



UNIVERSIDAD DE CUENCA

Fundada en 1867

Abstract

The topic of this research is “Improving English Pronunciation and Listening Skills through Music.” This work was designed in order to create a booklet based on the use of songs to help university students improve their English.

Therefore, three methods are considered to develop this process. The first one is the Bibliographic method in order to develop the Theoretical Framework, which contains information about this research work from books, articles, and websites. The second and third ones are the qualitative and quantitative methods, which are useful to describe and analyze information from interviews applied to an expert, and a survey to university students used at the beginning and at the end of the application of our project.

Finally, to complement our research, we created a booklet that includes six nursery rhymes and six songs along with their lyrics, some activities, and the steps to follow in order to use this booklet accurately.

Key words: songs, listening skills, pronunciation, music, motivation.



UNIVERSIDAD DE CUENCA

Fundada en 1867

Table of contents

ABSTRACT.....	1
TABLE OF CONTENTS.....	2
AUTHORSHIP.....	9
DEDICATION	10
DEDICATION	11
ACKNOWLEDGMENT	12
INTRODUCTION	13
CHAPTER I.....	14
THE PROBLEM.....	14
1.1 Topic	14
1.2 Description of the problem	14
1.3 Justification	14
1.4 Objectives	15
General objective	15
Specific objectives.....	15
CHAPTER II.....	16
THEORETICAL FRAMEWORK.....	16
2.1 Learning a Foreign Language	16
2.2 Students´ Motivation.....	17
2.3 Teaching Listening Skills through Music.....	18
2.4 Strategies to Learn EFL through the Use of Music	20
2.5 Improving Pronunciation through the Use of Songs	21
2.6 Previous studies.....	23
CHAPTER III.....	25
METHODOLOGY	25
CHAPTER IV	28
RESULTS: ANALYSIS AND INTERPRETATION	28
4.1 Qualitative results	28
4.2 Quantitative results.....	29



UNIVERSIDAD DE CUENCA

Fundada en 1867

Analysis of the survey applied before the development of this work	29
Results of the questionnaire applied previous to the application of our technique.....	33
Graph 6	33
Results of the survey applied after the application of our technique.....	35
Graph 7	35
CHAPTER V	36
CONCLUSIONS AND RECOMMENDATIONS.....	36
5.1 Conclusions.....	36
5.2 Recommendations	37
WORKS CITED.....	38
APPENDICES	40
Appendix 1: Survey	41
Appendix 2: Questionnaires	42
Appendix 3: Interview Transcription	43
Appendix 4.- Pre-survey	48
Appendix 5. - Post- survey	48
Appendix 6.- Booklet	¡Error! Marcador no definido.



UNIVERSIDAD DE CUENCA

Fundada en 1867



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Alvarado Mora Verónica Alejandra, reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Alvarado Mora Verónica Alejandra
0106035942

UNIVERSIDAD DE CUENCA
Facultad de Filosofía, Letras
Ciencias de la Educación

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador



UNIVERSIDAD DE CUENCA

Fundada en 1867



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Alvarado Mora Verónica Alejandra, certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Alvarado Mora Verónica Alejandra
0106035942

UNIVERSIDAD DE CUENCA
Facultad de Filosofía, Letras y
Ciencias de la Educación

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador



UNIVERSIDAD DE CUENCA

Fundada en 1867



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Matailo Alvarez David Fabián, reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciado en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciera de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.


Matailo Alvarez David Fabián
0105136709

UNIVERSIDAD DE CUENCA
Facultad de Filosofía, Letras y
Ciencias de la Educación

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador



UNIVERSIDAD DE CUENCA

Fundada en 1867



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Matailo Alvarez David Fabián, certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.


Matailo Alvarez David Fabián
0105136709

UNIVERSIDAD DE CUENCA
Facultad de Filosofía, Letras y
Ciencias de la Educación

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316
e-mail cdjbv@ucuenca.edu.ec casilla No. 1103
Cuenca - Ecuador



UNIVERSIDAD DE CUENCA

Fundada en 1867



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

“Improving English Pronunciation and Listening Skills through Music”

Tesina previa a la obtención del Título de
Licenciado en Ciencias de la Educación
en la Especialización de Lengua y
Literatura Inglesa.

Tutor: Dr. Fabián Rodas

Autores: Verónica Alvarado

David Matailo

Cuenca-Ecuador

2012



UNIVERSIDAD DE CUENCA

Fundada en 1867

Authorship

The ideas, opinions, and comments specified in this document are the sole responsibility of its authors, Verónica Alvarado and David Matailo.

Verónica Alejandra Alvarado Mora

I.D. 0106035942

David Fabián Matailo Álvarez

I.D. 0105136709



UNIVERSIDAD DE CUENCA

Fundada en 1867

Dedication

This monographic research is dedicated to my family, especially to my mother, Sonia, and to my grandfather, José, who helped and supported me during this long way of study. Thanks for being with me in every step of my live, thanks for giving me your love and confidence.

Verónica



UNIVERSIDAD DE CUENCA

Fundada en 1867

Dedication

I dedicate this monographic work to my mother, Ilda, who supported me economically and morally along the whole way I have been through in order to obtain my degree. I also dedicate it to the memory of my father, Manuel, who always supported me while he was with us.

David



UNIVERSIDAD DE CUENCA

Fundada en 1867

ACKNOWLEDGMENT

We want to thank God for keeping us alive and giving us knowledge to develop this monographic work. We also want to express our sincere appreciation to the people who made this possible because without them, it would have been much harder for us to accomplish our goal.

A sincere thanks to our Thesis Director, Dr. Fabián Rodas, since his guide and ideas have been essential to lead us through the whole process.

Furthermore, we want to thank the students of Fourth Level of the English Language and Literature School of the University of Cuenca, who kindly collaborated with us, making possible the application of our research.

Finally, we would like to express our gratefulness to our family for giving us their support and encouragement throughout this difficult process, and of course, we appreciate all the help provided by some teachers and close friends who, somehow, collaborated with some ideas regarding to our research, making it more meaningful.



UNIVERSIDAD DE CUENCA

Fundada en 1867

Introduction

We personally believe that some teachers have a hard time helping students to improve their pronunciation and listening skills when learning English as a foreign language. It is also difficult to find natives speakers who could help our students practice the language, and it is even harder to get these students to practice at home. Considering these problems, it has been discovered that songs play an important role since they can be used as an excellent tool to develop these two skills.

Even though many books and articles regarding to this technique have been written, this new work seeks to provide a new material for those students who are willing to improve their pronunciation and listening skills due to the fact that almost everybody likes music. Since this technique is based on the use of songs, we are sure that teachers will get great results if they apply it in the right way, and above all, if they put their hearts in it.



UNIVERSIDAD DE CUENCA

Fundada en 1867

CHAPTER I

The Problem

1.1 Topic

Improving English Pronunciation and Listening Skills through Music

1.2 Description of the problem

Nowadays, we can notice that people who are studying English as a second language have problems with pronunciation and listening. We think this happens because sometimes they get bored by repeating isolated words in order to improve pronunciation or by listening to tape recordings to improve their listening skills. However, we think that this problem can be solved if we implement a fun activity for this purpose. Therefore, through this work, we pretend to encourage university students to use songs in the process of improving their pronunciation and listening skills while having fun at the same time.

1.3 Justification

We have chosen this topic because we consider that English pronunciation and listening skills are very important, and also we have noticed that for many students, it is difficult to acquire these skills. Therefore, we consider that it would be a good idea to give them a guide to use songs to overcome these problems.

Almost everybody likes music, and this is very important because



UNIVERSIDAD DE CUENCA

Fundada en 1867

students can get motivated, and they can develop a positive attitude towards English. Another important aspect is that through songs, students can also acquire new vocabulary due to the fact that a person who listens to an English song not only tries to sing it well, but also he/she tries to understand what the song means.

Another reason for us to choose this topic is because songs contain real language; through them people express their feelings, their ways of living, and so on. It is a fact that learners enjoy working this way because they can listen to their favorite songs. They also have the chance to learn some cultural aspects of the English speaking people since some singers mention aspects of their culture.

We consider songs to be important to improve students' listening skills and pronunciation; therefore, we pretend to design a guide for all those students who are willing to develop these two skills.

1.4 Objectives

General objective

- To encourage university students to use songs in order to improve their pronunciation and listening skills.

Specific objectives

- To help students improve pronunciation and listening skills.
- To provide learners with a guide to use songs to improve their pronunciation and listening skills.
- To make students feel motivated when practicing English through songs.



UNIVERSIDAD DE CUENCA

Fundada en 1867

CHAPTER II

Theoretical Framework

The scientific information exposed in this literature review contains important data to support the topic “Improving English Pronunciation and Listening Skills through Music.” The following topics are related to Foreign Language Learning and also to Teaching Listening Skills through Music, Improving Pronunciation through the Use of Songs, and Students’ Motivation. Consequently, the first topic which will be analyzed is Learning a Foreign Language.

2.1 Learning a Foreign Language

It is common to find people who speak English walking on the streets; however, it is difficult to communicate with them because they speak a different language. For this reason, nowadays it is important to learn a foreign language in order to communicate with others. According to Scott Wells, there are important aspects for learning a foreign language. The first aspect is Personal Development. By learning a new language, a person can get more confidence and strength on his/her personality (par.2). The second aspect is Culture. Wells mentions that when learning a foreign language, a person can get immersed in a different culture and will be able to transmit his/her feelings and ideas to others (par. 3). For Wells, education is another important aspect since in the process of acquiring a new language, intelligence can be improved (par.4). The last aspect



UNIVERSIDAD DE CUENCA

Fundada en 1867

is the economic factor. When learning a foreign language, it is possible to acquire more information about the foreign country, and in this way, it would help people to obtain better jobs (par.5).

Gertrude Hildreth states that learning a foreign language involves two main aspects: Expression and comprehension. Referring to the first aspect, she mentions that a person has to acquire the ability to think in the target language, and also that person has to learn to express his/her needs and ideas. The second aspect is comprehension, which is related to the ability of comprehending the oral language without translating the information into the native language of a person, since this could cause confusions (307).

2.2 Students' Motivation

Motivation is an important issue in the process of teaching and learning a language. It has been proved that motivated students are more receptive to the received information. Nuria Villalobos says that motivation is a fundamental aspect when learning a foreign language; learners have to be eager to acquire the language and to use it in an everyday life situation (pag 96).

According to Margaret A. Theobald, motivation is internal; it depends on each student. It is difficult to make a student learn when he/she is not motivated. Therefore, the teacher has to give students an appropriate environment in order to increase their motivation and make them want to learn (1).

On his book *Enhancing Adult Motivation to Learn*, Raymond J.



UNIVERSIDAD DE CUENCA

Fundada en 1867

Wlodkowski mentions, "...when learners are motivated during the learning process, things go more smoothly, communication flows, anxiety decreases, and creativity and learning are more apparent" (N. pag).

Millington expresses that songs can make a class less monotonous. Students consider songs as an entertaining activity, and in this way, they pay more attention to what they are learning. Also, they feel relaxed and remain motivated to learn the foreign language (pag 136).

Editor Alan Maley in a foreword in *Music and song*, written by Tim Murphey, mentions that there are two advantages that can be obtained out of songs. First, music is memorable; it creates a relaxing environment as well as makes people aware of the rhythm. The "repetitive patterning" that songs contain makes the learning process stronger; consequently, motivation is kept. For these and other reasons, it can be said that music is retained on people's minds. Second, music is "highly motivating" for anybody because thanks to the great variety of different kinds of music each learner is allowed to chose them according to his/her likes (pag. 3).

2.3 Teaching Listening Skills through Music

Some teachers may wonder how students feel when they listen to their favorite song. Students may consider it as only a matter of having fun or spending their time doing something they like. However, would it be possible to obtain benefits for listening skills out of music? This section will analyze the possibility of using songs in order to improve students' listening skills.



UNIVERSIDAD DE CUENCA

Fundada en 1867

It is important to start this analysis by differentiating hearing from listening. During the whole day, people are always hearing different sounds unconsciously. It means that they are only receiving sounds without paying much attention to them. On the other hand, listening requires concentration as well as interest in order to understand the content of the received information. It is important to keep in mind that when listening to something, there must be a purpose. Therefore, it can be said that listening leads students to learning.

According to Karen Lawson, “Studies show that we spend 80% of our walking hours communicating, and according to research, at least 45% of that time is spent listening.” (3). Some teachers may not know about this fact; therefore, they do not pay too much attention to the listening skills even though it is the first skill obtained by a person from the moment he/she is born. Based on this information, it would be likely to say that a listening activity could be a good way to encourage students to practice their listening skills.

Many activities have been used by teachers to improve students’ listening skills such as listening to dialogues, stories, descriptions, games, and directions. However, songs are also considered a good tool for this purpose. According to Neil T. Millington, “Songs can be taught to any number of students and even those teachers with the most limited resources can use them effectively...” (134). Keeping this in mind, it is likely to think that songs are not difficult to be applied in a classroom. Therefore, this research will emphasize the importance of using songs in order for students to improve their listening skills.



UNIVERSIDAD DE CUENCA

Fundada en 1867

Woodall and Ziembroski mention, "...during an electroencephalogram (EEG), music can change brain waves and make the brain more receptive to learning..." Therefore, it can be said that music not only has effects in our emotions, but also in our brains. They also state that "Music connects the functions of the right and left hemispheres of the brain... and make learning quick and easy..." (par.9). In other words, students may pay more attention to what they are learning.

Tim Murphey on his book *Music & Song* says that students learn songs very quickly even if the songs are not in their native language. There are many reasons that can explain this. The first one is that songs stick on people's minds. Also, songs could be important in the development of language in children. "A growing body of research that the musical bubbling produced by infants, and returned by parents, is extremely important in the development of language in young children" (7). To give more support to his idea, Murphey states that songs are easy to learn because they contain lots of repetition. "Songs may strongly activate the repetition mechanism of the language acquisition device"(7).

2.4 Strategies to Learn EFL through the Use of Music

As it has been already mentioned, music could be used effectively to teach English. Now, it is necessary to establish which strategies can be used to accomplish this purpose. Graciela Bilat, director of the English Department in



UNIVERSIDAD DE CUENCA

Fundada en 1867

Hans Christian Andersen School, mentions four activities that could be used to teach English using songs:

The first activity mentioned in her article is **fill-in-blanks**. In this activity, the teacher can omit some words like verbs and adjectives after the students listen carefully to the song and fill them in. A second activity mentioned by her is **spotting the mistakes**. In this activity, students will have to change the words provided by the teacher. These words could be synonyms or antonyms taken from the lyrics. In the third activity, **changing the order of verses**, the students can change the order of the different sentences found in the lyrics. The last activity proposed by her is **group discussions** in which high gradestudents can work on “cooking up story lines” as well as they can participate in dialogues. Low level students can also be engaged by having them working with strips and short stories (N. pag).

2.5 Improving Pronunciation through the Use of Songs

As it has been stated before, music may help students’ listening skills. It could also help them improve their pronunciation. What has been observed, according to some students’ concerns, is their lack of appropriate English pronunciation. Most of the English learners wish to pronounce English as close as a native speaker. However, since they live in a non-English speaking country, it could be difficult for them to accomplish this goal because they do not have much contact with English speaking people. Another problem people find when learning English is the difficulty of acquiring the correct intonation of the



UNIVERSIDAD DE CUENCA

Fundada en 1867

language. Referring to this problem, Millington states, “Songs ... have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English” (136). Bearing these problems in mind, songs may be an interesting way to practice pronunciation because they contain real language.

Neil T. Millington cites Purcell when he says that “...students can become bored by repeatedly listening to a narration or dialog...In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody” (135). This can be clearly observed in the use of songs to teach numbers, colors, the alphabet, greetings, and so on. It is important to know that in general terms, few teachers have realized about this aspect. According to these facts, it can be said that songs could be also used for other purposes like improving pronunciation.

In the majority of English classes, teachers tend to give more emphasis to writing, reading, translating, along with providing grammar rules; however, they do not give much attention to pronunciation. Because of this problem, it is difficult to understand a person who does not have a good pronunciation. According to Nuria Villalobos Ulate on her work “Using Songs to Improve EFL Students’ Pronunciation,” Spanish speaking people have problems pronouncing vowel sounds in words like: bit vs. beat, lock vs. look. Consonant differentiation is another problem; it is not the same to say “these are the vowels” than “these are the bowels.” These mistakes may be considered insignificant; nevertheless, it is important to avoid them in order for a person to be understood. Villalobos



UNIVERSIDAD DE CUENCA

Fundada en 1867

states that songs are a good aid for students to recognize the difference between these confusing sounds. (100).

The above mentioned problems are not the only ones found related to pronunciation. An outgoing aspect that can be found in spoken English is the reduction of some syllables or even words. This may be the reason that English students have troubles with understanding a native speaker and being able to be understood by him/her. Referring to this, Susan Bergman Miyake considers that to learn reduced speech patterns is important because they are part of a daily conversation in every English speaking person (75).

According to Miyake, the methods being used to teach pronunciation may become boring for the students; therefore, she tries to encourage the use of songs to teach and learn reductions since they contain real language and it may be enjoyable for learners (77).

2.6 Previous studies

Some previous studies related to this topic have been already applied. The first one is "Improving Listening Skills by using Songs (An Action research at the Second year Students of MA Pancasila Bengkulu 2008" done by Ma'shum Dan Bidadari. By applying this action research, she could prove that songs can motivate students, and also they improved their listening skills. She pre-tested the students in order to know the level of the students' listening skill. Then, she applied activities using songs. Finally, she applied a post-test in order to check if the student's listening skill level had improved through songs. She obtained



UNIVERSIDAD DE CUENCA

Fundada en 1867

favorable results (N. pag).

Another study was carried out on eighth grade students of SMP Negeri 2 Palembang. Here, the researcher applied a pre-test to find out the level of pronunciation of the students. In this pre-test, the results were not good since the students had a poor level of pronunciation. However, the results of a post-test in which songs were implemented to improve students' pronunciation were acceptable, demonstrating that the students could improve their pronunciation through songs.

Liu Yang (Leslie) made a research on "Using Music in English as a Second Language Classroom" to find out the relationship between music and language acquisition in English as a second language. After reading and analyzing some works related to this topic, she could find out that the use of music in an ESL classroom "...is not a new methodology but a powerful tool to facilitate language acquisition." She was able to find the connection between music and language acquisition; however, at the end of her research, she discovered that teachers do not use music very often in the classroom. Therefore, she considers that it will be important to use songs accurately.



UNIVERSIDAD DE CUENCA

Fundada en 1867

Chapter III

Methodology

In order to carry out this project, it was necessary to apply the following methods.

The bibliographic method in order to collect scientific information regarding to the use of songs to improve pronunciation and listening skills. Also, the qualitative and quantitative methods were taken into account in order to collect data from students as well as an interview with an expert.

The first step was the collection of bibliographic information related to the use of songs in order to improve pronunciation and listening skills. The sources used to collect this information included books, web sites, and articles.

The next step was to create a survey in order to know what kind of music university students like to listen to and as well as to know what kind of skills they would be able to reinforce with the help of the song. This survey was applied to 20 college students chosen randomly. It included five multiple-choice questions and it was carried out on March 22, 2012 (see appendix 1).

The following stage was an interview with an expert in order to strengthen the research. The interviewee was Master. Guillermo Pacheco. He is an English teacher at the University of Cuenca. We interviewed him because of his experience as a teacher and because we knew that he had a good experience related to our topic. The interview consisted of nine questions related to the use



UNIVERSIDAD DE CUENCA

Fundada en 1867

of music in EFL classroom. It was carried out on March 22 in the University of Cuenca and transcribed the same date (See appendix 2 & 3).

The next step was the creation of a booklet (see appendix 6) including six nursery rhymes and six songs, their lyrics, as well as activities designed especially for students to improve their listening skills and pronunciation.

After the creation of the booklet, a questionnaire was designed in order to ask 21 students from the Fourth Level of the English Language and Literature School of the University of Cuenca about their interest in learning a foreign language with the help of music. The questionnaire was handed before the application of activities using songs included in the booklet during two days. The aim of this questionnaire was to know their opinion about the use of songs in the classroom. The questions included in the questionnaire were *Do you like listening to English music?*, *Would you like your teacher to use songs in your classes?*, *Do you think it is possible to improve your English pronunciation through songs?*, *Do you know anybody who has used songs to practice his/her pronunciation?*, *Do you think it is possible to improve your listening through music and have fun at the same time?*, *Do you think a guide would be helpful for you to use songs in order to improve your listening pronunciation and listening skills?* (See appendix 4). This survey was carried out on June 13, 2012.

After two days of the application of two songs, another questionnaire was applied in order to find out if our technique was a good medium to accomplish this purpose. The questions were *Did you like the applied technique?* *Would you*



UNIVERSIDAD DE CUENCA

Fundada en 1867

apply this type of technique as a medium to improve your pronunciation and listening skills? Do you consider this technique to be reliable in order to accomplish this purpose? If you were a teacher, would you apply this technique in your English classes? Did this technique help you to improve your English pronunciation and listening skills? The survey was applied on June 15, 2012.



Chapter IV

Results: Analysis and Interpretation

This section contains the results obtained from the Field Research. The qualitative information obtained from the interview, which was applied before the application of our topic. And the quantitative information obtained from the survey applied before the development of this monographic work, and the questionnaires applied before and after the application of two songs and their correspondent activities to college students.

4.1 Qualitative results

First, it is important to analyze the interview applied to Master Guillermo Pacheco, which encouraged us to continue with our topic because he, as an expert has already worked with music obtaining favorable results.

Master Pacheco mentioned that, according to his knowledge and experience, music in class in order to teach students new vocabulary and to help them improve their pronunciation is a good technique to be taken into account.

Something important he also mentioned was that music offers us “real pronunciation” along with “real language.” Also, he mentioned that music teaches us some cultural aspects of the people who speak the language.

However, he stated that there may be a problem related to this technique. If a student wants to apply it without the guide of a teacher, he/she may have some trouble because she/he would not be sure if he/she is



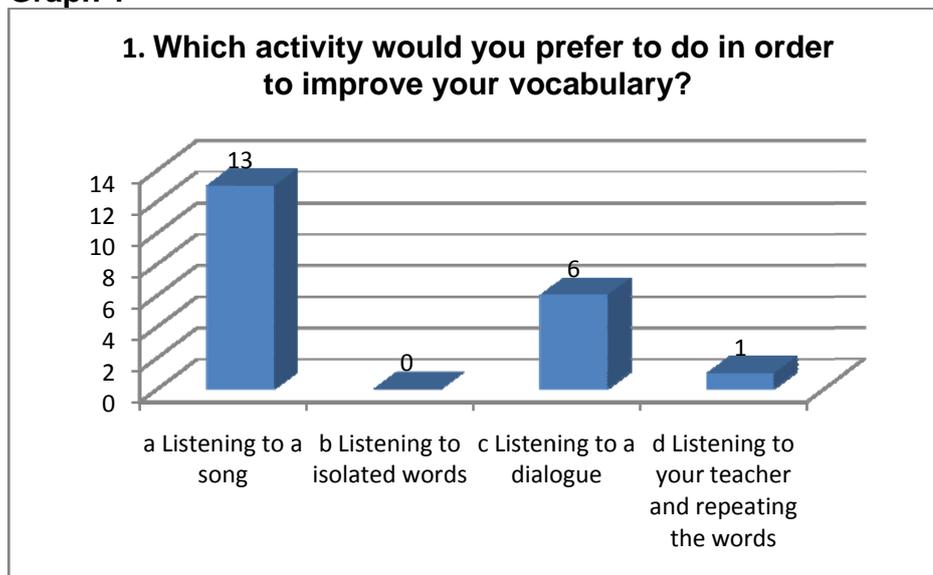
pronouncing the words correctly or not.

4.2 Quantitative results

This section contains the analysis and results of the survey and the two questionnaires applied during this monographic research. The first tables contain the results of the survey applied before the development of this work.

Analysis of the survey applied before the development of this work

Graph 1



Source: Survey applied to college students

Authors: Alvarado Verónica - Matailo David

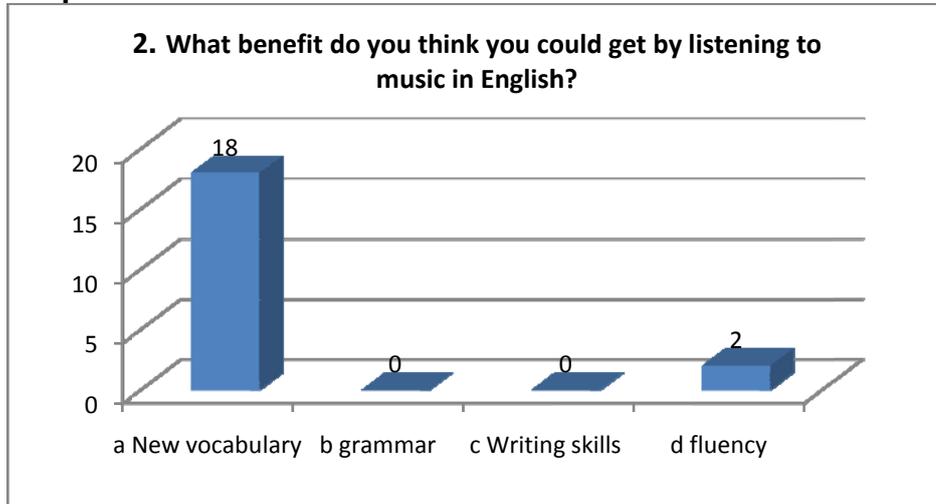
As it can be seen in graph 1, it is worth mentioning that 13 out of 20 students believe that the best way to practice vocabulary is through listening to music. Six students consider that listening to a dialog is also important.



UNIVERSIDAD DE CUENCA

Fundada en 1867

Graph 2

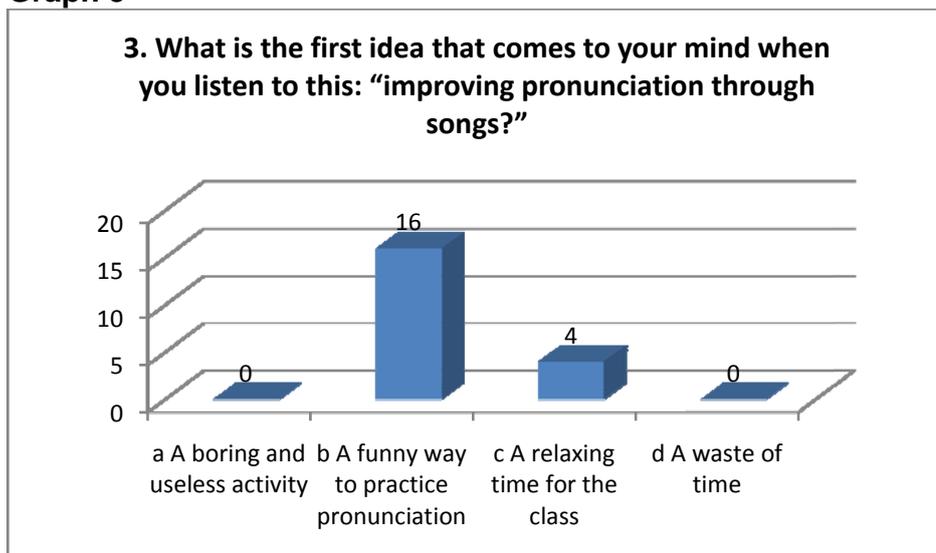


Source:Survey applied to college students.

Authors: Alvarado Verónica - Matailo David

As it can be seen in graph 2, eighteen students think that the benefit that can be acquired out of songs is vocabulary. Two students consider that fluency can also be learned out of songs. However, none of the students think that grammar and writing skills can be obtained through songs.

Graph 3



Source:Survey applied to college students.

Authors: Alvarado Verónica - Matailo David

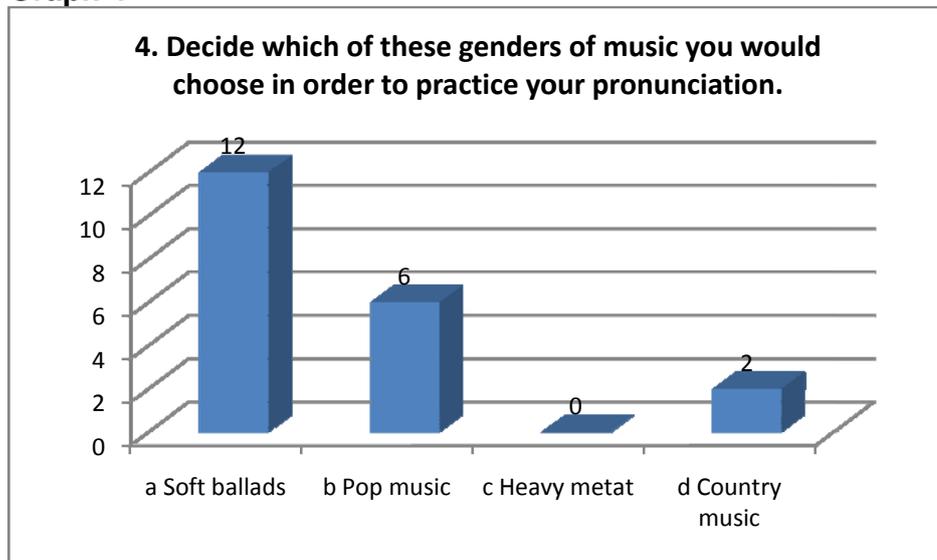


UNIVERSIDAD DE CUENCA

Fundada en 1867

In question 3, sixteen students consider that listening to a song can be a fun way to practice pronunciation. Four students said that listening to a song is a relaxing time for the class. None of the students think that songs can be a boring activity or a waste of time.

Graph 4



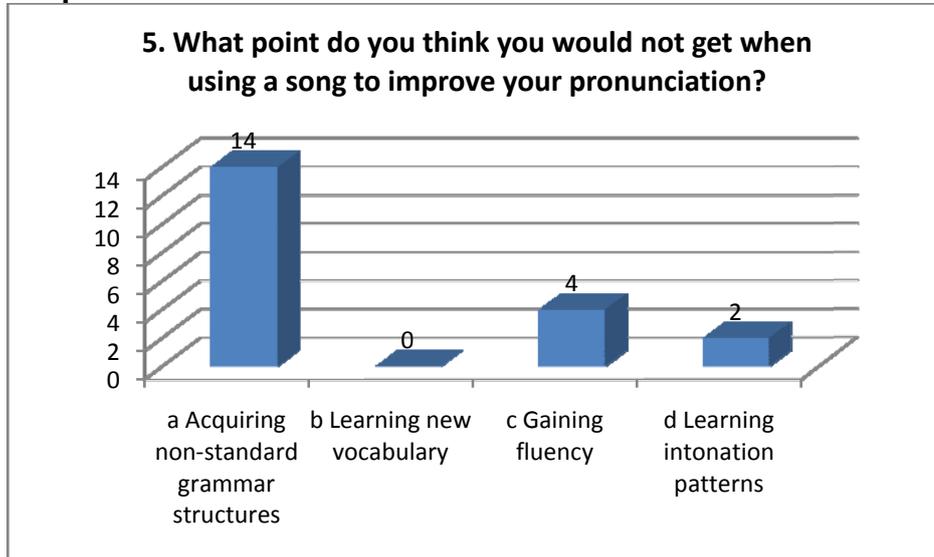
Source: Survey applied to college students.

Authors: Alvarado Verónica - Matailo David

In the fourth question, twelve students think that soft ballads are a good gender of music that can be used in order to practice pronunciation. Six students consider that pop music is also a good gender of music. However, none of them consider heavy metal a good gender to practice pronunciation.



Graph 5



Source: Survey applied to college students.

Authors: Alvarado Verónica - Matailo David

In the last question, fourteen students believe that through songs, non-standard grammar structures cannot be acquired. Four students consider that through songs we cannot gain fluency. Two students think that we cannot practice intonation patterns with songs.

After analyzing the data obtained in the tabulation of our survey, we can say that we obtained favorable results and that our technique, which is using songs, can be useful to improve listening skills and pronunciation.

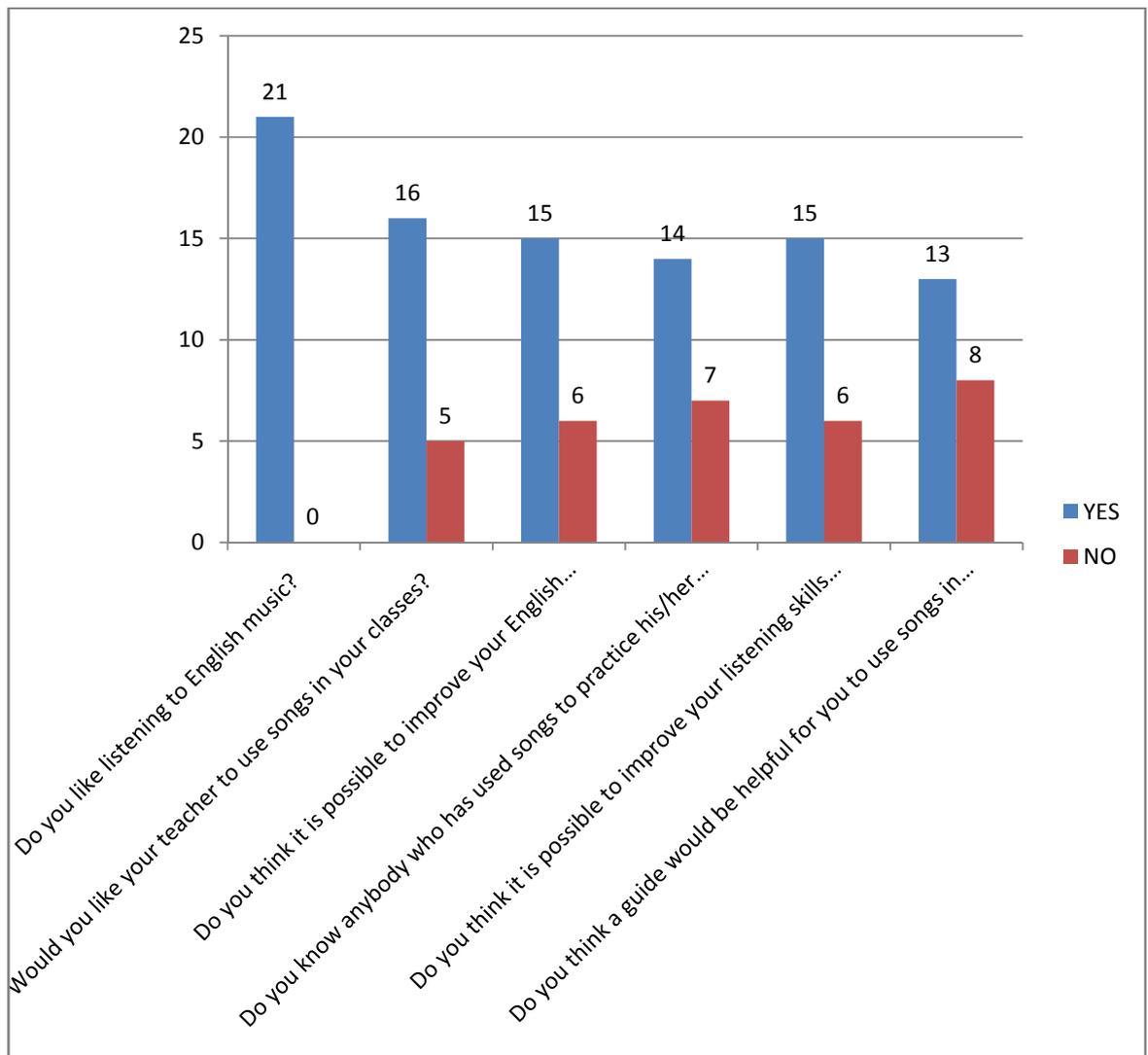


UNIVERSIDAD DE CUENCA

Fundada en 1867

Results of the questionnaire applied previous to the application of our technique.

Graph 6



Source: Questionnaire applied previous the application of songs in the classroom.

Authors: Alvarado Verónica - Matailo David

As it can be seen in the above table, in the first question, all the twenty-one students like to listen to music in English. In the second question, sixteen



UNIVERSIDAD DE CUENCA

Fundada en 1867

students would like their teachers to use songs in the classroom. In the third question, fifteen students consider that it is possible to improve their English pronunciation through music. In the fourth question, fourteen students knew somebody who had already used songs to help themselves improving their listening skills and pronunciation. In the fifth question, fifteen students believe that it is possible to improve their listening skills through songs. Finally, in the sixth question, only thirteen students out of twenty- one think that it would a good idea to have a guide in order to help them improve their listening skills and pronunciation using songs.

Analyzing the results of this survey, it can be said that mostof the students consider songs as a good tool to help them improve their English.

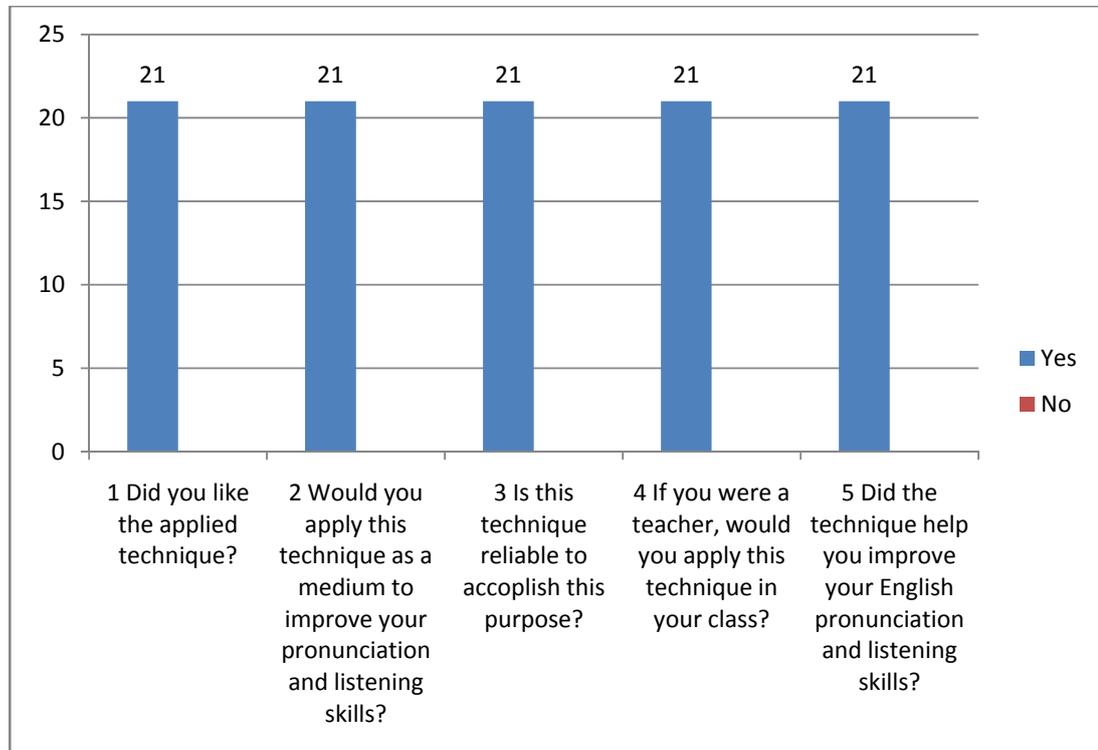


UNIVERSIDAD DE CUENCA

Fundada en 1867

Results of the survey applied after the application of our technique.

Graph 7



Source: Survey applied after the application of songs in the classroom work.

Authors: Alvarado Verónica - Matailo David

After applying the songs and activities to students, it is noticeable that the results of our application were as it was thought they could be. Referring to the twenty-one students to whom the survey was applied, they all liked our technique because it helped them to improve their English pronunciation and listening skills and would use it in the future because they consider it reliable.



Chapter V

Conclusions and Recommendations

5.1 Conclusions

Referring to the results obtained in the surveys, it can be said that our technique of using songs to learn a foreign language is reliable, and it can be useful for all students who like music and who are interested in improving their listening skills and pronunciation.

In addition, it is important to say that during the application of the two songs of the booklet, the students felt comfortable and enjoyed the activities because most of them like listening to music in English. They also consider that the application helped them to improve their pronunciation as well as their listening skills. It is really important because this is the purpose of the booklet.

As a last conclusion, we can add that, based on the previous studies regarding to this kind of technique, it is shown that any activity which includes songs is more likely to be appreciated by the students since music is a powerful medium that gets into the heart of every person. It means that when doing an activity related to music, our minds may become more receptive to the information, letting us take advantage of this technique to learn new information in a meaningful way.



UNIVERSIDAD DE CUENCA

Fundada en 1867

5.2 Recommendations

The idea of using a booklet is not to have students doing these activities in every single class. We recommend teachers to encourage their students to do it at home, using the songs they like the most in order to get better results.

Teachers who want to apply this activity in the classroom should consider it as reinforcement for the students. It is not a good idea to grade them since they would not feel free and they would not enjoy it.

As a final recommendation, we want to let teachers and students know that this activity requires a lot of time; therefore, an important suggestion from our experience is to be patient and follow the steps carefully in order to obtain better results out of this booklet. Something else to be taken into account is that the results may not be instantaneous. They will gradually be noticed if this technique is applied accurately.



UNIVERSIDAD DE CUENCA

Fundada en 1867

Works cited

Bidadari, Ma'shum Dan. "Improving Students' Listening Skill by Using Songs (An Action Research at the Second Year Students of MA Pancasila Bengkulu 2008 ." Web. 29 April 2012.

Bilat, Graciela, "Using Songs in the Classroom" *Slideshare*. Web. 30 April,2012.

Hildredt, Gertrude. "Learning a Foreign Language." *Jstor*. American Association of Teachers of French, "N.D." Web. 03 May 2012.

Lawson, Karen, "The Importance of Listening" *Growing greatness*. Web. 30 April.2012.

Millington, Neil T. "Using Songs Effectively to Teach English to Young Learners" *Ritsumeikan Asia Pacific University (2011.)* Web. 28 April 2012.

Miyake, Susan Bergman. "Pronunciation and Music." n.d. 28 April 2012.

Murphey, Tim. *Music & Song* . Hong Kong: Oxford University Press, 1992. Print.

Theoblad, Margaret A. *Increasing Student Motivation: Strategies for middle and Highschool Teachers* . United States , 2006. Web. 01 May 2012.

Ulate, Nuria Villalobos. "Using Songs to Improve EFL Students' Pronunciation 1" *Universidad Nacional , Costa Rica (2008)* Web. 28 April 2012.

Wells, Scott. "The importance of Learning a Foreign Language" *Learning a*



UNIVERSIDAD DE CUENCA

Fundada en 1867

Foreign Language. Web 29 April 2012.

Wlodkowski, Raymond J. *Enhancing Adult Motivation to Learn: A*

Comprehensive Guide for Teaching All Adults. San Francisco, CA, 2008.

Web. 01 May 2012.

Woodall, Laura and Brenda Ziembroski, "Promoting Literacy through Music"

Songs for teaching. Web. 30 April, 2012.

Yang, Liu. "Using Music in English as a Second Language Classroom" (2011)

Web. 30 de April de 2012.



UNIVERSIDAD DE CUENCA
Fundada en 1867

Appendices



UNIVERSIDAD DE CUENCA

Fundada en 1867

Appendix 1: Survey

Circle the letter with the options you consider the most appropriate. Give your reason for choosing that option.

1. Which activity would you prefer to do in order to improve your vocabulary?

A Listening to a song

C Listening to a dialogue

B Listening to isolated words
repeating the words

D Listening to your teacher and

Why? _____

2. What benefit do you think you could get by listening to music in English?

A New vocabulary

C Writing skills

B Grammar

D Fluency

Why? _____

3. What is the first idea that comes to your mind when you listen to this:
“improving pronunciation through songs?”

A A boring and useless activity

C A relaxing time for the

class



UNIVERSIDAD DE CUENCA

Fundada en 1867

B A fun way to practice pronunciation D A waste of time

Why? _____

4. Decide which of these genders of music you would choose in order to practice your pronunciation.

A Soft ballads

C Heavy metal

B Pop music

D Country music

Why? _____

5. What point do you think you would not get when using a song to improve your pronunciation?

A Acquiring non-standard grammar structures C Gaining fluency

B Learning new vocabulary

D Learning intonation patterns

Why? _____

Appendix 2: Questionnaires

Questions for the interview

1. - Do you think a person would be able to get a better pronunciation of the language using songs? Explain.

2. - What kind of music do you think is more reliable to use for this purpose?

3. - Do you know anybody who has already used this method? Did he/she



UNIVERSIDAD DE CUENCA

Fundada en 1867

succeed? How?

4. - Which would you think would be the negative aspects of using this method as an autonomous learning process?
5. - Do you think a person could be interested in adapting such a technique and practice it continuously? Explain.
6. - If you were asked to choose between repeating isolated words or reading lyrics and listening to the song in order to improve your pronunciation; which would you choose and why?
7. - Have you ever used songs in your class? How did the students react? Did you get good results by doing it?
8. Do you think it would be possible to learn something about the culture of the English speaking people by using music? Explain.

Appendix 3: Interview Transcription

David: Today we are going to interview our Master Guillermo Pacheco about our topic. So, our topic's name is improving English pronunciation and listening skills through music.

David: Ok, good afternoon Master Pacheco.

Teacher: Hey, how are you?

David: Pretty good, thanks. So, I would like to ask you some questions to see if our topic is going to be reliable or not. Could you please help us on that?



UNIVERSIDAD DE CUENCA

Fundada en 1867

Teacher: Definitely!!

David: Ok. Do you think a person would be able to get a better pronunciation of the language using songs? Explain.

Teacher: I would definitely say yes because Ahh!! They are exposed to real pronunciation and also they are exposed to Ahh! real language and I have actually done it myself and I guess I am part of that experiment. I've learned my pronunciation through songs so, once again I would definitely say yes. It would definitely help.

David: Let's go to the next question then. What kind of music do you think is more reliable to use for this purpose?

Teacher: Ahh! I don't think there is a specific music to this purpose; however, I would recommend to be Ah!! Ah!! aware of the type of music you choose, you know, according to the level we are teaching. Normally, if you are teaching beginners, I would say you know to go with something kind of like slow, but if you are teaching like advanced classes ,I would definitely say, like you know,Ahh! Choosing like much more complex songs.

David: Ok. - Do you know anybody who has already used this technique?

Did he/she succeed? And, how?

Teacher: Ah!! As I said it previously ah!! I am like an example because Ahh!! When I was a kid, I remember I like singing songs and not being able to



UNIVERSIDAD DE CUENCA

Fundada en 1867

understand what the singer was actually trying to say. However, I was really interested in the pronunciation itself. So, ah!! I would say that I have acquired most of my pronunciation through songs, so in a way I would say that I have actually succeeded Ahh!! Also I use songs all the time in my classes, and I know some of my students have actually ahh done a good job, you know, with pronunciation, thanks to songs

David: Ok, so what about number four; which would you think would be negative aspects of using this method, as an autonomous learning process?

Teacher:ahh!! The only ahh negative thing I can see based on the experience would be that ahh!! Ahh!! The students would be working on their own; however they would, they wouldn't be getting any feedback on whether they are ah!! Pronouncing the words correctly or not, right? I mean there wouldn't be anybody like guiding them through the process of working their pronunciation. In my opinion that would be the negative aspect of it.

David: Thanks! So number five it says. Do you think a person would be interested in adapting such a methodology and practice it continuously?

Explain.

Teacher: Ahm!! Well, that's hard to say because you know like uhh!! That's sort of like ahh!! it would vary from person to person, but ahh!! Nowadays I know that most people you know go with music right? So I think I would dare to say that yeah yeah they would definitely use that as an approach. And ah! If it helps a little bit you know my students they've been asking me for songs like all the time, like they really want to have that as part of their classes so I would say they would actually like be interested in it.



UNIVERSIDAD DE CUENCA

Fundada en 1867

David: So, Number six. If you were asked to choose between repeating isolated words or reading lyrics and listening to the song in order to improve your pronunciation. Would you, which one would you choose, and why?

Teacher: Ah! I would definitely go with ah! Reading lyrics and listening to the song. Why? Because once you have the lyrics and then you start listening to the song, pretty much it becomes a challenge for you.

David: Right!

Teacher: And then sort of like you get interested in it. Ah! rather than you are just repeating words and repeating words all the time. That, that would be like pretty boring I guess!

Laughs!!!

David: So number seven it says. Have you ever used songs in your class? How did your students react? Did you get a good result by doing this?

Teacher: Ah! When I first started teaching Ah! I guess I used songs in a very traditional way. You know like ah! Printing ah! lyrics with oh! Filling in the gaps. Pretty much like basic things. But then, one day I got in the idea that I put ah! seven different tracks in a CD. I gave these tracks to my students and then they were supposed to listen to these tracks and get as much as they could out of the songs, they were supposed to write down the lyrics themselves. Right! I didn't grade them, on how much they understood, but instead the effort they put in it. You know in trying to get the lyrics, and it has actually worked a lot because I've



UNIVERSIDAD DE CUENCA

Fundada en 1867

been checking that with my students and can actually see you know how they ah! Have actually improved their pronunciation.

David: That's good! That's a good idea I think because if they are not going to be tested, that's what they like.

Teacher: There you go!

David: That's a good methodology to use. Good for you! Then, the last one. Do you think it would be possible to learn something about the culture of the English speaking people by using music?

Teacher: I would definitely say yes, again. Ah! Because ah!! through songs artists they ah! express themselves and when they express what they feel, how they feel about the place where they live. Right! And I would definitely say that people or students you know ah! oh! EFL student would actually learn a lot about the culture because they would come across you know. Slangs, ah! Idiomatic expressions and in a way part of the culture, so yeah, I would definitely say ah! That it would be like a good influence for students you know.

David: Oh, that's a good point! So, I really appreciate you helping us and I think it's gonna be really important for us to check all you have said to us and to apply that for our thesis.

Teacher: Ok! All right!

David: We both thank you very much, and have a nice day!

Teacher: My pleasure!

David: Ok, thank you very much!



Appendix 6.– Booklet

IMPROVING ENGLISH PRONUNCIATION AND LISTENING SKILLS THROUGH MUSIC.



**Authors: Verónica Alvarado
David Matailo**



UNIVERSIDAD DE CUENCA

Fundada en 1867

INTRODUCTION

This booklet has been design with the purpose of helping university students improve their English pronunciation and listening skills.

The booklet contains basically six nursery rhymes which introduce each one of the six songs that have been included in this work. There are six steps to be followed in order to guide the students to use this booklet accurately.

The five steps are

PLAY IT: In this step, the song will be played without the use of the lyrics. It is recommended to play each song at least four times.

FOLLOW IT: In this step, the song will be played, but the students will have the aid of the lyrics to read it along with the singer. However, it is not required to pronounce any words or start singing yet. It is only to have a better understanding of the song.

CHECK IT: Now, the song has to be analyzed sentence by sentence. In this step the lyrics will be reviewed several times in order to be able to pronounce every single word correctly. The song doesn't have to be sung yet.

SING IT WITH THE LYRICS: In this step, the song has to be sung by the students with the help of the lyrics.

SING IT ON YOUR OWN: Finally, after practicing for a long time. The song has to be memorized so that the lyrics will not be necessary. The challenge in this step isto sing as similar as possible to the singer.

PRACTICE IT: Even though it is not considered a step, this booklet contains some activities to help the students practice in order to check their improvement.

The authors: Verònica Alvarado
David Matailo



UNIVERSIDAD DE CUENCA

Fundada en 1867

WARM UP.

Play Row your Boat (track 01 in your CD) and listen to it once. Relax and get ready to begin with your practice.

ROW, ROW, ROW YOUR BOAT

Row, row, row your boat
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.
(X4)

1. PLAY IT.



Sit down and relax. Play the song Hello by *Lionel Richie* (track 02 in your CD) and listen to it for at least four times. Don't read the lyrics yet, just listen to the song and get used to its sound and rhythm.

2. FOLLOW IT.

Listen to the song again, but this time read the lyrics. Do it for at least four times so that you get familiar with the song's lyrics.

3. CHECK IT.

Analyze the lyrics sentence by sentence checking any words and phrases you consider difficult to pronounce or understand. This way you will get ready for the next step.

4. SING IT WITH THE LYRICS.

This step is probably the most important of all. Now you have the challenge to sing along with the singer as you try to pronounce as similar as possible, and use the correct intonation.



UNIVERSIDAD DE CUENCA

Fundada en 1867

HELLO (Lionel Richie)

I've been alone with you inside my mind
And in my dreams I've kissed your lips
a thousand times
I sometimes see you pass outside my door
Hello, is it me you're looking for?

I can see it in your eyes
I can see it in your smile
You're all I've ever wanted, (and) my arms are open wide
'Cause you know just what to say
And you know just what to do
And I want to tell you so much, I love you

I long to see the sunlight in your hair
And tell you time and time again how much I care
Sometimes I feel my heart will overflow
Hello, I've just got to let you know

'Cause I wonder where you are
And I wonder what you do
Are you somewhere feeling lonely, or is someone loving you?
Tell me how to win your heart
For I haven't got a clue
But let me start by saying, I love you

Hello, is it me you're looking for?
'Cause I wonder where you are
And I wonder what you do
Are you somewhere feeling lonely or is someone loving you?
Tell me how to win your heart
For I haven't got a clue
But let me start by saying I love you

5. SING ON YOUR OWN.

Now, sing the song without reading the lyrics, but you have to compare your pronunciation to the singer's pronunciation and intonation.



UNIVERSIDAD DE CUENCA

Fundada en 1867

6. PRACTICE IT.

By now, you must know the song by heart. Therefore, it would be a good idea to test your knowledge by using some exercises developed out of the song. This way you will find out how good your perception is.

1. Listen to the song and complete the missing words:

HELLO (Lionel Richie)

I've been alone with you inside my mind
And in my dreams I've kissed your lips a thousand times
I sometimes see you pass outside my door
Hello, is it me you're looking for?

I can see it in your _____
I can see it in your _____
You're all _____ ever wanted, (and) my arms are open wide
'Cause you _____ just what to say
And you know just what to do
And I want to tell you so much, I love you

I long to see the _____ in your hair
And tell you time and time again how much I _____
Sometimes I feel my heart will _____
Hello, I've just _____ to let
you know

_____ I wonder where you are
And I wonder what you _____
Are you somewhere feeling _____, or is someone loving you?
Tell me how to win your _____
For I haven't got a _____
But let me start by saying, I love you

Hello, is it me _____ looking for?
'Cause I wonder where you are
And I wonder what you do
Are you somewhere feeling lonely or is someone _____ you?
Tell me how to _____ your heart
For I _____ got a clue
But let me start by saying I love you



UNIVERSIDAD DE CUENCA

Fundada en 1867

2. Listen to the song again and rearrange the missing phrases.

HELLO (Lionel Richie)

I've been alone with you inside my mind
And in my dreams I've kissed your lips a thousand times

Hello, is it me you're looking for?

I can see it in your eyes

You're all I've ever wanted, (and) my arms are open wide
'Cause you know just what to say

And I want to tell you so much, I love you

I long to see the sunlight in your hair
And tell you time and time again how much I care

Hello, I've just got to let you know

'Cause I wonder where you are

Are you somewhere feeling lonely, or is someone loving you?
Tell me how to win your heart

But let me start by saying, I love you



UNIVERSIDAD DE CUENCA

Fundada en 1867

WARM UP.

Play The Itsy-Bitsy Spider (track 03 in your CD) and listen to it once. Relax and get ready to begin with your practice.

1. THE ITSY-BITSY SPIDER

The itsy-bitsy spider
Went up the water spout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain
And the itsy-bitsy spider
Went up the spout again

1. PLAY IT.



Sit down and relax. Play the song Right Here Waiting by *Richard Marx* (track 04 in your CD) and listen to it for at least four times. Don't read the lyrics yet, just listen to the song and get used to its sound and rhythm.

2. FOLLOW IT.

Listen to the song again, but this time read the lyrics. Do it for at least four times so that you get familiar with the song's lyrics.

3. CHECK IT.

Analyze the lyrics, sentence by sentence checking any words and phrases you consider difficult to pronounce or understand. This way you will get ready for the next step.

4. SING IT WITH THE LYRICS.

This step is probably the most important of all. Now you have the challenge to sing along with the singer as you try to pronounce as similar as possible, and use the correct intonation.



UNIVERSIDAD DE CUENCA

Fundada en 1867

1. RIGHT HERE WAITING (Richard Marx)

Oceans apart day after day
And I slowly go insane
I hear your voice on the line
But it doesn't stop the pain

If I see you next to never
How can we say forever

Wherever you go
Whatever you do
I will be right here waiting for you
Whatever it takes
Or how my heart breaks
I will be right here waiting for you

I took for granted, all the times
That I thought would last somehow
I hear the laughter, I taste the tears
But I can't get near you now

Oh, can't you see it baby

You've got me going crazy

Wherever you go
Whatever you do
I will be right here waiting for you
Whatever it takes
Or how my heart breaks
I will be right here waiting for you

I wonder how we can survive
This romance
But in the end if I'm with you
I'll take the chance

Wherever you go
Whatever you do
I will be right here waiting for you
Whatever it takes
Or how my heart breaks
I will be right here waiting for you
Waiting for you

1. SING ON YOUR OWN.

Now, sing the song without reading the lyrics, but you have to compare your pronunciation to the singer's pronunciation and intonation.

2. PRACTICE IT.

By now, you must know the song by heart. Therefore, it would be a good idea to test your knowledge by using some exercises developed out of the song. This way you will find out how good your perception is.



UNIVERSIDAD DE CUENCA

Fundada en 1867

1) Listen to the song and choose the correct words to fill in the blanks.

never laughter here do romance heart thought chance
takes breaks

RIGHT HERE WAITING

Oceans apart day after day
And I slowly go insane
I hear your voice on the line
But it doesn't stop the pain

If I see you next to _____
How can we say forever

Wherever you go
Whatever you _____
I will be right _____ waiting for you
Whatever it takes
Or how my heart _____
I will be right here waiting for you

I took for granted, all the times
That I _____ would last somehow

I hear the _____, I taste the tears
But I can't get near you now
Oh, can't you see it baby
You've got me going crazy

Wherever you go
Whatever you do
I will be right here waiting for you
Whatever it _____
Or how my _____ breaks
I will be right here waiting for you

I wonder how we can survive
This _____
But in the end if I'm with you
I'll take the _____



UNIVERSIDAD DE CUENCA

Fundada en 1867

2.- Listen to the song again and rearrange the missing phrases

RIGHT HERE WAITING

Oceans apart day after day
And I slowly go insane
I hear your voice on the line

If I see you next to never
How can we say forever

Wherever you go
Whatever you do

Whatever it takes

I will be right here waiting for you

I took for granted, all the times
That I thought would last somehow

But I can't get near you now

Oh, can't you see it baby

Wherever you go

I will be right here waiting for you

Or how my heart breaks
I will be right here waiting for you

I wonder how we can survive
This romance

I'll take the chance.



UNIVERSIDAD DE CUENCA

Fundada en 1867

WARM UP.

Play ***Mary had a Little Lamb*** (track 05 in your CD) and listen to it once. Relax and get ready to begin with your practice.

3 MARY HAD A LITTLE LAMB

Mary had a little lamb,
His fleece was white as snow,
everywhere that Mary went,
That lamb was sure to go.

He followed her to school one day,
It was against the rules,
Made the children laugh and play
to see a lamb at school.

(X 2)

1. PLAY IT.



Sit down and relax. Play the song ***Listen to Your Heart*** by Roxette (track 06 in your CD) and listen to it for at least four times. Don't read the lyrics yet, just listen to the song and get used to its sound and rhythm.

2. FOLLOW IT.

Listen to the song again, but this time read the lyrics. Do it for at least four times so that you get familiar with the song's lyrics.

3. CHECK IT.

Analyze the lyrics, sentence by sentence checking any words and phrases you consider difficult to pronounce or understand. This way you will get ready for the next step.

4. SING IT WITH THE LYRICS.

This step is probably the most important of all. Now you have the challenge to sing along with the singer as you try to pronounce as similar as possible, and use the correct intonation.



UNIVERSIDAD DE CUENCA

Fundada en 1867

3 LISTEN TO YOUR HEART (Roxette)

I know there's something in the wake
of your smile.
I get a notion from the look in your
eyes, yea.
You've built a love but that love falls
apart.
Your little piece of heaven turns too
dark.

CHORUS

Listen to your heart
when he's calling for you.

Listen to your heart
there's nothing else you can do.
I don't know where you're going
and I don't know why,
but listen to your heart
before you tell him goodbye.

Sometimes you wonder if this fight is
worthwhile.

The precious moments are all lost in
the tide, yea.

They're swept away and nothing is
what it seems,
the feeling of belonging to your
dreams.

Listen to your heart
when he's calling for you.
Listen to your heart

there's nothing else you can do.
I don't know where you're going
and I don't know why,
but listen to your heart
before you tell him goodbye.

And there are voices
that want to be heard.
So much to mention
but you can't find the words.
The scent of magic,
the beauty that's been
when love was wilder than the wind.

Listen to your heart
when he's calling for you.
Listen to your heart
there's nothing else you can do.
I don't know where you're going
and I don't know why,
but listen to your heart
before you tell him goodbye.

Listen to your heart
when he's calling for you.
Listen to your heart
there's nothing else you can do.
I don't know where you're going
and I don't know why,
but listen to your heart
before you tell him goodbye.

1. SING ON YOUR OWN.

Now, sing the song without reading the lyrics, but you have to compare your pronunciation to the singer's pronunciation and intonation.



UNIVERSIDAD DE CUENCA

Fundada en 1867

2. PRACTICE IT.

By now, you must know the song by heart. Therefore, it would be a good idea to test your knowledge by using some exercises developed out of the song. This way you will find out how good your perception is.

1) Replace the highlighted words with their correct forms:

3 LISTEN TO YOUR HEART

I know there's something in the wake
of your smile.
I get a notion from the look in your **ice**
, yea.
You've built a love but that love falls
apart.
Your little piece of heaven turns too
mark.

Listen to your **hurt**
when he's calling for you.
Listen to your heart
there's nothing else you do.
I don't **now** where you're going
and I don't know **white**,
but listen to your heart
before you **tall** him goodbye.

Sometimes you wonder if this **flight** is
worthwhile.
The precious moments are all lost in
the **side**, yea.
They're swept away and nothing is
what it **seeds**,
the feeling of belonging to your **drills**.

Listen to your heart
when he's calling **four** you.
Listen to your heart
there's nothing else you can do.
I don't know where you're going
and I don't know why,
but listen to your heart
before you tell him goodbye.

And there are **noises**
that want to be **herd**.
So much to mention
but you can't find the **worlds**.
The scent of magic,
the beauty that's **bean**
when love was wilder than the **green**.
Listen to your heart
when he's calling for you.
Listen to your heart
there's nothing else you can do.
I don't know where you're going
and I don't know why,
but listen to your heart
before you tell him goodbye.
(X 2)



UNIVERSIDAD DE CUENCA

Fundada en 1867

2) As you sing the song, rearrange the phrases mentally; try to remember which phrase goes instead of the one you find there.

3 LISTEN TO YOUR HEART

I know there's something in the wake
of your smile.

I get a notion from the look in your
eyes, yea.

Your little piece of heaven turns too
dark.

before you tell him goodbye.

Listen to your heart
when he's calling for you.

Listen to your heart
there's nothing else you can do.

I don't know where you're going

and I don't know why,
but listen to your heart

before you tell him goodbye.

Sometimes you wonder if this fight is
worthwhile.

The precious moments are all lost in
the tide, yea.

but listen to your heart

the feeling of belonging to your
dreams.

Listen to your heart
when he's calling for you.

when love was wilder than the wind.

there's nothing else you can do.

I don't know where you're going
and I don't know why,

**They're swept away and nothing is
what it seems,**

before you tell him goodbye.

And there are voices
that want to be heard.

there's nothing else you can do.

but you can't find the words.

The scent of magic,
the beauty that's been

Listen to your heart

Listen to your heart
when he's calling for you.

Listen to your heart

I don't know where you're going
and I don't know why,
but listen to your heart

**You've built a love but that love
falls apart.**

Listen to your heart
when he's calling for you.

Listen to your heart
there's nothing else you can do.

I don't know where you're going

and I don't know why,
but listen to your heart

before you tell him goodbye



UNIVERSIDAD DE CUENCA

Fundada en 1867

WARM UP.

Play ***Old McDonald Had a Farm*** (track 7 in your CD) and listen to it once. Relax and get ready to begin with your practice.

4 OLD MCDONALD HAD A FARM

old macdonald had a farm
yi-a-yi-a-o
and on the farm he had a cat
yi-a-yi-a-o
with a maomao here
and maomao there
here mao there mao
everywhere maomao
old macdonald had a farm
yi-a-yi-a-o

old macdonald had a farm
yi-a-yi-a-o
and on the farm he had a dog
yi-a-yi-a-o
with a owo here
and owo there
here ow there ow
everywhere owo
old macdonald had a farm
yi-a-yi-a-o

1. PLAY IT.



Sit down and relax. Play the song ***No Promises*** by ***Shayne Ward*** (track 08 in your CD) and listen to it for at least four times. Don't read the lyrics yet, just listen to the song and get used to its sound and rhythm.

2. FOLLOW IT.

Listen to the song again, but this time read the lyrics. Do it for at least four times so that you get familiar with the song's lyrics.

3. CHECK IT.

Analyze the lyrics, sentence by sentence checking any words and phrases you consider difficult to pronounce or understand. This way you will get ready for the next step.

4. SING IT WITH THE LYRICS.

This step is probably the most important of all. Now you have the challenge to sing along with the singer as you try to pronounce as similar as possible, and use the correct intonation.

4 NO PROMISES
(Shayne Ward)



UNIVERSIDAD DE CUENCA

Fundada en 1867

Hey baby, when we are together
Doing things that we love
Every time you're near I feel like I'm in heaven
Feeling high I don't want to let go, girl
I just need you to know, girl
I don't wanna run away Baby,
you're the one I need tonight
No promises Baby, now I need to hold you tight
I just wanna die in your arms here tonight
Hey baby, when we are together doing things that we love
Every time you're near I feel like I'm in heaven
Feeling high I don't want to let go, girl
I just need you to know, girl
I don't wanna run away Baby, you're the one I need tonight
No promises Baby, now I need to hold you tight
I just wanna die in your arms
I don't wanna run away I want to stay forever
Through time and time No promises
I don't wanna run away I don't wanna be alone
No promises Baby, now I need to hold you tight
Now and forever, my love No promises
I don't wanna run away Baby, you're the one
I need tonight No promises Baby, now
I need to hold you tight I just wanna die in your arms here tonight
I don't wanna run away Baby, you're the one I need tonight
No promises Baby, now I need to hold you tight
I just wanna die in your arms here tonight

1. SING ON YOUR OWN.



UNIVERSIDAD DE CUENCA

Fundada en 1867

Now, sing the song without reading the lyrics, but you have to compare your pronunciation to the singer's pronunciation and intonation.

2. PRACTICE IT.

By now, you must know the song by heart. Therefore, it would be a good idea to test your knowledge by using some exercises developed out of the song. This way you will find out how good your perception is.

1) Listen to the song and complete the missing words.

4 NO PROMISES

(Shayne Ward)

Hey baby, when we are together Doing things that we love Every time you're near I feel like I'm in _____ (heaven-seven) Feeling high I don't want to let go, girl I just need you to know, girl I don't _____ (wonder- wanna) run away Baby, you're the one I need tonight No promises Baby, now I need to _____ (hold- cold) you tight I just wanna _____ (cry-die) in your arms here tonight Hey baby, when we are together Doing things that we love Every time _____ (you're- year) near I feel like I'm in heaven Feeling high I don't want to let _____ (gold- go), girl I just need you to know, girl I don't wanna _____ (run- land) away Baby, you're the one I need tonight No promises Baby, now I need to hold you tight	I just wanna die in your arms I don't wanna run away I want to stay forever through _____ (time- dime) and time No promises I don't wanna run away I don't wanna be alone No promises Baby, now I need to hold you _____ (tight- high) Now and forever, my love No promises I don't wanna run away Baby, you're the one I need tonight No promises Baby, now I need to hold you tight I just wanna die in your _____ (arms- farms) here tonight I don't wanna run away Baby, you're the one I need tonight No promises Baby, now I need to hold you tight I just wanna die in your arms here tonight.
--	--

4 NO PROMISES



UNIVERSIDAD DE CUENCA

Fundada en 1867

(Shayne Ward)

Hey baby, when we are together
Doing things that we love
Every time you're near I feel like I'm in heaven
Feeling high I don't want to let go, girl
I just need you to know, girl
I don't wanna run away Baby,
you're the one I need tonight
No promises Baby, now I need to hold you tight
I just wanna die in your arms here tonight
Hey baby, when we are together doing things that we love
Every time you're near I feel like I'm in heaven
Feeling high I don't want to let go, girl
I just need you to know, girl
I don't wanna run away Baby, you're the one I need tonight
No promises Baby, now I need to hold you tight
I just wanna die in your arms
I don't wanna run away I want to stay forever
Through time and time No promises
I don't wanna run away I don't wanna be alone
No promises Baby, now I need to hold you tight
Now and forever, my love No promises

WARM UP.



UNIVERSIDAD DE CUENCA

Fundada en 1867

Play ***Mulberry Bush*** (track 09 in your CD) and listen to it once. Relax and get ready to begin with your practice.

5 MULBERRY BUSH

Here we go 'round the mulberry bush
The mulberry bush, the mulberry bush
Here we go 'round the mulberry bush
So early in the morning
This is the way we brush our teeth
Brush our teeth, brush our teeth
This is the way we brush our teeth
So early in the morning

Here we go 'round the mulberry bush
The mulberry bush, the mulberry bush
Here we go 'round the mulberry bush
So early in the morning

This is the way we wash our hands
Wash our hands, wash our hands
This is the way we wash our hands
So early in the morning

Here we go 'round the mulberry bush
The mulberry bush, the mulberry bush
Here we go 'round the mulberry bush
So early in the morning

This is the way we comb our hair
Comb our hair, comb our hair
This is the way we comb our hair
So early in the morning

Here we go 'round the mulberry bush
The mulberry bush, the mulberry bush
Here we go 'round the mulberry bush
So early in the morning

This is the way we clap our hands
clap our hands, clap our hands
This is the way we clap our hands
So early in the morning

Here we go 'round the mulberry bush
The mulberry bush, the mulberry bush
Here we go 'round the mulberry bush
So early in the morning

This is the way we jump about
jump about; jump about
This is the way we jump about
So early in the morning

1. PLAY IT.



Sit down and relax. Play the song ***Total Eclipse of the Heart*** by **Bonnie Tyler** (track 10 in your CD) and listen to it for at least four times. Don't read the lyrics yet, just listen to the song and get used to its sound and rhythm.

2. FOLLOW IT.

Listen to the song again, but this time read the lyrics. Do it for at least four



UNIVERSIDAD DE CUENCA

Fundada en 1867

times so that you get familiar with the song's lyrics.

3. CHECK IT.

Analyze the lyrics, sentence by sentence checking any words and phrases you consider difficult to pronounce or understand. This way you will get ready for the next step.

4. SING IT WITH THE LYRICS.

This step is probably the most important of all. Now you have the challenge to sing along with the singer as you try to pronounce as similar as possible, and use the correct intonation.

5 TOTAL ECLIPSE OF THE HEART (Bonnie Tyler)

Turnaround, every now and then I get a little bit lonely and you're never coming around	your eyes Turnaround bright eyes, Every now and then I fall apart
Turnaround, Every now and then I get a little bit tired of listening to the sound of my tears	Turnaround bright eyes, Every now and then I fall apart And I need you now tonight
Turnaround, Every now and then I get a little bit nervous that the best of all the years have gone by	And I need you more than ever And if you'll only hold me tight We'll be holding on forever
Turnaround, Every now and then I get a little bit terrified and then I see the look in your eyes	And we'll only be making it right Cause we'll never be wrong together We can take it to the end of the line
Turnaround bright eyes, Every now and then I fall apart	Your love is like a shadow on me all of the time
Turnaround bright eyes, Every now and then I fall apart	I don't know what to do and I'm always in the dark
Turnaround, Every now and then I get a little bit restless and I dream of something wild	We're living in a powder keg and giving off sparks I really need you tonight
Turnaround, Every now and then I get a little bit helpless and I'm lying like a child in your arms	Forever's gonna start tonight Forever's gonna start tonight
Turnaround, Every now and then I get a little bit angry and I know I've got to get out and cry	Once upon a time I was falling in love But now I'm only falling apart There's nothing I can do
Turnaround, Every now and then I get a little bit terrified but then I see the look in	A total eclipse of the heart Once upon a time there was light in my life



UNIVERSIDAD DE CUENCA

Fundada en 1867

But now there's only love in the dark
Nothing I can say
A total eclipse of the heart
Turnaround bright eyes
Turnaround bright eyes
Turnaround, every now and then I know
you'll never be the boy you always you
wanted to be
Turnaround, every now and then I know
you'll always be the only boy who wanted
me the way that I am
Turnaround, every now and then I know
there's no one in the universe as magical
and wondrous as you
Turnaround, every now and then I know
there's nothing any better and there's
nothing I just wouldn't do
Turnaround bright eyes, Every now and
then I fall apart
Turnaround bright eyes, Every now and
then I fall apart
And I need you now tonight
And I need you more than ever

And if you'll only hold me tight
We'll be holding on forever
And we'll only be making it right
Cause we'll never be wrong together
We can take it to the end of the line
Your love is like a shadow on me all of the
time
I don't know what to do and I'm always in
the dark
We're living in a powder keg and giving off
sparks
I really need you tonight
Forever's gonna start tonight
Forever's gonna start tonight
Once upon a time I was falling in love
But now I'm only falling apart
There's nothing I can do
A total eclipse of the heart
Once upon a time there was light in my
life
But now there's only love in the dark
Nothing I can say
A total eclipse of the heart

5. SING ON YOUR OWN.

Now, sing the song without reading the lyrics, but you have to compare your pronunciation to the singer's pronunciation and intonation.

6. PRACTICE IT.

By now, you must know the song by heart. Therefore, it would be a good idea to test your knowledge by using some exercises developed out of the song. This way you will find out how good your perception is.

- 1) Use the sentences in bolds to create a dialogue or try to include some of them in a conversation.**

e.g. A: I want to stay close to you forever.

B: We will stay together until **the end of the line!**

- 2) Replace the underlined words in order to create new sentence you could use in a real life situation.e.g. I don't know what tosay**

5 TOTAL ECLIPSE OF THE HEART

(Bonnie Tyler)



UNIVERSIDAD DE CUENCA

Fundada en 1867

Turnaround, every now and then I get a
little bit lonely and you're never coming
around

Turnaround, Every now and then I get a
little bit tired of listening to **the sound of
my tears**

Turnaround, Every now and then I get a
little bit nervous that the best of **all the
years have gone by**

Turnaround, Every now and then I get a
little bit terrified and then **I see the look in
your eyes**

Turnaround bright eyes, Every now and
then I fall apart

Turnaround bright eyes,
every now and
then I fall apart

Turnaround, Every now and then I get a
little bit restless and **I dream of
something wild**

Turnaround, Every now and then I get a
little bit helpless and **I'm lying like a child
in your arms**

Turnaround, Every now and then I get a
little bit angry and **I know I've got to get
out and cry**

Turnaround, Every now and then I get a
little bit terrified but then I see the look in
your eyes

Turnaround bright eyes, Every now and
then I fall apart

Turnaround bright eyes, Every now and
then I fall apart

And **I need you now tonight**
And I need you more than ever
And if you'll only hold me tight
We'll be holding on forever
And we'll only be making it right
Cause **we'll never be wrong**

Together we can take it to **the end of the
line**

Your love is like a shadow on me **all of
the time**

I don't know what to do and I'm always
in the dark
We're living in a powder keg and giving off
sparks

I really need you tonight
Forever's gonna start tonight
Forever's gonna start tonight
Once upon a time I was falling in love
But now I'm only falling apart
There's nothing I can do
A total eclipse of the heart

Once upon a time there was light in my
life

But now there's only love in the dark
Nothing I can say
A total eclipse of the heart...

WARM UP.

Play **Old King Cole** (track 11 in your CD) and listen to it once. Relax and



UNIVERSIDAD DE CUENCA

Fundada en 1867

get ready to begin with your practice.

6 OLD KING COLE

Old King Cole was a merry old soul,
And a merry old soul was he;
He called for his pipe,
And he called for his bowl,
And he called for his fiddlers three.

Every fiddler had a fine fiddle,
And a very fine fiddle had he.
Oh there's none so rare
As can compare,
With King Cole and his fiddlers three.

1. PLAY IT.



Sit down and relax. Play the song ***Making Love out of Nothing at All by Air Supply*** (track 12 in your CD) and listen to it for at least four times. Don't read the lyrics yet, just listen to the song and get used to its sound and rhythm.

2. FOLLOW IT.

Listen to the song again, but this time read the lyrics. Do it for at least four times so that you get familiar with the song's lyrics.

3. CHECK IT.

Analyze the lyrics, sentence by sentence checking any words and phrases you consider difficult to pronounce or understand. This way you will get ready for the next step.

4. SING IT WITH THE LYRICS.

This step is probably the most important of all. Now you have the challenge to sing along with the singer as you try to pronounce as similar as possible, and use the correct intonation.

6 MAKING LOVE OUT OF NOTHING AT ALL



UNIVERSIDAD DE CUENCA

Fundada en 1867

(Air Supply)

I know just how to whisper
And I know just how to cry
I know just where to find the answers
And I know just how to lie
I know just how to fake it
And I know just how to scheme
I know just when to face the truth
And I know just when to dream

And I know just where to touch you
And I know just what to prove
I know when to pull you closer
And I know when to let you loose
And I know the night is fading
And I know the time's gonna fly
And I'm never gonna tell you
Everything I gotta tell you
But I know I've gotta give it a try

And I know the roads to riches
And I know the ways to fame
I know all the rules and I know how to
break'em
And I always know the name of the game

But I don't know how to leave you
And I'll never let you fall
And I don't know how you do it
Making love out of nothing at all

Out of nothing at all, out of nothing at all
Out of nothing at all, out of nothing at all
Out of nothing at all
Making love out of nothing at all

Everytime I see you all the rays of the sun
are

Streaming through the waves in your hair
And every star in the sky is taking aim at
your
Eyes like a spotlight

The beating of my heart is a drum
And it's lost, and it's looking for a rhythm
like you
You can take the darkness at the pit of the
night
And turn into a beacon burning endlessly
bright
I've gotta follow it 'cause everything I
know
Well it's nothing til I give it to you

I can make the runner stumble
I can make the final block
I can make every tackle at the sound of
the whistle
I can make all the stadiums rock
I can make tonight forever
Or I can make it disappear by the dawn
I can make you every promise that has
ever been made
And I can make all your demons be gone

But I'm never gonna make it without you
Do you really want to see me crawl
And I'm never gonna make it like you do
Making love out of nothing at all

Out of nothing at all, out of nothing at all
Out of nothing at all, out of nothing at all
Out of nothing at all, out of nothing at all
Out of nothing at all.

1. SING ON YOUR OWN.

Now, sing the song without reading the lyrics, but you have to compare your pronunciation to the singer's pronunciation and intonation.

2. PRACTICE IT.

By now, you must know the song by heart. Therefore, it would be a good



UNIVERSIDAD DE CUENCA

Fundada en 1867

idea to test your knowledge by using some exercises developed out of the song. This way you will find out how good your perception is.

1) Complete the blanks with the appropriate phrases you have around the lyrics and while you are singing, identify the corresponding word for each of the pictures and pronounce it.

6 MAKING LOVE OUT OF NOTHING AT ALL

(Air Supply)

I know just how to whisper
And I know just how to 
I know just where to find the answers

I know just how to fake it
And I know just how to scheme
I know just when to  the truth
And I know just when to 

And I know just where to touch you

I know when to  you closer
And I know when to let you loose

And I know the time's gonna 
And I'm never gonna tell you

But I know I've gotta give it a try

And I know the  to riches

I know all the rules and I know how to break'em
And I always know the name of the game

But I don't know how to leave you
And I'll never let you 

And turn into a beacon burning endlessly bright



UNIVERSIDAD DE CUENCA

Fundada en 1867

Making love out of nothing at all

Out of nothing at all, out of nothing at all
Out of nothing at all, out of nothing at all

Making love out of nothing at all

Everytime I see you all the rays of the  are
Streaming through the  in your 
And every  in the sky is taking aim at your 
like a 
The beating of my  is a 

And it's lost, and it's looking for a rhythm like you
You can take the darkness at the pit of the night

I've gotta follow it 'cause everything I know
Well it's nothing til I give it to you

I can make the runner stumble

I can make every tackle at the sound of the whistle
I can make all the stadiums rock
I can make tonight forever

Or I can make it disappear by the dawn
I can make you every promise that has ever been made

But I'm never gonna make it without
Do you really want to see me 
And I'm never gonna make it like you do, making love
out of nothing at all
(X 6)

SONGS BIBLIOGRAPHY



UNIVERSIDAD DE CUENCA

Fundada en 1867

1. HELLO

<http://mp3.sogou.com/download.so?gid=1AA35A0788646E54&globalId=1ef38b4eb132ea7a&query=hello&tgid=653d0c0fdc19248b&pf=mp3&s=Lionel+Richie&t=hello&size=3991058&ac=1&c>

2. RIGHT HERE WAITING

<http://mp3.sogou.com/download.so?gid=168ED914D13B1920&globalId=1c117d5db567c9d3&query=Right+Here+Waiting+For+You&tgid=603f70343f79c2d0&pf=mp3&s=Richard+Marx&t=Right+Here+Waiting+For+You&size=4230164&ac=1&w=02009900&dr=1>

3. LISTEN TO YOUR HEART

<http://mp3.sogou.com/download.so?gid=198A60867CE603A1&globalId=1148d7a5267208d8&query=Listen+To+Your+Heart&tgid=628f84ce7405ff18&pf=mp3&s=DHT&t=Listen+To+Your+Heart&size=4335732&ac=1&c>

4. NO PROMISES

<http://mp3.sogou.com/download.so?gid=1958B1D9CCE1E2AF&globalId=1bf5ae9d5f9de349&query=no+promises&tgid=6833f1e4e183132e&pf=mp3&s=Shayne+Ward&t=no+promises&size=5746992&ac=1&c>

5. TOTAL ECLIPSE OF THE HEART

<http://mp3.sogou.com/download.so?gid=19282B984E266D2B&globalId=13f422afb94b78f2&query=total+eclipse+of+the+heart&tgid=60e77fcaa1f2bdca&pf=mp3&s=%CE%F7%B3%C7%C4%D0%BA%A2&t=total+eclipse+of+the+heart&size=4560397&ac=1&w=02009900&dr=1>

6. MAKING LOVE OUT OF NOTHING AT ALL

<http://mp3.sogou.com/download.so?gid=1D4A3005BD8A4476&globalId=142ec686534b1065&query=Making+Love+Out+Of+Nothing+At+All&tgid=62896c16b487ed6b&pf=mp3&s=%C0%EE%BE%C1%D5%DC&t=Making+Love+Out+Of+Nothing+At+All&size=4989177&ac=1&c>

LYRICS BIBLIOGRAPHY



UNIVERSIDAD DE CUENCA

Fundada en 1867

1 ROW, ROW, ROW YOUR BOAT

<http://www.songsforteaching.com/folk/rowrowrowyourboat.htm>

1. HELLO

<http://www.lyrics007.com/Lionel%20Richie%20Lyrics/Hello%20Lyrics.html>

2 THE ITSY-BITSY SPIDER

<http://www.romantic-lyrics.com/lullabylyrics/itsy-bitsy-spider.shtml>

2. RIGHT HERE WAITING FOR YOU

<http://www.lyrics007.com/Richard%20Marx%20Lyrics/Right%20Here%20Waiting%20Lyrics.html>

3 MARY HAD A LITTLE LAMB

<http://www.kididdles.com/lyrics/m003.html>

3. LISTEN TO YOUR HEART

<http://www.azlyrics.com/lyrics/roxette/listentoyourheart.html>

4. OLD MCDONALD HAD A FARM

<http://mp3.sogou.com/lyric.so?query=Old+MacDonald+Had+A+Farm%20Twins&lyricId=7702b940207e3975&p=01040200&dp=1&w=02999999&dr=1>

4 NO PROMISES

<http://www.azlyrics.com/lyrics/shayneward/nopromises.html>

5 MULBERRY BUSH

<http://www.songsforteaching.com/folk/herewegroundthemulberrylush.htm>;
modified

5. TOTAL ECLIPSE OF THE HEART

<http://www.quedeletras.com/letra-cancion-total-eclipse-of-the-heart-bajar-22714/disco-super-hits-bonnie-tyler/bonnie-tyler-total-eclipse-of-the-heart.html>

6 OLD KING COLE

<http://www.kididdles.com/lyrics/o075.html>

6. MAKING LOVE OUT OF NOTHING AT ALL

http://www.lyricsfreak.com/a/air+supply/making+love+out+of+nothing+at+all_20004952.html