

**SONGS IN ENGLISH AS A STRATEGY TO STRENGTHEN PRONUNCIATION
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**



Jeisson Alfonso Muñoz Alegría

University of Cauca

Faculty of Human and Social Sciences

Bachelor's degree in Modern Languages English - French

Popayán, Cauca

November, 2023

**SONGS IN ENGLISH AS A STRATEGY TO STRENGTHEN PRONUNCIATION
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

Jeisson Alfonso Muñoz Alegría

Consultant:

MA. Liliana López Zambrano

University of Cauca

Faculty of Human and Social Sciences

Bachelor's degree in Modern Languages English - French

Popayán, Cauca

November, 2023

**SONGS IN ENGLISH AS A STRATEGY TO STRENGTHEN PRONUNCIATION
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

Popayán November, 2023

MA. Clara Illera

Judge

MA. Carmelina Encarnacion

Judge

MA. Liliana Lopez

Consultant

Date

Acknowledgments

I want to thank my family for their unconditional support, specially my parents Carmen Alegria and Luis Muñoz. To my sister Adriana Muñoz for her contributions and suggestions.

I would also like to thank Professor Liliana Lopez for her professionalism, patience and dedication in accompanying this research process.

To Professors Carmelina Encarnación and Clara Illera, for reviewing the document and for their valuable contributions and suggestions.

To Isabel Tobar, Viviana Padilla, and Dayana Hernández, for allowing me to work with the fourth - grade group of the Liceo Tecnico Superior school.

To my classmates and professors of the Modern Languages English - French program, and to all those who crossed my path.

Contents

Contents	5
Introduction	7
Problem Statement	9
Research Question	11
Justification	12
Objectives	15
General Objective	15
Specific Objectives	15
Referential Framework	16
Local Studies	16
National Studies	17
International Studies	18
Contextual Framework	21
Conceptual Framework	23
Music	23
Guitar	24
Singing	24
Pronunciation	25
Bilingualism	26
Foreign language	26

Motivation	26
Types of motivation	27
Intrinsic Motivation	27
Extrinsic Motivation	27
Phonetics	27
Theoretical Framework	29
The Input Hypothesis	31
The Affective Filter Hypothesis	33
Methodology	35
Qualitative Approach	35
Action Research Method	37
Data Collection Instruments	39
Field Diary	39
Survey	39
Research Phases	39
Diagnostic observation. (October 2022).	40
Conclusions	77
Recommendations	79
References	80
List of tables	83
List of figures	84
Acronyms and abbreviations	85

Introduction

Since time immemorial, music has been part of the lives of human beings. Each culture has had musical expressions and has given it different uses, some as healing rituals, battle songs, or ceremonies, according to their ways of understanding the world. Today it has become an aspect of daily life, as it is found in movies, television, some people use it to train in their gyms, to perform household chores, or to have fun. However, new research gives a deeper use to music, because it activates different areas of the brain responsible for memory, movement, mood, among other aspects.

This paper proposes the use of music as a resource to work on oral expression in English as a foreign language, specifically in the improvement of pronunciation, which is an elemental aspect if effective communication is to be achieved. In that sense, the general objective of this research was to promote the improvement of English pronunciation in fourth grade students of Liceo Técnico Superior school, through the use of songs. The study population were girls and boys between the ages of 8 and 10 years old.

For developing this research, initially, a literature review was carried out in correspondence to the methodologies that include music as a strategy for learning English. In coherence with this, the theories that were addressed to support it were the affective filter hypothesis and Stephen Krashen's input hypothesis, as well as the investigations carried out by the French Daniel Schon regarding the learning of a language through music.

The methodology used in the research was the qualitative approach based on the author Monje Alvarez, (2011) and the Action Research Method based on Sampieri (2014).

The instruments chosen for the collection of information were the survey and the field diary, especially the annotations, photographs, audiovisual recordings, and audio recordings. Subsequently, the data collected were analyzed to identify the effectiveness of the use of songs in the practice and improvement of students' pronunciation. Finally, conclusions and recommendations are presented for teachers and researchers who are interested in music as an important resource to implement in their educational practices.

Problem Statement

According to the English Proficiency Index (EPI) study conducted by Education First (EF), Colombia dropped from the 60th position in 2018 to the 77th position in 2020 in terms of English proficiency. This decline indicates a low level of English competence in the country, with a score of 48.75 out of 100, far from the top position held by the Netherlands with a score of 70.27. The National Ministry of Education (MEN) has pointed out that "the teaching of this language has not been a real priority in our official educational system" (Matias, 2016), resulting in a lack of interest among Colombians to incorporate English language learning into their sociocultural and economic activities.

On the other hand, Oswaldo Benavides, Ph.D. in language pedagogy, views this decline in the ranking as an indicator of Colombian competitiveness in academia and the professional world. In other words, "it is an indicator not only of the educational quality of a society but also of its inequalities" (Ordu, 2021). It has been demonstrated that proficiency in a foreign language has an impact on a country's economic growth (Jabba, 2013), as it increases job opportunities and enhances life quality.

Nevertheless, the MEN has proposed bilingualism programs such as "Colombia Aprende" and technological tools like "Read in English to learn and dream" strategies to arouse interest and motivation among students towards learning English as a foreign language (MEN Colombia, n.d.). The Colombian MEN's Law 1651 of 2013 stipulates in Article 8th that:

The National Government will regulate this law and take the necessary measures to achieve the proposed objectives, prioritizing the promotion of the English language in official educational institutions, without prejudice to the special education guaranteed to indigenous and tribal peoples.

Despite these efforts, JoEllen Simpson, Ph.D., Director General of the Colombo Americano Cultural Center, asserts that none of these initiatives have been successful due to:

The focus has been on schools, where teachers generally lack the capacity to teach English communicatively, especially from primary school onwards. The effort to progress in bilingualism in Colombia must be directed at universities to train bilingual educators across all fields, generating more bilingual teachers who would gradually move the country towards bilingualism (JoEllen Simpson, 2020).

Moreover, this is also due to the fact that the programs proposed by the National Government as strategies for learning English are not accessible to all children and adolescents in the country, as some lack the necessary tools (equipment, internet access, basic services, etc.) to take advantage of these learning opportunities.

Furthermore, based on personal observations made during pedagogical practices conducted between 2020 and 2021, and interviews conducted with fellow students of the Bachelor's degree in Modern Languages English – French, at the University of Cauca, (BDMLIF) a widespread deficiency in the competence of oral comprehension and expression skills is evident among elementary and high school students in certain schools in the city of Popayán. This is due to a lack of practice, strategies, and dedicated activities to English pronunciation, both inside and outside of class, as these institutions have prioritized grammar and vocabulary learning through illustrated books. This deficiency is noticeable in the difficulties they face in communicating in English and comprehending statements or instructions related to activities, leading to limited student participation in oral expression activities. When they do participate, it is common for them to use Spanish sounds instead of English ones.

Therefore, it is crucial to develop strategies that stimulate and enhance English pronunciation, as this is fundamental for effective communication. This problem generated the idea of intervening in Liceo Técnico Superior school, in order to include songs in English as a ludic element to encourage the practice and improvement of pronunciation skills of fourth - grade students.

Research Question

Based on what has been said, the research question was posed, which established the starting point to define the methods, procedures and instruments that addressed the research problem. Therefore, what is the influence of songs in English as a ludic strategy in the development of pronunciation skill in fourth - grade students of Liceo Técnico Superior school?

Justification

English has become a necessity in the current globalized world, positioned as the most important language for both professional and personal development. However, Colombia maintains a low proficiency index in this language. Therefore, it is necessary to propose initiatives that help incentivize and improve English learning processes and facilitate students' immersion in the language.

This research focused on combining elements of music and language learning, with the purpose of creating an immersion space for the study population, since like other institutions in the city, Liceo Tecnico Superior school does not have immersion spaces or activities that allow them to develop listening and pronunciation skills. Consequently, it is pertinent to look for alternatives to bridge this gap, where music represents an opportunity to create some spaces of contact with the target language, since songs in English and the connection with musical instruments such as voice and guitar, offered elements that created a pleasant linguistic immersion for the students. This is potentially important in order to find options to improve the English teaching process.

A study identified seven basic musical capacities that allowed proposing neurological and psychological mechanisms to account for the links and their cognitive, psychosocial, motor, and behavioral benefits in individuals. It was detailed that music is attractive, emotional, physical, personal, social, persuasive, and allows synchronization, as musical elements like rhythm and melody enable synchronization through singing or movement, stimulating and facilitating speech fluency (Brancatisano et al., 2020). In this regard, the use of English songs creates an immersion space to strengthen pronunciation learning, which students can easily access through various digital platforms such as YouTube, Spotify, Young Radio +, among others. These platforms

"allow students to enhance their listening skills and English language control by learning common and everyday phrases that are especially useful for modern English communication" (Lee, 2014).

On the other hand, for the development of this research, Stephen Krashen's input hypothesis was taken into account, where relevance is given to the content presented to the students, which should be slightly above their level. Thus, the songs for pronunciation practice were selected in coherence with the author's proposal:

"Second language acquisition will only occur if the learner is exposed to samples of the target language (input) that are slightly beyond their current level of linguistic competence" (Stephen Krashen, 1985)

In this way the research work provided the opportunity for the students of the Liceo Técnico Superior to work on and improve their pronunciation. This was achieved by creating a real immersion contact with the English language through songs, ensuring that the lexical content was according to their level, motivating students to develop the habit of engaging with the sounds of English and promoting the correct production of these sounds in a more entertaining way.

In this context, practice with music helps to stimulate and develop muscle memory, which is necessary for the mouth and all the elements that make up the phonatory system to produce the correct sound. This offers a different alternative to reviewing word lists or dialogues, which often fail to capture students' interest in learning. From a social perspective, the research work is relevant because it highlights the importance of the University of Cauca as a transformative entity and a generator of knowledge that interacts with other institutions in the

city of Popayán, fostering cooperative relationships between basic education and higher education.

The research could be a reference for students of the Bachelor's degree program in Modern Languages with emphasis on English and French at the University of Cauca who could find in music a potential element for the development of new pedagogical practices that could enrich the range of possibilities and dynamics that are generated in the classroom.

Objectives

General Objective

To promote the improvement of English pronunciation in fourth - grade students of Liceo Técnico Superior school, through the use of songs.

Specific Objectives

- To observe the students' pronunciation of some English song lyrics, in order to know the students' level.
- To elaborate a list of songs according to the english level of the fourth - grade students.
- To implement workshops to help develop students' voice.
- To desing activities using songs in English as a playful resource for listening and pronunciation practice.
- To analyze the improvements that the use of English songs produces in students' pronunciation.

Referential Framework

Next, the referential framework is presented, which is composed of the previous studies found at the national and international level, which allowed to learn about the research that has been done regarding the use of music in language teaching. Afterwards, the contextual framework will be presented, where the place where the proposal was developed. Then the theoretical framework will be presented, where the different theories that were addressed in this research will be mentioned, and finally the conceptual framework where the concepts that were considered relevant for the research will be presented.

Local Studies

At the local level is the study conducted by students from the University of Cauca, Viviana Campo, Carlos Campo, Bertha Mera and Javier Ruano (2007), entitled "Using music to promote third grader's foreign language learning". The work proposes music as a stress relieving element, creating a relaxing atmosphere in the English classroom, as well as improving the relationship between the English teacher and the students. The research was carried out at Madre Laura school in the city of Popayán, and the study population was the third graders of primary school.

The main activity was the preparation and presentation of a musical which involved teachers and the educational community in general. The results of the research conclude that music is an excellent learning strategy due to its closeness to the students. The music made the relationship between teachers and students really good. It also encouraged the students and promoted self-confidence to perform in public.

Another work found in the local context was carried out by Virginia Lucia Buelvas Perez and Clara Ines Quintero Benavides of the University of Cauca, 2002. Entitled "Alternative proposal for teaching English through songs to adolescents in high school. The research used music as a motivational component to engage learners in language learning activities. The study population were ninth - grade high school students of the Francisco Antonio de Ulloa school in the city of Popayan.

The research concluded that the use of songs in the English class helped students acquire new vocabulary and become familiar with some aspects of grammar. In addition, the students felt more motivated to know the meaning of the words and memorized more easily what they were learning.

National Studies

At the national level there is the work carried out by Jorge David Sánchez, entitled "Teaching English with songs." This research proposes the formalized use of popular music songs in English as a learning tool to work on pronunciation and grammar in the English as a foreign language classroom. The proposal was applied to third level English students of the undergraduate degree in Early Childhood Education at the University of San Buenaventura Cali, in 2013 (Sanchez, 2014). Within the activities there was a diagnosis before and after the implementation of the proposal. This resulted in an attitudinal improvement on the part of the students, as well as better results in the English tests taken.

This research was valuable as a national reference, since, despite working with older students, it coincides in addressing pronunciation through music, providing conceptual

references for our theoretical framework, regarding the role of music in the development of pronunciation in the learning of English as a foreign language, a central aspect in this research.

Another proposal at the national level is the graduate work of the Pontificia Universidad Javeriana de Bogotá in 2009 by Sandra Milena Abello Camacho and Ricardo Antonio Ramos de la Hoz entitled "Language and Musicality: Their Relationship and Implications in the Acquisition of a Second Language. A Look at Cognitive and Psycho-Affective Processes" (Milena & Ramos de la Hoz, 2009).

The work is documentary research that addresses the question "How does the relationship between language and musicality occur?" concluding that, like language, music also has a grammar and syntax, as well as sharing an acoustic and prosodic structure. From the psychological dimension, it shows how music is an effective tool to stimulate emotions. This work provided theoretical and conceptual contributions that served as a basis to argue the present research, such as Stephen Krashen's input and affective filter hypotheses, and other concepts to be taken into account such as motivation and emotions.

International Studies

At the international level, there is the work of Sofía Romanelli entitled "Integration of pronunciation with the skills of oral expression and listening comprehension in the classroom of Spanish as a second and foreign language (ESL): Task-Based Approach", a proposal designed to be implemented in the framework of intermediate-level Spanish programs for foreigners (Romanelli, 2009).

The document proposes the teaching of pronunciation through a task-based approach, where they give importance to phonological competence as a fundamental aspect if successful communication is to be achieved. Commercials and songs are used for this purpose. The proposal shows that the neglect of pronunciation teaching is also present in other Latin American countries such as Argentina, and music is a good option to address these gaps in the foreign language classroom. The document provided bibliographical references on the importance of pronunciation as an unavoidable act in any communicative act.

Another proposal at the international level is the work entitled "La Estimulación Auditiva a Través de la Música en el Desarrollo del Lenguaje en Educación Infantil" by the authors María Belén López Casanova and Icíar Nadal García from the University of Zaragoza - UZA Spain (Casanova & García, 2018). The work shows a theoretical compilation on studies that contemplate the effects of auditory stimulation through music on language development. It also shows a study conducted with teachers of the public school, Foro Romano de Cuarte de Huerva, with the purpose of knowing the incidence of auditory perception and stimulation in the infant classroom. The work contributed ideas for the design of the workshops that were carried out with the aim of stimulating the auditory perception of the participating students.

Continuing with the proposals found in the international field is the work entitled "The Effects of Music on Achievement, Attitude and Retention in Primary School English Lessons" by authors Onur Köksal, Nihan Yağışan, Ahmet Çekiç from Konya University Turkey. The purpose of the study was to determine the effect of teaching English vocabulary to fifth grade primary school students through music, as well as the attitude towards the English course and retention of new words. For that purpose, two groups of 28 students were worked with (Köksal et al, 2013).

One group was taught the new vocabulary of the English program through songs and the other group was taught the vocabulary according to the school's method i.e. without music. The study was conducted for 12 weeks. Then an English vocabulary test and a scale to determine attitude towards the course were administered, and one month later the vocabulary test was administered again to assess retention.

The conclusions of the study show that the group in which music was used outperformed the students in the other group in the vocabulary test, as well as in retention and attitude towards the English course. The work contributed to the present research ideas in relation to the methodology and also provided bibliographical references regarding the use of music as an auditory stimulator for language development purposes.

Contextual Framework

This research was developed in Colombia, a country in northwestern South America. It is bordered to the east by Venezuela and Brazil, to the south by Ecuador and to the northwest by Panama. It is a republic organized into 32 departments, including the department of Cauca, located in the southwest of Colombia, in the Andean and Pacific regions. It is bordered to the north by Valle del Cauca and Tolima, to the east by Huila, to the southeast by Caquetá, to the south by Putumayo and Nariño and to the northwest by the Pacific Ocean. The department of Cauca has 42 municipalities including its capital Popayán, this city has approximately 270,000 inhabitants in its urban area, and has a wide range of educational offerings both public and private.

The work was carried out with the fourth-grade group of the Liceo Técnico Superior school, located at Calle 4 No. 1-13. La Pampa, Comuna 4. School attached to the Universidad Autónoma del Cauca. The fourth grade has 16 students between 9 and 10 years old, from socioeconomic strata 2, 3, and 4. Its educational proposal is developed through the "Life" Project. The tree, "The students, as well as the tree, grow thanks to the teachers, fathers and mothers who water knowledge, virtues, aptitudes, pedagogy and accompaniment in their soil, consolidating an environment conducive to development".



Figure 1. Communes of Popayán (Wikimedia Commons)

The Institutional Educational Project of the Liceo Técnico Superior de Popayán is guided by the formative principles of the Corporación Universitaria Autónoma del Cauca, which promotes the education and formation of boys and girls based on human and social principles to educate and form competent citizens that promote the improvement of the quality of life of their community.



Figure 2. Image of the frontage of the Liceo Técnico Superior Educational Institution.

Conceptual Framework

The following is a brief presentation of the conceptual references that are considered pertinent for understanding and that constitute the basis of this research. First of all, the concepts concerning music as a central aspect of the research are addressed, and then other concepts are included, which were guidelines for the development of the research, such as motivation, pronunciation, and other concepts concerning the foreign language.

Music

There are several definitions of what music is. For DannHauser "It is the art of combining sounds in a way that is pleasing to the ear". For Larrouse: "Music is a language of sound". For the composer Edgard Varèse: "Music is organized sound" (Levitin, 2006). Language and music are two sister abilities by the origin of their evolution (Brown, 2001).

Sound has among its basic elements: intensity (Loud or soft sound), pitch (High or low sound), duration (Long or short sound), and timbre (What kind of sound). The brain organizes these basic perceptual attributes into higher level concepts, including rhythm (The organization of music in time, also closely related to meter). Harmony (The simultaneous, vertical combination of notes, usually forming chords). And melody (A succession of musical notes; movement of successive notes towards high or low sounds organized into phrases).

When listening to music, the brain is actually perceiving multiple attributes. These attributes are separable, allowing them to be studied scientifically one at a time. The difference between "music" and a random or disordered series of sounds is related to the way in which these fundamental attributes are combined and the relationships between them. (Levitin,2006).

Guitar

There are several types of guitars, however for this research the acoustic guitar was used as accompaniment for the songs. This guitar in the musical academic world is better known as the classical guitar, or also known as the Spanish guitar and the fingerstyle guitar. (Aaron Shearer,1990). This type of guitar was chosen for its versatility, comfort and ease of performance, since it does not require more accessories such as amplifiers or cables. Its sound is produced by the vibration of the strings and due to the resonance box, the sound is amplified in a natural way, moving through the classroom until it reaches the students' ears.

Singing

The voice is produced in a similar way to how a sound is produced in a wind instrument, the note sounds because there is a flow of air through a tube that would be equivalent to our "windpipe" and then narrows in the vocal cords making them vibrate. For this, a series of organs and muscles are activated, such as the diaphragm, the neck, the thorax, as well as the resonators, which are cavities we have in the face that allow amplifying the voice, just like the body of a guitar does. (Garcia,2001)

The mastery of technique helps to effortlessly perform actions such as speaking, singing, graduating intensity or tonal volume and rehearsing different expressive resources, which in themselves constitute situations of continuous effort and adaptation of the phonatory apparatus. It is important to initiate students in the correct use of the voice, since the absence of technique can end up causing vocal disorders of various kinds. (Bustos,2012)

In line with the above, there are some concepts about singing that were relevant in the development of this research such as, Tessitura (The part of the register in which most of the tones of the melody or vocal part are found). This attribute was important to choose the songs, since in addition to having a lexical competence according to the English level of the students, they had to be singable for them.

Head voice (Placing the sound higher up in the “vocal mask” or the face, as if singing through the eyes). Chest voice (Singing when the sound feels like it is emanating from the chest or throat, this is the range you use in your speaking voice. When you sing in the chest voice, your vocal folds vibrate across their entire length, producing a fuller, more robust sound than the head voice). An important part of the process was to initiate the students in discovering their head voice and how to use it. This is a more time-consuming process, however, the notions and exercises performed are important because once they have reached a comfort level in their head voice, they will be less likely to strain their voice when attempting a higher note. (Howard,2007)

Pronunciation

Refers to the way a word or language is spoken; the way someone pronounces a word. A word can be spoken in different ways by various individuals or groups, depending on many sociolinguistic factors, such as the time in which they grew up, the geographic area in which they grew up, the area in which they currently live, their social class, their gender, their age, and their education.

Bilingualism

Refers to the different degrees of proficiency with which an individual is able to communicate in more than one language and culture. These different degrees depend on the context in which each person develops. Thus, depending on the use made of languages other than the mother tongue, these acquire the character of a second or foreign language.

Foreign language

It is the one that is not spoken in the immediate, local environment, because everyday social conditions do not require its permanent use for communication. A foreign language can be learned mainly in the classroom and, in general, the student is exposed to the language during controlled periods. Although it is not used in circumstances other than academic ones, foreign language learners can achieve high levels of performance to be effective communicators when required

Motivation

Motivation is the action and effect of motivating. It is the motive or reason that causes the performance or omission of an action. It is a psychological component that orients, maintains and determines a person's behavior. It is formed with the Latin word *motivus* ('movement') and the suffix *-tion* ('action', 'effect').

Types of motivation

Sometimes different types of motivation are established depending on the source or origin of the stimulus. In achievement motivation, in which the mechanism that promotes action is to achieve a certain objective. Affiliation motivation involves the search for security and belonging to a group. Competence motivation not only seeks to achieve an established objective, but also to achieve it in the best possible way. In psychology we usually distinguish between two types of motivation depending on where the stimulus comes from: intrinsic motivation and extrinsic motivation.

Intrinsic Motivation

In intrinsic motivation, the person starts or performs an activity for internal incentives, for the pleasure of doing it. The satisfaction of doing something or achieving it is not determined by external factors. It is related, therefore, to personal self-satisfaction and self-esteem. For example, there are people who do physical exercise because they enjoy the activity.

Extrinsic Motivation

In extrinsic motivation, the stimulus or incentive that moves a person to perform an activity comes from outside, it is an external incentive and does not come from the task itself. It works as a reinforcement. For example, when a person performs physical exercise not for the mere fact of enjoying doing it, but for social or other reasons.

Phonetics

Phonetics is the linguistic science that deals with the study of sounds in their physical realization, their different characteristics and particularities. The root of the word phonetics is the Greek word "phono", which means 'sound' or 'voice'. Phonetics uses a set of symbols that are

called phonetic alphabets to represent the sounds with scientific accuracy, and that sometimes coincide with the usual alphabet. The sounds are called allophones and are represented in square brackets.

Theoretical Framework

Songs, beyond being used to break out of the classroom routine, could allow students to practice the four language skills: listening comprehension, reading comprehension, oral comprehension and written comprehension. It is worth mentioning the work done by Alan Maley and Alan Duff, who in their manual *Drama Techniques in language learning* (1993) propose the use of songs to develop listening comprehension. This is important to the extent that the ear becomes accustomed to the sounds of the new language, as well as to pronunciation and grammatical forms (Maley & Duff, 1993). In coherence with what has been said, music can be an effective tool to develop listening comprehension, and also to develop pronunciation, since they are two inherent and fundamental aspects for oral communication, in fact, pronunciation has been considered the most difficult part of language learning to acquire, as it is a barrier to oral communication. In words of Giralt Lorenz "Pronunciation is an unavoidable act in any communicative act. Without pronunciation it is not possible to carry out a communicative exchange in oral language". (Giralt Lorentz, 2006).

On the other hand, sound is the main raw material for both music and spoken language, and it has four fundamental qualities:

- Pitch is the sound quality that distinguishes high sounds from low sounds. It is related to frequency, a scientific concept that tells the number of vibrations per second of a sound wave.

- Duration distinguishes long sounds from short sounds. It is related to persistence, a scientific term that says how long the sound wave exists. It is measured in seconds.

- Intensity, is the sound quality which relates to volume. It is also known as loudness.

There are loud sounds and soft sounds. The scientific term for loudness is wave amplitude, and the measurement unit for the wave amplitude is the decibel.

- Timbre, which describes the quality of the sound, that is to say, if it is bright, dull, or sweet. This quality is what differentiates a guitar from a violin, even if they are producing the same notes at the same pitch.

Knowing these sound features is important because they are the ones that characterize accent, rhythm and intonation, factors that are determinant to have a good pronunciation of an L2, and working with songs can improve the perception of these aspects. In the same way, music has its own characteristics and language shares with music two of the three main characteristics, which are melody, since words and phrases have accents that create musicality, and rhythm since there are short and long words (Guy Maneveau). This closeness to language makes it a powerful tool for language teaching, because practicing pronunciation in the context of a song can help students grasp these aspects of English prosody.

It is important to mention the studies conducted by the French researcher Daniel Schön in which he demonstrated that language learners find it easier to learn new words when someone sings them than when they are included in normal speech. To demonstrate this, Schön and his colleagues conducted an experiment using a list of six nonsense words constructed from 11 syllables. And they used a synthesizer to pronounce them several times, creating a 7-minute sound file of these six words. When 26 French-speaking subjects were asked to listen to the recording and identify the words in a list, the scientists found that they did not learn anything. However, in a second test in which the same words were sung with some intonation, another

group of 26 participants in identical conditions managed to learn them with a post-test accuracy of 64%. (Schon, 87, p.978).

It seems that it is easier to remember words when they are accompanied by music, as opposed to when they are memorized without rhythm or melody. Indications of this could be seen in the development of the present research, where it could be observed in the audiovisual records that some students, in spite of the fact that the songs were practiced in a short time, they sang in English from memory, that is to say, without reading the lyrics of the song.

The Input Hypothesis

A reference in language acquisition is Steven Krashen, (1982) who states that in order to acquire a language it is necessary to be exposed as long as possible to the target language. This hypothesis focuses on the role of comprehensible linguistic input in the process of learning a second language. Krashen suggests that exposure to appropriate input is essential for the development of language skills.

Krashen states that for linguistic acquisition to occur, the input or language input a learner receives must be comprehensible. This means that there must be a certain level of match between the learner's current level of language proficiency and the level of difficulty of the language presented to them. The input should be slightly more advanced than the learner's current level to challenge them without overwhelming them.

Krashen introduces the notion of "Input + 1", which refers to the idea that the input should contain elements slightly more complex or advanced than the learner's current

knowledge. This allows the learner to gradually expand his or her understanding and mastery of the language without being overwhelmed by material that is too difficult.

This theory stresses the importance of providing learners with the opportunity to interact with the language in authentic and meaningful contexts so that they can internalize linguistic structures and rules in a natural way. In that sense, songs often contain a variety of sounds and accents that can be challenging for students. Different singers may have different ways of pronouncing words, which exposes students to a wider range of sounds and intonation patterns. In addition, in many songs, words are pronounced more quickly than in everyday conversation. This challenges students to improve their speed and accuracy of pronunciation, which can be beneficial to their listening comprehension and ability to speak fluently.

In summary, Krashen's input hypothesis postulates that second language acquisition is facilitated when learners are exposed to comprehensible linguistic input that is slightly more challenging than their current level of proficiency. (Krashen Stephen, 1982). According to the author's statement, songs with clear diction and accurate enunciation are ideal for pronunciation practice. For this reason, songs were selected that were slightly above the students' current level of English. This ensured that the material was stimulating yet understandable.

The Affective Filter Hypothesis

It is a hypothesis also developed by Stephen Krashen, which basically determines how the environment influences learning. It includes aspects such as attitude, self-confidence and anxiety.

A high affective filter means a high rate of anxiety, low self-esteem, or stress in the educational environment. This depends on different aspects that can be social, or personal problems of the students that do not depend on the teacher, however, providing material that is not according to the level of the students, or teaching with a bad attitude, can generate an atmosphere of anxiety that harms learning. Krashen states that a student with high motivation, self-confidence, a good self-image, and low anxiety is better able to succeed in L2 acquisition. In other words, High Affective Filter decrease the learning process. Low Affective Filter increased learning process. (Krashen,1982)

From Stephen Krashen's affective filter perspective, English songs can play an important role in improving pronunciation in learning English due to their ability to positively influence learners' motivation, anxiety, and self-confidence. Thus, songs are often engaging and exciting for learners as they can enjoy the music and lyrics. This creates intrinsic motivation to actively participate in the pronunciation and comprehension of the words and phrases in the songs, thereby making learners more willing to practice pronunciation because they enjoy the activity.

In accordance with the above, music can generate an environment with a low affective filter, since it could be evidenced in the application of songs to fourth - grade students, that children enjoyed and were motivated to practice pronunciation with songs, also music can be adapted to other purposes to exercise other skills. It should be remembered that the general objective was to implement the use of songs in English to stimulate the practice of pronunciation

of fourth grade students of the Liceo Técnico Superior school, therefore the previous approaches were of great importance for the development of the workshops and activities carried out.

Methodology

The methodology applied in this research work was based on the qualitative approach, since it allows the researcher to approach the study population for the observation and collection of the necessary information about the identified problems. (Monje Alvarez, 2011) This allows relating the research practice with the problems that are manifested in society. The method used is that of action research, which through descriptive analysis allows the comparison of the information collected to finally proceed to the proper interpretation and drawing of conclusions addressing the goals to be achieved. (Elliot,1993).

To carry out this research, it was necessary to identify the difficulties in the English pronunciation of fourth - grade students, in order to use songs in English as a strategy to improve this sub-skill.

Qualitative Approach

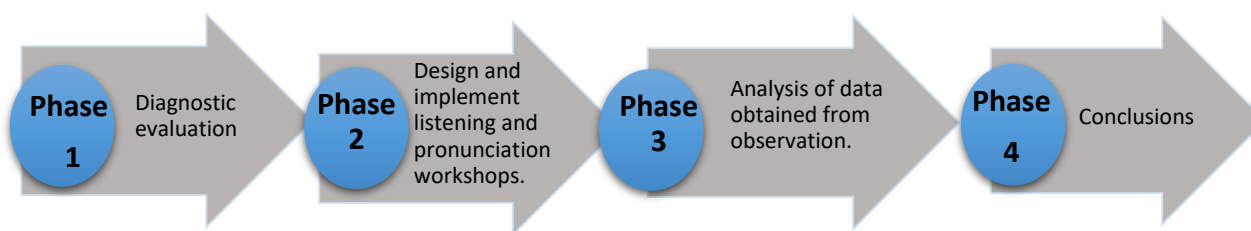


Figure 3. Phases of fieldwork process

Six elements are fundamental to pose a qualitative problem: research objectives, research questions, research justification, research feasibility, assessment of gaps in knowledge of the problem, and initial definition of the environment or context. However, the objectives and

questions are more general and their delimitation is less precise. Likewise, the role of literature and hypotheses in the inductive process is explained, as well as how a qualitative study is initiated in practice, by entering the context, environment or field.

This type of research approach is mainly based on the observation and description of the qualities of a phenomenon or problem situation based on real situations or a field study. In other words, "Qualitative research is oriented to analyze concrete cases in their temporal and local particularity, and from the expressions and activities of people in their local contexts" (Flick Uwe, 2007, p.27). The qualitative approach provides the relevant information to the researcher to design and implement the instruments that will serve to know the study population and address the problem; this information is significant for the corresponding analysis of results and conclusions.

Qualitative research usually includes interviews, field diaries or qualitative observation methods as tools for the collection of information, a process also known as fieldwork. In this work, the information was collected in four phases (see Figure 3) that generally consisted of an initial diagnosis, the development of workshops whose basis is focused on reading comprehension of songs in English, vocabulary strengthening, listening and pronunciation in relation to musical melody in accompaniment of an instrument. Finally, a final observation was made on pronunciation in which the information acquired was compared and conclusions and recommendations were formulated.

It could be said that a qualitative approach is like "entering a labyrinth". We know where we start, but not where we will end up. We enter with conviction, but without a detailed, precise map. And of one thing we are certain: we will have to keep an open mind and be prepared to improvise. (Sampieri, 2018).

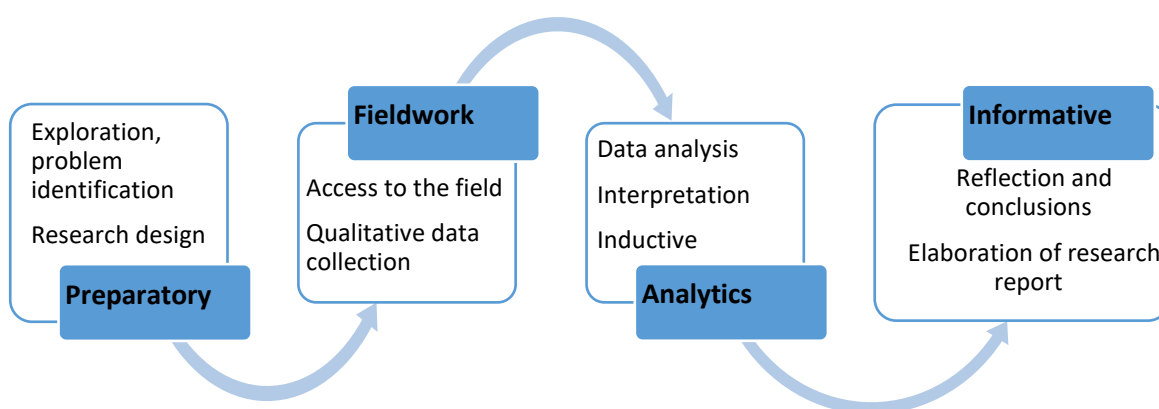


Figure 4. Qualitative research process, based on (Monje Álvarez 2011).

The qualitative research process presents four important phases according to (Monje Álvarez, 2011), which are: Preparatory, Fieldwork, Analytical and Informative (see Figure 4).

On the other hand, it is insisted that the qualitative process is not linear, but iterative or recurrent; the supposed stages are actually actions to go deeper into the research problem and the task of collecting and analyzing data is permanent.

Action Research Method

The methodology on which the research was based is the Action-Research type, since this method leads to the positive transformation of a collective environment to understand and

solve specific problems, in which people are aware of their role in the process of change (Sampieri, 2014).

The most common characteristics of action research in the textual words of the author (Madrid Leticia) are:

(a) It aims to achieve change, starting from a specific problem and trying to improve it through practical solutions that, in turn, contribute to scientific knowledge.

b) It is a practical, flexible and interactive research method, in which participants do not merely observe, but act on the practice.

c) It is a self-evaluative approach, in which there is feedback between action and reflection.

The three essential phases of the designs of this methodology are (Sampieri, 2014):

- Observation: identification of the problem and data collection.
- Analysis and interpretation of the data.
- Action: Logical execution from the available data.

These phases occur in a cyclical manner until the problem is solved, achieving the transformation satisfactorily (Sampieri, 2014)

This method was chosen for the development of this research, because its main characteristics were perfectly adjusted to the phases of the research to solve the problems encountered, allowing to observe and act in search of a solution or positive transformation.

Data Collection Instruments

The instruments for the data collection of the present research were selected in coherence with the nature of the research, which allowed the observation and analysis of the information collected during the implementation process carried out with the study population.

Field Diary

It was a fundamental instrument to record the data of the activities carried out during the implementation of the research. It allowed to take note of the most relevant aspects of the visits to the Liceo Tecnico Superior school. The field diary, in addition to annotations, also includes audio recordings, photographs and audiovisual records, which provided relevant information to analyze the effectiveness of the implementation of english songs to improve pronunciation in order to support the research.

Survey

The survey is an instrument for collecting qualitative and/or quantitative information from a statistical population. For this purpose, a questionnaire is elaborated, the data obtained will be processed with statistical methods. In this sense, the survey was designed to find out the musical interests of fourth grade students, their preferred resources for practicing pronunciation in English, the language skills they find most difficult, and their opinion about having musical instruments in English class.

Research Phases

The activities that constituted the implementation of the field work were based on the research and action method, which requires a previous phase corresponding to the exploration

and identification of the fundamental problem for the design of the research. Once there was the proper documentation and appropriation of the theory that consolidates a solution to the problem, the field work activities began, which were made up of the following stages.

Diagnostic observation. (October 2022).

In this phase, an observation of the level of pronunciation and listening in the English language of the fourth - grade students of the Liceo Técnico Superior school was carried out. For this purpose, a conversation was conducted with the head teacher to establish together with her the difficulties that the students had in terms of listening and pronunciation. Subsequently, an activity was carried out with the students to evaluate listening, pronunciation and vocabulary. Finally, the results were observed and relevant information was extracted for the design of the workshops.

Implementation and Analysis (October 2022 - January 2023).

In this phase of the research, singing workshops and listening and pronunciation activities were designed and implemented according to the contents of the fourth - grade of the Liceo Técnico Superior school, using songs in English as a playful resource.

The following is the implementation of this research, according to the analysis of the information and the theoretical and conceptual aspects that were taken into account to answer the research question, which had the objective of knowing the influence of music as a ludic strategy to improve pronunciation in English as a foreign language, in fourth - grade students of the mentioned institution. This section is narrated following the order of the specific objectives proposed in the research.

- **To observe the students' pronunciation of some English song lyrics, in order to know the students' level.**

The first encounter with the study population took place on October 24, 2022, and was recorded in the field diary through notes and audio recordings. An activity was conducted that consisted of asking the students to take a piece of paper out of a bag containing English song phrases. Each student had to introduce himself/herself and read the corresponding phrase. At the end, the songs were listened to on an audio player to see which ones were better received or accepted by the children.

The aforementioned activity allowed observing the children's deficiencies or difficulties in learning English as a foreign language, especially in relation to comprehension and oral expression skills, difficulties that manifested themselves in nervousness, mental blocking, shyness, and the use of Spanish sounds. The children had difficulty understanding what was asked of them in English, such as introducing themselves or greetings, and when reading the sentences, it was evident that they knew several words, that is, they knew their meaning when reading them, but when pronouncing them they used the sounds of Spanish.

This is a common scenario in the educational institutions of Popayán, as it was previously observed in other institutions during the pedagogy course and later teaching practice of the Bachelor's degree program in Modern Languages English - French of the University of Cauca, as mentioned in the problem statement of this research.

- **To elaborate a list of songs according to the level of the fourth - grade students.**

After knowing the real basic knowledge of the students, Stephen Krashen's proposal regarding the input was taken as a reference. Where it is stated that the input should be at the level of the learners, a little beyond their level, but understandable to a greater extent: "This is clearly the most important input characteristic. It amounts to the claim that when the acquirer does not understand the message, there will be no acquisition". In other words, incomprehensible input, or "noise", will not help." (Krashen,1982, p. 66) and "Comprehensible input is responsible for progress in language acquisition." (Krashen,1982, p. 68).

Based on the author's statement, the songs were selected and after a couple of sessions, one more was included, thanks to a student who spontaneously interpreted the melody on his flute. The song is called "Mary had a little lamb" and is commonly used to start learning instruments such as recorder, violin, piano among others, in fact, they had been working on it instrumentally in the recorder learning in the music class. This song was also included because its vocal range perfectly matched the range of the students, as well as the tempo and lexical difficulty. (See figure 5)

Mary Had a Little Lamb

Ma - ry had a lit - tle lamb, lit - tle lamb, lit - tle lamb.

Ma - ry had a lit - tle lamb, her fleece was white as snow.

Figure 5. Sheet music for the song Mary Had a Little Lamb

This situation that arose in the classroom made it possible to include the contributions and interests of the students and to consider it pertinent to combine what they were working on in their music class and take advantage of it for the present research purpose; considering that everything that awakens the interest of the students can be used to generate better experiences in the classroom. The above taking into account that such spontaneity demonstrates a motivation, in this case intrinsic. In this regard, Arturo Orbegoso synthesizes as follows:

Intrinsic motivation should be understood as that intensity and persistence that a person expresses when performing certain tasks without the need to be pressured or influenced by external agents or factors, such as pressure, rewards and others. It implies spontaneous interest, decision and good spirits when seeking to achieve objectives that are seen as important and valuable in themselves.

(Arbegoso, 2016, p.87).

Based on what has been said, music allows to increase motivation, which is an important aspect for the present research; it is necessary to remember that motivation is addressed in the conceptual framework, which in turn is part of Stephen Krashen's affective filter hypothesis mentioned in the theoretical references of this document.

It was possible to identify throughout these interventions in the mentioned institution, that the songs that work best for the research purposes were the ones that had a soft melody, a melodic range that does not exceed the octave, a slow ballad-like tempo, that is approximately between 50 and 90 beats per minute, whose slow melody allows to vocalize comfortably, and to pronounce without haste; that is to say, having the adequate time for a correct breathing, articulation and emission of the sound, without becoming agitated or feeling fatigue, facilitating the assimilation of both the musical ideas and the text, thus achieving an adequate input that allows the learning of English through music, which is consistent with what was demonstrated some years ago from the research of the Frenchman Daniel Schon, that:

Language learners find it easier to learn new foreign words when someone sings them than when they are included in normal speech. And it's not just because of the motivation attributed to music. Researchers claim that listening to songs engages the same area of the brain that we use to learn languages (Schon, 87, p.978).

Consistent with what has been said and trying to generate a pleasant environment to take advantage of all the benefits of music in terms of learning English, the songs referenced in the following table were selected.

Table 1.

Songs to practice pronunciation with fourth - grade students.

Selected songs	Description	Goals
I can sing a rainbow (Arthur Hamilton)	Ballad rhythm (4/4, 75 bpm), simple vocabulary, sweet harmony, slow melody	Practice pronunciation of colors vocabulary ['j] [ɪəʳ] [ŋ]
What a wonderful world	Ballad rhythm, (4/4, 72 bpm) sweet and consonant harmony,	Practice vocabulary and phonemes [t] [i:] [θ]
What are you doing song	Children's song, upbeat Tempo (4/4, 120 bpm)	Practice ING form - verbs - pronunciation
Silent Night	Christmas song – ballad (4/4, 75 bpm)	It takes advantage of the fact that it is the month of December to listen a christmas song in English versión, to practice vocabulary and pronunciation.
Mary had a little lamb	Children song (4/4, 61 bpm)	Review the past tense and pronunciation

- **To implement workshops to help develop students' voice.**

The vocal technique workshops consisted in dedicating between 10 to 15 minutes to vocal warm-up exercises, before singing the songs with guitar accompaniment. Thus, what is presented below was considered pertinent to do in each workshop, due to the importance of developing and learning through breathing and intonation tools, the voice as a musical instrument; as well as preparing the phonatory system for a correct articulation and emission of the sounds of English as a foreign language.

Breathing is a physiological process by which people continuously and periodically renew the air in their lungs, and the mechanism that allows them to speak, that is, to pronounce vowels and consonants that together form words. It

consists of two parts: inspiration (intake of air) and expiration (expulsion of air), the latter being the one that produces the voice.” (Lewith, 2023, p.127)

All the elements converge in the different workshops that were carried out with the purpose of exercising the components of the body that are part of phonation, such as the diaphragm, the lungs, the muscles of the face, among others that are directly or indirectly stimulated by these exercises.

Breathing

It started with some deep breathing exercises, inhaling slowly and holding the air in the lungs while counting to 10, and then exhaling slowly through the mouth while producing the sound (S). Some of the children found this exercise a little difficult, perhaps due to lack of habit, especially the part of holding the air and releasing it slowly. In the first workshop they said they felt dizzy, but that is something that most people experience when they try to dose the air, either to sing, to do yoga or when they practice a sport like swimming. These vocal warm-up exercises are important because they help develop correct breathing to project the voice for both singing and speaking which in turn benefits pronunciation, which is a central aspect of this research.

Articulation

To warm up the lips, tongue, and jaw, exercises were done such as "ma", "me", "mi", "mo", "mu" and "na", "ne", "ni", "no", "nu" with clear pronunciation and exaggerated lip movements. This exercise also helps to achieve better resonance, relaxed and diaphragmatic breathing.

Vocalization

After the articulation exercises, some vocalization exercises were done. Students were asked to sing short and then long notes to warm up their vocal cords. Starting with low notes and gradually going up, they imitated the sound of an ambulance with the sound (B) and then used scales or fragments of previously worked songs. Exercises that go from low to high pitched help to find the head voice, to have a better control when singing high notes.

Singing the songs

Finally, after warming up the lips, jaw, neck, and vocal cords, the song being worked on was sung, and when there was still time, the other songs previously learned in past sessions were reviewed. Students were always reminded to have good vocal posture, open and similar to a yawn, without forcing their vocal cords.

It is important to mention that since the purpose was not to learn music theory, but to use music as a means to improve pronunciation through songs in English, no scores, tabs, or anything related to grammar or musical nomenclature were used. The songs were simply taught by ear, which usually requires a lot of repetition. In this sense, the activities prior to singing, which consisted of listening to the song, were very helpful. Some songs were practiced in full, but there were some that had to be practiced phrase by phrase.

For this research, it was important to take into account the vocal range of the students, that is, from the lowest to the highest note they are able to sing, which for fourth grade students between 9 and 11 years old, range from (B flat 2 to E 4) although within this vocal range, the notes that sound with the best power, quality and comfort are those between D3 and D4 (see figure 6 and 7).

Another aspect that was taken into account is that the chest voice, that is to say, the voice that felt resonating in the chest, is heavier and therefore more difficult to control, which generates unwanted tensions. So, the students were asked to sing with their head voice, which is a lighter voice, more manageable without forcing the vocal cords, to achieve a freer and more natural sound.



Bflat2 C3 D3 E F G A B C D4 E

Figure 6. (Sarrazin,2016)



Figure 7. Piano keys and their names (Screenshot from Voice Training)

Table 2.*Workshop - I can sing a rainbow*

Workshop: I can sing a rainbow	Objectives: <ul style="list-style-type: none"> - To provide students with the basic knowledge to understand the phenomenon of singing. - To stimulate children's interest in musical artistic activity by practicing breathing exercises, vocalization and singing.
Musical instruments: <ul style="list-style-type: none"> - Students: voice - Teacher: guitar 	Materials and resources: <ul style="list-style-type: none"> - Classroom - Song lyrics

Song: I can sing a rainbow – Composer: Arthur Hamilton
Lyrics: <p>Red and yellow and pink and green Orange and purple and blue I can sing a rainbow, Sing a rainbow, Sing a rainbow too.</p> <p>Listen with your eyes, Listen with your, ears And sing everything you see,</p>

Now you can sing a rainbow,
sing a rainbow,
sing along with me.
Red and yellow and pink and green
Orange and purple and blue
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too.
Now you can sing a rainbow,
sing a rainbow,
sing along with me.
Red and yellow and pink and green
Orange and purple and blue
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too.

This workshop started with a vocal warm-up, and then the students sang the song with the guitar accompaniment. The song "I can sing a rainbow" had been presented in a previous listening activity, so the whole song was sung several times, and there was no need to sing phrase by phrase because the children were already familiar with the song. The characteristics of the song made it perfect for the purpose of the research. It has a vocabulary appropriate for the level of the group, a slow tempo (75 Bpm), a soft melody, consonant with the harmony and also a vocal range appropriate for the fourth-grade group, since it is in the key of D, its highest note is C# and the lowest note is A, that is a semitone below the estimated average for fourth grade.

Recall that the average musical note for this age group is (B flat 2 to E4) (see Figures 6 and 7). However, this semitone only lasts half a beat in the song, so it was not inconvenient for them.

It could be observed in this workshop that music allows to encourage participation, since at the moment of singing everyone did it with joy and enthusiasm. This demonstrates, as already mentioned, an important factor for this research; motivation, which allows the students to become more committed to the activities. On the other hand, the listening activity and the subsequent practice of the song with harmonic accompaniment of the guitar, showed a remarkable improvement in the pronunciation of the vocabulary of this song.

Table 3.

Workshop - What a wonderful world

<p>Workshop: What a wonderful world</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - To put into practice the knowledge acquired in the previous workshop, regarding breathing and the use of the head voice.
<p>Musical instruments:</p> <ul style="list-style-type: none"> - Students: voice - Teacher: guitar 	<p>Materials and resources:</p> <ul style="list-style-type: none"> - Classroom - Song lyrics

Song: What a wonderful world – Composer: Bob Thiele y George David Weiss

Lyrics:

I see trees of green, red roses too
I see them bloom for me and you
And I think to myself what a wonderful world.
I see skies of blue and clouds of white
The bright blessed day, the dark sacred night
And I think to myself what a wonderful world.
The colors of the rainbow so pretty in the sky
Are also on the faces of people going by
I see friends shaking hands saying how do you do
They're really saying I love you.
I hear babies crying, I watch them grow
They'll learn much more than I'll never know
And I think to myself what a wonderful world
Yes, I think to myself what a wonderful world.

This song has similar characteristics to the one described in the previous workshop, that is, a sweet melody, a slow tempo (72Bpm), its key is F, its lowest note is C3 and its highest note is D4, which is within the vocal range for the average age of fourth - grade students. (see figure 6 and 7).

This song has a little more lyric, which made it a little more demanding for the children, in terms of lexical competence. After solving the vocabulary doubts, the song was sung with the harmonic accompaniment of the guitar. This song, despite not being a children's song, managed to connect with the students, perhaps because of the soft melody, the sweet and

consonant harmony, the timbre of Louis Armstrong's voice and the vocabulary that contained words they liked such as rainbow, colors, trees, red roses, among others.

In fact, some students had placed the translation in front of the text, and others had drawn pictures and colored them. These are activities that they did on their own since when the song was presented in the previous session, they were only asked to listen to the song so that they could sing it with the accompaniment of the guitar. This shows again the power of music to connect and motivate students to the activities that have to do with their learning process, since they autonomously looked for resources to study, practice or memorize what they were working on, which is a clear sign of intrinsic motivation.

For some authors, intrinsic motivation is the true motivation, it is to perform a certain activity as a personal challenge without the hope or desire for external reward. It has been reported that it is just the people who devote themselves to the resolution of a matter for pure personal pleasure, who yield the most creative results (Orbegoso, 2016, p.77).

In this sense, the children, motivated by the song, had listened to it at home and had looked up the meaning of the words they did not know, so that when they sang with the accompaniment of the guitar, they did it fluently, with adequate diction, and each time an improvement in pronunciation was perceived with respect to the first meeting.

The song was completely liked, as was noticed in the participation of the students, however, as the song was a bit long for them, it was necessary to sing the first verse several times, then the second verse was practiced several times, and so on until the whole song was covered.

Table 4.*Workshop - What are you doing*

<p>Workshop: What are you doing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - To exercise psychomotor skills and corporal expression through musical interpretation. - To put into practice the knowledge seen in previous workshops.
<p>Musical instruments:</p> <ul style="list-style-type: none"> - Students: voice - Teacher: guitar 	<p>Materials and resources:</p> <ul style="list-style-type: none"> - Classroom - Song lyrics - Comfortable clothing

<p>Song: What are you doing?</p>
<p>Lyrics:</p> <p>What are you doing? I'm walking. I'm running. I'm jumping. I'm dancing. I'm reading. I'm eating. I'm drinking. I'm sleeping. I'm putting on my shoes. I'm putting on my hat. I'm saying goodbye</p>

In this workshop, after the vocal warm-up, the students sang this song, which is designed to practice action verbs and the ING form. This song is very simple as it consists of two sentences, one that asks the question "what are you doing?" and one that answers. For example, "I'm walking, or I'm running" and was used to work on different verbs. The song served not only to practice pronunciation, which is the main objective of this research, but also to remember the form, as some students still had doubts about the grammatical structure of the present continuous.

The song was sung representing the movements depending on the verb, and it was an activity that made them have a lot of fun, due to the movement generated by the action of the different verbs worked on. Here it is necessary to mention Stephen Krashen's affective filter hypothesis, which states that an L2 learner will learn more and effectively if he/she does not feel tension or anxiety during the learning process (Krashen, 1982). This is how music allowed us to create a comfortable, pleasant, low-stress environment, which according to this hypothesis is the ideal environment for learning.



Figure 8. Fourth grade students singing the song, "What are you doing?"

Table 5.*Workshop - Review*

Workshop: Review	Objectives: - To review the notions of vocal technique seen so far, as well as the repertoire of songs worked on.
Musical instruments: - Students: voice - Teacher: guitar	Materials and resources: - Classroom - Song lyrics

After a vocal warm-up, a review was made of the songs that had been covered up to that moment, which were "I can sing a rainbow", "What a wonderful world" and "What are you doing". On this occasion it was possible to perceive a fluency and confidence when singing, and there were some students who even sang from memory. It is pertinent to mention that several investigations show that events with emotional content are remembered to a greater extent, and music is considered a potential means of excitation and inducer of emotions, and even more so when the elements that compose it such as intensity, dynamics, timbre, harmony, etc. vary significantly (Giménez, 2011).

It can be seen that music allows memorizing phrases or structures thanks to the sensations created by its harmonic, rhythmic or melodic components and also to how easy it is to repeat and return to the song as a resource, which does not happen with other options such as

dialogues, stories, or movies, since it is rare to think that someone listens to a song and thinks it is great and does not want to listen to it again.

Table 6.

Workshop - Silent Night

<p>Workshop: Silent Night</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Practice vocal and breathing exercises to enhance especially the head voice.
<p>Musical instruments:</p> <p>Students: Voice</p> <p>Teacher: Guitar</p>	<p>Materials and resources:</p> <ul style="list-style-type: none"> - Classroom - Lyrics

<p>Song: Silent night – Composed by Franz Xaver Gruber and Joseph Mohr</p>
<p>Lyrics:</p> <p>[Verse 1]</p> <p>Silent night, holy night All is calm, all is bright Round yon Virgin, Mother and Child Holy Infant so tender and mild Sleep in heavenly peace Sleep in heavenly peace</p> <p>[Verse 2]</p> <p>Silent night, holy night</p>

Shepherds quake at the sight
 Glories stream from heaven afar
 Heavenly hosts sing Alleluia
 Christ the Savior is born
 Christ the Savior is born
 [Verse 3]
 Silent night, holy night
 Son of God, love's pure light
 Radiant beams from Thy holy face
 With the dawn of redeeming grace
 Jesus Lord, at Thy birth
 Jesus Lord, at Thy birth

Taking advantage of the fact that it was the month of December and the children were already looking forward to the Christmas vacations, the Christmas song "Silent Night" was practiced. This song was only practiced once, because although most of the students liked it, there were some who do not celebrate Christmas because of other religious beliefs, so it was decided to continue the process with another song, however, it served to practice listening comprehension and pronunciation.

Table 7.

Workshop – Mary Had a Little Lamb

<p>Workshop:</p> <p>Mary Had a Little Lamb</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - To stimulate children's interest in cooperative musical practice through musical instruments such as guitar, flute and voice.
---	---

Musical instruments:	Materials and resources:
<ul style="list-style-type: none"> - Guitar - Flute - Voice 	<ul style="list-style-type: none"> - Lyrics - Classroom

Song: Mary had a Little Lamb
<p>Lyrics:</p> <p>Mary had a little lamb, little lamb, little lamb, Mary had a little lamb Its fleece was white as snow And everywhere that Mary went, Mary went, Mary went Everywhere that Mary went, the lamb was sure to go He followed her to school one day, School one day, school one day He followed her to school one day, which was against the rules It made the children laugh and play, Laugh and play, laugh and play It made the children laugh and play, to see a lamb at school</p> <p>So the teacher turned him out, turned him out, turned him out So the teacher turned him out, but still he lingered near And he waited patiently, patiently, patiently And he waited patiently, 'Till Mary did appear Why does the lamb love Mary so? Love Mary so, love Mary so? Why does the lamb love Mary so? The eager children cried</p> <p>Why, Mary loves the lamb you know Lamb you know, lamb you know Why, Mary loves the lamb you know The teacher did reply</p>

After the vocal warm-up, the song "Mary had a Little lamb" was performed. On this occasion, some students who had a flute and knew how to play the melody of this song participated. The students with flute started as if it were the intro and then the others joined in singing. This small ensemble of flute, guitar and voice allowed to notice in the students, according to their expressions, a feeling of admiration on the part of the children towards those who played the flute and also pride towards themselves for being part of the modest musical ensemble. In this regard, several studies affirm that music increases the self-esteem of children, in addition to the interaction between them, aspects that could be verified in the implementation of songs in this research, also highlighting the collaboration between them when practicing pronunciation. (Ortega, 2016, p.66; Revert, 2014).



Figure 9. Fourth grade students practicing the song "Mary had a Little Lamb"

- **To design activities using songs in English as a playful resource for listening and pronunciation practice.**

The activities carried out in this research revolved around songs in English, trying to provide variety to avoid monotony and thus maintain the interest of students, while at the same time seeing the versatility of music as a teaching tool.

Listening

For this activity, the lyrics of the song were handed out on pieces of paper that the students had to organize as they listened to from a speaker that reproduced the song from a cell phone via bluetooth. (Figure 10,11) All the songs were presented in this way, and a total of 5 songs were worked on. The first song worked on was "I can sing a rainbow". This song has a soft melody, with a slow tempo and a simple vocabulary. The activity showed that there was a certain degree of difficulty when listening, since at the beginning they said: "*no entiendo nada*", "*está muy difícil*", for a moment it seemed that they would not manage to perform this exercise, however, after listening a couple of times, three students organized the first two lines of the song and at the end of the activity that lasted about thirty minutes, most of them managed to organize almost all the lyrics of the song. It was an activity that was very well received and well participated by the students, which allows us to affirm that songs in English can provide adequate input, referring to Stephen Krashen's input hypothesis, not only because they can be chosen from a wide range of artists and different contents for different levels, but also because they allow repeated practice in listening to the target language in a pleasant way, without students feeling fatigue or tedium from the repetition.

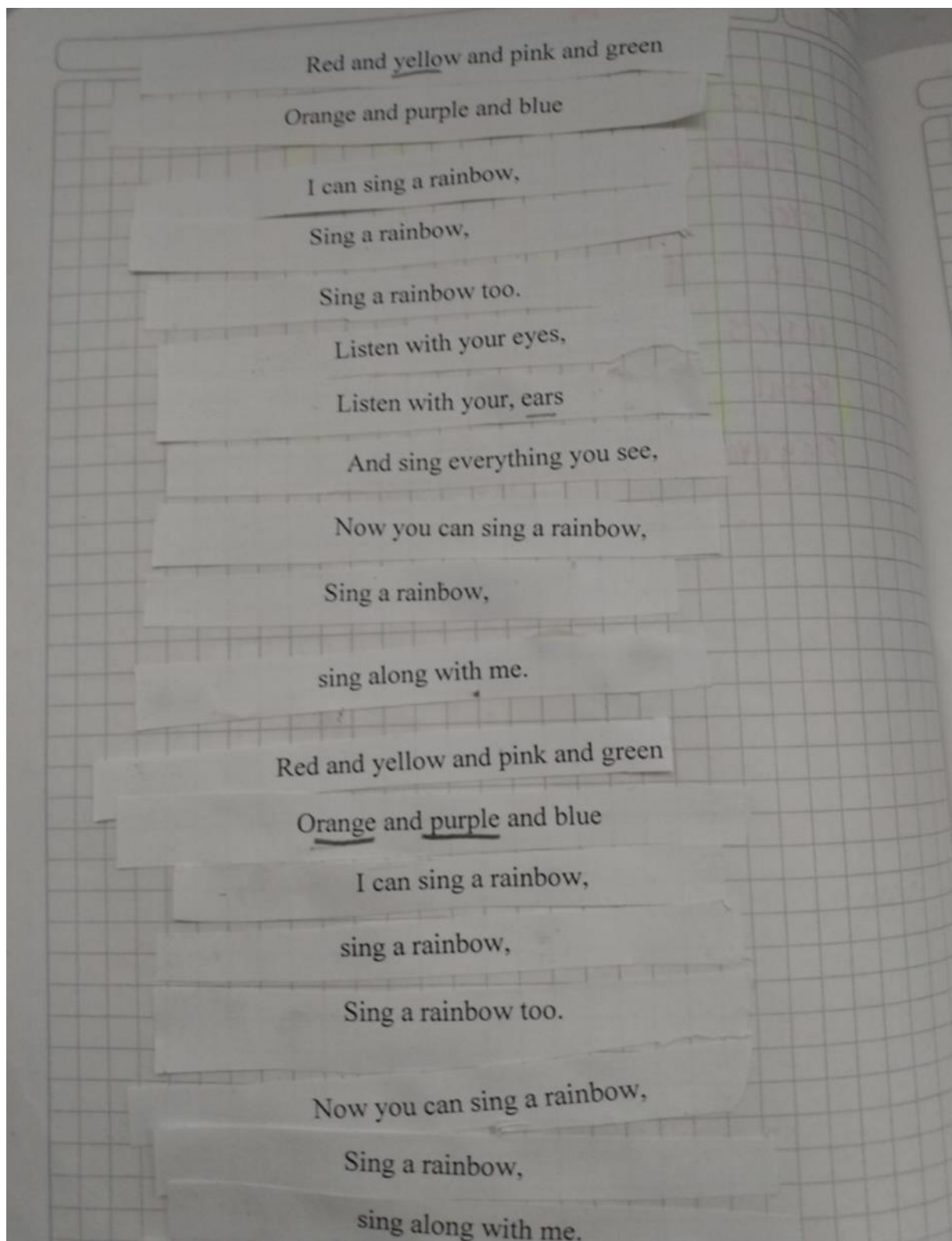


Figure 10. I can sing a rainbow, listening comprehension activity.

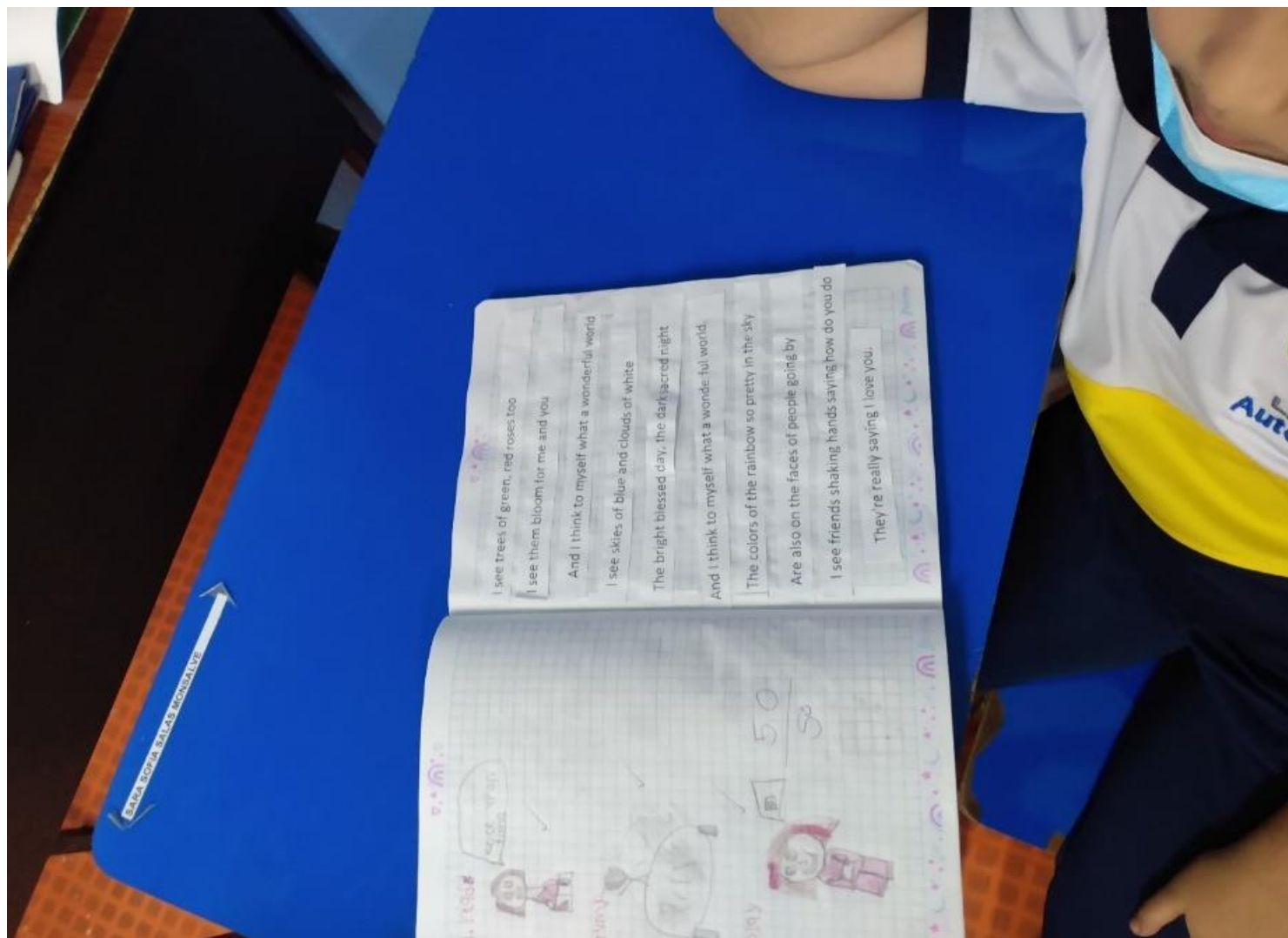


Figure 11. What a wonderful world, listening comprehension activity.

It is worth mentioning the studies conducted in 1965 by David Ausubel and Mohamed Youssef about the number of times a word must be repeated to learn it, which they concluded was 17 times. Other more contemporary specialists such as Catherine Snow from the Harvard University School of Education, states that "on average the brain needs to be exposed to a word between 15 and 20 times to learn it" (Llorente, 2017).

Broken Phone

For this activity, fragments of songs were chosen with the help of audio editing software (Adobe Audition) and using a cell phone and large headphones, the student sitting at the front of the line was allowed to listen to one of the fragments. This student had to tell the classmate behind him/her what he/she had heard, and so on until the last one in the line. The last one had to tell the rest of the class what he had heard. At the end, the rest of the students were corrected by listening to the fragments of the songs on a loudspeaker. Vocabulary doubts were also solved and finally the fragments of the songs were sung together with the loudspeaker.

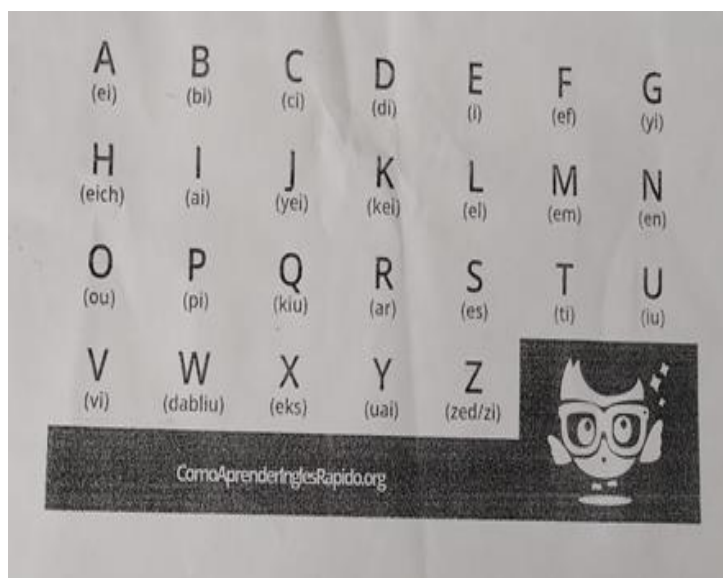
The children who listened with the headphones showed through their faces a sense of surprise and pleasure, inferring that perhaps they had not heard the music before in this type of headphones that give an immersive sound experience with a wide range of frequencies. This activity was also very enjoyable and everyone wanted to listen to the headphones, but only one student from each row was allowed to listen. As for the objective of the activity, which was to orally transmit the phrase heard in the song in English, some were able to transmit the complete phrase, the others only retained words. This shows that there is a weakness in listening and oral comprehension that can be worked on with this type of activities that include songs.

Listening, painting, and spelling

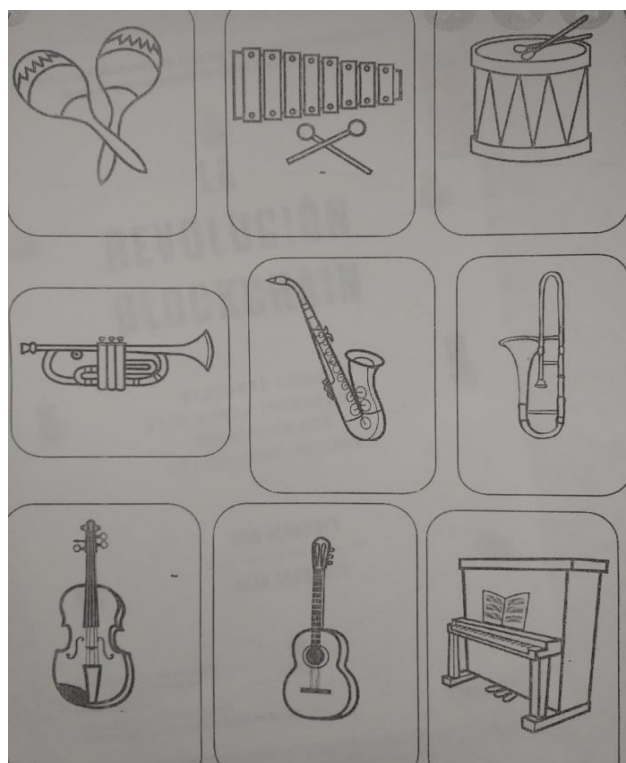
For this activity, each student was given a sheet of paper with drawings of musical instruments and from a cell phone, the sound recordings of those instruments, previously downloaded from the Internet, were played on a speaker via Bluetooth. They had to color in the order in which they were listening, that is, identifying the instrument according to the sound or timbre. Under each drawing there was a space for the students to write the name of the musical instrument. Since not all of them knew the instruments, they took advantage of the opportunity to

practice spelling. Students who knew the name of the instrument and knew how to spell it in English spelled it for the rest of the class. Each student was also given a photocopy of the alphabet with the pronunciation in parentheses as an aid or reinforcement for spelling. (Figure 12).

At the end of this session, the students energetically asked if any song was going to be sung. This spontaneous interest in knowing if they were going to sing on that occasion, that is, to practice English pronunciation, shows that there was an intrinsic motivation, as there was no external pressure of any kind.



(a)



(b)

Figure 12. Activity, listening, painting and spelling: (a) alfabeth; (b) Musical instruments.

Singing songs in English.

This activity consisted of singing the songs that were previously presented in the listening exercise, with the purpose of practicing pronunciation, emphasizing the words that showed greater difficulty, such as Ears['ɪrz], Trees [t], Sky['skaɪ], to mention a few. Vocal warm-up was done before singing, to prepare the students and encourage a correct emission of sound, with correct posture and breathing, preventing the children from hurting their vocal cords and thus properly exercising the muscles involved in the phonatory system which are used both for singing and speaking. The songs were practiced with acoustic guitar accompaniment.

- **To analyze the improvements that the use of English songs produces in students' pronunciation.**

In the first meeting, as already mentioned, the difficulties that fourth grade students of the Liceo Técnico Superior school show when pronouncing some words in English were evidenced. Such as (yellow, purple, orange, myself, ears, green, too, them, bloom, pretty, sky, listen, bright, you, I, wonderful, trees, among others). As an example, some of the recordings that were made to the children in that first contact are taken, especially those that could be heard clearly, since some students were very shy and spoke at a very low volume, which makes listening difficult.

In the following example the student was assigned (I see trees of green red roses too) which is the first phrase of the song "What a wonderful world" popularized by Louis Armstrong. The student clearly reads using the Spanish sounds (listen to the recording in the attachments).

In the recording it can be noted that the student has difficulties in the following phonemes:

Table 8.

Example of words and phonemes that presented difficulty for the study population.

Words	I	See	Trees	Of	Green	Red	Roses	Too
Phonemes	[aɪ]	[i:]	[t] [i:]	[ə]	[i:]	[ɹɛd]	['ɹoʊz]	[tu:]

The student read mostly as if it were Spanish (i, sei, tres, grei, rec, tu) The same as the previous example happened with the 16 students, some were shy, others were more spontaneous, but most of them read using Spanish sounds to a greater extent. It is worth noting that the sounds that presented the most difficulty were the combination TH the dull dental fricative represented by the symbol /θ/ in words such as (THINK). Difficulty was also noted in the phoneme [t] in words such as (TREES). However, after the implementation of this research, which focuses on improving pronunciation by listening to and singing songs, a significant improvement in the production of these phonemes can be seen.

Thus, in the session recorded on December 7, 2022, where practicing with the harmonic accompaniment of the guitar, the song "What a wonderful world" was sung and the audiovisual record showed that the students managed to significantly improve the difficulties they had in pronouncing the English phonemes in the words mentioned above.

Improvements can also be perceived when comparing the session of November 2 with that of December 7, where pronunciation is worked on with the song "I can sing a rainbow", after

having listened through the activity of ordering the lyrics and singing it with the accompaniment of the guitar, improvement is achieved in the words and phonemes detailed in the following table.

Table 9.

Example of words and phonemes that presented difficulty for the study population.

Words	Ears	With	Everything	Yellow	You	Orange
Phonemes	['ɪrz]	['wɪθ]	/'evri,θɪŋ/	['jɛloʊ]	/j/	['ɔrɪndʒ]

It was evident in the records that before the practice with songs, the students pronounced these words as if it were Spanish and again difficulty was noted in the words with the combination TH /θ/ in addition to other phonemes as presented in the table above (see table 3). However, as evidenced in the video of December 7, after practicing pronunciation with the song and guitar accompaniment, the difficulties in pronunciation recorded four weeks earlier were overcome, which is a remarkable progress in a short time considering that the visits to the institution lasted one hour, twice a week and that this song was not practiced continuously during the four weeks since it was alternated with other activities, as discussed in objective four of this research.

Taking the audiovisual records as a starting point, it can be affirmed that music serves to provide students, in addition to the input, with a fun and accessible way to practice pronunciation in English, since being a foreign language there are not enough immersion spaces in the institution or in the city that allow practicing or improving listening and pronunciation

skills in English, which leads to seek options that allow creating that space or environment for input in a foreign language. In this regard Krashen:

First, it is very clear that the outside world can supply more input. Living in the country where the language is spoken can result in an all-day second language lesson, as we mentioned earlier, however, for the informal environment to be of any use, the input language has to be comprehensible. The informal environment will therefore be of more and more use as the acquirer progresses and can understand more and more. (*Krashen, 1982*).

The songs worked on, in addition to having a slow rhythm and an appropriate tessitura for fourth grade students, also had a vocabulary according to their learning process, that is, understandable, assimilable, digestible, as suggested in Stephen Krashen's input hypothesis, which allowed the students to respond positively to the activities. Thanks to technology, in addition to the use in the English classroom, the music can be carried in the cell phone through an mp3 file or reproduced in the different music platforms that are currently available.

On the other hand, the audio recording of November 21, 2022, in which students are randomly asked to read fragments of the songs worked on up to that moment, shows an improvement in pronunciation, and also in fluency and confidence to read and produce the phonemes of the words worked on during the application of the research (recording in annexes, Audio 2).

Another aspect that stands out about the application of songs in pronunciation practice is that music can help practice and improve not only listening and uttering phonemes correctly

but also the rhythm of English. Because music and language have in common two elementary characteristics, which are melody and rhythm, music, specifically songs in English, are an alternative to help students internalize the cadences and rhythm of sentences.

The rhythm, which is in general terms the periodic and regular repetition of an event, in music is measured by beats per minute (BPM) and is written by rhythmic figures such as rounds, half notes, quarter notes, eighth notes, etc. And depending on the beat, different accents are marked.

Spanish and English differ in the event that is repeated, that is to say, they differ in the rhythm. In Spanish the rhythm is marked by the syllable, that is to say, each syllable has a similar duration. In English, on the other hand, the rhythm is marked by the accentual foot, which is a unit that contains a stressed syllable, and there is a tendency to maintain the same distance between feet.

When we speak in English, we should pay attention to the stressed syllables and pay less attention to the unstressed ones. The words that are stressed in English are lexical words or words with meaning, these are: nouns, verbs, adjectives, adverbs. And those that are not accented are functional words or words with little meaning such as: prepositions, determiners, pronouns, conjunctions and modal verbs.

In the song "I can sing a rainbow" you can see how the rhythm marks the words that are accented, in this case the adjectives Red* and yellow* and Pink* and green*, Orange* and purple* and blue* and these coincide with the strong beat or Down beat of the song, that is, in this case it is a four-beat rhythm, where for this type of music the strong beats are 1 and 3.

Table 10.

Accented words and their coincidence with the strong beats of the song "I can sing a rainbow".

four-beat musical compass	1.stressed Red	2 And	3.stressed Yellow	4. And	1.stressed Pink	2. and	3.stressed Green	4
Strong times 1 and 3	Adjective	Conjunctions	Adjective	Conjunctions	adjective	conj	adjective	silence

four-beat musical compass	1.stressed Orange	2. and	3.stressed purple	4. And	1.stressed blue	2. silence	3.stressed silence	4. silence
Strong times 1 and 3	Adjective	conjunctions	Adjective	conjunctions	adjective			

On the other hand, in the final part of this research, a survey was conducted with the purpose of obtaining more information on how these interventions affected or influenced the fourth grade of the aforementioned institution in terms of their attitude or perception towards learning with music.

The results of the survey show that a higher percentage of students prefer to practice pronunciation through songs in English, compared to other common alternatives such as dialogues, word lists, or videos as shown in the following figure. It could be said that this finding indirectly manifests the dissatisfaction of the students with the conventional methodology used, where students are forced to pronounce through dialogues or listening to their teacher and that, unfortunately, the pronunciation of some words is mislearned from an early age due to the lack of immersion and connection with the English language on the part of the students.

Therefore, the songs in English allow to acquire greater concentration in the learning process since music strengthens the affective and cognitive bonds besides being a playful, relaxing and fun tool, which breaks the routine in the classroom increasing interest, attention and participation, building a pleasant and friendly atmosphere among students, strengthening confidence especially when working on pronunciation.

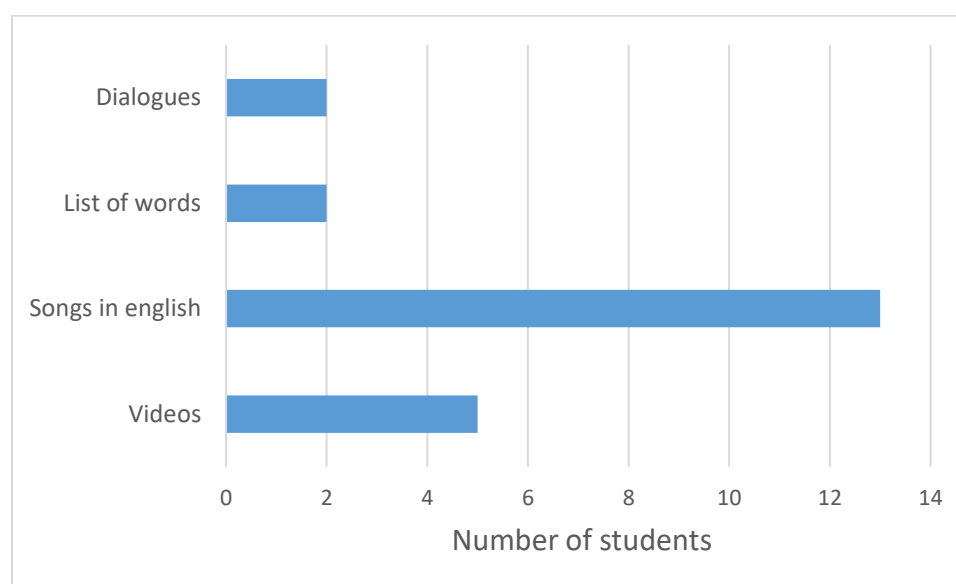


Figure 13. Survey of fourth grade students of the Liceo Técnico Superior school.

¿How do you prefer to practice English pronunciation?

On the other hand, in the survey, most of the students stated that they had difficulties in speaking, which reinforces the problem posed in this research and for which English songs are proposed as a potential tool for learning the language. (See figure 14)

Finally, the active participation of all the students in the workshops is highlighted, expressing in the surveys their liking for music and musical instruments in English classes, expressing that they enjoy music and instruments, student 1 “suena muy bonito y armonioso”, student 2 “porque puedo practicar más en los instrumentos” student 3 “desarrollamos nuevos sonidos y aprendemos”. In the last meeting, students participated emotionally by singing in English in a public way in the school where it is evident the improvement, they had in the process of learning the language, in relation to the correct pronunciation of the words and the confidence they acquired. (see figure15)

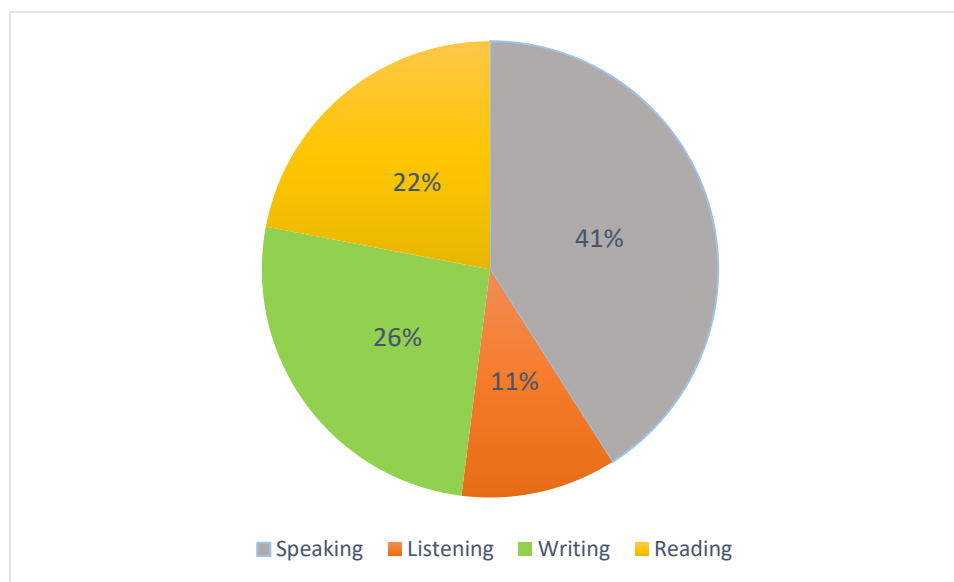


Figure 14. Survey of fourth grade students of the Liceo Técnico Superior institution.

Which of the following language skills are most difficult for you?



Figure 15. Participation of the fourth grade in the flag raising activity organized by the school.

Conclusions

Throughout the research it was evidenced that there are difficulties in listening and pronunciation skills in the sample population, however the nature of the research allowed to see the importance of the songs as a teaching resource in the class of English as a foreign language, particularly with regard to the work of practicing and enhancing these two skills, since the students improved in the production of the sounds of the phonemes contained in the words of the songs worked on. Which the students had the opportunity to show in front of their classmates from other classes, in the flag raising activity organized by the school. This allows to affirm that music is an effective tool to practice listening comprehension and pronunciation of English as a foreign language.

The use of songs, in addition to working on listening comprehension and pronunciation, allowed to capture the attention and interest by encouraging the participation of the sample population in all the activities that were carried out in the research. This allows to affirm that music manages to connect the students in different ways with their learning processes and is also a versatile tool that allows different activities or exercises to give variety to the process.

The use of songs can be adjusted to students of any level of learning of the target language, as well as to different topics and tastes, which allows to affirm from Krashen's input hypothesis, which states that the input must be understandable; so, songs are a very convenient tool to take into account when selecting the work material in the English teaching process.

The use of songs allowed to generate a relaxed, participatory, low stress environment, which from the hypothesis of Krashen's affective filter is the ideal environment for learning.

It is evident that English has its own characteristic rhythm and intonation, and music can provide an authentic context for experiencing these aspects as students can naturally become familiar with how words rise and fall to high and low pitches.

It can also be concluded that music helps to improve fluency, since singing the lyrics of the songs implies following a constant flow of words, so students can more easily internalize the cadences and rhythm of English phrases.

In the implementation of the research, it was evident that some students were singing from memory, which allows to conclude that music helps students to remember words and phrases more easily, which makes it a very convenient tool to include in the teaching of English.

As a professional musician it is gratifying to know that music can be linked to the teaching and learning of English, and to enjoy all the benefits that can be obtained from it.

As a language learner, it is interesting to see the variety of benefits that can be obtained from music in teaching and learning English, not only in terms of language skills, but also in terms of social, emotional, attitudinal aspects, etc.

In summary, music helps to make the learning process more engaging and interesting and is a powerful tool for improving pronunciation, rhythm, and fluency in English as a foreign language.

Recommendations

- Language teachers or students who want to include songs as a resource for their practice are advised to take into account the vocal range of the students for whom the activity is intended. That is, if the students are children, it would be a mistake to choose the songs with the teacher's vocal range in mind, since adults sing in a much lower vocal range.
- In addition to finding the right vocal range for the group of students, it is recommended that the vocabulary be as comprehensible to them as possible to ensure that it is a comfortable and fun activity.
- For teachers who do not have a lot of musical knowledge and want to include music as a resource, they can use the Android app called Moises. This application allows to separate by equalization, the tracks of the instruments, such as voice, guitar and also allows to lower or raise semitones to better adjust to the vocal range needed. This would be like a kind of karaoke.

References

- Amjah, D. Y. P. H. (2014). A Study of Teachers' Strategies so Develop Students' Interest towards Learning English as a Second Language. *Procedia - Social and Behavioral Sciences*, 134, 188–192. <https://doi.org/10.1016/j.sbspro.2014.04.238>
- A. Llorente, “¿Cuántas veces debe estar expuesto el cerebro a una palabra para aprenderla?,” *BBCMundo*, 2017. <https://www.bbc.com/mundo/noticias-41674285#:~:text=En concreto%2C en 1965 los,entre 15 a 20 veces>
- A. Orbegoso, “La motivación intrínseca según Ryan & Deci y algunas recomendaciones para maestros,” *Lumen Educ.*, vol. 2, pp. 75–93, 2016, doi: 10.19141/2447-5432/lumen.v2.n1.p.75-93.
- Brancatisano, O., Baird, A., & Thompson, W. F. (2020). Why is music therapeutic for neurological disorders? The Therapeutic Music Capacities Model. *Neuroscience & Biobehavioral Reviews*, 112, 600–615. <https://doi.org/https://doi.org/10.1016/j.neubiorev.2020.02.008>
- Casanova, M. B. L., & García, I. N. (2018). La estimulación auditiva a través de la música en el desarrollo del lenguaje en educación infantil. *Revista Electrónica de Investigación y Docencia (REID)*, 20, 107–124. <https://doi.org/https://doi.org/10.17561/reid.n20.7>
- D. Schön, M. Boyer, S. Moreno, M. Besson, I. Peretz, and R. Kolinsky, “Songs as an aid for language acquisition,” *Cognition*, vol. 106, no. 2, pp. 975–983, 2008, doi: <https://doi.org/10.1016/j.cognition.2007.03.005>.
- Flick Uwe (2007). *Introducción a la Investigación Cualitativa*. Segunda Edición, Madrid, Ediciones Morata, año.
- Giralt Lorentz, M. (2006). El enfoque oral en la enseñanza del español como lengua extranjera: experiencia piloto de una propuesta didáctica. *PHONICA*, 2. http://www.publicacions.ub.es/revistes/phonica2/PDF/articulo_03.pdf
- Giménez, S. D. (2011). Música y memoria. *Intersecciones PSI. Revista Electrónica de La Facultad de Psicología*, 47(ISSN 1853-9793). http://intersecciones.psi.uba.ar/index.php?option=com_content&view=article&id=264:musica-y-memoria&catid=11:alumnos&Itemid=1
- Hosseini, S. E., & Hosseini, S. A. (2018). Therapeutic Effects of Music: A Review. *Report of Health Care*, 4(4), 1–13. http://jrhc.miau.ac.ir/article_2998.html
- H. Lewith and J. J. Pandit, “Lung ventilation and the physiology of breathing,” *Surg.*, vol. 41, no. 3, pp. 125–131, 2023, doi: <https://doi.org/10.1016/j.mpsur.2023.01.007>.
- Hu, X., Chen, J., & Wang, Y. (2021). University students' use of music for learning and well-being: A qualitative study and design implications. *Information Processing & Management*,

58(1), 102409. <https://doi.org/https://doi.org/10.1016/j.ipm.2020.102409>

- Jabba, A. S. (2013). Bilinguismo en Colombia. *Banco de La República Centro de Estudios Económicos Regionales Cartagena de Indias, Colombia*, 1–46(191).
https://www.banrep.gov.co/sites/default/files/publicaciones/archivos/dtser_191.pdf
- JoEllen Simpson, P. (2020). ¿Por qué Colombia no es bilingüe en el 2020? *Centro Cultural Colombo Americano*. <https://www.colomboamericano.edu.co/por-que-colombia-no-es-bilingue-en-el-2020/>
- Köksal, O., Yağışan, N., & Çekiç, A. (2013). The Effects of Music on Achievement, Attitude and Retention in Primary School English Lessons. *Procedia - Social and Behavioral Sciences*, 93, 1897–1900. <https://doi.org/https://doi.org/10.1016/j.sbspro.2013.10.136>
- Lee, H. (2014). Social media and student learning behavior: Plugging into mainstream music offers dynamic ways to learn English. *Computers in Human Behavior*, 36, 496–501.
<https://doi.org/https://doi.org/10.1016/j.chb.2014.02.019>
- Levitin Daniel J. (2006) *Tu cerebro y la Música*, Traducción José Manuel Álvarez Flórez, Editor digital Titivillus.
- Maley, A., & Duff, A. (1993). *Drama Techniques in language learning* (Prensa de).
<https://doi.org/https://doi.org/10.1017/CBO9780511733079>
- Matias, S. G. (2016). Colombia está todavía muy lejos de ser bilingüe. *El Tiempo*, 8 de octubre.
<https://www.eltiempo.com/vida/educacion/bilinguismo-en-colombia-no-avanza-42776>
- MEN Colombia. *Programa Nacional de Bilingüismo*. Colombia Aprende.
<https://www.colombiaaprende.edu.co/contenidos/coleccion/programa-nacional-de-bilinguismo>
- Milena, A. C. S., & Ramos de la Hoz, R. A. (2009). *Lenguaje y musicalidad: su relación y sus implicaciones en la adquisición de una segunda lengua una mirada a los procesos cognitivos y psico-afectivos*. <https://repository.javeriana.edu.co/handle/10554/5825>
- Monje Álvarez, Carlos A. (2011). *Metodología de la investigación cuantitativa y cualitativa. Guía didáctica*. Colombia. Universidad Surcolombiana.
- Mosquera Cabrera, Ileana (2013). Influencia de la música en las emociones. *Realitas, Revista de Ciencias Sociales, Humanas y Artes*, 1 (2), 34-38.
- Nadera, B. (2015). Promoting Student Motivation in EFL Classroom: Through Extended Music Education. *Procedia - Social and Behavioral Sciences*, 199, 368–371.
<https://doi.org/https://doi.org/10.1016/j.sbspro.2015.07.520>
- Ordu, M. C. (2021). Colombia, con uno de los niveles de inglés más bajos del mundo FOTO: Archivo Particular. *El Tiempo, Colombia*. <https://www.eltiempo.com/vida/educacion/dia->

del-idioma-nivel-de-ingles-en-colombia-de-los-mas-bajos-del-mundo-550360

Ortega, X., Martos, O., Argoty, S. & Báez, H. (julio-diciembre, 2019). Efectos de la música en el cerebro en la etapa infantil: revisión desde las neurociencias. *Revista Investigium IRE: Ciencias Sociales y Humanas*, X (2), pp. 65-77 doi: <http://dx.doi.org/10.15658/INVESTIGIUMIRE.191002.05>

Romanelli, S. (2009). Integración de la pronunciación con las habilidades de expresión oral y comprensión auditiva en el aula de español como lengua segunda y extranjera (ELSE): enfoque por tareas. *Phonica; Universidad Nacional de Mar Del Plata*, 5, 18. <https://doi.org/http://www.publicacions.ub.edu/revistes/phonica5/documentos/678.pdf>

P. Revert, “Efectos de la música en el cerebro en la etapa infantil,” *Ontinyent Psyc-Logo*, 2014. <https://ontinyentpsicologo.wordpress.com/2014/09/26/efectos-de-la-musica-en-el-cerebro-infantil/>

Sampieri Hernández Roberto, Carlos Fernández Collado, Pilar Baptista Lucio (2014). *Metodología de la Investigación*. Sexta Edición, México

Sampieri Hernández Roberto (2018). *Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta*, McGRAW-HILL Interamericana, Ciudad de México. Recuperado de: http://www.biblioteca.cij.gob.mx/Archivos/Materiales_de_consulta/Drogas_de_Abuso/Articulos/SampieriLasRutas.pdf

Sánchez, J. D. (2014). Enseñando inglés con canciones. *Ciencias Humanas Universidad de San Buenaventura Cali*, 11(1), 1–20. <https://doi.org/https://doi.org/10.21500/01235826.1805>

Sarrazin, N. (2016). *Chapter 5: Children Singing and Children's Songs*. MILNELibrary. <https://milnepublishing.geneseo.edu/music-and-the-child/chapter/chapter-5/>

Stephen Krashen. (1985). *The Input hypothesis: issues and implications* (L. Longman (ed.)). [https://www.uio.no/studier/emner/hf/iln/LING4140/h08/The Input Hypothesis.pdf](https://www.uio.no/studier/emner/hf/iln/LING4140/h08/The%20Input%20Hypothesis.pdf)

Stephen D Krashen, *Principles and Practice in Second Language Acquisition* (1982), University of Southern California, Pág. 32,

Simpson, JoEllen (2020). Por qué Colombia no es bilingüe en el 2020

List of tables

Table 1. <i>Songs to practice pronunciation with fourth - grade students</i>	45
Table 2. <i>Workshop - I can sing a rainbow</i>	49
Table 3. <i>Workshop - What a wonderful world</i>	51
Table 4. <i>Workshop - What are you doing</i>	54
Table 5. <i>Workshop - Review</i>	57
Table 6. <i>Workshop - Silent Night</i>	58
Table 7. <i>Workshop – Mary Had a Little Lamb</i>	59
Table 8. <i>Example of words and phonemes that presented difficulty for the study population.</i>	69
Table 9. <i>Example of words and phonemes that presented difficulty for the study population.</i>	70
Table 10. <i>Accented words and their coincidence with the strong beats of the song "I can sing a rainbow".</i>	73

List of figures

Figure 1. Communes of Popayán (Wikimedia Commons).....	22
Figure 2. Image of the frontage of the Liceo Técnico Superior Educational Institution. .	22
Figure 3. Phases of fieldwork process	35
Figure 4. Qualitative research process, based on (Monje Álvarez 2011).	37
Figure 5. Sheet music for the song Mary Had a Little Lamb	43
Figure 6. (Sarrazin,2016)	48
Figure 7. Piano keys and their names (Screenshot from Voice Training)	48
Figure 8. Fourth grade students singing the song, "What are you doing?"	56
Figure 9. Fourth grade students practicing the song "Mary had a Little Lamb”	62
Figure 10. I can sing a rainbow, listening comprehension activity.	64
Figure 11. What a wonderful world, listening comprehension activity.....	65
Figure 12. Activity, listening, painting and spelling: (a) alfabeth; (b) Musical instruments.	67
Figure 13. Survey of fourth grade students of the Liceo Técnico Superior school.	74
Figure 14. Survey of fourth grade students of the Liceo Técnico Superior institution. Which of the following language skills are most difficult for you?	75
Figure 15. Participation of the fourth grade in the flag raising activity organized by the school.	76

Acronyms and abbreviations

BDMLIF	Bachelor's Degree in Modern languages English - French
MEN	Ministerio de Educación Nacional
EPI	English Proficiency Index
EF	Education First