

Song-based Activities to Enhance EFL Learners' Pronunciation

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Resumen: La pronunciación es un elemento clave para fomentar la comunicación oral. Las personas podrían transmitir mensajes utilizando gramática y vocabulario deficiente y aun así ser comprendidos por los demás; sin embargo, no podrían comunicarse efectivamente sin una pronunciación adecuada. Dauer (1993) argumentó que “el cerebro de los oyentes identifica sonidos específicos del habla, los interpreta como palabras y oraciones de un lenguaje particular y descifra su significado” (p.1). Es decir, si estos sonidos no son producidos claramente, el oyente sería incapaz de entender el mensaje deseado. En las clases de idiomas extranjeros, la enseñanza deductiva de la pronunciación ayuda al aprendiz a discriminar y producir sonidos. Por ello, la siguiente propuesta recomienda la enseñanza explícita de la pronunciación a través de canciones. De acuerdo con Mishan (2005), “en el contexto de la enseñanza del inglés (ELT, por sus siglas en Inglés), la expansión internacional de la música británica/estadounidense hace que muchos aprendices se familiaricen y disfruten canciones en el idioma inglés” (p. 196). Esta característica de la música, hace de las canciones un material atrayente y auténtico para enseñar la pronunciación del idioma inglés. Tales recursos pueden ser adaptados de distintas maneras para enfatizar el uso de fonemas específicos de la lengua meta. Tomando en cuenta estos escenarios, esta investigación propone el uso de actividades basadas en canciones para mejorar la pronunciación de estudiantes del idioma inglés como lengua extranjera.

Palabras clave: habla, comunicación, pronunciación, fonemas, canciones

Abstract: Pronunciation is a key element to foster oral communication. People might transmit a message with deficient grammar and vocabulary and still be understood by others; however, they would not be capable to communicate effectively without accurate pronunciation. Dauer (1993) argued that “the listener’s brain identifies specific speech sounds, interprets them as words and sentences of a particular language, and figures out their meaning” (p. 1). In other

words, if the sounds are not enunciated clearly, the listener would not be able to understand the desired message. In foreign language classrooms, the deductive teaching of pronunciation helps learners to produce and discriminate sounds. For this reason, the next proposal recommends the explicit teaching of this linguistic micro-skill through songs. According to Mishan (2005), “in the ELT [English Language Teaching] context, the international span of British/American music means that many learners are familiar with and enjoy English language songs” (p. 196). These features of music make songs an appealing kind of authentic material to teach English pronunciation. Songs’ lyrics can be adapted in several ways to emphasize the use of specific phonemes in the target language. In the light of these considerations, this research paper proposes the use of song-based activities to enhance EFL learners’ pronunciation.

Keywords: communication, speaking, pronunciation, phonetic alphabet, songs

1. Introduction

English is one of the most spoken languages in the world because of the high number of individuals who use it either as their mother tongue or lingua franca. In fact, this language is a fundamental linguistic and cultural tool for people to communicate with other speakers of English worldwide. The prominence of English has evolved its teaching in different societies. In this sense, education researchers have focused on the learning process. After a long journey, these specialists on teaching have suggested an array of methodologies to teach English in EFL contexts. However, Strevens (as cited in Celce-Murcia, 2001) claimed that:

the complex circumstances of teaching and learning languages –with different kinds of pupils, teachers, aims and objectives, approaches, methods and materials, classroom techniques and standards of achievement – make it inconceivable that any single method could achieve optimum success in all circumstances. (p.5)

Education scholars have stated that there is not a perfect method to teach a language. This healthy skepticism among researchers provides teachers with the opportunity to propose new methodologies to address specific needs in pupils. It is important to mention that almost all language instructors agreed with the fact that, in order to teach a language successfully, all the language areas should be emphasized. Fundamental agents of these language areas include the macro-linguistic skills (listening, speaking, reading and writing) and the micro-linguistic skills (vocabulary, grammar and pronunciation). Because of their features, writing and reading are closely intertwined, as well as listening and speaking. On one hand, vocabulary and grammar play a significant role when reinforcing the former linguistic skills; on the other hand, pronunciation is a key element when enhancing listening and speaking. In addition, this micro-skill becomes a vital element when EFL learners attempt to communicate, as it affects the pupils’ communicative competence and performance.

- Objectives

- To investigate about the role of pronunciation in EFL classrooms.
- To design song-based activities that enhance EFL learners' pronunciation.
- Research questions
- What is the importance of promoting pronunciation in the classroom?
What kinds of activities promote pronunciation effectively?

2. Literature Review

2.1 The speaking skill and its communicative nature

Most language learners pursue to communicate in the target language. Speaking becomes the core means to reach communication among interlocutors. Nonetheless, Bailey and Savage (as cited in Celce-Murcia, 2001) stated that “speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (p. 103). Speaking is a demanding process because it requires that the speaker think about the message and convert it into utterances. In addition, being able to utter words and/or sentences involves knowing and using language features such as reduced forms, slang, stress, rhythm, intonation patterns, vocabulary, pronunciation, and others. EFL learners have to work on these language features in order to be prepared for spontaneous communication. According to Bailey and Savage (as cited in Celce-Murcia, 2001), “speaking is an activity requiring the integration of many subsystems... all these factors combine to make speaking a second or foreign language a formidable task for language learners.... yet for many people, speaking is seen as the central skill”(p. 103). Accordingly, EFL learners establish oral communication as the ultimate goal for learning a language; in fact, most of them feel that they have reached such goal when being able to speak the target language.

2.2 Pronunciation as a means to foster communication

English has spread rapidly as an international language; as a result, it is common to listen to EFL speakers with different accents. According to Janet Goodwin (as cited in Celce-Murcia, 2001), “pronunciation is the language feature that most readily identifies speakers as non-native. It is a filter through which others see them and often discriminate against them” (p. 117). A mispronounced word can lead speakers to misunderstandings. In consequence, pronunciation should be learned and practiced in order to avoid communication breakdowns. Language instructors should focus on the teaching of clear, comprehensible pronunciation. Both, language teachers and learners, have to be realistic in pronunciation issues. As stated by Brown (2001), “many learners of foreign languages feel that their ultimate goal in pronunciation should be accent-free speech that is indistinguishable from that of a native speaker. Such goal is not only unattainable for virtually every adult learner, but in a multilingual, multicultural world, accents are quite acceptable” (284). Overcoming the habits of the native language in pronunciation is not an easy task; it requires understanding features about organs for speech, points of articulation, manners of articulation, vowel and consonant sounds, and the phonetic

alphabet. Regarding the latter aspect, the International Phonetic Alphabet (IPA) is a tool used to teach pronunciation. Dauer (1993) defined it as:

... a writing system in which each letter corresponds to a different sound in the language. A word that is written in the phonetic alphabet will always be pronounced exactly the way that is written, since the same sound is always represented by the same letter. The phonetic alphabet consists of the letters of the Latin alphabet plus a number of special letters and symbols. (p. 13)

The IPA system is a teaching resource that can be used to overcome pronunciation difficulties. It is relevant to point out that accents are accepted in this multilingual, multicultural world; however, accurate pronunciation is demanded for most English speakers to reach communication.

2.3 The relevance of considering learning styles

Learners disclose differences with respect to their preferences to deal with new material in the classroom. Dunn and Dunn (as cited in Kafipour, Yazdi, & Shokrpour, 2011) referred to learning styles as “a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience” (p. 308). Oxford (1995) ascertained that there are learners who “prefer to learn via the visual channel” (p. 36). As a result, students may feel affinity for activities that entail reading, visual aids, and written instructions. In the same way, Kinsella (1995) suggested a kinesthetic category of learning styles that “implies total physical involvement with a learning environment such as taking a field trip, dramatizing, pantomiming, or interviewing” (p. 172). Following the same theory, Oxford believed that “students who enjoy the oral-aural learning channel” are auditory learners (p. 36). These kinds of students prefer to take part in discussions, conversations, and group work since they, as students, perceive the material presented in the class more easily by listening to it. By doing this, learners can develop prowess in their pronunciation, as they acquire the phonetic features more promptly than other people do. Therefore, learners internalize material by considering their auditory, visual, and kinesthetic faculties.

2.4 Multiple intelligences theory

Students, in general, present strengths and weaknesses when learning. Gardner in his Multiple Intelligences theory (MI) (as cited in Schaffer, 2001) stipulated that “every human possesses several intelligences in greater or lesser degrees” (p. 31). These intelligences define the kinds of abilities that one person may have upon solving different tasks. In this sense, such intelligences are classified into verbal-linguistic intelligence, which is related to words, semantics, and syntax; logical-mathematical intelligence, which consists of the ability to deal with numbers and solve operations; and bodily-kinesthetic intelligence, which entails the ability to control body movements in order to express intentions (Schaffer, 2001, p. 31-33). In the light of these facts, considering the linguistic, the logical-mathematical, and the kinesthetic intelligence is paramount to comprehend that students learn differently.

Gardner also deemed other types of intelligences. The visual-spatial intelligence is used to perceive the visual-spatial world. The interpersonal intelligence is associated with

the ability to sense others' feelings or moods. Afterwards, the intrapersonal intelligence is related to how one can examine and understand oneself. The naturalistic intelligence involves the ability to perceive and enjoy the nature. Finally, the musical intelligence requires sensitivity to rhythm, melodies and musical notes (Schaffer, 2001, p. 31-33). The latter kind of intelligence along with the linguistic is relevant to account for how useful songs are to teach pronunciation, as students practice their linguistic intelligence by using the musical. Overall, teachers should consider this theory so that students can have access to equal opportunities to learn the material presented in the classroom through distinct activities. To sum up, Garner proposed eight kinds of intelligences for teachers to deal with the intricacies of the teaching/ learning process.

2.5 The role of music in EFL

Music is useful in EFL teaching because it offers benefits not only for students' cognition development purposes but also for a multicultural class. Abbott (2011) pointed out that "because song lyrics are often highly repetitive, their use may help automate L2 skills by exposing learners to forms, syntax, lexical items, segmental, and supra-segmental [features] (p. 10). For example, songs are suitable means to foster the teaching of pronunciation, as the lyrics have the learners identifying and repeating linguistic patterns for the purpose of internalizing them more smoothly. The same author also sustained that "music activities have the power to excite, move, and soothe learners in the language classroom" (p. 10). This situation occurs inasmuch as music is intertwined with culture. Actually, cultures present musical traditions that could be used to enrich a multicultural classroom and create cultural awareness. Hence, having songs in the EFL classroom can be helpful to enhance the learning experience and shape students' tolerance in a multicultural class.

3. Data Analysis

The next tables depict the main results of the research conducted to suggest deductive song-based activities to reinforce the students' pronunciation in public high schools. The data were gathered by administering a questionnaire to seven EFL teachers from different high schools in Pérez Zeledón, Costa Rica. The aim of such instrument was to carry out a needs analysis so that the authors of this paper could determine whether or not the teachers of English in the region might implement song-based activities to teach such an important micro-skill in the EFL classroom.

■ Table 3.1. Linguistic skills that teachers emphasize when teaching pronunciation

Linguistic skill	% of Use
Speaking	I. 100%
Listening	II. 71%
Reading	III. 14%
Writing	IV. 0%

Note: The information in this table was taken from the Instrument 1: Questionnaire for EFL Teachers, which was administered in November, 2012.

According to the information in Table 3.1., the linguistic skill that EFL teachers emphasize the most when teaching pronunciation is speaking followed by listening. This fact reveals that such professionals possess sufficient knowledge on applied linguistics to address the students' needs with respect to the learning process of this micro-skill. Following the previous assumption, these educators must know that, in order to enhance the students' pronunciation, listening and speaking activities require a great deal of drilling exercises. This statement suggests that students can repeat and be exposed to specific features of the foreign language like the target phonemes and allophones. In this sense, songs can be useful to teach this micro-skill, for learners can hear and identify the previous language hallmarks in any stanza of the song. The use of songs should, thereby, assist EFL teachers when working on reinforcing students' pronunciation because these teaching resources contain enough and repetitive input for learners to internalize certain linguistic features successfully.

■ Table 3.2. Activities that teachers use to enhance students' pronunciation.

Teaching Activities	% of Use
Phonetic transcription	71%
Games	V. 57%
Listening to recordings	VI. 57%
Role-playing	VII. 57%
Songs	VIII. 57%
Discrimination of sound in short texts	IX. 42%
Tongue twisters	X. 42%
Reading aloud	XI. 29%
Sound drilling	XII. 29%

Note: The information in this table was taken from the Instrument 1: Questionnaire for EFL Teachers, which was administered in November, 2012.

Table 3.2. shows that 71% of the teachers of English use phonetic transcription, which is a deductive activity to deal with pronunciation. This statistical datum is paramount for the purpose of this research since it supports the authors' intention to employ a deductive approach when teaching this micro-skill through song-based activities. In the same way, when teachers were asked about the approach that they adopt to teach pronunciation, 50% of them deemed the deductive one as their choice. Grounded on this fact, deductive activities can fulfill the EFL professionals' expectations in regard to the teaching of pronunciation, for teachers prefer to handle this linguistic micro-skill explicitly. Another remarkable aspect stipulated in figure 3.2. is that, in 57% of the cases, EFL educators ascertained that they make use of songs to teach pronunciation, so they can take advantage of this proposal. Based on these findings, EFL instructors need to teach pronunciation deductively through songs in which learners discriminate phonetic symbols in order to put them into practice when speaking.

■ Table 3.3. Reasons to teach pronunciation through music

Reasons	% of Teacher's Support
Authentic material	XIII. 85%
Music appealingness	XIV. 57%

Note: The information in this table was taken from the Instrument 1: Questionnaire for EFL Teachers, which was administered in November, 2012.

All of the teachers who filled out the questionnaire responded that they recommend songs to teach pronunciation. The reasons behind their support are displayed in table 3.3. On one hand, 85% percent of these professionals stated that songs are authentic materials. As a result, such resources are meaningful for students, as the lyrics normally portray the language that native speakers of the target culture use for different purposes. These materials are not accommodated for students to learn the language. Nonetheless, their usefulness lies not only in the fact that learners are more prone to acquiring native-like features in aspects like pronunciation but also in that they become more tolerant towards the cultural messages conveyed through music. On the other hand, 57% of the teachers sustained that they advise the use of songs because students like them and enjoy them. The appealingness of music makes songs suitable tools to aid students when learning the pronunciation micro-skill in an engaging manner. In short, teachers believe that songs are an appealing and meaningful way to teach pronunciation; therefore, it is necessary to provide them with activities to teach and learn pronunciation with more efficiency.

4. Song-based activities to enhance EFL learners' pronunciation

Pronunciation should be taught in order to make EFL learners aware of the differences between the spelling and pronunciation of sounds in English. Language instructors ought to implement activities that develop learners' ability to identify specific speech sounds as well as articulate and utter them. These activities should consider students' learning styles, multiple intelligences, and interests. The authors of this proposal used the auditory learning style, the musical intelligence, and the students' interest in music as bases to design activities to teach pronunciation. These song-based activities offer teachers a tool to enhance their students' pronunciation and speaking skills by using authentic material (songs). The activities in appendix 1 were designed taken into account the next cognitive targets from the English syllabus of the Costa Rican Ministry of Public Education:

- Good and services (7th grade)
- Description of people's physical appearance (8th grade)
- Natural resources and the promotion of conservation (9th grade)
- Common illnesses and new diseases and epidemics (10th grade)
- Morals and values (11th grade)

Conversely, the Communicative Approach was used as a guide to design these activities. Each activity includes three exercises with their corresponding instructions. Every exercise can be described as follows:

- Pre-listening: Pronunciation capsule

This section includes a brief explanation of the features of the sound addressed in the activity. Also, it contains figures that illustrate the lip position and place of articulation of the sound.

- While-listening: Pronunciation activity

In this part, the students listen to the lyrics of a song. Each activity has a different task; however, all activities require the learners to discriminate and identify specific English sounds.

- Post-listening: Speaking activity

This part introduces the students to speaking skill activities so that the pupils can practice the pronunciation of the sounds emphasized in that song.

5. Conclusions

Pronunciation is a key element for enhancing the speaking ability. EFL learners who want to reach effective communication have to pursue clear, comprehensible pronunciation. Through understanding the sound system of English and developing self-awareness of the differences between the spelling and pronunciation of letters in English, pupils are able to improve their accent. As a matter of fact, this research shows that most teachers of English support the explicit teaching of pronunciation by using the IPA phonetic symbols to account for the previously mentioned situation. On the other hand, it is the language teacher's responsibility to provide learners with opportunities and activities that help them to overcome the habits of their native language. Grounded on such tenet, this proposal aims at providing teachers with songs in which students are presented with the pronunciation features of the target language. In this way, students can practice this micro-skill through authentic and appealing didactic resources. One limitation of this proposal is that the activities were designed to work with the Costa Rican Ministry of Public Education English syllabus for III cycle and diversified education in academic high schools. Nonetheless, the authors hope that teachers from different institutions and modalities can use these song-based activities as bases to create more exercises according to their students' needs with respect to the pronunciation micro-skill.

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Appendix 1: Song-based Activities

Seventh grade:

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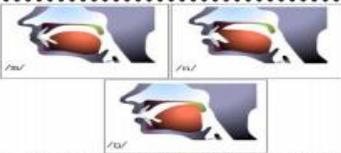
Unit 9 > Goods and Services

Pre-listening

INSTRUCTIONS: Analyze the following information with your classmates and teacher.

Did you know?

- ↳ The sounds /m/, /n/, and /ŋ/ are nasal sounds.
- ↳ /m/ is pronounced in words like seem, mysterious, and money.
- ↳ /n/ is pronounced in words like wonder, wanna, and not.
- ↳ /ŋ/ is pronounced in words like paying, ching, and sing.



While-listening

INSTRUCTIONS: Listen to the song "Price Tag" by B.O.B. Then, identify which underlined sounds are pronounced with /m/, /n/ and /ŋ/ by writing the specific sound in the dashes provided.

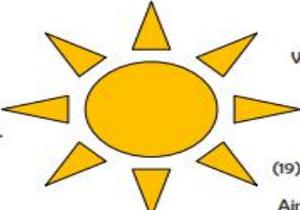
[Verse 1: Jessie J]

(1) Seems like everybody's got a price,
I (2) wonder how they sleep at (3) night.
When the sale (4) comes first,
And the truth comes (5) second,
Just stop, for a (6-7) minute and
(8) Smile

Why is everybody so serious!
(9) Acting so (10) serious (11) mysterious
Got your shades on your eyes
And your heels so high
That you can't (12) even have a good time.

[Pre-Chorus:]
Everybody look to their left (yeah)
Everybody look to their right (ha)
(13) Can you feel that (yeah)
We're (14) paying with love tonight...

[Chorus:]
It's (15) not about the money, money, money
We (16) don't need your (17) money, money, money



We just (18) wanna make the world dance,
Forget about the Price Tag

(19) Ain't about the (ha) Cha-China Cha-Ching,
Ain't about the (yeah) (20) Ba-Bling Ba-Bling
Wanna make the world dance,
Forget about the Price Tag.

[Verse 2: Jessie J]

We need to take it back (21) in time,
When music made us all (22) UNITE!
And it (23) wasn't low blows and video Hoes,
Am I the (24) only (25) one (26) getting... tired?

Why is everybody so obsessed?
Money can't buy us (27) happiness
Can we all slow (28) down and (29) enjoy right (30) now
(31) Guarantee we'll be (32) feeling
All right.

[Pre-Chorus:]
Everybody look to their left (yeah)
Everybody look to their right (ha)



GOODS AND SERVICES



Seventh grade (continued):

CONLAUNA: M.A. Yalile Jiménez, M.A. Sandra Palacios, and Bach. Kevin Brand

Can you feel that (yeah)
We're paying with love (33) tonight...

[Chorus]

It's not about the money, money, money
We don't need your money, money, money
We just wanna make the world dance,
Forget about the Price Tag

Ain't about the (ha) (34) Cha-Ching Cha-Ching.

Ain't about the (yeah) Ba-Bling Ba-Bling
Wanna make the world dance,
Forget about the Price Tag.

[Verse 3: B.o.B]

Yeah yeah
Well, keep the price tag
And take the cash back
Just give me six (35) strings and a half step
And you (36) can keep the cars
Leave (37) me the garage
And all I...
Yes all I need are keys and guitars
And guess what, in 30 (38) seconds (39) I'm leaving to (40) Mars
Yes we (41) leaving across these
(42) undefeatable odds
It's like this (43) man, you can't put a price
(44) on life

We do this for the love so we fight and sacrifice (45) every night
So we ain't (46) gon' (47) stumble and fall
(48) never
(49) Waiting to see, a (50) sign of defeat uh uh
So we gon keep everyone (51) moving there feet
So (52) bring back the beat (53) and everyone will (54) sing
It's (55) not about...

[Chorus]

It's not about the (56) money, money, money
We don't need your money, money, money
We just wanna make the world dance,
Forget about the Price Tag

Ain't about the (ha) Cha-Ching Cha-Ching.

Ain't about the (yeah) Ba-Bling Ba-Bling
Wanna make the world dance,
Forget about the Price Tag.

It's not about the money, money, money
We don't (57) need your money, money, money
We just wanna make the world dance,
Forget about the Price Tag
Ain't about the (ha) Cha-Ching Cha-Ching.
Ain't about the (yeah) Ba-Bling Ba-Bling
Wanna make the world (58) dance,
Forget about the Price Tag.

[Outro: Jessie J]

Yeah yeah
Oo-oooh
Forget about the price tag

Post-listening

INSTRUCTIONS: Comment on the next phrase "Seems like everybody's got a price." Share your insights with your teacher and classmates.



Eighth grade:

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Unit 2 / Description of People's Physical Appearance

Pre-listening

INSTRUCTIONS: Analyze the following information with your classmates and teacher.

Did you know?

- ↪ The vowel sounds in eyes and make are diphthongs.
- ↪ Eyes, shining, and I are pronounced with /aɪ/. The regular spelling patters are *i* and *y*.
- ↪ Make, day, and face are pronounced with /eɪ/. Your lips should be spread and unrounded.



While-listening

Instructions: Listen to the song "Just the Way You Are" by Bruno Mars. Match the numbers with the diphthongs that you hear in the song by writing the corresponding number in the parenthesis.

<p>Oh her (1) <u>e</u>yes, her <u>e</u>yes (2) <u>M</u>ake the stars look (3) <u>l</u>ike they're not (4) <u>sh</u>ining Her hair, her hair Falls perfectly without her (5) <u>tr</u>ying She's so beautiful And I tell her every (6) <u>d</u>ay</p> <p>Yeah (7) <u>I</u> know, I know When I compliment her She won't believe me And it's so, it's so Sad to think she don't see what I see</p> <p>But every (8) <u>t</u>ime she asks me do I look <u>o</u>kay I (9) <u>s</u>ay</p> <p>When I see your (10) <u>f</u>ace There's not a thing that I would change Cause you're amazing Just the way you are And when you (11) <u>s</u>mile, The whole world stops and stares for a while Cause girl you're amazing Just the way you are</p> <p>Her (12) <u>n</u>ails, her <u>n</u>ails I could kiss them all day if she'd let me Her laugh, her laugh She (13) <u>h</u>ates but I think it's so sexy</p> <p>She's so beautiful And I tell her every day Oh you know, you know, you know</p>	<p>I'd never ask you to (14) <u>ch</u>ange If perfect is what you're searching for Then just (15) <u>st</u>ay the (16) <u>s</u>ame</p> <p>So don't even bother asking If you look (17) <u>o</u>kay You know I say</p> <p>When I see your face There's not a thing that I would change Cause you're (18) <u>a</u>mazing Just the way you are And when you smile, The whole world stops and stares for a (19) <u>w</u>hile Cause girl you're amazing Just the way you are</p> <p>The (20) <u>w</u>ay you are The way you are Girl you're amazing Just the way you are</p> <p>When I see your face There's not a thing that I would change Cause you're amazing Just the way you are And when you smile, The whole world stops and (21) <u>st</u>ares for a while Cause girl you're amazing Just the way you are</p>	
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/aɪ / () () () () () () () () ()

/eɪ / () () () () () () () () () () () () () () ()

Post-listening

INSTRUCTIONS: Select five of the words from the song to describe one of your family members. You can also use the phrases below to form the sentences.

S/he has...	-	S/he is...
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Ninth

CONLAUNA: M.A. Valile Jiménez, M.A. Sandra Palacios, and Bach. Kevin Brand

Unit 9 Natural Resources and the Promotions of Conservation

Pre-listening

INSTRUCTIONS: Analyze the following information with your classmates and teacher.

Did you know?

- ↪ With /b/, the vocal cords vibrate as in beat, butterfly, and somebody.
- ↪ /p/ is voiceless and aspirated at the beginning of words.
- ↪ Words that contain the /p/ sound are power, pebble, and simple.



While-listening

INSTRUCTIONS: Listen to the song "Make a Wave" by Demi Lovato. Then, complete the transcription with the missing sound phonetic symbols. The sound could either be /b/ or /p/.

They say the /'__it/ of a /'__ʌrəflaɪz/ wings,
 Can set off a storm the world away
 What if they're right and the smallest of things
 Could /'__aʊə/ the strongest hurricane?
 What if it all /'__ɪ'gɪnz/ inside?
 We hold the key that turns the tide
 [Chorus:]
 Just a /'__ɛbl/ in the water (ohh)
 Can set the sea in motion (ohh)
 A /'sɪm__l/ act of kindness (ohh)
 Can stir the widest ocean
 If we show a little love (a little love)
 Heaven knows what we could change (oh yeah)
 So throw a /'__ɛbl/ in the water (oh yeah)
 make a wave, make a wave
 Make a wave, make a wave

 The single choice to take a stand
 reach out your hand to someone in need (help
 /'sʌm__ʌdi/)
 Don't fool yourself and say you can't
 You never know what can grow from just one seed
 (yeah)
 So come with me and seize the day
 This world may never be the same

[Chorus:]
 Just a /'__ɛbl/ in the water,
 (Just a /'pɛ__l/ in the water)
 Can set the sea in motion,
 (Can set the sea in motion)
 A /'sɪm__l/ act of kindness (ohh)
 Can stir the widest ocean
 (Stir the widest ocean)
 If we show a little love,
 (If we show a little love)
 Heaven knows what we could change,
 (Heaven knows what we can change)
 So throw a /'__ɛbl/ in the water,
 (throw a /'__ɛbl/ in the water)
 Make a wave, make a wave
 (Make a wave, make a wave)
 Make a wave, make a wave (Yeah, yeah)
 (Make a wave, make a wave)
 Make a wave, make a wave
 (Show a little love and make a wave, seize with me)
 Heaven knows what we could change (Oh, oh)
 So let's show a little love
 You never know we could change
 So throw a /'pɛ__l/ in the water
 Make a wave, make a wave
 Oh, Oh, Oh, Oh...

Post-listening

INSTRUCTIONS: Which natural elements are mentioned in the song? Refer to the phrase "Just a pebble in the water can set the sea in motion."



NATURAL RESOURCES AND THE PROMOTION OF CONSERVATION



Tenth grade:

CONLAUNA: M.A. Yalile Jiménez, M.A. Sandra Palacios, and Bach. Kevin Brand

Unit 9

Common Illnesses, New Diseases and Epidemics

Pre-listening

INSTRUCTIONS: Analyze the following information with your classmates and teacher.

Did you know?

- ☞ Pee, needle, and meat are pronounced with /i/. You produce the vowel as if you were smiling.
- ☞ It, stick, and in are pronounced with /ɪ/. You relax your lips a little to make the sound.



While-listening

INSTRUCTIONS: Listen to the song "Why does it hurt when I pee?" by Frank Zappa. Then, identify which underlined sounds are represented with /i/ and /ɪ/ by classifying them into the chart below.

Why does it hurt when I pee?
 Why does it hurt when I pee?
 I don't want no doctor
 To stick no needle in me
 Why does it hurt when I pee?
 I got it from the toilet seat
 I got it from the toilet seat
 It jumped right up
 N grabbed my meat
 Got it from the toilet seat
 My balls feel like a pair of maracas



My balls feel like a pair of maracas
 Oh God I probably got the
 Gon-o-ka-ka-khackus!
 My balls feel like a pair of maracas
 Ai-ee-ai-ee-ahhhh!
 Why does it
 Why does it
 Why does it
 Why does it hurt...when i
 Pee?

/i/	/ɪ/

Post-listening

INSTRUCTIONS: What would you advise the man in the song to treat his problem? Answer this question by using the phrases below. Tell your teacher and classmates about your suggestions.

He needs to... - You should visit... - You had better see... - I think ...



Eleventh grade:

CONLAUNA: M.A. Yalile Jiménez, M.A. Sandra Palacios, and Bach. Kevin Brand

Unit 7 MORALS AND VALUES

Pre-listening

INSTRUCTIONS: Analyze the following information with your classmates and teacher.

Did you know?

- ↳ When second, and men are pronounced with /e/. Your lips should be slightly spread and unrounded.
- ↳ Ass, thank, and act are pronounced with /æ/. Your lips are more spread and your jaw open wider than for /e/.



While-listening

INSTRUCTIONS: Listen to the song "Who I am Today" by Jason Mraz. Then, identify which underlined sounds are represented with /e/ and /æ/ by circling the option that best fits the sound you hear in the song.

I thank (/e/ or/æ/) the boy who kicked my ass
 when (/e/ or/æ/) I was seventeen (/e/ or/æ/)
 I thank the ones who chose to laugh and those who
acted (/e/ or/æ/) mean
 I thank the bullies for their scraps (/e/ or/æ/) and
accidents (/e/ or/æ/) and then some
 They shaped my life; they made me like who I've
 become
 I thank the girls who gave their hand (/e/ or/æ/) and
 showed me how to dance (/e/ or/æ/)
 I thank the ones who laughed and passed (/e/ or/æ/)
 who never (/e/ or/æ/) gave a second (/e/ or/æ/) chance
 (/e/ or/æ/)
 I learned that (/e/ or/æ/) it's okay for some to go and
 some to stay
 They shaped my life; they made me love who I am
 today
 And I, I know that life is good
 I thank the captains (/e/ or/æ/) of the boats who brave
 the sea
 I thank the farmers for the sowing of the seeds
 I thank the men (/e/ or/æ/) who paved the road I'm
traveling (/e/ or/æ/) on
 They shaped my life, they took me down the
paths (/e/ or/æ/) I've gone
 They shaped my life, they took me down the

paths I've gone
 I thank the volunteers for giving up their time for free
 I thank the engineers; (/e/ or/æ/) all those who keep
 our water clean
 I thank the janitors (/e/ or/æ/) for all their (/e/ or/æ/)
 years behind the scenes
 They shaped my life they taught me
generosity (/e/ or/æ/)
 They shaped my life they let (/e/ or/æ/) me see who I
 could be
 So, I, I know that life is good
 I thank the galaxy (/e/ or/æ/) for how it made up
gravity (/e/ or/æ/)
 I thank the sky above for hosting clouds to float on top
 of me
 They gave me air to breathe and give me rain and (/e/
 or/æ/) give me snow
 They shaped my life, they gave me so much room to
 grow
 I thank the frogs, and daddy (/e/ or/æ/) long legs (/e/
 or/æ/) and the bees
 I thank the micro organisms under every tree
 I thank the fertile soil for the life behind the food I eat
 They shaped my life they gave me possibility



Eleventh grade (continued):

CONLAUNA: M.A. Yalile Jiménez, M.A. Sandra Palacios, and Bach. Kevin Brand

And I, I know, that life is good...

yes I, I know....

Yes (/ɛ/ or/æ/) I. Yes I....

I thank the boys who kicked my ass (/ɛ/ or/æ/) when I was 17

I thank the ones who laughed (/ɛ/ or/æ/) and those who acted mean

I thank the bullies for all the names they called along the way

They shaped my life; they made me love who I am today

They shaped my life; they made me love who I am today

You shaped my life. You make me love who I am today.



Post-listening

INSTRUCTIONS: Listen to the song again. Identify the main values in the song. Share your opinion with the class.



Appendix 2: Instrument

Questionnaire for EFL teachers:

I Congreso de Lingüística Aplicada de la Universidad Nacional

Researchers: M.A. Yalile Jiménez, M.A. Sandra Palacios, and Bach. Kevin A. Brand.

Research Topic: Song-based Activities to Enhance EFL Learners' Pronunciation

Instrument: Questionnaire for EFL teachers

Date of Administration: _____

Objective: This questionnaire is aimed at gathering data about the perception of Costa Rican EFL teachers at public high schools regarding the use of song-based activities to enhance their students' pronunciation. The instrument requires that you answer the following questions thoroughly. The answers provided will be employed in the analysis of the main factors to consider when designing activities to teach pronunciation. The information provided will be confidential and used with academic purposes only.

MULTIPLE CHOICE

PART I: Place a check mark on the box that answers the next questions according to your experience as an EFL teacher in public high schools. Select only ONE response per question.

1. What kind of modality do you teach?

- Academic English English for conversation Any other: _____

2. What is the main difficulty that you have faced when teaching your classes?

- Time to develop the class Time to prepare the lesson
 Lack of varied activities and techniques Lack of training
 Students' poor motivation towards the course Students' discipline problems in the class

3. Do you include activities for your students to practice pronunciation?

- Yes No

If your answer were "No," skip question 4.

4. What kind of approach do you use to teach pronunciation?

- Inductive Deductive

Questionnaire for EFL teachers (continued):

PART II: Place a check mark on the box(es) that answer(s) the next questions according to your beliefs regarding pronunciation teaching. You can choose ONE or SEVERAL responses in each question.

5. What linguistic skill(s) do you prefer to emphasize when using activities to teach pronunciation?
- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Speaking |
6. What kinds of activities do you use to enhance your students' pronunciation?
- | | |
|--|--|
| <input type="checkbox"/> Games | <input type="checkbox"/> Role-playing |
| <input type="checkbox"/> Phonetic transcription | <input type="checkbox"/> Repetition of long stories |
| <input type="checkbox"/> Reading aloud | <input type="checkbox"/> Sound drilling |
| <input type="checkbox"/> Songs | <input type="checkbox"/> Discrimination of sounds in short texts |
| <input type="checkbox"/> Tongue twisters | <input type="checkbox"/> Listening to the sounds in recordings |
| <input type="checkbox"/> Making up pieces of writing with the sounds | <input type="checkbox"/> Other activities: _____ |

PRODUCTION

Write a concise response to each of the following questions.

7. Do you think that teaching pronunciation is important? Why?

8. Do you recommend the use of songs to teach pronunciation? Why?
