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***Perspectives on the use of songs to enhance vocabulary and
pronunciation in secondary students***

Thesis

A thesis submitted to the school of languages for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

PRESENTA

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CHAPTER ONE: INTRODUCTION

1.1 Introduction to the Problem

The social, political, and cultural context at the beginning of the 21st Century has been characterized by globalization, democracy, and the free market, as a consequence, the importance of educating bilingual people or 'global citizens', capable of facing the challenges of our contemporary so- called postmodern era has been highlighted.

According to Pérez (1998) Globalization is defined as a social condition typical of contemporary life, characterized by economic, social, and political elements well determined by the free market economy, the extension of formal democracies as systems of government and the mastery of mass communication as well as the instantaneous diffusion of information to all corners of the earth.

Teaching English language in the postmodern context is one of the globalization processes in which our country is immersed, this phenomenon opens employment opportunities, but also the opportunity to learn about new cultures and forms of communication. "English is mostly treated and viewed as a tool for Communication" (Dewi, 2018: p3). Speaking English gives people better life opportunities, is mainly used for academic exchanges, in books and scientific journals. For that reason, English is being taught in schools all over the world.

In Mexico, English has been taught on mandatory way since 1926 in secondary schools, but it is from 1992 that some States began to develop English programs (Reyes, 2011).

Considering Reyes' studies, the educational policy of the teaching of English in Mexico has a history that dates back to the last century. On the other hand, it can be observed that there are language policies promoted by international organizations, such as OECD, UNESCO, and CE. The three organisms present coincidences in their proposals for the educational policies of the teaching of English, such as:

- The promotion of multilingualism and cultural diversity
- The preservation of indigenous languages.
- Greater knowledge of languages results in a better understanding of the other
- Respect for differences and personal enrichment.
- Common tendency to promote language learning at an early age.
- UNESCO and EC have a mainly cultural and cooperation orientation
- OECD proposes language learning as a factor influencing the economy.
- The command of languages is conceived as a necessary competence for commercial exchanges and the achievement of a better job in the global world.

The international politics for the teaching of English reveal points of the importance of having education with a multilingual approach; however, the didactic implementation is not clear. A fundamental element for the success of these policies to become successful may be in contextualizing the teaching of the English language. The teaching of any content if, it is not contextualized, can generate demotivation and learning language is not an exception.

This may be the case for many Mexican public secondary students who face the challenge of learning English and acquiring vocabulary and pronunciation, for them it is the most difficult part, since they cannot memorize all the words at the

same time. So, this does not allow them to speak in public due to the fear of pronouncing wrongly and because they do not have enough vocabulary to make a sentence, and they feel frustrated, bored, and upset, making it even more difficult to learn.

One element that must be taken into consideration is that motivation is closely related to the contextual elements of the learning of English language. If the context of the English language is not present in the student's life, the motivation is lost, according to (Borjian, 2015, p. 167). "student's attitude and motivation played the most important role in English language acquisition".

A didactic tool that brings the students closer to the language authentic context are songs. Therefore, a context of the English language and culture can be obtained through songs to help students to feel motivated to learn, another essential point is that melody stimulates student's memory.

Hence, as mentioned before, communication is an important element, and the didactic use of songs can be a useful tool. Given the above mentioned reasons, this research considered the use of this tool and the students' perceptions were explored through a survey applied in 3 three different groups of the Mexican public secondary school "Escuela Secundaria Técnica 60" with 96 students in first grade (32 students in each group) the purpose was to know the perspectives of students and teachers about the way in which the use of songs could enhance vocabulary and pronunciation in English in these secondary students classes.

This paper presents qualitative phenomenological research, the method used was based on the survey as a technique through an instrument of an open-ended questionnaire.

1.2 Purpose of the Study

The purpose of this study is to know the perspectives of 96 students from three different groups of the Mexican public secondary school “Escuela Secundaria Técnica 60” using a survey composed of 10 open- ended questions applied in first grade and their three teachers of each group about the efficiency of using songs to enhance English vocabulary and pronunciation and its contribution to the teaching-learning processes of the English language.

1.3 Research Questions

1. In what way do teachers think the use of songs can enhance vocabulary and pronunciation of students?
2. In what way do students think the use of songs can enhance vocabulary and pronunciation of students?
3. Do students think that songs help them to be motivated to study English? If so, in what way?
4. What techniques can teachers use with songs to have variety in the classroom activities?

1.4 Significance of the Study

This study intends to explore the perspectives of 96 students and teachers from three different groups of the Mexican public secondary school “Escuela Secundaria Técnica 60” in first grade about the use of songs as an activity that might help students to acquire and enhance vocabulary and pronunciation, given that listening to songs may also help them to recognize the way in which a word is pronounced, and it could help them to memorize without having to use extensive vocabulary lists that are forgotten. They are not expected to replace the teaching of traditional grammar; it is more a complement in the English classes owing to the only thing that this research seeks is exclusively to enhance vocabulary and pronunciation. Harmer (2000) tells that:

...“music is powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. A piece of music can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and entertain, and it can make a satisfactory connection between the world of leisure and the world of learning” (p,242).

It is expected that this study could be used to clarify the ideas the English teachers at this secondary school and teachers of other English teachers in Mexican secondary schools have about the use of songs in class to help secondary school students to acquire and enhance vocabulary and pronunciation in English. In other words, to provide some evidence about the advantages and disadvantages of including the use of songs within the English class.

CHAPTER II: LITERATURE REVIEW

The literature on the teaching of English can be approached from different perspectives that provide elements to how to intervene in the teaching -learning processes. In this sense, it can be understood that a perspective according to the Cambridge dictionary online (2008) is a particular way of viewing things that depends on one's experience and personality. Perspective also means the ability to consider things in relation to one another accurately and fairly. The perspective of this work is based on the use of songs for teaching English.

This chapter describes the most relevant concepts for this study and the importance to teach English through songs to motivate students and reach the purpose of acquired vocabulary and pronunciation in English language to succeed in a globalized world. In the first part, is present the relevant of English as an international language, later ...

2.1 English as an International Language (E. I. L.)

Nowadays English has become an international language, it has an impact around the world on many aspects of life such as science, education, tourism, and technology. Thanks to internet and the use of social media, English has expanded its influence all over the world. This makes people become interested in learning the English language. "The world has experienced the appearance of the internet, which made the spreading of information much easier and faster". (Todorova, 2018, p. 333) Countries like U.S.A. Canada and England speak English as a

mother tongue and many other countries are teaching English as a second and foreign language. This has positioned English in a global status, “to achieve such a status a language has to be taken up by other countries around the world”.(Crystal, 2003, p. 4)

The reason why it is so desirable to learn English, is the exchange of knowledge and information, without this exchange, most of the daily needs could not be fulfilled. Therefore, it is important that more people learn this language to be able to update in the different fields of knowledge, “almost any information available is in English. English is the language of information, technology and internet” (Reddy, 2016, p. 181); English has an important role if a person wants to be professional, speaking English fluently is essential if someone wants a good job, or if aspires to any academic exchanges, many important books and magazines are in English, ...“ one of the strongest incentives for learning the language is the use to which it can immediately be put, socially economically and culturally” (Council, 2013, p. 10). English has an important role not only in academic or professional life, but it is also present in other aspects such as entertainment, business, publicity, medicine, gastronomy, and trade. To name a few “A language is important because the people who speak it are important politically, socially, economically and culturally” (Reddy, 2016, p. 182)

A lot of students or workers need English in certain moment of their lives, even if English is not part of their work area, because most of the information is in English, it has become a necessity to communicate between countries, this has made English become a lingua franca, ... “lingua franca is a language that is used

to communicate among different people from different countries” (Reddy, 2016, p.181)

2.2 Didactic approaches for the use of songs in classroom in the literature review

Use of songs as didactic tool in classroom is not recent topic; some authors like Ibrajım Nısanrı (2013) point out in his conclusions the importance of incorporating the use of songs to teach English. This author gives two reasons to use songs in classroom, on the one hand, it proposes academic reasons and on the other, affective reasons.

1.- Academic reasons: Songs provide a great deal of changes for practicing different skills and subskills”.

2.- Affective reasons: Songs generate advantages or both teaching and learning processes. Teachers can make use of favorable features of songs to make their lessons more effective and more enjoyable.

On the other hand, Murphy (1992), emphasizes things we can do with a song in the classroom; study grammar, vocabulary, practice selective listening comprehension, translate songs, do role-plays, practice pronunciation, intonation, and stress. He mentions that students can practice the four language skills beyond listening.

In the same way, Rojas (2015) also concluded that for students learning vocabulary without context is boring for students, therefore, the use of songs helps them put students in context by using songs as a strategy in the classroom.

By last Fitriya, (2020) concluded that motivation is linked to speaking; the author says that songs help students to motivate themselves to speak.

2.3 The impact of music and songs in people's life

Music is the reflection of human evolution. It has an impact in history and cultural aspects, because music has been created since ancients' times, it was used by the primitives, creating instruments with bones, and using their own voices as instruments. So, music has had changes over the centuries, "The human voice is a natural musical instrument and singing by people of all ages, alone or in group, is an activity in all human cultures". (Allen, 2006, p. 11) .

There are many eras of music that include several periods of time as: Medieval era, renaissance era, baroque era, classical era etc. those with its own music style. The importance of music in various activities is not recent, as Allen (2006, p. 3. Points out.

... "Making music has been an activity of human beings, both as individuals and with others, for thousands of years. Written texts, pictorial representations, and folklore sources provide evidence that people from all over the globe and from the beginnings of recorded history have created and performed music for religious rituals, civil ceremonies, social functions, storytelling, and self-expression"(Allen, 2006, p. 3).

Every country has its own music and it is the reflection of their culture, their language and traditions, " The intimate relationship between music language evolution, and the potential of music to shed light on patterns of cultural interaction, are important applications of evolutionary musicology to the study of the human origins and human culture" (Nils L. Wallin, 2000, p. 4)

Thanks to the fact that music has evolved over the centuries, it is not surprising that music has reached the modern era and has become an essential part of everyday life. As a result, music has an important role nowadays, parents use music as lullabies to calm their babies, toddlers start to learn their first words thanks to nursery songs, adolescents and adults enjoy the music too as part of daily life. “Music is an essential part of human life. Music does affect our daily lives, different people like different kind of music, music affects our emotions”(S.Diwase, 2018, p. 52)

Music is found in radio and television, thanks to technology music can be listened almost everywhere. Likewise, thanks to platforms like YouTube and Spotify, music has expanded even more, as Aguilar points out (2015, p. 5).

“In the past few years, the introduction of online music streaming services has importantly expanded music consumption opportunities, making music ubiquitously available for many consumers”.

Macmillan dictionary defined a song as a short piece of music with words that are sung. (Mc Millan English Dictionary, 2002) thus, listening and singing a song helps people to feel comfortable and relax. Music is used for therapeutic purposes and for sports training. Music changes people’s mood. “listening to certain kinds of music can improve mood, decrease depression, reduce stress and relieve pain” (Bokiev, 2018, p.316). People do their job better when they listen to music, it makes the environment change, and removes boredom thanks to the rhythm.

The importance of using music in formal education within classrooms activities to teach vocabulary and pronunciation of the English language, using

lyrics as authentic didactic material, has been taken into consideration more and more as it supports learning by taking up contextual elements, such as cultural, emotional and motivational elements.

2.4 Songs as tool in classroom

Music has proven to have an impact in many aspects of life and in education it is not different, it is a good tool in the classroom, not only to teach to play an instrument, but music also facilitates the learning of languages. “Music is the most powerful means in education as rhythm and harmony directly address the soul of the young” (Maas, 2018, p. 298) consequently, using songs in classroom is a perfect tool to teach students’ vocabulary and pronunciation, songs can help students to feel motivated to learn. A song stimulated the memory “music can be used for educational purposes, especially in language teaching” (Bokiev, 2018, p.316).

An important aspect that has been used in songs in a classroom for teaching English is the lyrics since students can memorize by repetition, thanks to music, repetition is not boring. The student can realize the way to phonates a word when hears how the singer phonates it and, in this way, try to imitate the pronunciation. In this case the singer has an important role in songs for learning a language because it is the closest pronunciation to a native speaker, especially in countries where English is not a mother tongue and students can know their culture too. As Shen (2009: p 88) says “English songs endow the English native speakers with an opportunity to put across their own culture”.

A song involves a myriad of things, in a single song we can know the language and the culture of who interprets its, as well as idiomatic expressions and grammar. “being a combination of music and language, songs have innumerable virtues that reserve our attention. Their richness in culture and themes, their idiomatic and poetic expressions, their therapeutic functions and so on makes them an impeccable tool for language teaching” (Shen, 2009, p. 88).

2.5 Lyrics, repetition and singing

The lyrics of a song is important because the student can see and hear how a word is pronounced and know the spelling of it. The music also helps to make the repetition funny. Repeating a song is funnier than a list of vocabulary in which the student cannot know how the word is pronounced. “When learning a new popular song, learners are eager to know the meaning of the lyrics and sing the song repetitively themselves (Chen, 2009, p. 14). with the lyric the student can follow the singer, and realize how he or she says a word, of course, the student must read the lyric and it must be printed on paper, so he or she can recognize the spelling and the pronunciation at the same time.

Repetition has an important role given that in a song the sentences are repeated, so the student has the opportunity to hear the words again, by repeating bit by bit the student will recognize the words, the music will help the student to memorize the words and they will stay in his or her mind for a longer time. “...the

nature of songs is repetitive, and it facilitates automaticity in language development process (Chen, 2009, p. 17)

Singing is another important point, as mentioned before repeating a song and following the lyric is necessary but after having recognized how the words are written and pronounced it is necessary to practice articulating them, using the speech organs or articulators, such as lips, tongue, teeth, and hard palate. The use of songs can be done in combination with the phonetic classes. "Phonetics is the art which studies *practical* data about pronouncing and perceiving the sounds of speech that are used for communication purposes".(Rojas, 2018, p. 156)

Harmer (2000, p. 242) notices about different complementary activities with songs that: ... "in class therefore we can play film music and get the students to say what film they think it comes from. We can get them to listen to music which describes people and say what kind of people they are. They can write stories based in the mood of the music they hear or listen to more than one piece of music and discuss with each other what mood the music describes, what color is it, where they would like it to hear and who with".

2.6 Adolescence and adolescents

Adolescence is a transition between childhood and adulthood. It starts between 10 and 19 years old. The World Health Organization (2006, p. 5) in its handout says that ... "adolescence has been described as the period in life when an individual is no longer a child, but not an adult yet. It is a period in which an individual undergoes enormous physical and psychological changes". In this stage,

children are called adolescents or teenagers; they face many changes in their body, voice, and cognitive aspects.

They also face a change in their family and social life. This last stage depends on the context in which they live, that is, related to the gender they are, boy or girl, the country and social class they belong, their experiences will be different. "it is widely acknowledged that each individual experiences this period differently depending on her or his physical, emotional and cognitive maturation as well as other contingencies" (United Nations Children's Fund, 2011, p. 8). Adolescence begins with puberty which is the transition between childhood and adolescence. UNICEF (as found in United Nations Children's Fund, 2011, p. 6) about puberty in the early adolescence says that "Early adolescence might be broadly considered to stretch between the ages of 10 and 14. It is at this stage that physical changes generally commence, usually beginning with a growth spurt and soon followed by the development of sex organs".

The United Nations Children's Fund (2011, p. 6) explains that ... "this stage starts in girls at the age of 10 and in boy at the age of 11 years old. And finish with the late adolescence, between 15 and 19 years old". However, "Late adolescence encompasses the later part of the teenage years, broadly between of 15 and 19. The major physical changes have usually occurred by now, although the body is still developing". (United Nations Children's Fund, 2011, p. 6). In other words, adolescents go through many changes, physical, psychological, and biological changes and at the end they become adults.

As mentioned before, adolescence brings drastic changes, and teenagers face these changes not only in a family environment, but also in a scholar

environment. Each adolescent is different, some are calm, and some expect to be understood by their teachers, in contrast, others show rebellion, as there is a change in the way of thinking; at this stage, they begin to develop their personality. The family context influences the behavior of each adolescent. The U.S. Department (2005, p. 5) suggests that “the combine effect of the age on the beginning for physical changes in puberty and the ways in which friends, classmates, family, and the world around them respond to those changes can have long- lasting effects on an adolescent”.

2.7 Adolescents in the secondary school

Secondary school is the place where adolescents receive education, their physical, biological, emotional, and psychological development combined with their intellectual development. In secondary schools, as mentioned before in point 2.4, depending on the gender they are, their condition will be dissimilar even in school.

Adolescent girls and boys face different challenges ~~to~~ regarding school attendance. Girls, especially poor girls, are less likely to attend secondary school due to the compounding forms of disadvantage and discrimination they face, including domestic labor, child marriage, ethnic or social exclusion and early pregnancy. Boys may face psychosocial challenges to school attendance. Adolescent boys tend to report lower satisfaction with school than girls. (United Nations Children’s Fund, 2011, p. 29)

At this stage, adolescents face many changes and concerns. One principal concern is the approval of adults since they are required a good behavior, the

second concern of an adolescents is the intensification in their responsibilities since they stop being children, not only their body and mind also change their school environment changes. The American Psychological Association (2002, p. 24) says that “During adolescence, young people typically move from elementary school and then to senior high school. Each of these transitions can present challenges both to academic performance and psychological well-being. In secondary they no longer have a single teacher who teaches all subjects, there is a different teacher for each subject, moreover the difficult of the subject increases.

Another concern is the coexistence with other adolescent classmates, this makes them seek their approval too, “the move to a new school can be overwhelming and have a negative impact and motivation and self-esteem. (U.S. Department of Education Office of Communications and Outreach, 2005, p. 48). Therefore, the combination of many factors at this age, affects their studies. For this reason, teachers seek to make, their learning experience something attractive for them.

School performance is a complex phenomenon, shaped by a wide variety of intrinsic factors to students and in their external environment. In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes.(Camille A.Farrinton, 2012, p. 2)

2.8 English in Mexican Secondary schools

The Mexican constitution recognizes in its third article that the right to education is a human right that is why it expects all Mexican attend compulsory education that includes preschool, elementary school, secondary school, and upper secondary education.(Constitucion Politica De Los Estados Unidos Mexicanos, 1917)

The secretary of education Aurelio Nuño Mayer presented in 2017 the “Estrategia Nacional de Inglés” in this program it is expected to contemplate six hours of English classes a week and expects 1200 teachers to teach those classes. Teachers must demonstrate a high level of English language and the ability to teach it. Also, the implementation of this program expect that students will be bilinguals in 20 years, graduating with a C1 level of the English language, this strategy contemplates the English language and its improvement in the levels of compulsory education mentioned above.(Estrategia Nacional de Inglés:Estrategia Nacional para el Fortalecimiento de la Enseñanza del Inglés, 2017, p. 29)

The National English Strategy will seek in 20 years that all Mexican students graduate from compulsory education with a level of English proficiency and competence equivalent to level B2 of the Common European Framework of Reference for Languages: Learning, Teaching, Evaluation (MCER).(Estrategia Nacional de Inglés:Estrategia Nacional para el Fortalecimiento de la Enseñanza del Inglés, 2017, p. 26)

“The program establishes that the compulsory education is divided into 5 cycles, the first cycle begins in the third grade of preschool, first and second grade

of elementary school. The familiarization of the English language is expected in this cycle. Then the second cycle starts at third and fourth grade and students are expected to interact in everyday situations in English. Continuing with the third cycle begins with fifth and sixth grade of elementary school in which students are expected to understand simple oral and written texts. Concluding with the last cycle that covers basic education, this cycle begins with the three grades of secondary education. The fifth and last cycle begins in upper secondary education”.

(Estrategia Nacional de Inglés: Estrategia Nacional para el Fortalecimiento de la Enseñanza del Inglés, 2017, p. 43)

As we can see this program includes secondary education, it is important to highlight that adolescent student face the challenge of being bilingual, in addition to meeting the requirements of the other subjects. For that reason, students need to be motivated to learn in a fun and dynamic way to promote a non- stress environment in teaching English, to encourage meaningful learning.

2.9 E.F. L English as a foreign language and E.S.L English as a second language

Learning a language involves many concepts, one of them is the difference between a second language (E.S.L) and a foreign language (E.F.L). It can be said that the ESL is acquired thanks to the context, this means that depending on the country to which someone belongs, the impact of a language, different from the mother tongue that is developed, in other words, if someone is in an environment where the language is also an official language, as his mother tongue, the

acquisition of that language will be easier and its retention too, since the language is everywhere. “For ESL, there are two kinds of audience. One is for people who immigrated to English-speaking countries; the other is for countries that once colonized English-speaking countries, such as Africa and Some countries in Southeast Asia. For these countries, their English proficiency determines whether they can survive or not”.(SI, 2019, p. 34)

On the other hand, EFL is that language learned in the school as part of the curriculum of each school and it is not an official language, in this case the student is only in contact with the language in the classroom, through books and the teacher. The student forgets important information about the language, since it cannot be practiced, because the student does not consider it useful in his/her daily life. All this change depends on the opportunities of each student, one of them the social status, where if the students can travel to a country where that language is spoken, they can out into practice the knowledge acquired in class. “...the audience of EFL is those whom English is not the first language or the official language of the country such as China, Japan, and South Korea. In these countries, English isn’t indispensable for daily communication (SI, 2019, p. 34)

2.10 Pronunciation

One important element when people learn a language is pronunciation, in other words, people cannot communicate in an oral way with others, the grammatical knowledge is null, although having a high level in grammar. Native speaker can get confused when a non- native speaker says a different word. “The

speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences” (Gilakjan, 2016, p.2). So, knowledge about how a word is pronounced is elemental for listening comprehension, in many cases students know the spelling and the meaning of a word but they do not know how is pronounced and when teachers play an audio, they cannot recognize the words.

Knowing how to pronounce is necessary for good communication, for students of English as a foreign language this arduous since they are not used to sounds of English that is, they do not know how to articulate and that is why it is essential to practice the pronunciation of words, it is not enough to know what they mean or how they are spelled “It seems as though some learners are more adept at acquiring good pronunciation. Even within one homogenous classroom, there is often a large discrepancy among the pronunciation ability of the students” (Gilakjani A. P., 2011, p. 77)

Looking up words in a dictionary we can know their pronunciation because to the phonetic transcription, it helps students to know how its sounds and how it is articulated, this can be achieved by teaching the phonetic alphabet. This information about Phonetic symbols of English pronunciation: taking from (Fletcher, 2009, P.p. 18-19) is presented below in Table 1 and Table 2.

Table 1 - Pronunciation of consonants (as taken from Fletcher, 2009, P.p. 18-19)

Symbol	Word	Transcription
/b/	Be	/bi/
/t/	Today	/tə'deɪ/
/d/	Do	/du/
/tʃ/	Chair	/tʃeɪ/
/dʒ/	Jar	/dʒɑː/
/k/	Clue	/klu/
/g/	Game	/geɪm/
/f/	Face	/feɪs/
/v/	Vain	/veɪn/
/θ/	Birth	/bɜːθ/
/ð/	This	/ðɪs/
/s/	see	/si/
/z/	zoo	/zu/
/ʃ/	She	/ʃi/
/ʒ/	Casual	/kæʒuəl/
/m/	Mom	/mɑːm/
/n/	Near	/nɪr/
/ŋ/	English	/ɪŋɡlɪʃ/
/h/	Hair	/heɪr/
/l/	learn	/lɜːn/
/r/	Race	/reɪs/
/w/	We	/wi/
/j/	You	/ju/
/p/	Park	/pɑːk/

The Above table (Table 1) contains the phonetic symbols of consonants; this table explains the way in which consonants sound, and the form in which they sound in a word.

Table 2 - Pronunciation of vowels (taken from Fletcher, 2009, P.p. 18-19)

Symbol	Word	Transcription
/æ/	Cat	/kæt/
/ʌ/	Cut	/kʌt/
/ɑ/	Hot	/hɑt/
/ɜr/	Girl	/gɜrl/
/e/	Let	/let/
/ə/	About	/əbaʊt/
/i/	Eat	/it/
/ɪ/	It	/ɪt/
/ɔ/	Door	/dɔr/
/u/	Do	/du/
/ʊ/	Book	/bʊk/
/eɪ/	They	/ðeɪ/
/ɔɪ/	Boy	/bɔɪ/
/oʊ/	Bone	/boʊn/
/aɪ/	My	/maɪ/
/aʊ/	Brown	/braʊn/

The previous table contains the phonetic symbols of Vowels; this table explains the way in which vowels sound, and how they sound in a word.

2.11 Vocabulary

Vocabulary is an essential part of languages acquisition it takes an important role in learning English, without vocabulary maintaining a conversation with people is difficult. Many students know how a sentence is formed, that is, they know the components of a sentence, but they do not have enough vocabulary to talk, trying to remember a word makes an annoying conversation so students start to speak in their mother tongue, this makes them not practice the language outside the classroom. “Vocabulary knowledge is often viewed as a critical tool for second

language learners because a limited vocabulary in a second language impedes successful communication” (Algahtan, 2015, p.22).

To improve in oral, writing and listening skills vocabulary is needed, many students face the challenge of reading a text and start to seek vocabulary in the dictionary, so they feel frustrated, it is the same case in writing, in classes the teacher asks students to write a simple paragraph and students cannot do it because the vocabulary is not enough, what makes it complicated. “It is important for them to really understand and know the words and be able to apply the words in different situations” (Feng, 2016, p.5)

When we talk about vocabulary, we can say that it is the learning of words in a language different from the mother tongue, or of the foreign language that is being learned; as the Cambridge Advance Learner’s Dictionary (2013) defines it vocabulary is “all the words that exist in a particular language”.

But what is a word? A word is group of letters or sounds that means something, So, learning words is not enough to be able to acquire a language since there are no isolated words “ vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand other or express their own ideas” (Lessard-Clouston, 2013, p. 2), let us take as an example the work “book” And “note” that separately has a meaning, but if we learn the word “notebook” we find it has a totally different meaning, it is true that book and notebook are nouns, the word notebook is also, but in this case it is a compound noun. Now what happens if the noun is no longer a noun? Take the example of “book in” we can note that it is not only accompanied by the preposition “in” which of course together have a different meaning, “make a reservation in

advance” no longer it has nothing to do with a particular book or position, the words that were separated are joined to form a phrasal verb, which help us to have a wider and more colorful Vocabulary to communicate with easy, “ the concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are: form, meaning and use”(Lessard-Clouston, teaching Vocabulary, 2013, p. 3).How can we see, the acquisition of vocabulary is so important and essential to be able to understand all the connotation into a single word.

Table 3 What is involved in knowing a word: (summarized from:Lessard-Clouston, teaching vocabulary , 2013, p. 4)

Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken	What does the word sound like?	How is the word pronounced?
	written	What does the word look like?	How is the word written and spelled?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	concepts and referents	What is included in this concept?	What items can the concept refer to?
	associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	constraints on use (register, frequency . . .)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Table 3 above explains the use of vocabulary for a good communication and the function of words. In other words, the functions of words, how we can use them depending on meaning, in addition to knowing the function of words, we can know their pronunciation, spelling and meaning.

2.12 (L1) First language and Mother tongue

Since a baby is born, he or she acquires the language of his or her mother. This language can be any language, such as English, French, and Spanish etc. It is called (L1) Mother tongue. or First language. “In first language acquisition children are acquiring knowledge about the world at the same time that they are acquiring language”(Jisa, 2009, p. 17).The baby is in touch with the language thanks to the environment in which it is located, a baby can have two first languages, if his or her parents are of different nationalities. This (L1) is acquiring at the same time the baby grows.

2.13 The importance of translating from (L2) Second language/Foreign language to (L1) Mother tongue/ First language

As mentioned in point 2.10, the lyrics have an important role, so translate those lyrics to the (L1) or mother tongue, is necessary since the student can not only recognize the spelling and the pronunciation in the (L2) or second language, in this case English, but also the meaning of those words, facilitating the acquisition and retention of vocabulary. “Translation is a useful device in the learning process of ESL learners; furthermore, it is an aid to enhance foreign

language proficiency. It has a facilitating function in the comprehension of the foreign language”(Mart, 2013, p. 103).Another point to obtain vocabulary in an easier way is to play the song and follow the lyrics translated to the (L1) so the students can know the meaning at the same time the singer sings. Therefore, using a song helps to obtain three points: spelling, pronunciation, and the meaning of a word. “Providing students accurate translation of an English word will help them understand quickly, and they can acquire the target language with ease”(Mart, 2013, p. 104)

However, Shiyab and Abdullateef (as cited in França 2009, p.184) explain that “[...] the learner makes use of the prior knowledge that exists within him and that there is a process of mental translation going on throughout the process of language learning”

2.14 The importance of grammar

As mentioned in previous chapters, acquiring vocabulary and pronunciation is very important, it helps students express themselves better, but grammar should not be left aside, which is why it is important to learn them at the same time. For students retain information of grammatical structures is bored since they have to remember the structure at the same time, they search in the dictionary the meaning of words they don't know, is the same when students have to read a text, write an essay, or listen an audio, so, with the use of songs students can acquire vocabulary which makes learn grammar easier. “...grammar means several things for several people. The concept of grammar usually brings a notion of certain areas

of language, mainly parts of speech into the minds of ESL learners (Majeed, 2018, p. 653)

Combining grammar with songs in the classroom will help students learn in a fun way and avoid the monotony of just learning and memorizing grammar structures, with the use of songs, students will realize how grammar is used and it will be easier to retain information. So, when students do activities like listening, reading, writing, and speaking, they can use that knowledge acquired with the songs and of course with the grammar classes, so they can do those activities with fewer problems, motivating them to continue learning English.

2.15 The use of pop songs in English classes

Implementing pop songs in the lesson plans for teaching English is a good tool. “The incorporation of popular English songs into regular curriculum might provide promising results. There are many advantages of using songs to assist language teaching and learning”. (Chen, 2009, p. 15). Thanks to technology, the music of a plenty of pop singers have spread all over the world, and Mexico is not the exception, it is no longer so difficult to have access to the music of those singers. For secondary students is easy to feel identified with the lyrics of the songs and music and rhythm attracts them. This made the language meaningful for them, sometimes students see English not useful in their daily life, they study English just because is mandatory.

Then, the use of pop songs to teach adolescent students, is useful to motivate them to learn the language thus it is a contextual tool that is available to

public secondary schools in Mexico through social media. This can help motivate you to learn new languages, in this case English language. As Chen (2009, p 14), “Motivation contributes significantly to success in learning, and it is also recognized as an important factor in L2 achievement”.

When students realize the meaning of a song, they feel so happy and want to know more, this makes the classes attractive and different without neglecting traditional grammar classes. “They often are strongly motivated to work with new pop songs or even with older favorites, the lyrics to which learners have heard, but never understood”.(Mots, 2016, p. 17). About the benefits of using songs inside the classroom (Shen, 2009, P.p. 89-90.) specifies eight different advantages that can be seen below in Table 4.

Table 4 Benefits that songs have in Learning English: (summarized from: Shen 2009, P.p.89-90)

Multiple Intelligences	Hemisphere functioning	Stimulation of affective learning	The Affective Filter Hypothesis	Anxiety	Arousal of motivation	Effects of Affective learning	language awareness
Listening to English songs is of great value to tap the learner's linguistic potentials through enchanting melodies, varying rhythms and image-evoking lyrics, which appeal to multidimensional development of human intelligence.	in language learning. Songs enter the human brain—from left ear to right hemisphere—in a rather different way from our speech and thus can stimulate language learning in the right hemisphere, whose involvement in language processing become more active in eliciting the overall meaning and processing formulaic speech (Ellis, 1985).	Using English songs in EFL classrooms can successfully bring about affective learning through providing a harmonious atmosphere, reducing students' anxiety, fostering their interests and motivating them to learn the target language. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxed.	The Affective Filter Hypothesis suggests that an ideal teacher should be capable of providing a classroom atmosphere conducive to motivating, encouraging his students and lessening their anxiety if there's any. *In this case through the use of songs. (Note of the researcher of the present study)	To minimize the amount of anxiety in foreign language learners becomes crucial to successful language learning	When they are learning fast and continuously making progress, they will be more confident, highly motivated and devoted to the learning task.	Songs serve as the very source of such target language use that helps to promote students' language awareness in learning English as a foreign language.	"Language awareness is a mental attribute which develops through paying motivated attention to language in use, and which enables language learners to gradually gain insights into how languages work the difficulties that learners have encountered in singing English songs will enable them to notice the gap between their actual performance in the target language and the proficiency of the native singers.

The previous table (Table 4) explains the benefits to learn English through song, how songs can help to persons with multiple choice intelligent, listen to song stimulated areas of the brain, reduces anxiety for a good learning of language. Songs helps people to be aware of language and motivate them to learn.

CHAPTER III: METHODOLOGY

This chapter gives specific information about the participants, instruments, and procedures to carry out this investigation. It also presents the results and gives a specific analysis of the data collection that promotes the development of this study.

The main objective of this research was to analyze the perspectives of English teachers on the use of songs to help students obtain and enhance vocabulary and pronunciation. Other objective was to analyze the perspectives of students on the use of song to enhance their vocabulary and pronunciation and how it motivates them to learn English, a survey was applied for the three teachers of each group.

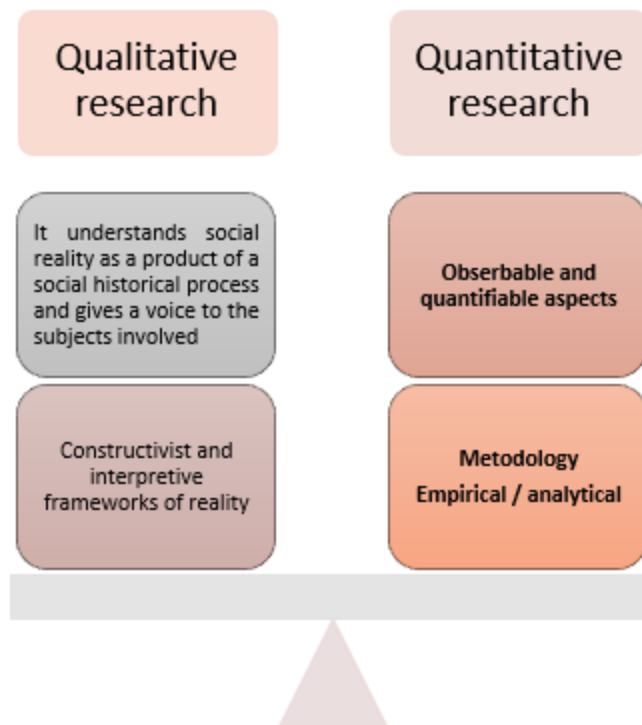
3.1 Research Method

The method used in this research is qualitative research with a survey technique and a questionnaire instrument through the phenomenological interpretive framework that allows knowing and describing the experiences and opinions of the participants about the importance of the use of songs for the learning and teaching of the English language. Nassaji, (2015, p. 129) says that ... “the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships”.

Therefore, for the purposes of this paper, the present research uses surveys for teachers and students of three different groups to analyze their opinion about the use of songs to teach and learn English. The information obtained yields descriptive data. “The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall, et. al. as cited in Nassaji, 2015, p. 129)

3.2 Qualitative research

Qualitative research is responsible for understanding social reality from the perspectives of the subjects involved in research, unlike quantitative research that is responsible for testing hypotheses through verifiable facts. Sanchez, (2006)



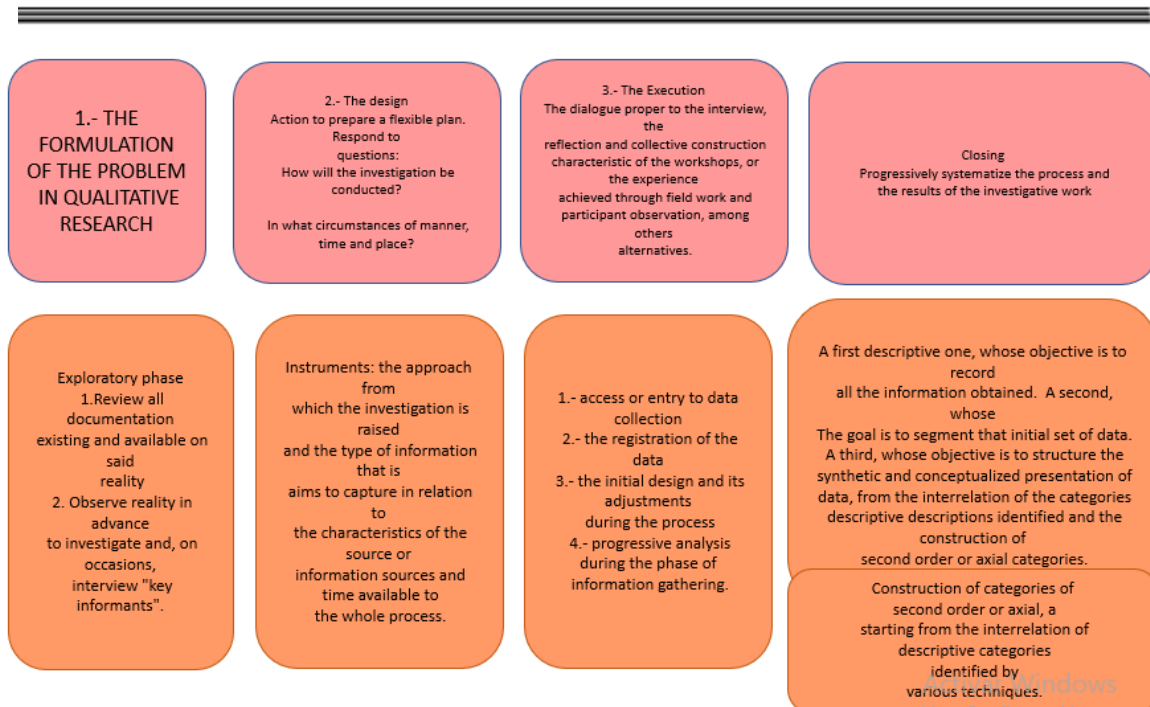
Graphic with information from Sanchez, (2006).

3.4 Stages of the qualitative research method

Qualitative research, according with Quintana, (2006) has 4 steps:

- 1- The formation of the problem
- 2- The design
- 3- The execution
- 4- The closing

In formulating the problem, the importance of reviewing the documentation and the general panorama is established of the topic to work. In the design, it is important to identify the relevant research instruments according to with the problem that has been raised. Regarding the execution, in which the start-up of the field work is established, that allows the systematization of data access, registration and initial design with adjustments to the process to carry out a progressive analysis of the collection of information, this should allow to have guiding principles of sampling and selection of participants. Finally, the closing raises the systematization of the process and the results.



Graphic with information from Quintana, (2006)

3.5 Phenomenological framework

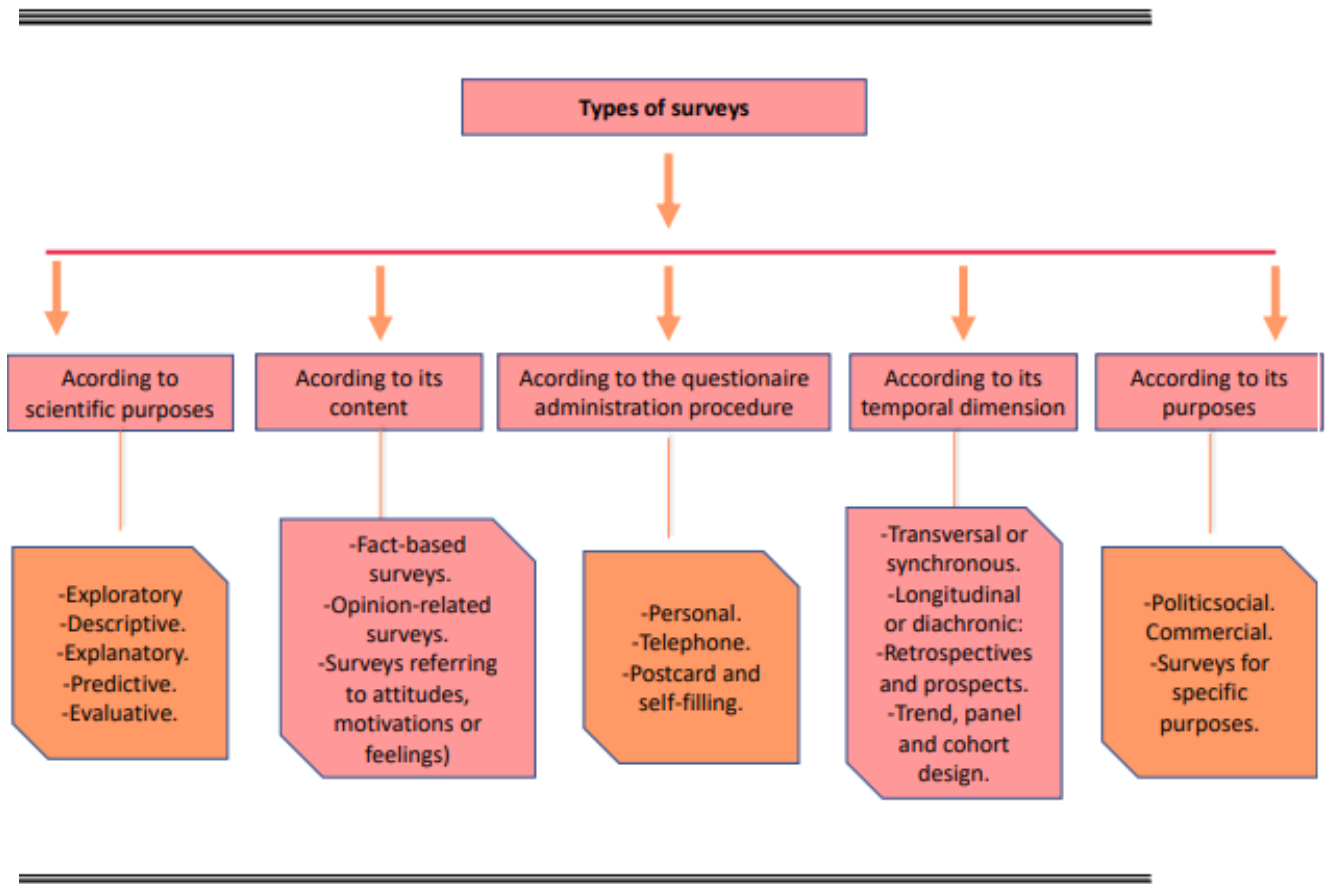
The fundamental function of phenomenology is the interpretive reflection of lived experiences, trying to explain the "experience" and clarify the "things themselves" starting from consciousness, Rubio, and Arias (2013).

Phenomenology approaches the properly human, and the discipline of teaching English is human; Therefore, this type of approach produces scientific knowledge that strengthens the understanding of the teaching practices of the English language.

Human phenomena are too complex to only be studied from a quantitative approach since it lacks elements to be able to explain them in their entirety. Qualitative research, specifically phenomenology, supports understanding human phenomena.

3.6 The design of the survey

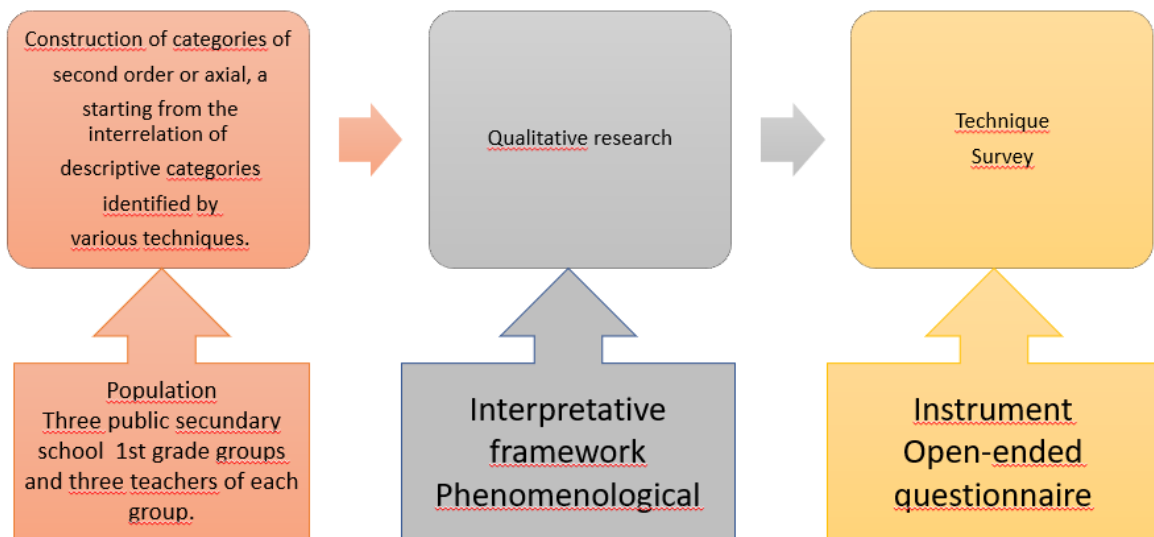
The survey is a tool with which the researcher can obtain information from the subjects who are investigating this helps to know what their research subjects want, feel or think. The survey collects the data in an orderly way and systematizes the variables of a research and its population.



Graphic with information from Vidal, (2009).

3.7 Participants

The participants for this research are firstly three teachers of English of a public secondary school located in Puebla city Escuela Secundaria Tecnica # 60 they are around 42 and 45 aged with a lower middle economic stratum and students of three groups (called 1,2 and 3 for the purposes of this paper), they are 11-12 aged with a lower middle economic stratum. They are studying the first grade of secondary school. The study was applied to three different groups, with 32 students in each group, 96 students in total.



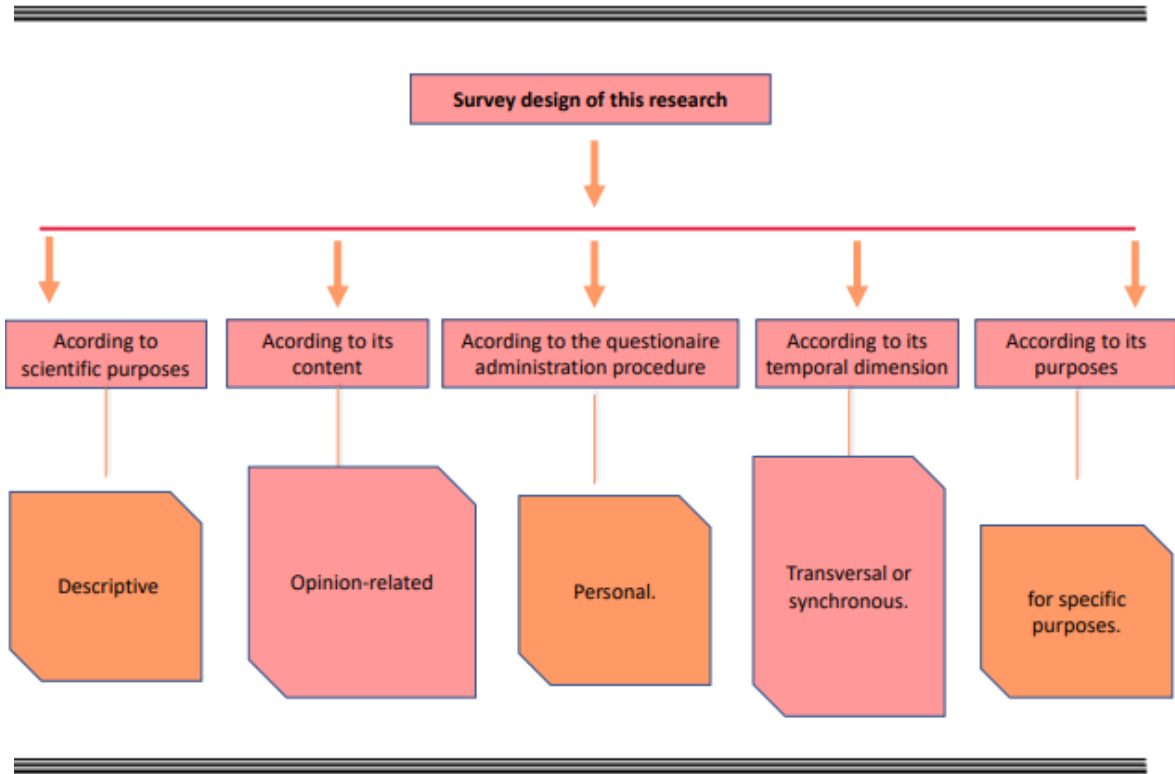
3.8 Survey Techniques

A survey contains the main data about the participants of a research by using questionnaires. As Mathers (2009) points out “Surveys are a very traditional way of conducting research, they are particularly useful for non- experimental descriptive designs that seek to describe reality”.

3.9 Surveys

Two different questionnaires were used during this research to collect information about those opinions and perspectives of 3 teachers and 96 English students, from the school Escuela Secundaria Tecnica, to know their perspectives of the use of songs in their English class to motivate English learning and make attractive English classes, teaching them pronunciation and vocabulary. (See Appendix 1 and Appendix 2 at the end of this study for more reference).

According to Vidal (2009), the survey was used through an open questionnaire with the characteristics that are announced in the following graphic:



3.10 Survey categories to construct the questionnaire technique

Using the design of the surveys, the categories were elaborated to construct the questionnaire, which were the following.

CATEGORY	ANALYSIS UNIT	SURVEY QUESTIONS
Category 1 Relevance of the English language for students	Opinions students have about the use of songs	-¿crees que es importante aprender inglés? -¿crees que el inglés te es útil? Si/no ¿por qué?
Category 2 Interest in learning the English language	Students interest in learning a new language	-¿te gusta aprender el idioma inglés? -¿los temas vistos en clase de inglés se relacionan a tu vida cotidiana?
Category 3 Didactic experience with the use of songs	<ul style="list-style-type: none"> - Opinions on the use of songs to learn English - Opinions about the exercises and dynamics that motivate students to learn English - Opinions about didactics that help them learn English 	-¿crees que el uso de canciones en la clase te ayudaría a aprender el inglés? -¿los ejercicios y dinámicas en clase de inglés te motivan a aprender inglés? -¿Crees que es importante el vocabulario para poder hablar inglés? -¿crees que el uso de canciones haría la clase de inglés más interesante? -¿Crees que la pronunciación es importante para poder entender el inglés? -¿el material que utilizan en clase te ayuda a entender el inglés?

3.11 Data Collection

The data were obtained according to the qualitative research methodology and the design of the surveys according to Vidal, (2009). To carry out the research, permission was requested from the directors of the institution to apply the questionnaire instrument.

3.12 Data Analysis

After the instrument was applied to the participants, the results were analyzed to obtain the most important information, in addition, the information was classified into tables in order to compare teachers' responses with students' responses Those tables are presented in the next chapter.

Once the survey analysis was made, the next step was to compare them for further description. Finally, some conclusions to answer the research questions were drawn.

CHAPTER IV: RESEARCH RESULTS AND DATA ANALYSIS

This chapter contains the results and the analysis of the research instrument and the interpretation of the teacher's and students' answers. For this study the participation of three first grade secondary English teachers were required to collect their answers and analyze them. Also, the participants for this study were students of secondary school of first grade with an age range of 11 to 12 years old. Three groups of 32 students (96 students in total) in first grade in the Secundaria Técnica number 1, were asked to answer the instrument to collect their opinions and analyze them.

4.1 Data analysis of the students' questionnaire

To analyze the student's responses, it was necessary to place the information into graphics question by question in order to obtain the results found in this study.

The purpose of question number 1 was to know if it was important for students to learn English, such results can be seen below in Figure 1.

Category 1 analysis

Category 1	ANALYSIS UNIT	SURVEY QUESTIONS
Relevance of the English language for students	Opinion's students have about the use of songs	- ¿Crees que es importante aprender inglés? - ¿Crees que el inglés te es útil? Si/no ¿por qué?

Figure 1. Students' opinion of the Importance of English

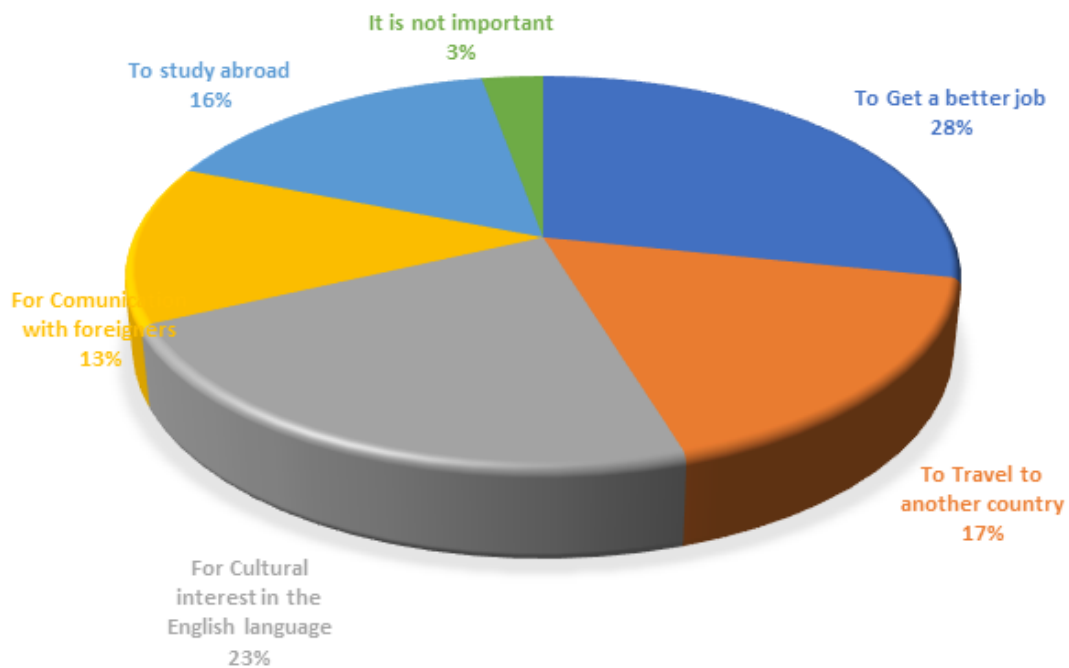


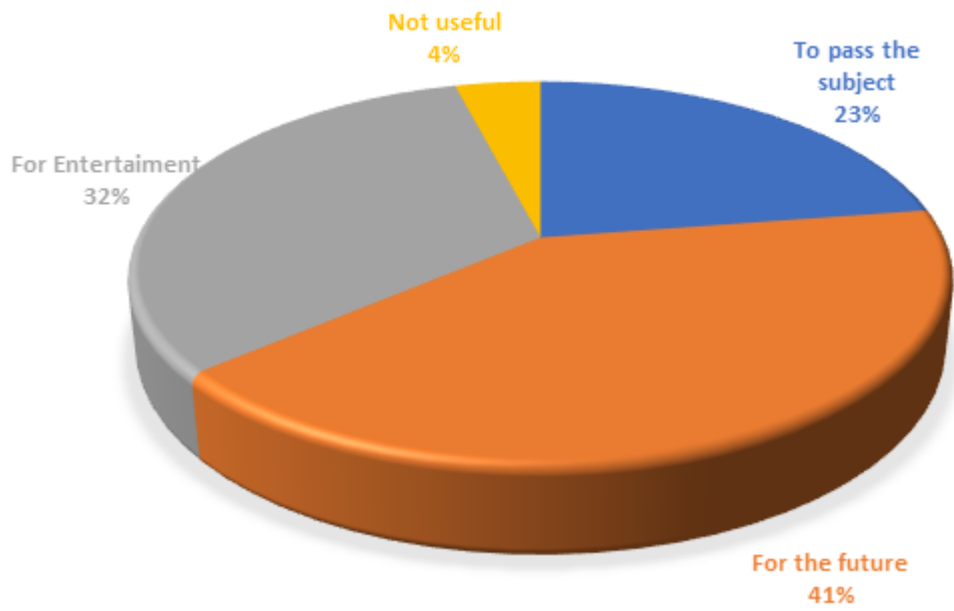
Figure 1 above shows that 3% of students, 3 of them, consider that learning English is not important, 16% of students, 15 of them, consider important learning English to study abroad, 17%,16 students, consider important to learn English for traveling to another country, 13%, 12 of them, of students consider important learning English to communicate with foreigners, 23% of students, 23 of them, believe that learning English is important for cultural interest in the English language Finally 29% of the students, 27 of them, believe that learning English is important to obtain a better job. In total 96 surveyed students.

Thus, most students considered that English is important to obtain a job. This idea is explained by According to Reddy (2016):

“English is essential for getting a good job and better salaries. Multinational business organizations and many international corporations ask for people who have a good working knowledge of English. Even job advertisements in local market also require English knowing people. People who go abroad for work also need to know English. English is need for a variety of jobs as like air hostess, pilot, travel guide, media manager etc.”. (p. 181)

It was important to know whether the English language was considered useful for students. Thus, the information obtained in question 2 can be seen below in Figure 2.

Figure 2. The usefulness of English language for students' lives



In the above Figure 2 it can be seen that 4% of the students, 4 of them, consider that english is not useful, 23% of the students, 22 of them, consider study English just to pass the subjetc, 32% of the students, 31 of them, study English only for entertainment while 41%, 39 of them, are sudying for their future. In total 96 surveyed students.

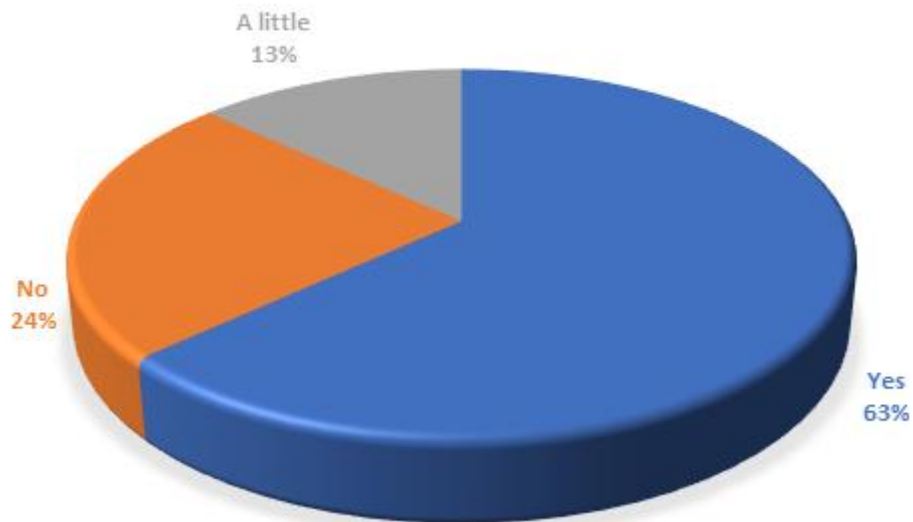
As a result, English importance is known by the parents of the students and also by the students themselves as an important tool for their future studies and jobs. Reddy (p.179) says that “English learners opt to take English to develop for communication socially with others to become part of global economy”.

Category 2 analysis

Category 2	Unidad de analysis	Survey questions
Interest in learning the English language	Students interest in learning a new language	- ¿Te gusta aprender el idioma inglés? - ¿Los temas vistos en clase de inglés se relacionan a tu vida

Question 3 was about whether students like to learn the English language. Such information can be seen below in Figure 3.

Figure 3. Students' preference to learn the English language.



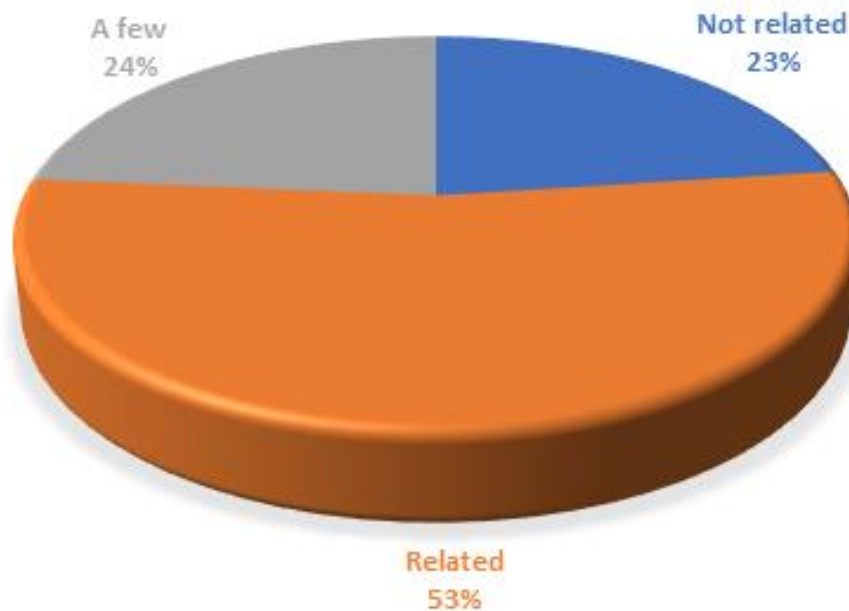
In the above Figure 3 it is shown that 24% of the students, 23 of them, do not have a preference to learn the English language, 13% of the students, 12 of them, have a preference to learn the English language, while 63% of the students, 61 of them, have a genuine interest in learning English. In total 96 surveyed students.

Thus, English interest greatly influences language acquisition. If students do not have an interest of their own, learning the language is more difficult for them. Interest is the biggest

trigger for motivation. As Alizadeth (2016, p. 11) says "Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is difficult for learners to gain effective learning"

Other purpose of this study was to know if the English language is integrated in the daily life of the students. So, the information related to question 4 is presented below in Figure 4.

Figure 4. Relationship of English language with the daily life of the students



The above Figure 4 presents that 24% of the students, 23 of them, have a few relationships of English in their daily life, 23% of the students, 22 of them, do not have a relationship of English in their daily life, finally 53 %, 51 of them, have a consider relationship with the English language in their daily life. In total 96 surveyed students

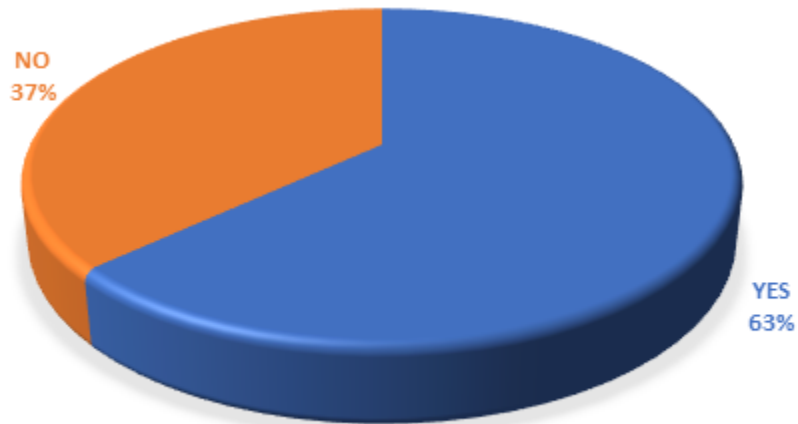
Thus, the relationship between the learners and the English language in their daily life is crucial for their learning. Therefore, if the students have an interest in the language but there is not a close relationship with the language outside the school environment, this interest may decrease and become a demotivation for them, this occurs in countries where the English language is not a mother tongue, as well as in Mexico, the English language is taught as EFL (English as a Foreign Language) this causes that the language is not practiced outside the classroom.

As Si (2019, p. 35) says “ EFL teaching has its shortcomings, learners are too passive, and learners rely on teachers to acquire information for learning”. For this reason it is important the student has a close relationship with the English language in their daily life. Question 5 in this study pretended to know if songs in English would help students learn the English language. Such information is presented below in Figure 5.

Category 3	Analysis unit	questions
Didactic experience with the use of songs	<ul style="list-style-type: none"> - Opinions on the use of songs to learn English - Opinions about the exercises and dynamics that motivate students to learn English Opinions about didactics that help them learn English 	<ul style="list-style-type: none"> - ¿Crees que el uso de canciones en la clase te ayudaría a aprender el inglés? - ¿Los ejercicios y dinámicas en clase de inglés te motivan a aprender inglés? - ¿Crees que es importante el vocabulario para poder hablar inglés? - ¿Crees que el uso de canciones haría la clase de inglés más interesante? - ¿Crees que la pronunciación es importante para poder entender el inglés? - ¿El material que utilizan en clase te ayuda a entender el inglés

Category 3 analysis

Figure 5. Students thoughts and beliefs related to songs in English and their help in order students could learn the English language

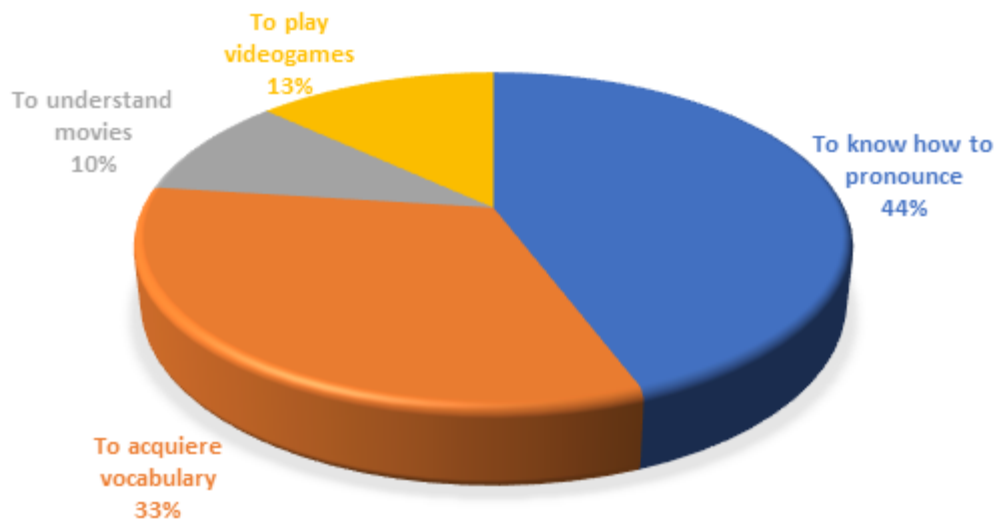


In the above Figure 5, it is shown that 37 % of the students, 36 of them, do not consider helthful the use of song for their learning, while 63 % of students, 60 of them, consider the use of song helthful for their learning. In total 96 surveyed students.

Hence, students consider that the use of songs can help them to learn English. Thus, songs are a useful tool in classroom and outside the classroom, songs help students to motivate them, and improve their memory. Since songs are a pack of music, rhythm and culture of the target language. Music is part of everyone' life, used for differents purposes and in teaching it cannot be missing. As Batista (2008, p. 156) states "Music is so powerful in the language classroom that it enhances a wide range of social and academic skills, activating memory, facilitating language development, and above all, fostering positive attitudes

towards learning”. Question 6 was planned to know if students have an interest in learning the English language. This information is presented below in Figure 6.

Figure 6. Interest in learning the English language



In the above Figure 6 it is noted that 10 % of the students, 7 of them, just have an interest on learning English to understand movies, 13% of the students, 12 of them, have an interest on learning English just to play videogames, 33 % of the students, 32 of them, have an interest on learning English to acquire vocabulary while 44% of the students, 42 of them, have an interest on learning English to know how to pronounce the words. In total 96 surveyed students.

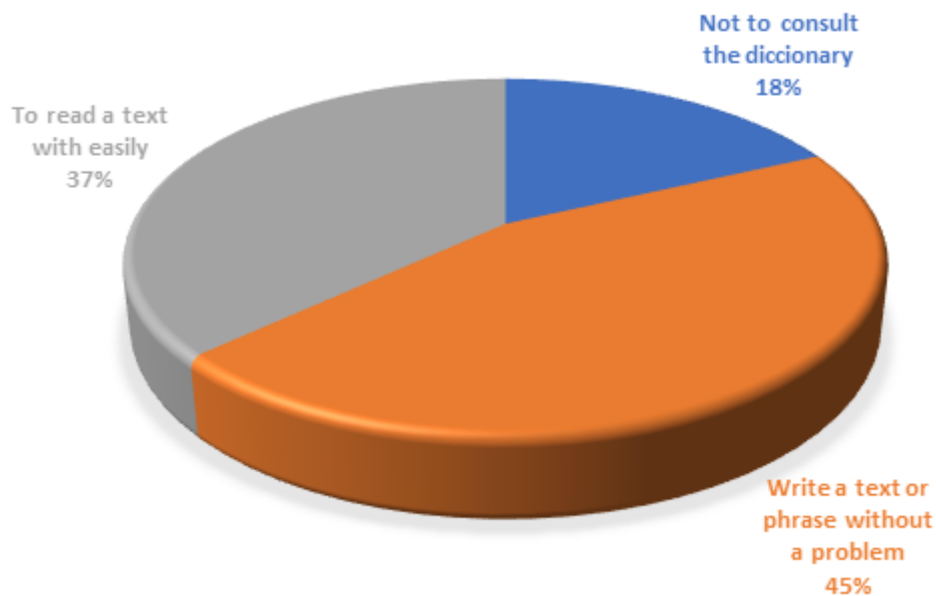
Then, most of the students have an interest in the English language to acquire vocabulary and pronunciation, These two elements of language are very important, because acquiring the largest number of words makes learning less stressful, students gain confidence and helps them to express either orally or in

writing as Backley (2013, p. 126) says that, ... “ a good pronunciation is an asset to the speaker himself, as it provides him with a valuable confidence boost”. It also improves listening comprehension, even helping students understand texts without the need to look up many words in the dictionary. leaving only the most difficult ones.

Algahtan (2015, p. 22) states that “ vocabulary knowledge is often viewed as a critical tool for language learners because a limited vocabulary in a second language impedes successful communication”.

The purpose of question 7 was to know if students considered vocabulary important and useful. Such information is shown below in Figure 7.

Figure 7. Students’ beliefs about the importance of vocabulary and usefulness for them

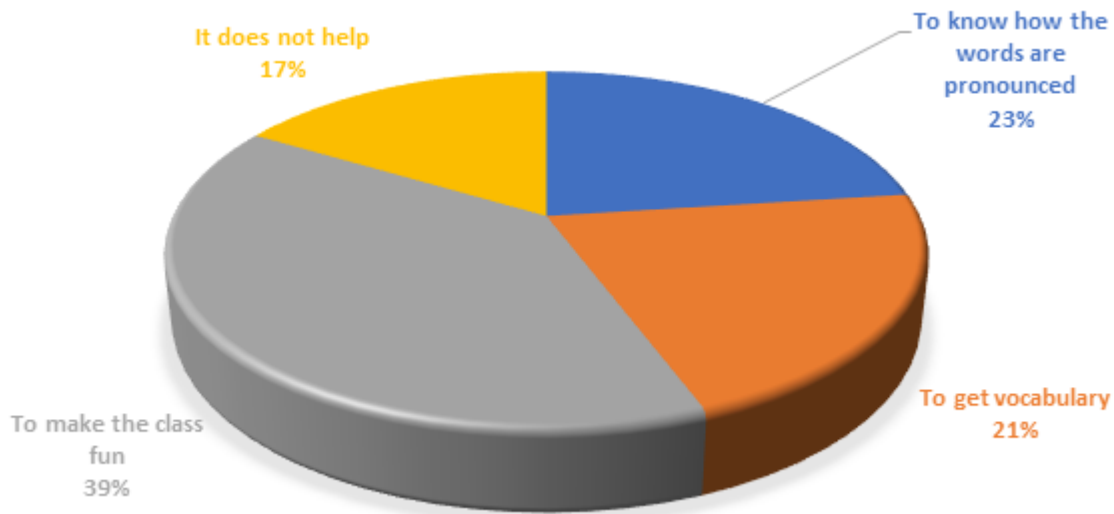


In the above Figure 7 it can be noticed that 18 % of the students, 17 of them, believe that vocabulary is useful to avoid having to consult the dictionary, 37 % of the students, 36 of them, believe that the vocabulary is useful to read texts without easily, by last 45 % of the students, 43 of them, believe that the vocabulary is useful to write sentences without problems. In total 96 surveyed students.

As a result, the vocabulary is so important in several aspects, therefore, in that way students achieve optimal communication and can express themselves in various ways, since on some occasions students can express themselves in writing but not orally or vice versa, they can even understand texts when reading them but cannot write a simple text. Vocabulary gives students, This gives students sufficient confidence to develop academically and socially. As Moghadam (2012, p. 558) announces, ... “knowing a great amount of vocabulary is actually favorable since it assists learners to speak more and to have a good influence on other people as well. A great number of words is required for being competent in a foreign language.”

The purpose of question 8 was to know the way in which songs help students in English classes. The results of this question can be appreciated below in Figure 8.

Figure 8. Way in which songs help students in English classes



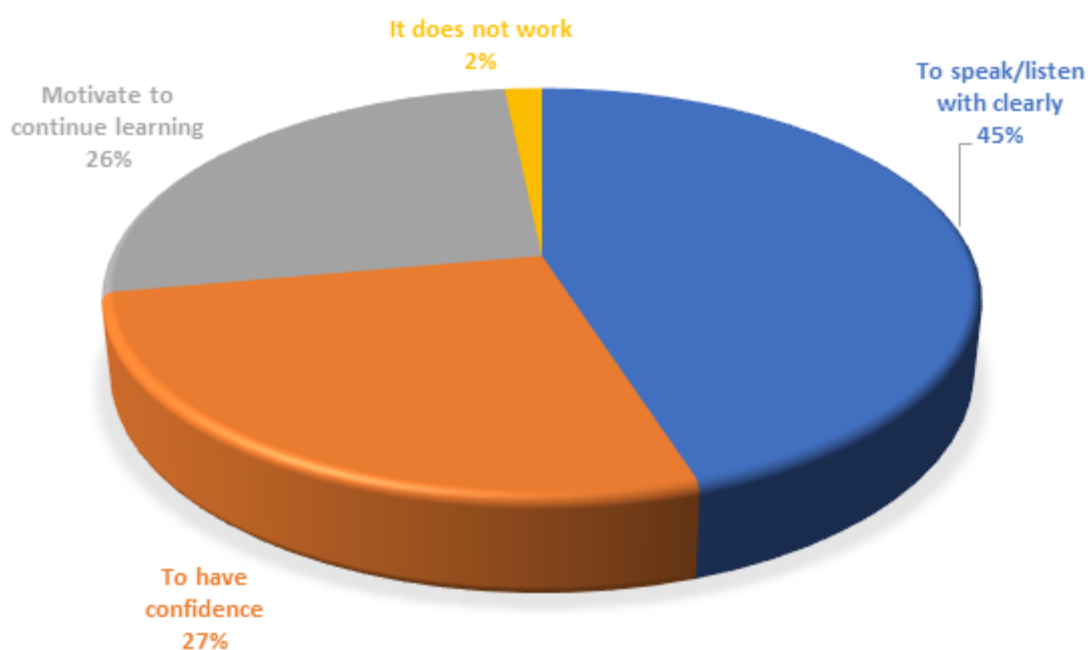
In the above Figure 8 it is shown that 17% of the students, 16 of Them, consider that songs would not help them in English classes, 21 % of the students, 20 of them, consider songs would help them to get vocabualry, 23 % of the students, 23 of them, consider songs would help them to know how the words are pronounced while 39 %, 37 of them, consider songs would help them to make the class funny. In total 96 surveyed students.

As consequence it can be said that songs are a crucial element for teaching,the use of songs in the classroom is very important for students' learning, it helps to create a pleasant environment, it reduces monotony, helping students to not see the English class as something annoying or an obligation. (Dzanic, 2016, p. 40) States “ Songs are appreciated for their linguistic pedagogical, cultural and

entertaining features and they are precious language learning materials , They can be used to teach and develop every aspect of a language”.

The purpose of question 9 was to obtain information about the benefits of good pronunciation in students; this information is shown in Figure 9 below.

Figure 9. Benefits of good pronunciation in students.



In the above Figure 9 it can be seen that 45 % of the students, 43 of them, consider that having a good pronunciation benefits them, since thanks to this they can speak and listen with clearly, 27% of the students, 26 of them, consider that having a good pronunciation benefits them, because it gives them confidence, 26 % of the students, 25 of them, they consider that having a good pronunciation benefits them, because it motivates them to continue learning the language, in

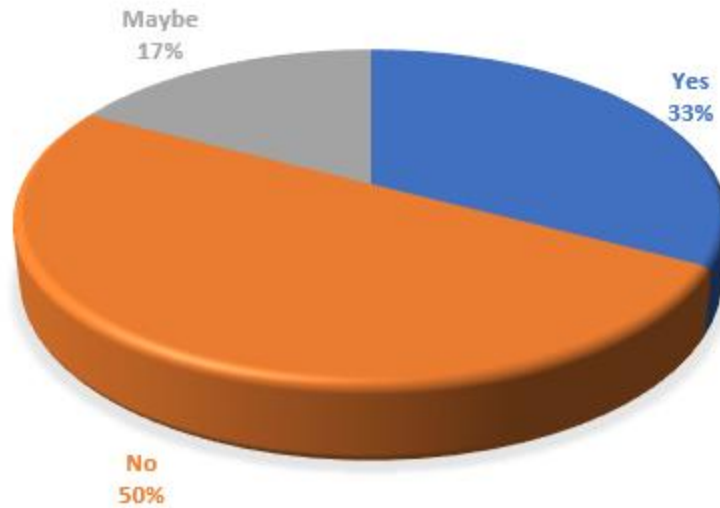
contrast 2 % of the students, 2 of them, consider that it does not give them any benefit. In total 96 surveyed students.

It can be implied that a good pronunciation has a positive impact on students learning, it helps them to feel confident and stay motivated, improving their listening and speaking skills. These two skills are crucial for them as this encourages them to express themselves clearly and put aside the embarrassment of public speaking, this undoubtedly motivates them to continue learning not only in the classroom but also on their own. significantly improving their language level. According with (Ulate, 2008):

“Pronunciation plays a very important role in language learning because even when grammar and vocabulary are used correctly, if vowel and consonant sounds and aspects such as intonation, linking, rhythm and stress are not produced accurately, the intended message cannot be delivered comprehensibly. This leads to misunderstanding and a failure to communicate and in turn learners frustration.” (p. 99)

The purpose of question 10 was twofold. First: to know if the material and method used in the English classes help students to learn and motivate them to learn English language. Second: to know if students would like to learn English through songs in the English classes. This information is presented below in Figure 10 and figure 11

Figure 10. Effectiveness of material and method used in class

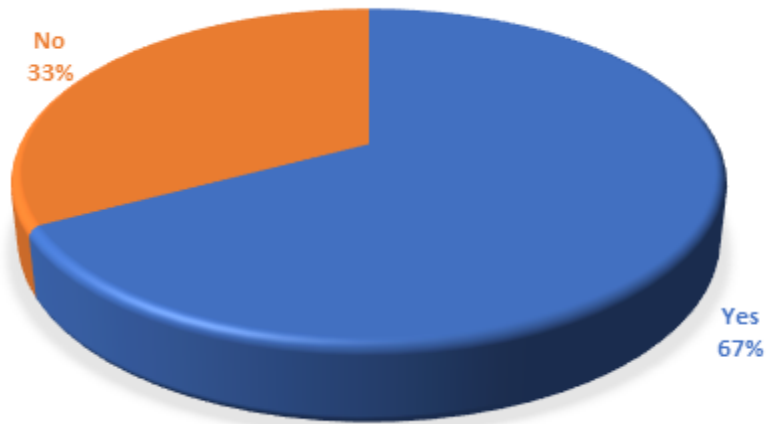


In the above Figure 10 it is seen that 17 % of the students, 16 of them, consider that the material used in class is a little effective in their learning, 50% of the students, 48 of them, consider that the material used in class is not effective in their learning, 33 % of the students, 32 of them, consider that the material used in class is effective in their learning. In total 96 surveyed students.

As a result the material used in class is very important in the classroom since students like flashy and playful activities. Because times have changed and technology has expanded more and more in daily life, it is not a surprise that it has affected the school environment, that is why English teachers have to adapt their classes and materials to provide students an effective teaching. As Rao (2019) says

“As authentic materials play a vital role in promoting the learners’ learning and creates interest among learners to learn the English language in a natural way with proper motivation, the teacher of English should use these authentic materials in their day to day teaching proffession” (p,1).

Figure 11. Preference of students to learn English through songs in the English classes



In the above Figure 11 it can be seen that 67 % of the students, 64 of them, prefer to learn English through songs in the classroom, and only 33% of the students, 32 of them, prefer not to learn English through songs in the classroom. In total 96 surveyed students.

Therefore, the use of songs in the classroom is essential due to the songs help the students in various ways, they feel identified with the message that the interpreter shows in a song, in this way they are interested in the lyrics and in memorizing the song it is more difficult for them to forget the words, this proves that the atmosphere in class is not monotonous. In a song not only is isolated vocabulary found but also an endless number of linguistic elements such as: phrasal verbs, idioms, saying and grammatical structures, so the students have

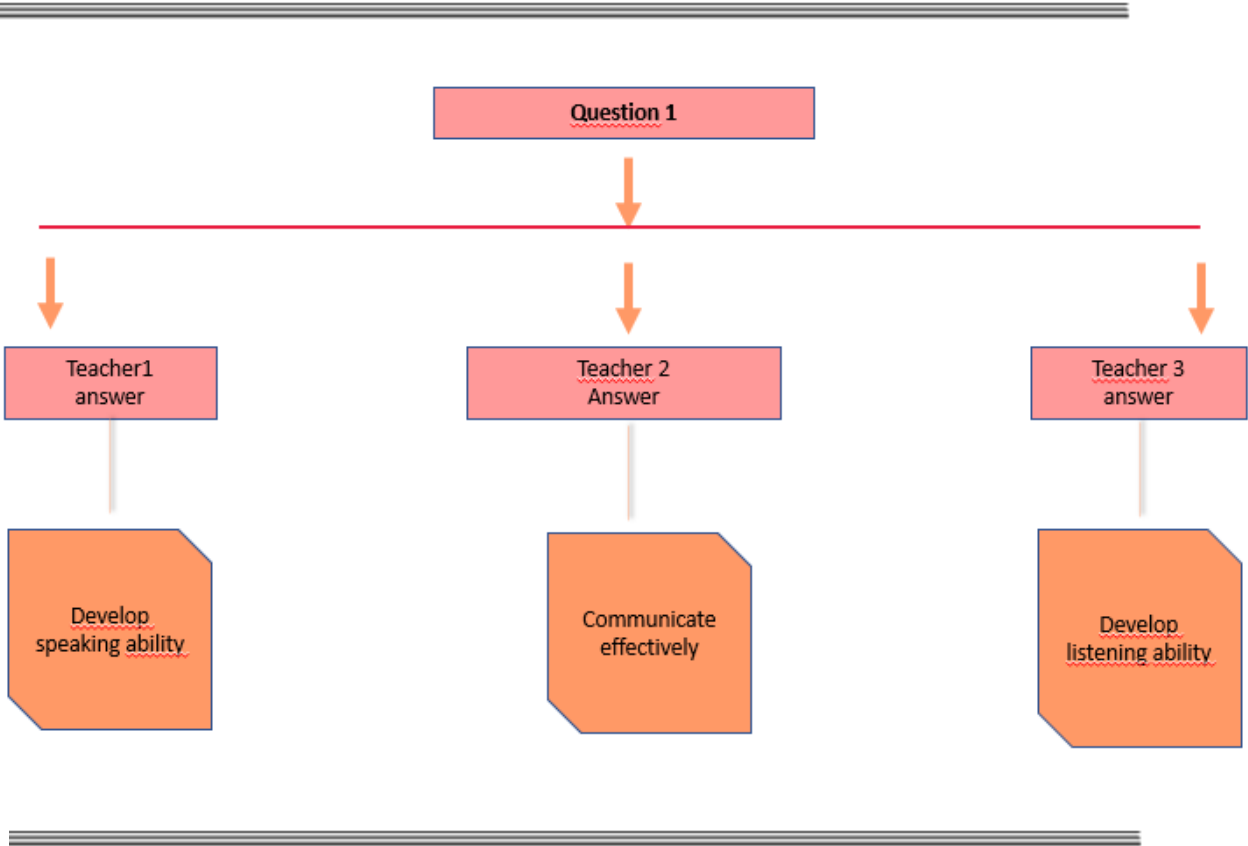
prior knowledge the student will be interested in knowing in depth about the subject. By implementing the use of songs to the lesson plan an effective learning will be achieved.

As Palacios (2014, p. 13) states “Songs, as texts, can be read and interpreted by each individual, allowing students to bring to mind issues of their real-life contexts, connecting those with the way in which social processes are being portrayed in the songs, and thus, encouraging a Students’ Responses to the Use of Songs active role in the development of class activities.”

4.2 Data analysis of Teachers’ answers

For this study another questionnaire was applied to three first grade secondary English teachers to collect their answers and analyze for the purposes of this study then the information was place into graphs. The purpose of question 1 was to know if teachers considered important pronunciation in students and its benefits in them. Such information can be seen below in Figure 12.

Figure 12. Teachers' beliefs about the importance of pronunciation and its benefits on students



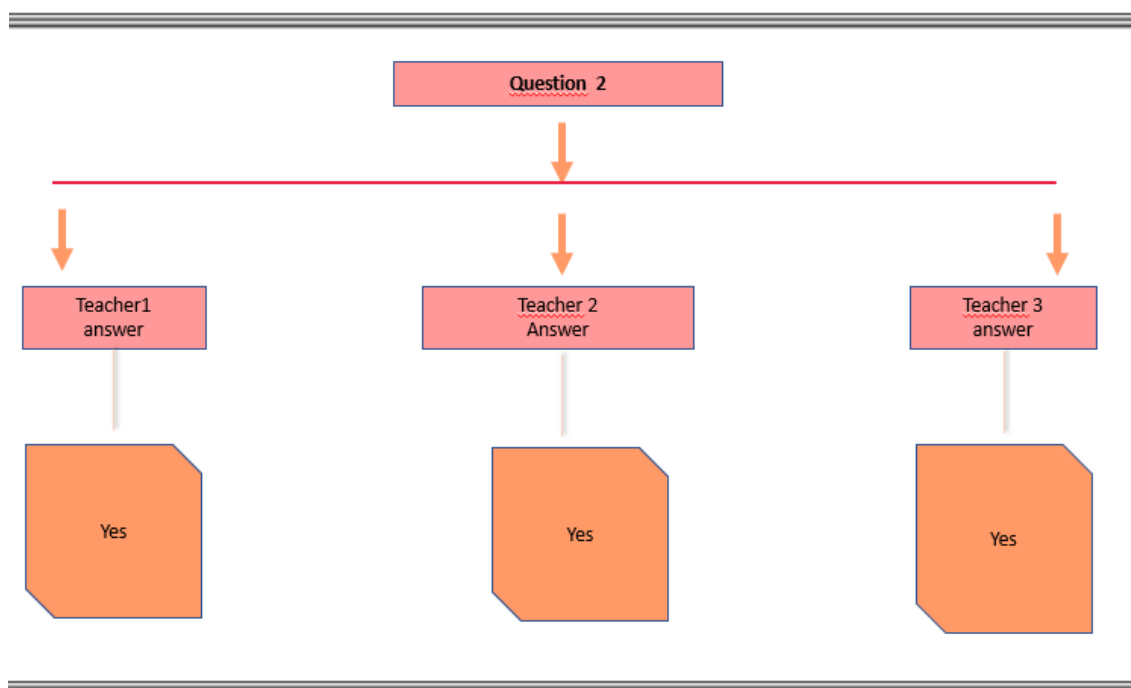
In the above Figure 12 it can be seen the teachers' belief about the importance of pronunciation to benefit students. There are three important elements to consider, one of them is the development of speaking ability that students acquire, secondly, for teachers is crucial that students can communicate effectively and at last the listening ability is crucial as well. Inconveniently in most cases, teachers must comply the syllabus that the school imposes and that they must fulfill on time, neglecting the teaching of pronunciation, having more emphasis in other skills first. Although for teachers the pronunciation is quite

important to teach, they face several difficulties to achieve it as Gilakjan (2016) states

“English pronunciation is difficult for some reasons; Teachers are left without clear guidelines and are faced with contradictory practices for pronunciation instructions. There is no well – established systematic method of deciding what to teach, when, and how to do it. As a result of these problems, pronunciation instruction is less important, and teachers are not very comfortable in teaching pronunciation on their classes” (p,1).

The second question had the purpose of knowing if teachers think that the use of songs would help to motivate students to learn English. Below the results of this question is shown in Figure 13.

Figure 13. Perspectives of teachers about if it is useful the use of songs to motivate students to learn English

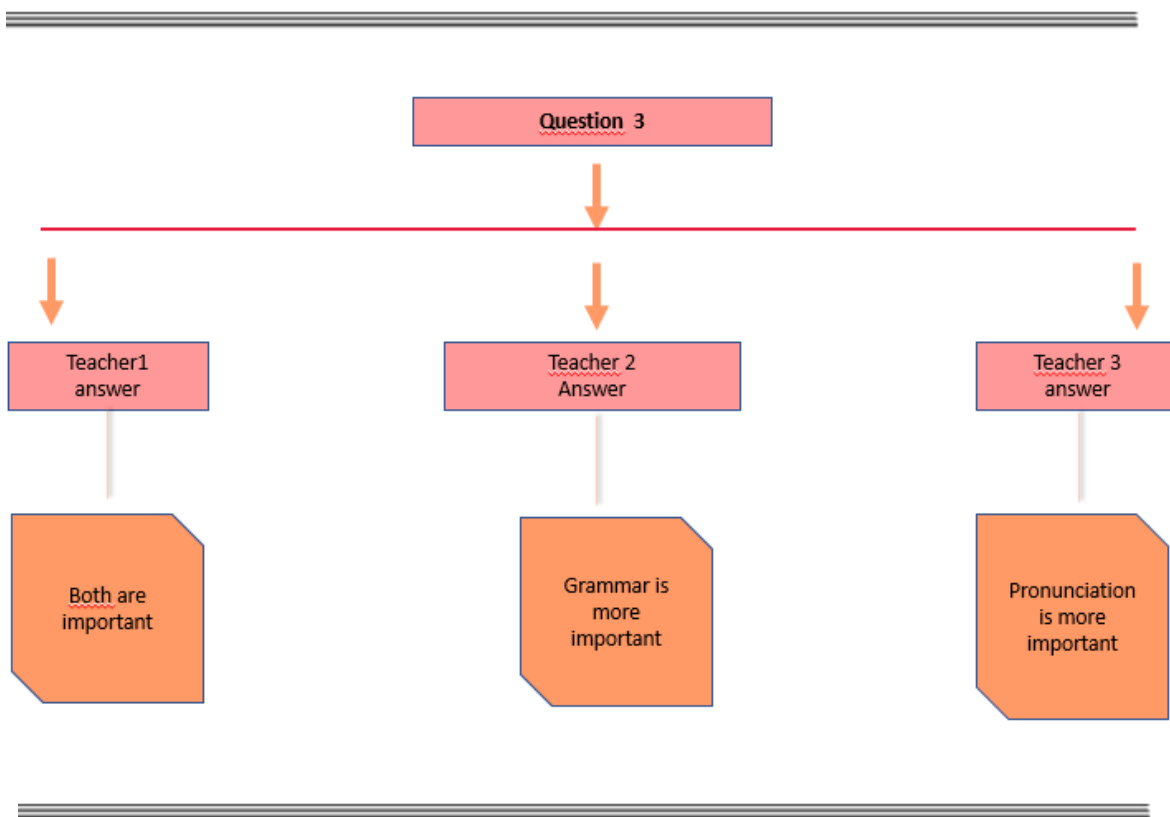


In the above figure Figure 13 it can be seen that teachers agree that the use of songs in the classroom helps students to be motivated to learn the language. In each class, teachers face the challenge of helping their students to be motivated to learn the language and provide them with the support they need to learn in a fun and interesting way. This is why the use of songs in their classes is very important.

Owing to they help create a stress-free environment in the classroom, they also help to have a good student-teacher and student-student coexistence. A pleasant atmosphere in the classroom ensures good learning, the use of songs in the classroom is very important for students. In a single song there are endless elements for the student's learning, only with the title of the song the student will be able to acquire a good amount of vocabulary. Ulrich (, 2018, p. 284) say that "language teachers can and should use songs as part of their classroom – teaching repertoire, songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students".

The purpose of question 3 was to know the teachers' beliefs about the significance between grammar and pronunciation for teaching English. This information is presented below in Figure 14.

Figure 14. Significance between grammar and pronunciation for English teaching



In the above Figure 14 it can be noted in the figure above, for teacher, the teaching of grammar is as important as the teaching of pronunciation. As mentioned before, a good pronunciation helps students to express themselves better, but the correct teaching of grammar rules cannot be neglected. if grammar is teach at the same time of pronunciation, students will be able to communicate effectively. In many cases the students have a good pronunciation but when

speaking in front of the class they are completely blank because they do not have the grammar well consolidated, they know how to pronounce but they do not know how to put together a sentence and when they try to think it is when they get frustrated and get nervous, as (Rao, 2019, p. 240) says “ language plays a vital role in communication and grammar is the main essential element.

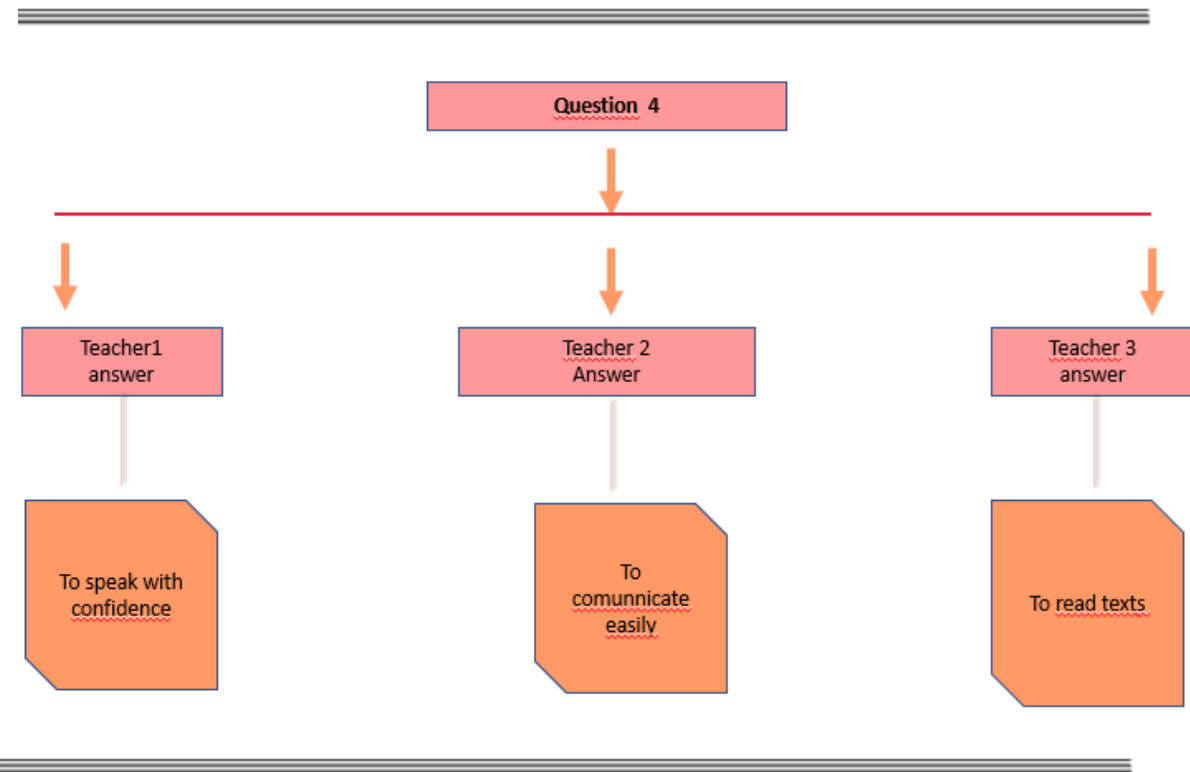
For any language from the formation of sentences which primarily depend on the structure of sentences, without grammar we cannot imagine a sentence. Therefore, grammar is needed for all languages in order to frame correct sentences”.

Other case is for students who know how to put together a sentence, know the grammatical structures but cannot pronounce correctly a word and even if they know the structure of a sentence they cannot speak in public for fear of saying a word badly, this makes it difficult for listeners to understand what the speaker is saying, increasing the stress on the speaking student. As Backley (2015, p. 127) says “ subconsciously, listeners make quick (and often unfair) judgment about a speaker’s English ability based on his pronunciation.

No matter how accurate a learner’s grammar, and no matter how rich and expressive his vocabulary is, if his pronunciation is poor then this immediately gives an negative impression of his overall language level”. This is why the teaching of both, grammar and pronunciation, must be taught at the same time.

The purpose of question 4 was to know in what way teachers think that an extended vocabulary would help students. The results of this question are presented below in Figure 15.

Figure15. Teachers' thoughts about the way in which extended vocabulary would help students.



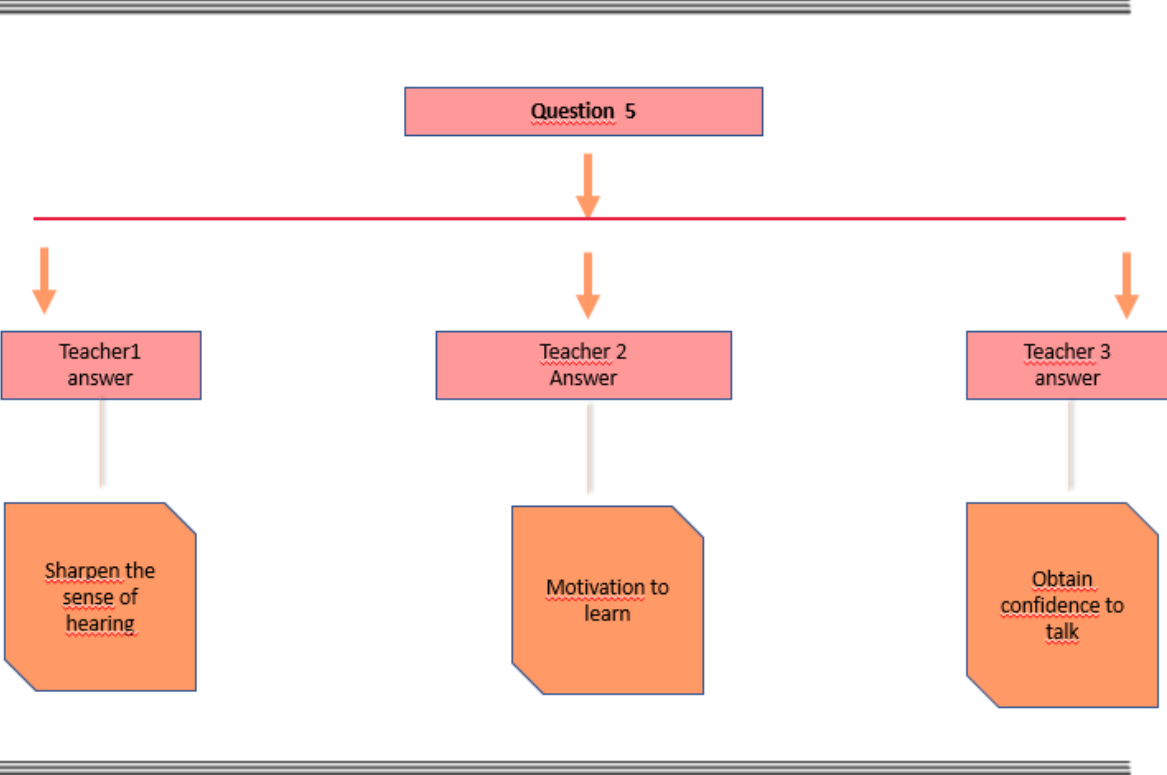
The above Figure 15 Shows the teachers' beliefs about the way in which extended vocabulary would help students, for them there are three elements that help vocabulary to students. In first place teachers think that an extended vocabulary would help students to speak with confidence. For English teachers, it is essential that their students communicate effectively, so it is crucial for them that their students feel confident, since this will allow them to do so. and an extensive vocabulary helps students to express themselves orally with ease.

Furthermore, teachers think that an extended vocabulary would help students to communicate easily, if the students acquire a large amount of vocabulary, it will be easier for them to express themselves either orally or in writing, the vocabulary is crucial for the student, it provides confidence in any aspect of their performance with the language, avoiding or reducing various problems now. to communicate. Christie (2018, p. 140) that “In spite of the fact that speaking is important for students in practicing their capability to produce words, sentences or ideas in English, there are barriers that may demotivate students in speaking such as lack of confidence, feeling of anxiety, difficulty to express sentences appropriately, and some other problems”.

Finally, teachers show to think that an extended vocabulary would help students to read text. For students to understand texts, they must know as many words as possible, so, the student will not feel bored and their interest in reading will be greater and therefore their reading comprehension will grow. Zhang (2008, p. 57) points out that “numerous studies have been conducted to explore the threshold needed for reading comprehension, presumably on the assumption that vocabulary is a significant component of reading comprehension, and a vocabulary threshold must be crossed before successful reading is possible”.

The purpose of question 5 was to know if teachers think that the use of songs can help students to acquire pronunciation. This information can be seen below in Figure 16.

Figure 16. Teachers' thoughts about the way in which the use of songs can help students when learning English



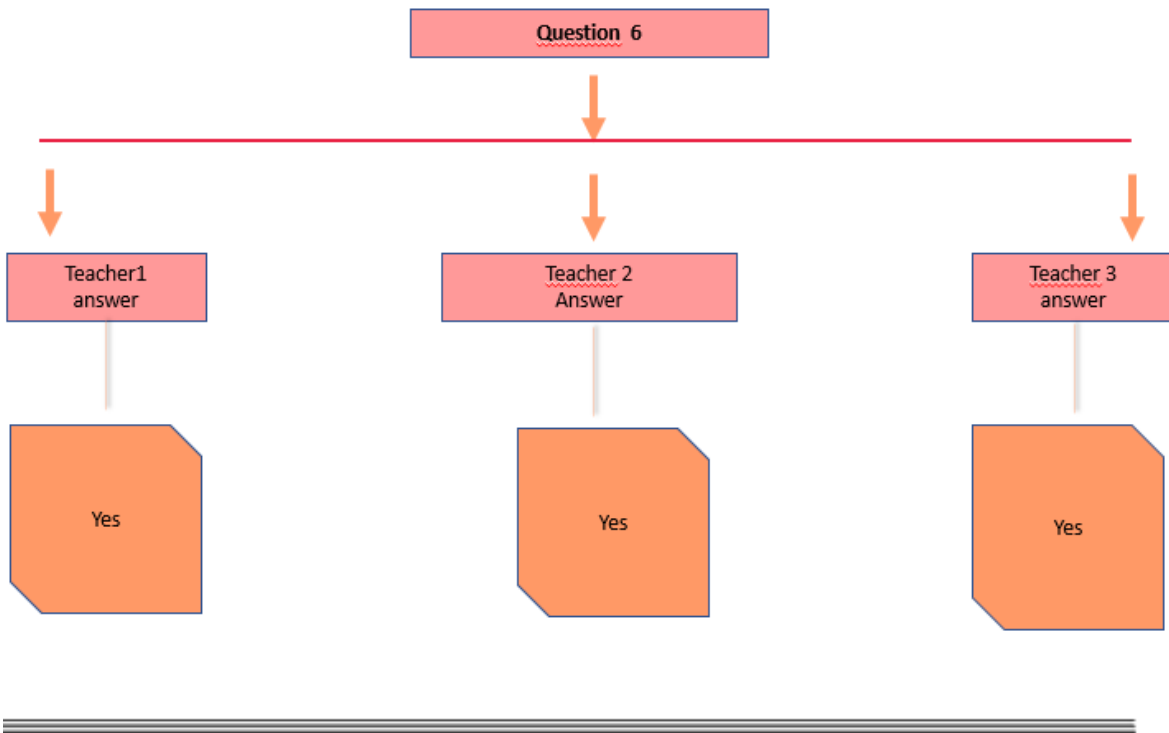
In the above Figure 16 it is shown in the figure above, teachers' belief about the way in which the use of songs can help students when learning English, they think first that songs would help them to sharpen the sense of hearing, second songs would help students to be motivated to learn the English language and third songs would help students to obtain confidence to talk. By helping students to improve their hearing they can understand the audios that are normally played in class, the songs help students to know how to pronounce a word, in this way they will recognize the words in other songs and of course in listening exercises.

The nature of a song is repetitive and thanks to the rhythm of the music this helps the student not easily forget the words, that is why the use of songs in the

classroom is important. When the student does not easily forget the words, they are motivated to continue learning, they are curious to know more, and they are greatly confident to express themselves. Vishnevskaja, (2019, p. 1809) tells that “Music is one of the most effective ways of influencing the emotional behavior of school children, because they perceive singing not as an educational process, but rather as a game or an activity for relaxation. Such activities not only completely change the atmosphere of the lesson, but also contribute to unconscious recognition of new words and expressions”

The purpose of question 6 is to know if teachers think the use of song can help make their classes more attractive for students. The results of this question can be seen in Figure 17.

Figure 17. Teachers thought about if the use of song can help make their classes more attractive for students



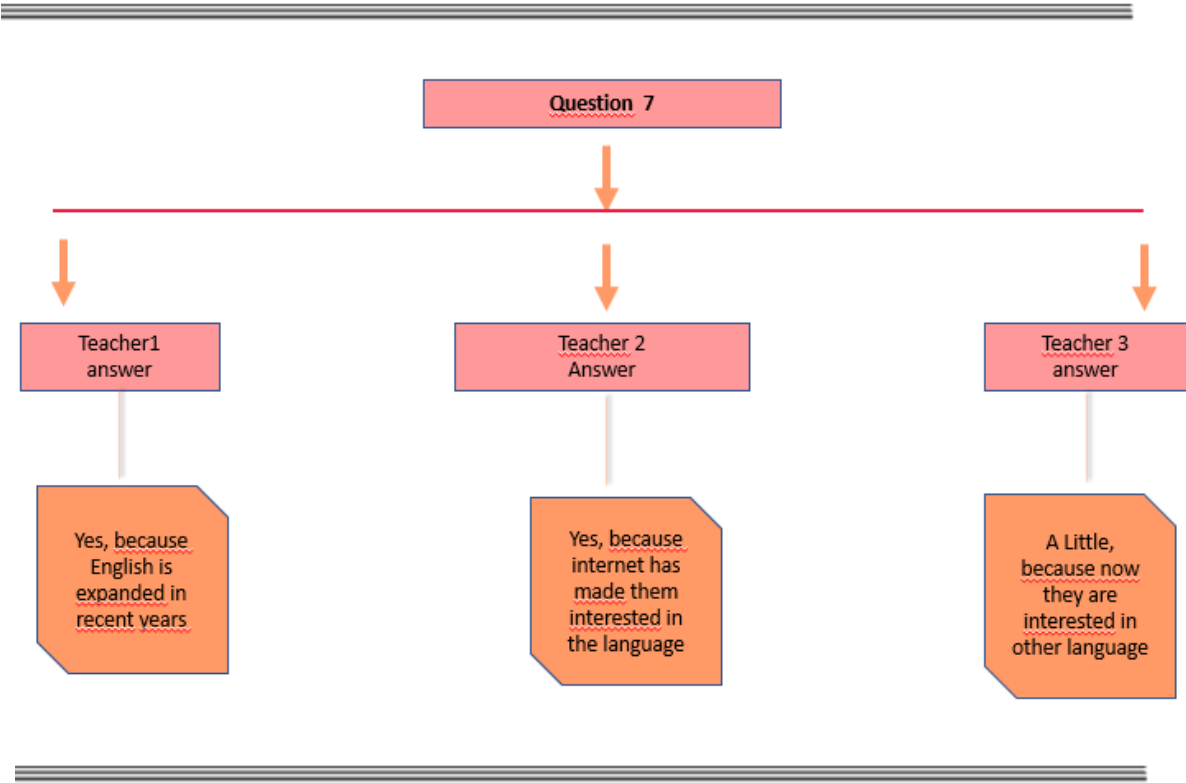
In the above Figure 17 the teachers thought about if the use of song can help make their classes more attractive for students. For English teachers it is very important that their classes are attractive to their students since this improves the humor of the students, eliminates boredom, and increases the interest in learning, a pleasant atmosphere in the classroom will make learning enjoyable and fun.

The use of songs allows students to be interested in the class thanks to the rhythm of the music; through singing the students will feel de-stressed, in this way they will pay attention to what the teacher teaches them. Pooja, (2016, p. 275) declares that "It is often said that interest is the best teacher. In learning English

language, sometimes students have certain barriers of understanding, and they often reject to learn. As a result, it is very hard for many students to improve their English language learning level. To make the students learn more autonomously and effectively, it is necessary to make them be interested in learning”

The purpose of question 7 is to know if teachers think students were motivated to learn English. This information is presented below in figure 18.

Figure 18. Teachers’ opinion about if students were motivated to learn English



The above Figure 18 shows the teachers’ opinion about if students were motivated to learn English, two of them believe students are motivated to learn the English language. Since thanks to the internet the language has expanded more in

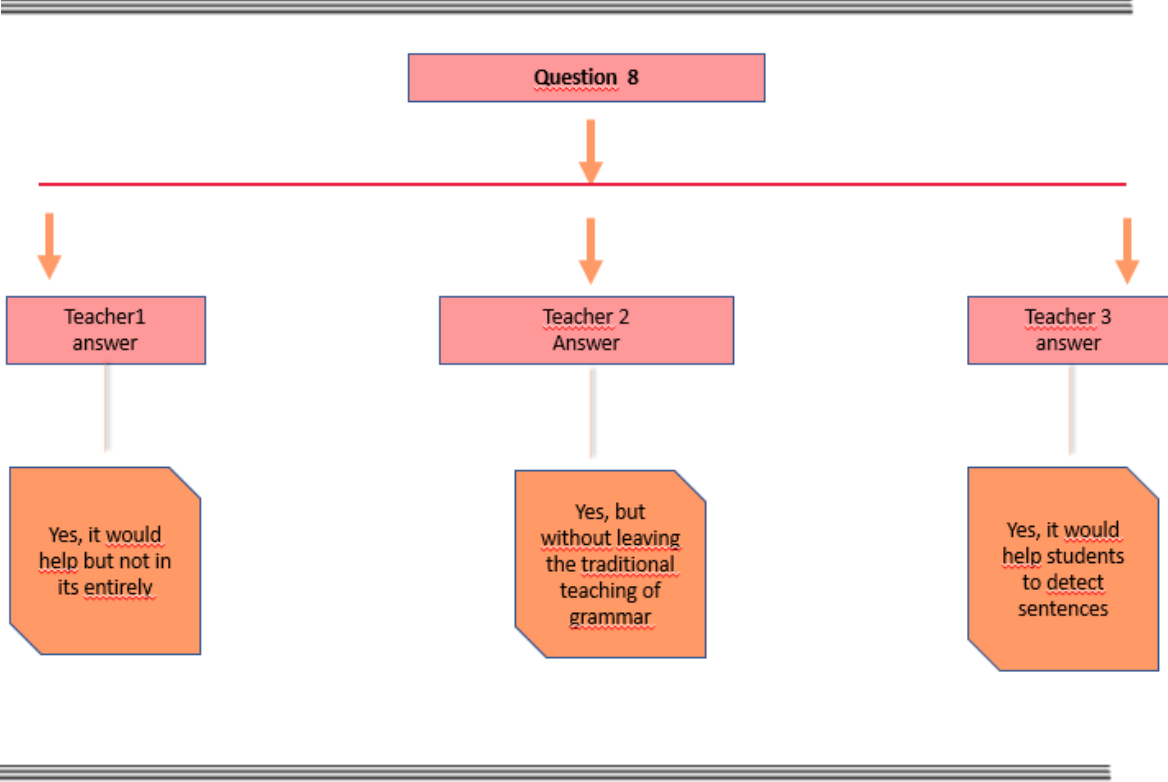
recent years, and one of them believes that some students have become interested in other languages.

Another challenge that language teachers face is keeping students motivated, it is certain that in recent years the English language has expanded and the interest in learning it has grown but if it is not possible to maintain that interest in the students it would cause them to become unmotivated and do not want to continue learning. Takahashi, (2018, p. 170) comments that, ... “motivated students tend to engage in activities that they believe will help them learn, unmotivated students are not able to be systematic in making an effort in learning, as are motivated students. The importance of motivation is often emphasized in the field of language and linguistics”.

The purpose of question 8 the teachers' thought about if the use of song would help students to learn grammar. Such information is shown below in Figure

19

Figure 19. Teachers' thought about if the usefulness of songs to help students to learn grammar

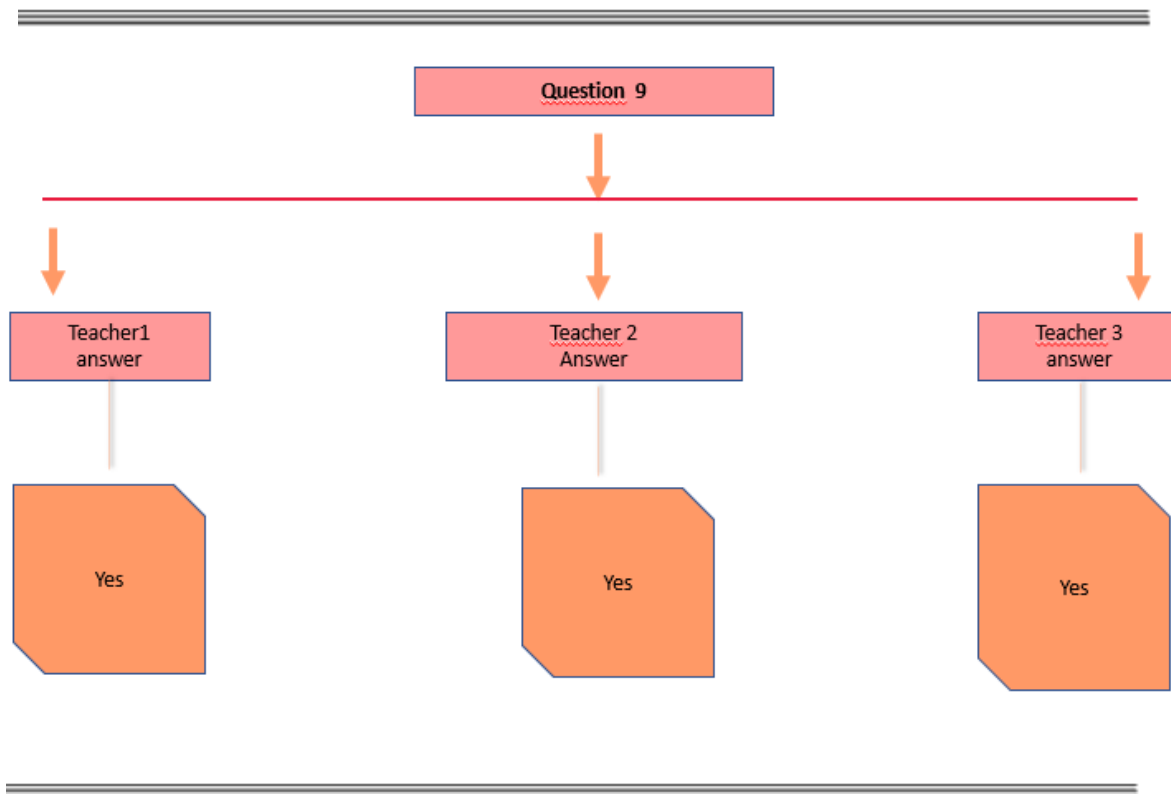


In the above Figure 19 it is seen the Teachers' thought about if the usefulness of songs to help students to learn grammar one of them think that the use of song would help students to learn grammar but not in its entirety, another of them think it would help but without leaving the traditional teaching of grammar, and finally one teacher think that song would help students to detect sentences. As it can be seen, the songs help the students to learn grammar, but the teaching of grammatical structures cannot be left aside so that the students can understand the use they are given in the song, the teaching of grammar must be agreed with the songs to make the class enjoyable.

This will make the students retain the information for a longer time. Jadhav (2015, p. 79) suggest that “Songs provide an excellent opportunity for practice and repetition in a non – tedious way. This repetition helps learning and leads to students becoming comfortable with the target language. The teacher can select some songs to teach some grammar functions to the students”

The purpose of question 9 was to know if teacher would use songs to teach English in their classes. The results of this question are shown below in Figure 20.

Figure 20. Teachers’ thought about the possibility to use songs to teach in their classes

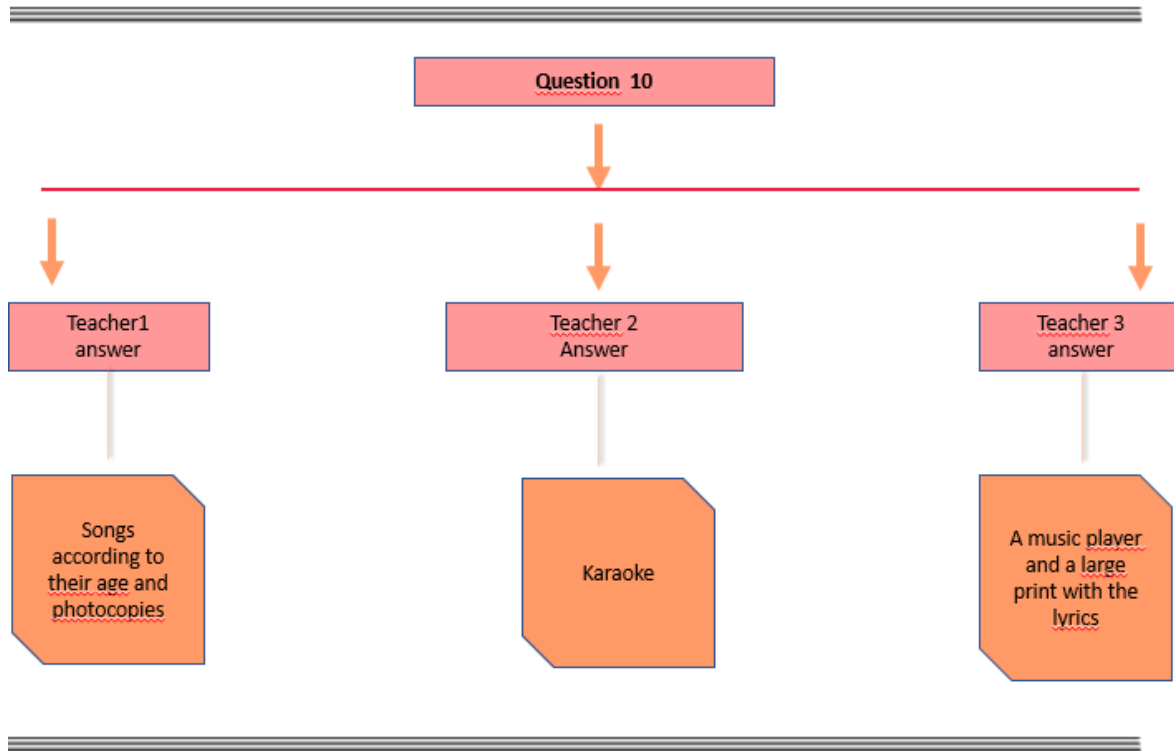


In the above Figure 20 it can be noted that Teachers' thought about the possibility to use songs to teach in their classes, three of the teachers interviewed are sure to use songs in their classes, as mentioned above, the use of songs in the classroom is very effective for student learning. And if the teachers are willing to implement songs in their lesson planning it is an advantage, because that way it will be easy for them to adapt their classes.

This is quite beneficial for students. Using songs in the classroom will make the class enjoyable and the students will be fully interested in the class. As Setia, (2012, p. 271) says "Music positively affects language accent, memory, and grammar as well as mood, enjoyment, and motivation. Therefore, teachers and educators should feel confident using music to facilitate the language acquisition process. Clearly, there are numerous benefits associated with it".

The purpose of question 10 is to know the kind of material teachers would use to teach English through songs. This information can be seen below in Figure 21.

Figure 21. Types of material teachers would use to teach English through songs.



In the above Figure 21 it can be realized the types of material teachers would use to teach English through songs. For teachers there are various methods and materials to teach English. Before using a song in class, it is necessary to find songs suitable for the age of the students. The use of material to teach the songs is essential to achieve the objective of keeping the students interested in the class.

There are several materials or methods to implement the songs in the class. For teachers, one of the methods they can implement in their lesson plans is the use of karaoke, so that students can sing and recognize how words are pronounced, to complement the use of karaoke with the use of the lyrics of the song printed on paper. So, that the students follow the lyrics while the interpreter sings and then tries to imitate it. Erten (2015) says that:

“The rationale behind using karaoke in ELT classes is not completely different from using songs and lyrics. Karaoke is not an alternative but an extension of resorting to songs and lyrics as classroom materials. To this end, karaoke can be supplementary to using lyrics. Karaoke as a pastime activity involves singing, which itself entails articulation of language. Therefore, it may lend itself as an activity that aims at language practice. Singing often reflects our emotions and is part of our personal life” (p,592)

CHAPTER V: CONCLUSIONS

5.1 Conclusion

The purpose of this study was to know the perspectives of first grade secondary students of three groups on the use of songs to enhance their vocabulary and pronunciation of English language as well as the perspectives of their teachers on the use of songs to complement their English classes in order to help students to improve their pronunciation and vocabulary acquisition in English, the aim was that students could learn both in a faster and funny way.

Thanks to the information obtained through the survey technique, it is concluded that both teachers and students think that the use of songs would be a good tool in the classroom, due to it helps them to easily memorize pronunciation and vocabulary, and it would make the classes more fun, as the songs put the students in context and promote the practice of English inside and outside of the classroom, because of students of public secondary schools, who mostly lack opportunities such as travelling to a country of the target language, in this case English, living with a native speaker or taking extracurricular courses to learn the language, songs are the closest and most accessible thing they can have to the language.

On the other hand, despite the fact that students and teachers agree that the use of songs helps to obtain vocabulary and pronunciation, it is difficult for teachers to implement this type of strategy, because of they are require to comply with

curriculum, which it only focuses on two skills such as reading comprehension and writing production, which is why it would be convenient for educational policies to take up contextual strategies that benefit students from public school sectors, to obtain vocabulary and pronunciation as, without these two elements, students find difficult to write a paragraph, read a short text, understand an audio or speak in English due to the lack of vocabulary.

Taking into consideration the opinions of students and teachers regarding the teaching and learning of the English language through the use of songs, taking up lines of research on the use of songs would have a series of implications. The first, at a didactic level, since including this type of strategy can support the relationship between the cognitive structure along with the affective and motivational attitude of the learner, promoting meaningful learning (Torres, 2009). The second, at the comprehensive learning level of the English language, which is referred to not only the teaching of grammar and text comprehension, which forgets the ability of speaking and listening. Finally, at the macro level, referring to contributing to the reduction of educational inequality that exists in our country with students who do not have educational opportunities to access other means to learn a foreign language. Finally, future research that takes up the teaching of the English language, especially those related to the teaching of speaking and listening, must consider the context of the students, their previous learning, and motivations. Likewise, supporting teachers would imply creating new didactic strategies with the use of songs.

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Appendix 1: Survey designed by the author of this project and applied to 3 teachers to know their opinions about the use of songs to teach students vocabulary and pronunciation.

Instrucciones: conteste las siguientes preguntas de acuerdo con su experiencia.

1. ¿Cree que es importante que los alumnos mejoren la pronunciación y el vocabulario en inglés?
2. ¿Cree que el uso de canciones motivaría a los alumnos a aprender inglés?
3. ¿Cree que enseñar pronunciación es más importante que la gramática?
4. ¿Cree que un vocabulario más amplio ayudaría a los alumnos a hablar inglés?
5. ¿Cree que el uso de canciones ayudaría a los alumnos a adquirir pronunciación?
6. ¿Cree que el uso de canciones haría la clase de inglés más atractiva para los alumnos?
7. ¿Cree que los alumnos están motivados para aprender inglés?
8. ¿Cree que el uso de canciones ayudaría a los alumnos a aprender gramática?
9. ¿Qué material usaría para enseñar inglés a través de canciones?
10. ¿Cree que el uso de canciones en la clase de inglés ayudaría a los alumnos a aprender inglés?

Appendix 2: Survey designed by the author of this project and applied to 96 students to know their opinions about the use of songs to teach students vocabulary and pronunciation.

Instrucciones: Contesta las siguientes preguntas de acuerdo con tu experiencia.

1. ¿Crees que es importante aprender inglés?
2. ¿Crees que el inglés te es útil? Si/no ¿por qué?
3. ¿Te gusta aprender el idioma inglés?
4. ¿Los temas vistos en clase de inglés se relacionan a tu vida cotidiana?
5. ¿Crees que el uso de canciones en la clase te ayudaría a aprender el inglés?
6. ¿Los ejercicios y dinámicas en clase de inglés te motivan a aprender inglés?
7. ¿Crees que es importante el vocabulario para poder hablar inglés?
8. ¿Crees que el uso de canciones haría la clase de inglés más interesante?
9. ¿Crees que la pronunciación es importante para poder entender el inglés?
10. ¿El material que utilizan en clase te ayuda a entender el inglés?