciación. Posterior a esto, se procedió a aplicar una propuesta metodológica basada en el uso de canciones. Se procedió a aplicar un pretest en el cual se evidenció que el 100% de los estudiantes se encuentran en un rango 1 equivalente a pobre y 2 equivalente a muy pobre y un posttest antes y después de la aplicación de la propuesta en el cual se observó una mejoría ya que los estudiantes obtuvieron notas de entre 3,5 a 4,75 las cuales equivalen a bueno y muy bueno. Los resultados obtenidos por ambos test permitieron comprobar que la música presenta un alto nivel de influencia en la mejora de las habilidades de pronunciación de los estudiantes seleccionados. Este estudio proporciona a los maestros una perspectiva de lo que está sucediendo con los estudiantes de inglés durante el proceso de aprendizaje de la pronunciación.

Palabras clave: música, pronunciación, destreza oral, autoevaluación

Music as an Influential Listening Factor for Improving Pronunciation in A1 Students

As mentioned by Abu Bakar and Ridhuan (2015), pronunciation is part of speaking, which is one of the four important skills when learning a new language. This ability is the most important at the time of language development since it is the ability that allows the understanding of the ideas expressed in a conversation. There are several ways in which this ability can be improved, the use of music being one of the most used in the process of teaching English as a foreign language (Andrade, 2018).

Although pronunciation skills are one of the most significant when it comes to learning a new language, it is important to mention that this skill is one of the most difficult when learning a new language (Listiyarningsih, 2017). Among the factors that affect the development of pronunciation in learning a new language, motivation can be mentioned:

According to Gilakjani (2011), throughout the entire process of learning a new language, the motivation presented by the student towards learning this new language allows them to improve their understanding of it. Various studies have identified that students who are personally motivated to learn English have a greater desire and interest in improving their pronunciation skills. Kuśnierek (2016) said that music has always played a big part in society because it has been present with people during important events and in many different places. Songs have also found a place in the teaching of English. Nowadays, foreign language teachers find using songs and music useful, because songs are perceived as motivating sources, thus beneficial in language learning. This author mentioned that students are not

familiar with the new grammar and pronunciation rules of the new language, which causes students to feel confused when learning a new language.

Another research that can be emphasize is the work carried out by Zeromskaite (2014), who found that the comparison between the sounds of the words in the student's mother tongue with the second language causes students to make specific mistakes when pronouncing a word in the new language. On the other hand, the diversity of words with similar pronunciation makes the student confused within the pronunciation of a specific word.

According to Niño (2013), pronouncing a word in English is more complex than in other languages because English has twice as many sounds. Therefore, it is very important that when studying English, phonetics is not neglected, remembering that phonetics encompasses pronunciation and listening. The context of globalization demands communication in all aspects. In this sense, for some years the English language has been used as the universal language in various aspects of life in society, such as international business and dissemination of new scientific discoveries, among others. On the other hand, as observed in previous paragraphs, various studies indicate that the use of music greatly helps the development and improvement of the inherent skills of the language.

That is why the objective of this work is to identify the influence that music has on improving pronunciation. English becomes a resource to acquire, deepen, and reinforce knowledge; thus, specifically, songs encourage and capture the attention of the students during English classes as something fun and playful. In this way, the need arises to unify, the learning of a new language with music.

The emphasis of the present investigation is established in the selected criteria that allow to evaluate the proposed objectives, which will be compared with the fulfillment of the

education standards for English language established by the Ministry of Education of Ecuador. Holguin (2019) recommended that the listening criteria identify the general meaning, vocabulary and expressions in oral texts; all this to identify the sound, accentual and rhythmic patterns that facilitate the recognition of the meanings and communicative intentions of each idea in the text. That is why also, this proposal has activities based on the application of information and communication technologies (ICTs), which will improve listening comprehension skills through the use of songs in English.

Thus, to fulfill the established purpose of linking music in learning English, this proposal is organized as follows: the first part consisting of the literature review, the description of the innovation and the methodology (Description of the participants, research design and methodology. Data analysis and ethical considerations). While the second is made up of results (according to research questions), descriptive statistics, correlations, and effect size; in addition to the interpretation of results, recommendations, and limitations to improve the research design.

Literature Review

It is necessary to mention that since the beginning of the 20th century, various authors have made contributions to musical pedagogy, all this to understand the teaching of English through songs. For this reason, Chen (2011) manifested the advantages of learning English through music, among these are the linguistic, psycho-social, and physical benefits; considering that these are linked to the four skills involved in learning the language (reading, writing, listening and speaking).

The command of English has become indispensable for business and international communication; in this context, it is linked to prospects for economic competitiveness and growth. In this way, interest in learning the language continues to rise throughout the world, especially in Latin America; efforts have even been made to improve English learning

through policies and programs, which has resulted in more people learning this language. For this reason, highlighting the influence that English proficiency has on people's lives, the importance of their learning is explained below, but from a musical perspective, which allows them to develop pronunciation (Cronquist & Fiszbein, 2017).

The linguistic benefit consists in the acquisition of language through music, since it helps with the development of certain skills such as the relation of sounds and the intonation of the voice. The psychosocial benefit is characterized by maintaining a link with the emotional part of the student. The physical benefit is characterized by assimilating the culture of the countries that speak a language, in this case, English. Finally, the benefits allow automation to be developed to identify what is said and how it is said (Brandt et al., 2012).

Entering the Ecuadorian context, research carried out by Holguín (2019) mentioned that the main problems that influence poor pronunciation are related to students' motivation. In her study, the author mentioned that within the process of learning a language, it is necessary for the student to have a high level of motivation that allows them to follow her objective. If students do not find a source of motivation to do the activity, students simply will not improve at the activity. When practicing the pronunciation of English vocabulary, many students find the classical ways of learning boring, this being the main reason why they cannot develop their pronunciation skills correctly.

In this sense, similar researches can be analyzed where music has been used as an educational means to improve pronunciation. In the study carried out by Chen (2011), the effects of musical activities (singing, speech and body percussion, and instrumental performance) are mentioned within the improvement of the English language pronunciation skills and the retention of vocabulary of the students of fourth grade ESOL (English for Speakers of Other Languages) in Taiwan. This study was mainly focused on elementary school students. Two criteria were considered for the selection of participants: age (9 and 10

years) and level of English learning. The students were randomly selected according to their participation in the study. The results of the study showed that the experimental group had a significant improvement in vocabulary retention and pronunciation, surpassing the control group in these aspects.

Pronunciation

Before talking fully about pronunciation, it is important to consider the definition of language acquisition. Krashen (1982) said that the acquisition of language does not happen immediately, but rather addresses different stages and processes that are common in the student's daily life. On this way, students naturally acquire the new language by learning the grammatical and structural rules of the language.

Language acquisition is based on different aspects and strategies that can be applied to students, Krashen (1982) mentioned five scenarios within the process of acquiring a new language:

- Preproduction (silent period, 0 to 6 months): Individuals develop language acquisition through listening and understanding.
- Early production (6 months to 1 year): Children begin to verbalize language in one- or two-word sentences.
- Speech emergence (1 to 3 years): Despite some grammar and pronunciation errors in students' speech, individuals increase comprehension and confidence of using second language in simple sentences.
- Intermediate fluency (3 to 5 years): Children have good comprehension and use complex sentences in conversation. However, children process a new language more slowly than a native language speaker would.

- Advanced fluency (5 to 7 years): Children use the new language fluently and are expressive at a nearly native level of speech. The learner's writing skill also improves in this stage.

From the points indicated above, it can be noted that pronunciation and fluency play an important role in the development of the remaining skills of the new language. This situation means that there is a high interest by researchers in seeking new alternatives that allow the development and improvement of this ability (Hall, 2019).

Pronunciation is the way we pronounce a word, especially in a way that is accepted or generally understood. The way we speak also conveys something about ourselves to the people around us (Tlazalo Tejada & Basurto Santos, 2018). Learners with good pronunciation are more likely to be understood even if they make errors in other areas. Pronunciation also includes attention to the particular sounds of language and aspects of speech beyond the individual sounds, such as; intonation, stress, rhythm, vowel and consonants, voiced and voiceless "sounds".

Atli and Bergil (2012) reported that pronunciation is a complicated issue for most EFL teachers worldwide. This situation causes many teachers to prefer not to directly address the subject of pronunciation in their classrooms because they consider it a complicated subject to deal with. Historically, pronunciation had the main role within the educational process between the 1940s and 1960s.

The use of songs encourages a change in the traditional structure of the class, this because songs are not generally used when teaching in a classroom. The use of music and songs makes the class fun and interesting, favoring motivation in the teaching-learning process of English since modern pedagogy is characterized by emphasizing the use and application of recreational resources. For Asmaradhani et al. (2018), songs are a material full

of examples with everyday language. Therefore, music should be used as a learning resource, but the student's level of learning must be taken into account, this in order to select the appropriate songs for their specific learning level. Also, to measure the level of learning acquired by the student, evaluation criteria must evaluate the level of pronunciation.

Most interestingly, music and songs are very closely related to the students' learning styles. Students take in and process information in different ways. Some students learn by seeing while some others by hearing and doing. The development of pronunciation skills is also considered to be the fundamental factor in improving other skills, because when a person learns a language, they first listen and then learn to read and write. Consequently, this also causes the teaching methods to vary. When mispronouncing words happens continuously, the students can get bored and get discouraged about pronouncing the English words (Zeromskaite, 2014).

Thus, school activities aimed at improving pronunciation should prepare students to face situations similar to those that arise in everyday life, where each person will have a different accent and pronunciation. Mashayekh and Hashemi (2011) pointed out that music is a good tool to improve all the language skills. Music generally manifests in tune, melody, rhyme, and lyrics. The role of music can be divided into two aspects: participant-oriented and performance-oriented.

When the students pronounce English words, they are influenced by their native language. They substituted the unfamiliar sounds and then change them into the nearest sounds in their native language. For instance, when the teacher said "thanks", the L1 students tend to pronounce it "/tenks/". Native language extremely affects the students to produce English sounds (Jessica et al., 2015).

Another parameter that intervenes within the pronunciation levels of students is intonation, in phonetics, the melodic pattern of an utterance. Intonation is primarily a matter of variation in the pitch level of the voice, but in such languages as English, stress and rhythm are also involved. Intonation conveys differences of expressive meaning (Atli & Bergil, 2012).

Use of Music in English

According to Listiyaningsih (2017), a song is a short piece of music with words. Songs in general are music for singing. In this way, the use of songs in English to improve pronunciation becomes a necessary resource in learning this language. Beltrán (2017) concluded that the concentration ability of students improves with active listening to music because they can focus their attention on authentic oral texts. This implies that songs are favorable in this learning because they have a very wide variety, in terms of structure and vocabulary. This wealth of vocabulary causes that there are words that have an almost similar pronunciation to each other, which becomes a confusing factor for students. In this sense, the students will place greater emphasis on the pronunciation of these new words as the learning progresses.

Music plays an important role in learning a new language. Music helps the skills of the learned language to develop, which becomes a great advantage when learning a new language. Lingualift (2020) pointed out that music helps the brain to process the information obtained in a better way.

Supeno (2019) argued that the use of music within the English teaching process helps to improve various aspects of pronunciation and listening. This is achieved by making the class not boring, but rather have a participatory approach. The author also pointed out that songs can be very useful as a teaching tool for students because songs help students to better

understand the language they are learning. This type of learning helps students to feel motivated to learn and to feel calm and relaxed when learning.

It is necessary to emphasize that all teaching must be subject to meaningful learning, in which students, during their training process, find meaning in the contents that are exposed in class. For Castellanos and Garzón (2013), significant learning is the relationship of new knowledge with previous knowledge. In this way, the advantages of meaningful learning allow retention of information. Because long-term memory is used, the student becomes more active. This idea can be related to that mentioned by Menard (2013), who pointed out that music can be associated with significant learning through different roles and activities, which become a challenge due to its implementation. The author mentioned that when musical tools are used within general education, significant learning can be achieved.

Within the context of learning and motivation, the author revealed the following:

“By creating a low affective filter and an interest in what is to be learned, songs become a useful tool for teachers when dealing with language. Besides, songs offer a kind of motivation to learn the language of the songs. Motivation is as much a matter of concern for the teacher as it is for the learner. Of course, it depends as much on the attitudes of the teacher as on the attitudes of the students. Since motivation is an essential factor in a foreign language classroom, students need to feel encouraged to learn and use the target language in the real-life situations” (Supeno, 2019, p. 2).

Thus, it follows that the exercises that can be created from songs improve the ability to recognize and distinguish the sounds of the words of a foreign language. This makes songs a material in learning English, where you can distinguish patterns other than language. Of course, all the exposed will be viable as long as there is an intrinsic motivation that allows us to build a teaching and learning situation that is linked to the interest in the subject.

Self-assessment

Self-assessment is one of the most widely used practices within educational processes worldwide. This tool allows students to know, immediately, their academic progress and deficiencies at different points of their learning within a subject (Panadero & Alonso, 2013).

The different definitions given for self-assessment show that it occurs only after a school activity has been carried out, that is, when students finish with class work or homework. An adequate self-evaluation helps to improve the dynamics of the class explained by the teacher, this because the students will better know their shortcomings within the class (Mendoza, 2021).

Self-assessment aims to support and improve the quality of learning with students becoming active participants in this process. With self- assessment it is better to see how students approach the learning process and thus provide useful information to educators on each student's educational needs. Besides, it is important for students to develop the ability to use knowledge when it is needed and not only to acquire it. In this spirit, performance measurement and class assessments should not be knowledge-oriented but also aim at active participation and social interaction (Vasileiadou & Karadimitriou, 2021).

Among the main advantages of the use of self-assessment in educational processes, the following can be mentioned:

- Self-assessment highlights the learning needs presented by students, thus helping the teacher to have a better perception of these needs and to implement the learning strategies necessary to improve those skills.

- The implementation of self-assessment methodology allows students to become active recipients of knowledge, which makes it possible for students to have an active participation in improving their learning.
- Teachers can also provide feedback on the accuracy of the content of student self-assessment
- Educating students with the practice of self-assessment leads to higher learning outcomes and self-regulating learning.
- The learners are able to describe their achievements, develop metacognition and self-regulating learning as well as improve their learning and development (Panadero & Alonso, 2013).

Research Questions:

These are intended to question the purpose of the research proposal, all to establish the objectives to fully meet them.

- What is the impact of students' self-assessing their recorded songs to improve pronunciation?
- What are the main difficulties that students present in pronunciation?

Innovation

In the case of this proposal, it is intended to establish a class plan for students to improve pronunciation through activities that involve active listening to songs and completing a self-assessment of their work. For this, it was necessary to implement strategies that involve students and create favorable environments for the improvement of pronunciation skills. Thus, among the achievements that participants are expected to develop is the improvement in expression, intonation, and pronunciation when communicating in basic contexts.

Students received 20 class sessions (1 hour per day for 4 weeks). Students performed tasks related to music activities, such as listening to a specific song and identifying the underlined words in the text, within the learning of English. No type of evaluation was applied to students until all 20 sessions have ended.

Before listening to the songs, students got information from the day's class. The teacher told the students about the topic that was discussed in the next class, in order for them to obtain all the relevant information on the topic. It is important to mention that the teacher used songs that are consistent with the tastes of the students, in order to increase the motivational component in the students.

When the students listened to the songs, they sang the songs, which helped them develop their pronunciation better. During the development of the class, students applied active listening techniques, which allowed them to improve the pronunciation of certain words. Active listening involves consciously understanding the idea that is implicit within the words that are spoken, which helps students to better understand the ideas of the song heard.

Finally, at the end of the class, the students carried out the activities developed by the teacher regarding the songs heard. These activities were related to the identification of words, verification of stressed syllables, differentiation of words with similar pronunciation and different meaning, among others. These activities were developed as a reinforcement for the given class.

Within the development of class activities, students were allowed to record their voices the moment they sang. These recordings allowed a self-assessment of the improvement in the pronunciation of each student. A rubric from 1 to 5 was used, where 1 was the lowest value, that is, the student has problems in their pronunciation, and 5 was the highest grade, that is, the student pronounces the words in English well. In some classes,

students sang in pairs or in groups, in order to enrich the pronunciation by listening to other classmates. To finish the module, students prepared a musical type product, where they sang a song in a group. The songs were selected by the teacher and were put to the students' consideration, so that they chose them and prepared the aforementioned product. The songs were selected according to the level of pronunciation shown by the students. For this selection, students' musical preferences and tastes could be considered. In order to know the preferences of the students, an informal survey was carried out, where the students indicate their musical tastes. This survey was carried out because the use of songs that the students liked increased their motivation, which was reflected in the pronunciation of the students.

Methodology

Before starting with the application of the teaching proposal through songs, students gave a pre - test that allowed them to check their pronunciation level. Both the pretest and the posttest consisted of a test established by Cambridge for the evaluation of speaking skills. This test consisted of 4 phases, where the teacher evaluated all aspects of speaking skills, after finishing the 20 work sessions, a post-test was applied to the students. This posttest was similar to the pretest applied at the beginning of the proposal.

The research design and methodology allow establishing the processes required for the development of this action research. For Hernández et al. (2014), these are also a set of techniques that are applied in the research process, with which the researcher decides the procedures for the respective analysis of the results. For this reason, the research questions, the objectives, the analysis of the variables, the description of the participants are presented below.

At the end of the sessions, the posttest will be applied to the students. This evaluation will make it possible to identify if students have achieved an improvement in their pronunciation levels, which will help to verify the effectiveness of the proposal made.

Objectives:

General objective:

- Design a didactic planning focused on the systematic work of applying songs and self-assessment as an educational resource to improving pronunciation in English language learning.

Specific objectives:

- Evaluate the pronunciation level of students.
- Motivate students to learn EFL through the use of songs as a teaching tool as well as self-assessment.
- Evaluate the impact of didactic planning in the application of songs as an educational resource to strengthen pronunciation.

Hypothesis

- The application of songs for learning the English language strengthens the pronunciation level of the participants.

Research Methodology

As previously stated, the research methodology allows establishing the processes that are required for the development of the research. In this sense, this is an action research with analysis of quantitative and qualitative data. For Hernández et al. (2014), it also seeks to

describe the changes produced in the participants after the intervention. For this reason, in its development, the techniques for the corresponding data collection are also exposed.

Design

The purpose of the research design is to explain the type of research to be carried out according to the type of project. In general, its stages are data collection, measurement, and analysis (Riquelme, 2018). In this way it is deduced that the design used for the development of the present project is quantitative and qualitative because the researcher collects information to establish an analysis through statistical data; Within this, the application with experimental design is also considered, because the investigation allows us to observe the effect caused by the independent variable (use of songs within the English teaching methodology) on the dependent variable (pronunciation).

Regarding the quantitative approach, this approach is used mainly in the collection of data that, necessarily, must be analyzed by statistics. As mentioned by Hernández et al. (2014), the quantitative approach uses data collection and analysis to answer research questions and test previously established hypotheses and relies on numerical measurement, counting, and frequently on the use of statistics to establish exact patterns of behavior of a population. For this approach, tests, interviews, questionnaires, and scales are used to allow objective measurements.

In this research, the quantitative and qualitative approach will be used since it is necessary to collect information on student performance in the area of pronunciation both before and after the application of the intervention. The information will be collected through the pre-test and the post-test. In addition to this information, a survey will be applied at the beginning of the proposal to find out the musical tastes and preferences of the students. After

this information collection, the data obtained will be analyzed through statistics to determine if there is a significant difference between both groups of results.

Population and Sample

The population and sample are the set of people who are participants in the development and analysis of the evaluation with the respective results. For Espinoza (2016), these allow defining the study population in time and space. Therefore, the sample in the application has a simple random probability sample, because each unit of analysis has a probability of being chosen, which determines the situation of being able to generalize the study's findings to the entire target population.

For the present investigation, there was a population of 150 A1 level students of a private/public institution in Santo Domingo. The participation of 20 students of A1 level, from different careers, who were chosen randomly to reconcile the learning of the foreign language through music. Students were selected using non-probability convenience sampling. Convenience sampling is a non-probability and non-random sampling technique used to create samples according to ease of access, the availability of people to be part of the sample, in a given time interval, or any other practical specification of a particular item.

Data Collection Instruments

The evaluation is an essential aspect of the entire educational process, thanks to this the advances and areas to improve in the students are identified. For Tomala (2016), the researcher through these instruments can collect the data to be directly involved with the activity they are investigating. Therefore, for the proper application of this activity, the use of the interview, survey, and test was proposed, which are set out below.

- **Interview (Appendix A)**

The interview is a qualitative instrument. The purpose of this interview is to meet the target group within the subject of study. According to Troncoso and Amaya (2019), this tool facilitates understanding the group dynamics that affect individuals, that is, perceptions, information processing, and decision. Students have the opportunity to share their difficulties, to deepen the causes of their complications of active listening. The interview was carried out with the 20 students selected for the study. The interview was focused on the realization of 10 questions that allowed to know the main difficulties that students present with respect to their pronunciation. The interview lasted approximately 15 minutes per student.

- **Surveys (Appendix B)**

The survey is a quantitative instrument. This instrument allowed to know the continued development of the students, taking into account the appropriate selection criteria for the level of studies. Pinto (2019) considered that surveys are information collection methods that allow describing, comparing or explaining the individual and social knowledge of individuals. Therefore, this technique allowed to know the main difficulties presented by students in relation to pronunciation. that was used in the methodological proposal. The survey had ten questions structured through a Likert-type scale. The questions was focused on the self-assessment of the level of pronunciation by the students. Surveys will be applied before the application of the proposal and after the application of the proposal with the same questions for both surveys, with the aim of evaluating significant changes in the pronunciation of the students.

- **Pretests and posttests to study groups (Appendix C-D)**

This instrument allows evaluating the significant progress of students. Pinto (2019) considered that the test allows knowing quantitative data of the students' knowledge. Therefore, these tests must be evaluated before and after the application of this proposal.

For this evaluation method, the pretest and posttest described in the innovation section were used. The pretest and posttest focused on verifying the student's pronunciation before and after the application of the proposal. The tests took as an example the A1 Movers speaking test prepared by Cambridge University (2017). The exam is composed of 4 parts, which are specified in appendix C.

After collecting the data from the pretests and posttests, this information is tabulated. With the tabulated information, a chi square correlation test was carried out, in order to verify if there is a significant difference between the results obtained before the application and the results obtained after the application. Students did not know the result of the evaluation.

Ethical Considerations

A letter of consent was made, which was presented to the rector of the Institute for the respective authorization and thus to be able to apply the study. Once approval was received, the participants were informed about the study, indicating that their names will not be revealed in the research, additionally, they were indicated that their participation was voluntary and the scores will not affect their grades in their English course.

Results

In this section you can see the results obtained from the implementation of the pretest and the posttest used to collect data on the influence of music in the 20 students at level A1. The data collected shows that the students have pronunciation deficiencies despite knowing the words, but they show great interest in learning the correct pronunciation of the evaluated words.

When asking students about the main problems they have when pronouncing a word, most of the students mentioned that the main problem is the pronunciation of stressed

syllables in words. To a lesser extent, the students mentioned that they have problems in the pronunciation of certain consonants of the same sound. When the students were asked if they sang when listening to songs in English, all the students mentioned that they try to sing their favorite songs, even though they cannot come up with the proper pronunciation.

Finally, when students were asked about their ability to recognize specific details when listening to a recording, most of the students mentioned that they cannot recognize details immediately, requiring the recording to be repeated up to three times. That is why in the results it was observed that an average of 1.75 during the taking of the pretest, the development of pronunciation will be better as the students feel motivated by the song.

After applying the pre and posttests the following results were obtained.

Table 1: Pretest results

PRE-TEST		
# OF STUDENTS	FINAL GRADE	FINAL PERCENT
4	1,25	20%
8	1,5	40%
4	1,75	20%
3	2	15%
1	2,25	5%
TOTAL: 20	MEAN: 1,75	TOTAL: 100%

The pretest had four parts and was evaluated with a rubric from 1 to 5 in which 1 is very poor and 5 excellent. In the result was possible observe that 40% of the students got a grade of 1,5 that mean too poor, while 5% of students had a grade of 2,25 that mean poor, the overall of students had a mean of 1,75 that show the 55% of the students were between poor and very poor, too.

Table 2: Posttest results

POST-TEST		
# OF STUDENTS	GRADE	FINAL RESULT
2	3,5	10%
4	3,75	20%
2	4	10%
3	4,25	15%
4	4,5	20%
5	4,75	25%
TOTAL: 20	MEAN: 4,125	TOTAL: 100%

According to these results, the students improved their pronunciation with the implementation of songs during the learning process getting a 25% of the students a grade of 4,75 that mean very good, while 10% of the students got a grade between of 3,5 that mean very good, and the other 65% of the students had a grade between good and very good, the overall of students had a mean of 4,125.

Hypothesis Check

After obtaining the results for both tests, a hypothesis test is applied to check if there is a significant difference between the marks obtained in the pre-test and the marks obtained in the post-test. A T test was used for hypothesis testing. The results obtained are as follows.

Tabla 3: T test results

Variable	Mean	Standard deviation	Sig
Pretest Results – Posttest Results	-2,575	0,61825	0,000

The results obtained in the hypothesis test showed a significance value p less than 0.05; Therefore, it could be stated that there is a significant difference between the results

obtained in the pretest and the results obtained by the posttest. This statement allows to assert that the methodology used had a positive influence on the improvement of the students' grades.

On the other hand, the two self-assessments carried out by the students had different results. In the first self-evaluation carried out, the students had an average of 2.5 in their qualifications, while in the second applied self-assessment they obtained an average of 4. These results allows us to appreciate that the applied methodology influenced the improvement of the speaking skills of students throughout its application, being able to appreciate a gradual improvement as the proposed activities were carried out.

Another aspect that can be highlighted when talking about the results obtained in the present study are the findings obtained through the application of the interview to the students at the beginning of the study.

Discussion

When conducting this study, the results obtained reveal the impact of students self-evaluating their recorded songs to improve pronunciation and the main difficulties that students present in pronunciation.

Regarding the impact of self-evaluation, it allows students to know, immediately, their academic progress and deficiencies at different points of their learning within a subject (Panadero & Alonso, 2013). Thus, demonstrating the high impact of the use of self-evaluation during the study carried out to improve the pronunciation of students in the acquisition of English as a second language. Also, the use of an adequate self-evaluation helps to improve the class dynamics explained by the teacher, this because students will better know their deficiencies within the class (B. & Mendoza, 2021).

On the other hand, for students the main difficulties they face when learning English as a second language is pronunciation since when incorrect pronunciation of words occurs

continuously, students can get bored and discouraged when pronouncing English words (Zeromskaite , 2014). Atli and Bergil (2012) reported that pronunciation is a complicated topic for most teachers of English as a foreign language around the world. That is why the application of this study allows to show the progress of the students when applying songs to improve their pronunciation. Mashayekh and Hashemi (2011) pointed out that music is a good tool to improve all language skills. Music generally manifests itself in melody, melody, rhyme, and lyrics.

Conclusions

In this study, the impact that A1 level students in a higher institute in Santo Domingo de los Tsachilas have on self-evaluating their recorded songs to improve pronunciation and the main difficulties they have in pronunciation during the English course. Knowing that pronunciation is an essential micro skill for the development of speech in the process of learning English as a second language.

In this study it was evidenced that students pronounce the words as they would in their mother tongue, this is due to the intervention that exists of it, that is why when using music they try to imitate the pronunciation of the singer what allows them to learn the correct pronunciation of words in an unconscious way and remain interested in the learning process as mentioned by certain related researchers in this research that motivation is an essential factor in a foreign language classroom, and therefore students should be encouraged to learn and use the target language in real life situations.

In conclusion, the teachers of the Higher Institute of Santo Domingo de los Tsachilas in which the study was carried out must develop a study plan in which they must implement songs as a tool to improve pronunciation ability during their classes and that the implementation of songs It has been shown to have a positive effect on the learning process, allowing the student to improve their pronunciation.

Limitations

- Being a small group, the separation into two groups could not be developed for the study, which is why more specific results could not be obtained.
- The application time of the proposal was limited to one month.

Recommendations

- It is recommended to implement the self-evaluation at the time of applying the educational proposal, in order to know the gradual progress of the students with respect to their pronunciation levels. It is important to have a pre-established grading rubric to properly assess students.
- It is important to consider the musical tastes and preferences of the students, in order to better select the songs that will be applied in the proposal.
- When developing the proposal, it is important to consider the duration of the proposal. A duration of two months is recommended in order to obtain adequate results for the study.

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Appendix A

Interview

Available upon request.

Appendix B

Survey

Available upon request.

Appendix C
Test to study groups

Available upon request.

Appendix D

Rubric

Available upon request.

Appendix E

Lesson Plan: Design from Your Goals

Available upon request.