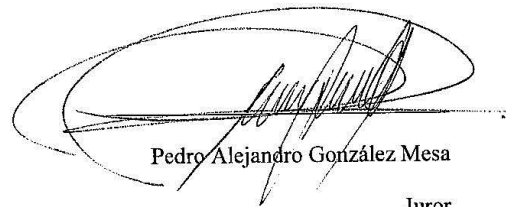**Note of Acceptance**

The project here entitled:

Uniminuto Second Semester Students' Perceptions about a Series of Tasks based on Songs in the Pronunciation Clubs

Prepared and submitted by Yeison David Sua Rodríguez and Tania Lorena Sepúlveda Blanco in partial fulfillment of the requirements for the degree of Bachelor in English Language Teaching has been examined is recommended for acceptance and approval.

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Juror

UNIMINUTO SECOND SEMESTER STUDENTS' PERCEPTIONS ABOUT A SERIES OF
TASKS BASED ON SONGS IN THE PRONUNCIATION CLUBS

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PEDAGOGICAL RESEARCH PROJECT UNDERTAKEN TO QUALIFY FOR THE
BACHELOR PROGRAM IN ENGLISH LANGUAGE TEACHING

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Thanks a bunch from the bottom of our hearts for all your support.

Wish you the best!

"You don't need anybody to tell you who you are or what you are. You are what you are!"

~Lennon, John~

ABSTRACT

This research project examines a series of tasks based on songs in which they were used as a key factor to deal with pronunciation problems in English inside a Task-Based Instruction (TBI) approach. This action research was carried out at Uniminuto University, a private university in Bogotá with a group of second semester students who belonged to the B.A. in English Language Teaching. The starting point was a needs analysis which revealed the perceptions that such group of students had in regards to an extracurricular space called Pronunciation Clubs offered by such Bachelor Program to its students in order to work on their pronunciation.

Therefore, six lessons based on songs inside a TBI framework with communicative tasks were designed and implemented in order to allow students to put into practice the five pronunciation features selected by means of real contexts with real people in different situations. The changes in regards to students' perceptions about the Pronunciation Clubs, their improvements in regards to their pronunciation, and the benefits of using TBI approach in such Pronunciation Clubs were recorded as the main results of this action research project.

Key words: *Students' perceptions, Task-Based Instruction approach, Pronunciation Clubs, English songs.*

RESUMEN

Este proyecto de investigación analiza una serie de tareas en función de canciones en el que fueron utilizadas como un factor clave para hacer frente a problemas de pronunciación en inglés dentro de un enfoque basado en tareas (TBI). Esta investigación-acción se llevó a cabo en la Universidad Uniminuto, una universidad privada en Bogotá con un grupo de estudiantes de segundo semestre quienes pertenecían a la Licenciatura en Idioma Extranjero-Inglés. Se partió de un análisis de necesidades que reveló las percepciones que dicho grupo de estudiantes tenía en lo que respecta a un espacio extracurricular llamado "Club de Pronunciación" ofrecido por dicho Programa de Licenciatura a sus estudiantes con el fin de trabajar en su pronunciación.

Por lo tanto, se diseñaron e implementaron seis clases basadas en canciones dentro de un marco de TBI con tareas comunicativas con el fin de permitir a los estudiantes la puesta en práctica de las cinco características de pronunciación seleccionadas por medio de contextos reales con personas reales en situaciones diferentes. Los cambios en lo que respecta a la percepción de los estudiantes sobre los Clubes de Pronunciación, sus mejoras en lo que respecta a la pronunciación, y los beneficios de usar el enfoque basado en tares (TBI) en dichos Clubes de Pronunciación fueron registrados como los resultados principales de este proyecto de investigación-acción.

Palabras clave: percepciones de estudiantes, enfoque basado en tareas, clubes de pronunciación, canciones en inglés.

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INTRODUCTION

This research project provides a series of tasks based primarily on songs that help second semester students from the B.A. in English Language Teaching at Uniminuto to change their perceptions about the English Pronunciation Clubs[1], focusing on three different pronunciation aspects (the final *–ed* sound, the final *–s* in the third person verb forms, and the pronunciation of five auxiliary verbs such as *–can*, *–can't*, *–don't*, *–doesn't* and *–didn't*) in three different grammar topics directly related to their Language and Anglophone classes[2].

In order to achieve that purpose, Task-Based Instruction (TBI) was used in this research project to get in second semester students a better level of proficiency in oral production, using tasks based on songs as a main focus, since the primary interest in TBI approach is not the memorization of items taught by the teacher, but to make students understood and to understand what they are being told to accomplish the communication act (Pardo, 2008). What is more, this TBI approach was also used in this research to help second semester students focus on producing the language without memorizing any language structure or pronunciation feature; and then, they were able to perform the series of tasks provided, promoting the interaction of the language most of the time.

Thus, the first chapter includes the research question about how a series of tasks based on songs helped change second semester students' perception about the Pronunciation Clubs. Then it comes the objectives that define briefly what this research intends to obtain as a result by designing, implementing, promoting, and evaluating a series of tasks based on TBI approach.

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[1] Extracurricular classes guided by different foreign assistants with a duration of 45 minutes per club with a maximum of 10 students without any kind of grading system.
[2] The second level English course, where students cover all the aspects related to the English language such as grammar, listening, speaking and reading in a beginner level.

Besides, the research topic and research problem are found, including the reasons about the idea of creating a series of tasks based on songs to include in the Pronunciation Clubs aimed to a group of second semester students.

Then, the second chapter includes the literature review that contains three different research documents of different researchers who have worked in a similar research area such as improving pronunciation by means of task-based instruction in an English as a Foreign Language (EFL) context, strategies and activities for teaching pronunciation, and the pedagogical use of songs in English classes. Then it comes the three constructs that supported and are referenced in this research project, which are students' perceptions, task-based instruction approach, and the use of songs as a pedagogical tool, which includes some activities and strategies to teach pronunciation.

After that, the third chapter includes the type of study, which is qualitative research, where three surveys were carried out in three key stages (before, while, and after) during the implementation in order to gather data about how second semester students perceived the Pronunciation Clubs. On the other hand, the methodological design is Action Research that helped to carry out different steps to conduct this research successfully such as study and plan, take action, collect and analyze evidence, and then, reflect. What is more, surveys, field notes, and focus group as data instruments are found and described in detail to gather data about the phenomenon.

CHAPTER 1

Justification

This research project gets importance when it comes to analyzing how second semester students perceive a series of tasks based on songs used in the Pronunciation Clubs offered by the B.A. in English at Uniminuto University in order to change the unsatisfied attitudes they have when learning pronunciation in such Pronunciation Clubs.

Taking into account that, the National Bilingual Programme stated an English level between B2 and C1 (advanced) for teachers of English by the end of their undergraduate degree studies in Colombia (British Council, 2015). In that way, according to the CEFR (2011) a C1 speaker is supposed to be able to be intelligible (being understood without much effort), to use phonological features (sentence and word stress, intonation and rhythm) effectively to convey and enhance meaning, and to produce individual sounds clearly and correctly. Thus, it is essential that students reach the English level required by the end of their undergraduate program because otherwise, they will not have the skills required to teach English as expected by the Ministry of Education in Colombia. In order to help them achieve that goal, this research project used songs as a main tool in order to get them involved in the Pronunciation Clubs, changing their perceptions about them.

Learning English as a Foreign Language (EFL) has several connotations in social and professional students' lives. With this, students can have not only an improved social life, but better job opportunities (Pandey & Pandey, 2014). Also, it is possible that students may create a new connection between their home country and a foreign country in order to continue practicing their pronunciation skills by speaking with native speakers.

Thus, this research comes from the necessity to create a series of tasks based primarily on songs that are able to change second semester students' perceptions about the Pronunciation Clubs in order to achieve the aforementioned aspects. In this way, it is noteworthy why second semester students were chosen to carry out this research in the B.A. in English in their EFL process.

According to Yates & Zielinski (2009) "beginners need pronunciation just as much as advanced learners do, and starting early helps them tackle pronunciation issues throughout their learning" (p. 19). That is why, this research project pretends to help second semester students who are beginning their bachelor program to face pronunciation issues from early stages in order to avoid problems when they reach advanced levels such as the final –*ed* sound in past simple, the final –*s* in the third person verb forms, and the pronunciation of –*can*, –*can't*, as well as –*don't*, –*doesn't* and –*didn't* sounds as auxiliary verbs.

Likewise, Muru and Oispuu (1996) as cited by Art (2014) "if pronunciation is wrong, it is very difficult to retrain it later. That is why studying a foreign language is essential to pay attention to pronunciation from the very beginning" (p. 8). To put it another way, it is essential that beginners, or as in this case, second semester students start learning basic pronunciation features from the beginning of their bachelor program to have a strong basis in terms of pronunciation since once they have acquired or learnt a pronunciation aspect wrong, it is too difficult to remedy it in advanced levels.

Also, when Pronunciation Clubs are referred in this research project, they refer to extracurricular classes guided by different foreign assistants with a duration of 45 minutes per club with a maximum of 10 students without any kind of grading system. Thus, such Pronunciation Clubs are offered to students from first to sixth semester who are learning EFL in

the B.A. in English at Uniminuto as a means to have more effective and understandable

communication at different times and days, depending on their availability. Besides, different

semester students can attend to one of the six schedules stated by the Program, where they are

supposed to be able to be better understood by listeners and correctly develop Standard

American English pronunciation as the LIEI guidelines 2016-10 (p. 4-5) stated by the B.A. in

English Language Teaching demand.

In that way, it is important to highlight that the problem of the Pronunciation Clubs lies in

how second semester students perceive them due to the lack of activities because they are not

really motivating and appealing for such group of students as expected when attending them.

That is why, teaching EFL needs to be appealing to students in order that they are willing to

perform all the activities proposed as desired. According to Phillips (2003) "many English pop

songs are well-known even by the youngest learners, especially theme songs of films or

television series. Although the language is difficult, students love using them in class" (p. 107).

Thus, this research used six tasks based on songs principally as a didactic strategy in which the

five pronunciation aspects were worked during the process.

Finally, using songs as a tool to teach pronunciation in EFL is a way in which students'

creativity may be developed. As Campbell (1998) states "music activates both brain

hemispheres, that is to say, creativity activates the right hemisphere and music logic does so in

the left one" (p. 203). In this way, songs as a main focus in this research were used to understand

better the language and then, the pronunciation aspects in which this research was focused on.

Research problem

One of the problems faced by students in the B.A. in English Language Teaching at Uniminuto who attend to the Pronunciation Clubs at different times and days offered by the Program is the perceptions they have about them when it comes to practicing and learning about pronunciation. In that way, it is worth mentioning that such Pronunciation Clubs are mainly taught by different assistants who come from foreign countries like the United States or the UK in order to serve primarily as teaching assistants who work to improve students' English language skills and acts as a conduit for learning about U.S. history, society and culture in foreign language classes in primary and secondary schools or universities as in this case (Fulbright English Teaching Assistant Program, 2014).

To analyze how the Pronunciation Clubs work, three initial class observations, one interview to the assistant who was in charge of teaching it in the first semester 2016-1, and one survey to eight first semester students were carried out on Tuesdays from 3:15pm to 4:00pm, which was one of the six schedules stated by the Program during the first semester 2016-1 (*See appendix A & B*).

The findings obtained from the surveys taken by eight first semester students showed different aspects to consider in this research. Firstly, the eight first semester students interviewed were asked to rate how satisfied they were with the Pronunciation Clubs on a scale of 1 to 5, where 1 meant very unsatisfied, 2 somewhat unsatisfied, 3 neutral, 4 somewhat satisfied, and 5 very satisfied. The results showed that six of them were somewhat unsatisfied with the Pronunciation Clubs, and the other two students were very unsatisfied as the following pie chart shows.
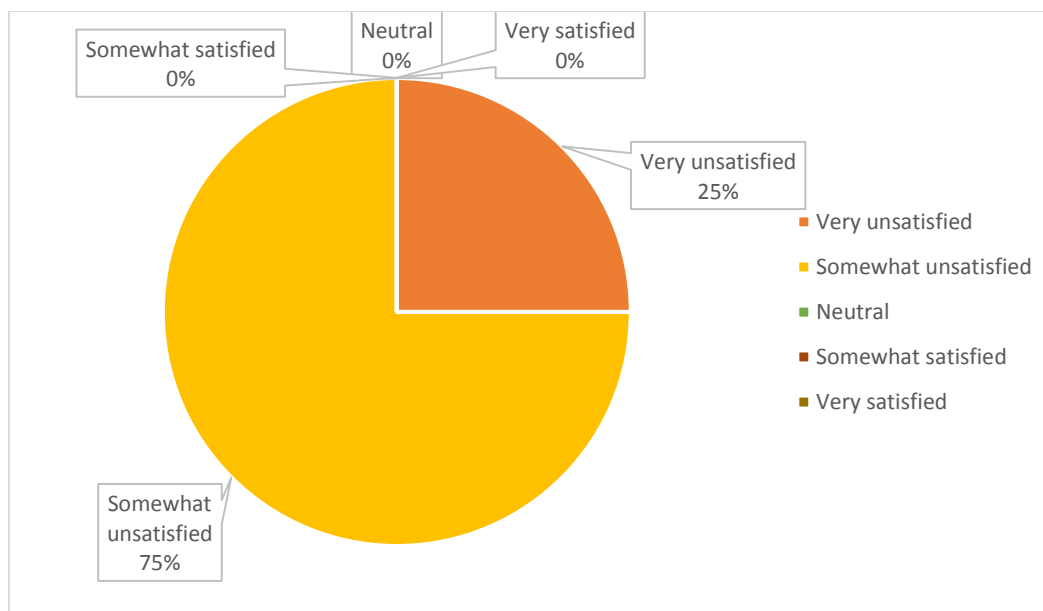
Figure 1: Rating scale about the Pronunciation Clubs during 2016-1.

What is more, all of them agreed that they had not received any instruction in activities or strategies to overcome some pronunciation problems they might have. Besides, when they were asked if they had the opportunity to change or improve something in the Pronunciation Clubs, they said that they would change the activities used for activities involving songs like rock, pop and electronic, reading activities like novels and poems, and finally, competitive games (*See appendix B, statement G*).

With that in mind, Scarcella & Oxford (1994) claim that pronunciation should be taught in all second language classes through a wide range of activities. That is why this research was focused on creating a series of tasks based on songs by using a variety of activities in the three different stages (Pre-, While- and Post-task) such as competitive games, radio shows, tongue twisters, bingos, etc., in order to change second semester students' perceptions about it, focusing on three different pronunciation aspects such as the pronunciation of the final *–ed* sound in past

simple, the final –*s* in the third person verb forms, and the pronunciation of –*can*, –*can't*, as well as –*don't*, –*doesn't* and –*didn't* sounds as auxiliary verbs.

Another finding provided from the class observations was that students did not participate too much as expected so they tended to be bored when repeating words. With regard to this, Wei (2006) states that "a number of excellent strategies can be taught to help learners lower their anxieties and gain confidence" (p. 11). In this way, it is often to use different specific activities such as communication activities, where students do not feel they are working under pressure, but on the contrary, they may feel they are working in a relaxed environment among themselves in order to help them to develop self-confidence and then, push them to participate in the Pronunciation Clubs as a way to motivate them so that they may get the main role in the club. Furthermore, Rasinski & Padak (2000) state that "merely repeating a word 20 or 30 times may not work, especially if the book is too difficult or uninteresting or if the teacher does not supplement the selections with interesting word activities" (p. 7). Thus, it is worth mentioning that just repeating many times a word is not enough to get students involved in the Pronunciation Clubs. It can be said that more than repeating words or sentences this research project needed to change second semester students' perceptions about the Pronunciation Clubs.

To support the aforementioned aspect, an interview was answered by the assistant who was in charge of teaching it the first semester 2016-1 (*See appendix A*). She was asked about the strategies and activities she used to teach different pronunciation aspects such as –*ed* endings. She admitted that the only activity she used to get students involved in the Pronunciation Clubs was repetition because she considered that it was the best way that students could work on their pronunciation. Unfortunately, Wei (2006, p. 14) claims that there are other more appealing strategies to teach pronunciation, such as using songs, games, tongue twisters, articles to use as

models for practicing linking, rhythm, stress or intonation, which are not being used to get students involved in the Pronunciation Clubs.

Furthermore, Morley (1991) asserts that "pronunciation/speech study is most profitable (most pleasant) when students are actively involved in their own learning, not passively detached repeaters of drills" (p. 503). With that in mind, it can be noticed how important it is getting students involved in the process of learning pronunciation in order to have a pleasant learning environment, without just repeating drills by having a passive role in the classroom because it could be a negative factor in the learning process.

Therefore, taking into account the different findings, students' pronunciation may tend to be boring or insignificant if there is not a good use of strategies or activities that may be meaningful and appealing for them. Moreover, students need to be motivated when it comes to learning pronunciation, and to do so, it is necessary to use significant and different kind of activities or tasks to get students positively involved in the pronunciation learning process such as songs, tongue twister, games, etc., as Wei (2006, p. 14) asserts. Otherwise, students may fail in the process of learning pronunciation, or they may feel frustrated if they do not have any progress as desired.

Research question

What are second semester students' perceptions about a series of tasks based on songs in the Pronunciation Clubs of the B.A. in English during 2016-2 at Uniminuto University?

Research objectives

General objective:

To analyze second semester students' perceptions about a series of tasks based on songs in the Pronunciation Clubs of the B.A. in English during 2016-2 at Uniminuto University.

Specific objectives:

1. To identify second semester students' perceptions about the Pronunciation Clubs of the B.A. in English before a series of tasks based on songs implementation during 2016-2 at Uniminuto University.

2. To describe second semester students' perceptions about a series of tasks based on songs implemented in the Pronunciation Clubs during 2016-2 at Uniminuto University.

3. To relate second semester students' perceptions about the Pronunciation Clubs of the B.A. in English before and after a series of tasks based on songs during 2016-2 at Uniminuto University.

CHAPTER 2

Literature review

In order to have a solid background in which to develop this research project, the following three theoretical aspects were taken into account in terms of other related studies or research projects: the pedagogical use of songs in English classes, improving pronunciation by means of task-based instruction, and strategies for teaching pronunciation.

The pedagogical use of songs in English classes.

Marlén Cuestas Cifuentes, a M.A. in Education with emphasis in Community Education from Universidad Pedagógica Nacional, conducted an action research project in 2006 called *Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production*. Its main objective was to provide a solution to her tenth grade students' low speaking proficiency in the English language and to the complexity of working with a large number of students per class (Cuestas, 2006). What is more, she decided to work with English songs as a strategy in order to encourage the oral production in her tenth grade students.

In that way, a set of activities was designed, where specific goals, resources, teacher and students' role, the organization of students and specific skills were stated to have a detailed description of all the activities. Thus, she followed four stages during the process proposed by Kemmis and Mc Taggart (1988) as cited in Burns (1999). The first one was about gathering data using different techniques, which were surveys, interviews, formats for field notes and observation of classes; the second one was about designing and implementing activities using songs in English; the third one was about interpreting and analyzing the data; and the last one

was about writing the research project, relating all the findings and conclusions of the study with other sources.

Taking into account Cuestas' findings (2006) "songs are generators of favorable factors such as motivation, participation, cooperation, relaxation and self-confidence" (p. 51). So this research project intends to use a set of tasks based primarily on songs with the aim of changing first semester students' perceptions from the B.A. in English at Uniminuto University about Pronunciation Clubs, and to do so, it is hoped that songs generate these factors in students as Cuestas (2006) stated.

Furthermore, Cuestas' findings (2006) also showed that when songs are used in English classes, students could express their ideas freely, speak more when the topic was interesting for them, express several reasons and opinions about the proposed songs, interact more with one another, and speak clearly and quickly. Thus, it is expected to use songs in this research project to help second semester students do a final task by the end of each club by expressing and using a topic learnt with each song selected, and interact as much as they can with their classmates.

Improving pronunciation by means of Task-Based instruction.

Another action research study was carried out in 2008 by Eduardo Andrés Pardo Buitrago at Universidad Nacional de Colombia called *Encouraging 10th Grade Students to Improve their Pronunciation by means of Task-Based Instruction in an EFL Context*. The main objective of the research was to analyze and make a characterization of the pronunciation features of tenth graders while they were exposed to task-based instruction in order to improve their pronunciation performance by using tasks as the main method of instruction (Pardo, 2008).

What is more, Pardo (2008) focused his attention on students' pronunciation and how they spoke more if they were learning through tasks that involved more real situations. In that way, this research project aims at using task-based instruction as an approach where second semester students are able to create a final product in each club by getting them involved in a pedagogic task, where they are prepared for real-life situations in the EFL classroom so they can change the perceptions they have about the Pronunciation Clubs offered by the B.A. in English at Uniminuto University.

In that way, Pardo's findings (2008) showed that teaching pronunciation involves different factors that are necessary to create sources of motivation to involve students in the process of effective communication themselves in a foreign language because it is in the process where students can go beyond the well-pronounced isolated items and sentences in unreal situations. That is why this research project pretends to use songs as a source of motivation and then, the task-based instruction takes place in order that students can put into practice the topic learnt by doing different activities with the pedagogical use of songs.

Another finding of Pardo's research project (2008) was that TBI involved communication and interaction as pillars of its theory since all the tasks involved conversation and interaction between the participants. As it was said before, the idea of this research project is to have students produce the language in the post stage of the TBI approach by trying to communicate with others without much difficulty.

To sum up, this research project from Pardo (2008) covers relevant aspects in terms of using task-based approach when it comes to learning and improving pronunciation in an EFL context, where surveys and videos were used to gather data from the students, taking into

account the principles of pronunciation in the context of English as a foreign language acquisition.

Strategies for teaching pronunciation.

Michael Wei, a Ph.D. in Second Language Education/TESOL from University of Maryland at College Park, also conducted an action research study in 2006 called *A Literature Review on Strategies for Teaching Pronunciation*. Its main objective was to review articles on strategies for teaching pronunciation from different sources in order to make use of these strategies reviewed in a public school and a higher education institution in the USA. Also, he included specific strategies or techniques on how to teach some pronunciation components including intonation, stress (word stress and sentence stress) and rhythm, consonants (phonemes) and vowels (phonemes).

Then, Wei (2006) conceives pronunciation as a very important part in a language curriculum; in which, students and teachers should pay special attention to this skill. Thus, he stated that the question is not whether pronunciation should be taught or not; but instead what should be taught in a pronunciation class and how it should be taught.

Thus, Wei (2006) discovered that most language teachers do not have useful strategies for teaching pronunciation, and they do not know the strategies that are appropriate when they meet a specific problem related to pronunciation. Besides, Wei (2006) gathered helpful material for him and other teachers to teach pronunciation such as songs, games and tongue twisters because at the end of his research, he could conclude that with more strategies or techniques in hand, teachers could feel more comfortable in teaching pronunciation by increasing the choices of strategies teachers can use.

Last but not least, Wei (2006) asserts that "students feel that the pronunciation class is relevant to their regular course work. Thus, they become active participants in their pair or group work" (p. 14). Thus, this research project was focused on creating a series of tasks, where students became active participants in the pair or group work when performing the tasks provided in each club, making them conscious about the relevance that pronunciation has in their EFL learning process by overcoming some pronunciation mistakes they may make with the help of the different proposed activities.

To sum up, the three research studies aforementioned contributed to this research project in terms of collecting data because all three were action research studies, and they provided a similar research model about how to deal with collecting and reflecting on the evidence by improving session by session based on the mistakes noticed with the pedagogical use of songs. Moreover, in terms of analyzing the data, those three research studies helped this research project to present the results acquired during the implementation stage because the surveys and the interviews applied in those projects were done at the beginning, in the middle, and at the end of the project, and this project did the same in order to gather the data needed in three key stages.

Theoretical Framework

As it was mentioned above, the purpose of this research project is to analyze second semester students' perceptions about a series of tasks based on songs in the Pronunciation Clubs of the B.A. in English during 2016-2 at Uniminuto University. To achieve this goal, it is necessary to explain in detail the fundamental concepts and theories for this research in order to have a deep basis for the proposal such as *students' perceptions*, which provides the opportunity to explain why in this research it is important to keep in mind the perceptions that learners had in

regards to the series of activities based on songs. In addition, in the *Task-based Instruction approach* construct, it can found a clear explanation of what a task is, and the role it has in this research project. Finally, in the last construct called *the use of songs as a pedagogical tool*, it is explained how songs were used in this research project, the advantages of using them in the Pronunciation Clubs, and some activities as well as strategies to teach pronunciation based on them.

Students' perceptions.

To begin with, understanding the different points of views that the participants of this research project had about the Pronunciation Clubs offered by the B.A. in English at Uniminuto University was a quite vital factor because with this information, it was easier to design the activities that had songs as a main focus in which the researchers could have as an alternative strategy to increase the interest that second semester students had about such pronunciation clubs.

As a matter of fact, Kern (1995, p. 71) asserts that the knowledge of learners' beliefs about language learning is important in order to predict student frustration, lack of motivation and even quitting foreign language study. Thus, in this research project, it is important to know students' beliefs about previous Pronunciation Clubs in order to have an idea before starting designing the lessons because in that way, it would be easy to identify the reasons why they did might not feel attracted to the activities that those clubs managed, understanding the predisposition that students had could have as a key factor to develop design and implement all the tasks required that this research project carried out. Also, with this in mind, avoiding possible future problems such as frustration or lack of motivation.

Then, if researchers kept in mind these attitudinal issues, the main goal of this research project could be achieved effectively.

In addition to that, Bulut and Durak (2002) state that:

"Learners are encouraged to express their perceptions overtly, both for themselves and their teachers. Doing so would allow learners to consider why they are participating in certain activities, how these activities help them learn English, and what use they can make of them both for academic purposes and outside of the classroom" (2002, p. 2-3).

To put it another way, in an educational context, keeping in mind the needs and interests that students have is a concern that may serve to encourage them to participate in a more actively way in the classroom. For that reason, it was important for this research project to carry out surveys as a data collection instrument that helped researchers understand the perception that the population selected had about the teacher methodology, strategies and activities that were designed for the clubs, and the reasons why those issues may not allow them to have a better attitude about the Pronunciation Clubs. Then, understanding those aforementioned factors is a key aspect in which tasks based on songs can be developed in a better way, taking into account their ideas or thoughts, in order to change their perceptions as well as influencing the population to start noticing the contributions that each task has in their academic process.

Furthermore, Lewis and Hill (1990, p. 9) state that a good idea is to begin a new course, or as in this case the Pronunciation Clubs, by discussing with students why they are studying English, or why they are not getting involved in such Pronunciation Clubs as expected, including the uses they see for the English they learn, and something of their expectations of what they expect to happen in the classroom. It also helps to discuss what students expect to enjoy, and not

enjoy. That is why, the needs analysis carried out at the beginning of the research project was taken into account in order to design the series tasks to get them involved so they would enjoy attending to the Pronunciation Clubs during the implementation stage.

Equally, for this research project, discussing the expectations that second semester students have is a main point in which researchers could identify the reasons why they are interested in attending to those Pronunciation Clubs. Besides, it could be known the real input that they have in order to improve their skills and likewise, the expectations and the aspects that they may find in the several tasks that the researchers implemented in the sessions with the aim of having them improve on five pronunciation features and then, deal with their perceptions in regards to the activities proposed and implemented during the Pronunciation Clubs.

In the same way, Castrillón (2010) in his research called "students' perception about the development of their oral skills in English as a foreign language teacher training program" revealed that although students are aware of the importance of participating in class activities, they leave the responsibility of interaction to the teacher whose presence is necessary to maintain the use of the target language in the activities. Thus, as all the tasks had a communicate act by the end of each class, one way to deal with this kind of problem was letting students to take the main role as participants, interacting all the time among them, without being interrupted by the researchers. For example, as every single plan had an assessment moment in the Post-task phase, the students themselves had to pay attention to their classmates' pronunciation, and then, they had to comment on their performance.

Factors as the grade are found to positively impact students' motivation whilst fear of losing face and the composition of the groups for class activities may have a negative influence

on participation (Castrillón, 2010, p. 80). From the findings aforementioned, Castrillón (2010, p. 80) states the following educational implications emerge as follows:

a) Teachers should include conversation stages that may help students to develop a positive self-image as well as developing students' autonomy and self-responsibility for their own learning which motivate them to participate in class; also

b) In order to increase students' participation, teachers are advisable to do a previous assessment in order to understand the interest and needs that students have and include this in their future planning with the aim of creating a safe and comfortable environment that allows students to carry out the tasks positively.

Above all, these conclusions provide an idea of the possible factors that contribute that students can build up their positive perception about the activities and the space in which they are developed. Also, something important to highlight is that making a previous assessment of the students' interest and needs allows EFL teachers include in their classes the topics and activities more engaging for the particular group of students teachers have in charge (Castrillón, p. 80). With that in mind, in this research project, a need analysis was implemented in order to know the activities that may make students be more engaged in each task. most of them mentioned that they would like to see dynamic and didactic activities that included songs, games, role-plays, among other activities, bearing in mind what they would like to see in each task, allowing to create more suitable activities that contain the factors that were mentioned before in order to change the perception that they have about the Pronunciation Clubs.

In that way, Castrillón (2010, p. 79) also states that it is important to create a safe and comfortable environment in which students are tolerant of their classmates' mistakes, and in

which the teacher avoids the traditional role of instructor, and gradually adopts a facilitator role.

Similarly, the creation of the task has been focused on a main goal to change students'

perceptions by using a pedagogical task in a communicative context. So, it is important that the

tasks that were developed became very creative and dynamic, and at the same, taking into

account the several factors that might take place inside the classroom. For instance, what a

teacher should do in the case that the environment in which the tasks are carried out is not the

appropriate. If it is not, the tasks might fail before starting, and the researchers would not be able

to answer the question about how second semester students perceive the series of tasks based on

songs. For that reason, it is important to develop the tasks in a careful way taking into account

the suggestions that several researchers such as Ellis (2003, p. 276-278), Nunan (2001, p. 52),

Willis (1996, p. 32), and Castrillón (2010, p. 12) state.

On the other hand, another study that might help understand the importance about

students' perceptions comes from King (2006, p. 41) in his study called "students' perceptions of

classroom activities". In the case of German learning process in Australian and Ukrainian

universities, the conclusions of his study claim that if one teacher is concerned about improving

teaching methodologies and maintaining students' motivation for foreign language study, they

should keep in mind that students value first and primarily an integrated approach towards

language study, which is a connection that should exist between grammatical and lexical

material; it means that one ought to complement the other. Moreover, knowledge of what

students think about activities in their language class is very valuable because it helps teachers

decide whether and in what directions the teaching methodologies and/or content need to be

improved. Then, the teaching methodologies to maintain students' motivation in the

Pronunciation Clubs pretend to be based on tasks as a main focus because with them, it has been

expected to have them participate, get involved and take the main role when the songs and the communication acts took place.

Additionally, as an extra plus that happened in the tasks' development was that the methodology used was not a traditional one, since the extra factor that this research had was the pedagogical use of songs to change the perceptions that second semester students have about the Pronunciation Clubs; because of that, it helped have a clear direction and a clear focus to achieve the research question when designing the tasks.

In the same way, Bulut & Durak (2002, p. 9-11) claim that teachers should accept the fact that without learners' participation in the English class, there will not be an effective and enjoyable teaching. That is the main reason for taking the participation of the group of second semester students in the Pronunciation Clubs into consideration all the time. Also, nowadays teaching and learning a L2 is kind of hard work, and teachers have more responsibilities than never because they are advised to make this learning process fun for their students in order that they should not see learning as a problem, nor should they have the feeling of being obliged to learn. Instead, by involving them into the activities and by creating an enjoyable atmosphere, teachers can make them learn the L2 in an enjoyable way (Bulut, et al., 2002, p. 9-11).

To conclude, as it was mentioned before, the perceptions that second semester students have about the Pronunciation Clubs is what this research project pretended to change, and to do so, a series of tasks based on songs were developed. Then, such tasks were focused on a pedagogical task, including a communicative context that had three phases (a pre-, during- and post-task) in each session, taking several considerations proposed by Ellis (2003, p. 276-27), which are explained and justified in detail in the next construct called *Task-Based Instruction approach*.

Task-Based Instruction approach.

First of all, it is important to remember that task-based approach is a concept that some teachers may not use; and one of the reasons is that they might not know its definition, and the most important of all is the purpose that this approach has in an EFL (English as a Foreign Language) context; why it should be important and how teachers and students can use it in this kind of context.

To begin, Ellis (2003) claims that "a task is a work plan that requires students to process the language pragmatically in order to achieve an outcome, and it can be evaluated in terms of whether the content has been conveyed appropriately" (p. 16). In addition to that, Ellis (2003, p. 17) also asserts that task-based approach is considered as a tool in which teachers are able to put students in real situations, where the target language can be learned effectively. Thus, something important to mention when teachers use a task is that it is intended to result in language use that that could be direct or indirect to the way language is used in a real world.

With that in mind, it is noteworthy to mention that there are two main types of tasks that are possible to use in an EFL classroom. The first one is called real-world tasks. According to Nunan (2001) real-world tasks are designed to emphasize those skills that learners need to have so they can function in the real world. Such tasks normally simulate authentic task behavior, and their primary focus is often the achievement of an end product. For such reasons, these kinds of tasks normally make up the final goal of a lesson or a unit.

On the contrary, the second one is called pedagogical tasks, which are intended to act as a bridge between the classroom and the real world in that they serve to prepare students for real-life language usage (Long, 1998). What is more, such tasks are often referred to as "preparation"

or "assimilation" tasks. To put it another way, pedagogical tasks are designed to encourage the language acquisition process by bearing in mind the pedagogical goals that a teacher proposes, the developmental stage and skill level developed by students, and the social contexts of the second language learning environment.

Because of that, this research project used pedagogical tasks because the main reason is that this type of task offers the opportunity to use a series of tasks inside the classroom, and with this, it would be easier to collect data information about the participants, and observe the process that they may have. In addition to that, as Richards & Rodgers (2001, p. 69) point out that when real world communication is used in the classroom, it is considered as a way to motivate students because they have the opportunity to practice what they know and they can do, including physical activity, exploring with the language, practicing partnership and collaboration, and tolerating and encouraging different styles of communication. That is why this research project expected to analyze second semester students' perceptions about the Pronunciation Clubs by using a series of tasks based on songs and promoting real world communication in all the post-task stages in each club.

Thus, to carry out this, the use of pedagogical tasks allows to use real world situations in the classroom in which second semester students had to interact in a communicative way among them, and probably as a final result, this interaction may help them to change their perceptions they had about the Pronunciation Clubs at Uniminuto University. Then, the series of pedagogic tasks were focused on five pronunciation aspects (the final *–ed* sound, the final *–s* in the third person verb forms, and the pronunciation of five auxiliary verbs such as *–can*, *–can't*, *–don't*, *–doesn't* and *–didn't*) in three different grammar topics directly related to their language and Anglophone classes.

Taking into account that, all the tasks in each session were focused on a particular linguistic feature, taking pedagogical tasks as the main role, and the design of them had a communicative goal. For that reason, in this case, all the tasks were created to fulfill the objective to change students' perceptions, but at the same time, to achieve the communicative act, where those "communicative activities" might help this research project to accomplish what it pretends to do.

In that way, it is vital to mention what a communicative activity is. According to Nunan (2001) "a communicative activity is a piece of classroom work, involving a focus on a particular linguistic feature, but also involving the genuine exchange of meaning" (p. 52). Thus, the idea of using communicative activities was because they helped second semester students to focus on the several features that were worked in each club and that are presented by means of the songs, involving practice and exchange of relevant information among the students in the activities done in the post-task stage. Additionally, to create the pedagogical tasks focused on communicative goals, it is important to follow three steps, which the pedagogical task has.

Thus, Estaire & Zanon (1994); Lee (2000); Prabhu (1987); Skehan (1996); and Willis (1996) mention the first phase, which is "pre-task" and concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The second phase called "during- or while-task" centers around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. Then, the final phase is "post-task" and involves procedures for following-up on the task performance. The following table shows the three phases in a briefer way.

Phase	Examples of options
A. Pre-task	* Framing the activity (e. g. establishing the outcome of the task) * Planning time * Doing a similar task
B. During task	* Time pressure
C. Post-task	* Number of participants * Learner report * Consciousness-raising * Repeat task

Table 1: A framework for designing task-based lessons.

Note: Retrieved from Ellis, R. (2003). Task-based language learning and teaching. Oxford: Oxford University Press, p. 80.

Consequently, in this research project, the pre-task phase helped researchers to prepare the students and teach them the vocabulary that they needed for doing the following activities in the next stages. Also, in the pre-task stage the opening and presentation stages took place due to the fact that they are the stages where the researchers planned the introduction of the vocabulary and the song (*See appendix G, lesson plan No. 1, pre-task stage*).

Secondly, during the while-phase, students had to perform a series of activities in which they were able to work on the linguistic feature that could be –*ed* sound, the final –*s* in the third person verb forms, and the pronunciation of five auxiliary verbs such as –*can*, –*can't*, –*don't*, –*doesn't* and –*didn't*. With that in mind, in such while-phase, the guided practice took place, in which all the songs are presented, and students had to complete a series of activities around them (*See appendix G, lesson plan No. 1, while-task stage*).

Finally, in the post-task phase, students had to evidence through a communicative activity if they firstly fulfilled the communicative goal that is focused on practicing the aspects aforementioned, and secondly and the most important, if the tasks worked to change the

perceptions that they had about the Pronunciation Clubs (*See appendix G, lesson plan No. 1, post-task stage*).

Also, task-based counts with specific principles that teachers and students should take into account at the moment of designing and planning activities. For that reason, Ellis (2003, p. 276-278) states eight principles on which to base task design. The proposed principles are:

1. ''Ensure an appropriate level of task difficulty;

2. Establish clear goals for each task-based lesson;

3. Develop an appropriate orientation to performing the task in the students;

4. Ensure that students adopt an active role in task-based lessons;

5. Encourage students to take risks;

6. Ensure that students are primarily focused on meaning when they perform task;

7. Provide opportunities for focusing on form; and

8. Require students to evaluate their performance and progress''.

That is why, at the moment that researchers were planning or designing a series of activities, they could be aware of the several steps that should be followed when planning a task for their students, bearing in mind as a main objective of this research to change the perceptions that second semester students have about Pronunciation Clubs by using a series of tasks based on songs, considering task-based principles aforementioned, which might help to develop the tasks, objectives, resources, and activities in a more realistic way, without forgetting possible issues that may take place inside the classroom, and may not allow to collect the data information that it is necessary to gather to evaluate if the perception of the students changed or not.

The use of songs as a pedagogical tool.

Thus, the purpose of this research project, as it was mentioned before, is to analyze the perceptions that the second semester students have about the Pronunciation Clubs offered by the B.A. in English Language Teaching at Uniminuto University by using a series of tasks based on songs.

McCarthy (2009) states that "music is crucial for human beings out of school. It is always present in learner's daily life. Music includes a wide scope of fields: sociocultural, musical, psychological and spiritual dimensions" (p. 30). Then, the main point that the author addresses is basically how the music is presented in different fields that students have in their daily lives, and that is why songs were selected to make the Pronunciation Clubs more appealing to the students who attended to them in order to call more their attention and then, change how they perceived them.

Thereby, Murphey (1992, p. 37) as cited in Rosová (2007, p. 13) states that using music helps to relax students. Additionally, students are able to develop their linguistic intelligence. Thus, in this research project, songs are key concepts that probably in the educational context does not have a specific role perhaps if songs start to be included in activities among other things that might allow students to increase their creativity, and at the same time, second semester students' perceptions may start changing.

Also, in the need analysis that this research project carried out at the beginning, the group of students selected mentioned that an excellent way to change and encourage them to be more interested in attending the Pronunciation Clubs could be through songs and music. However, the question is why music or songs could be an excellent way to change the perceptions they had;

and also as a plus to learn or acquire the pronunciation aspects selected (*–ed* sound, the final *–s* in the third person verb forms, and the pronunciation of five auxiliary verbs such as *–can*, *–can't*, *–don't*, *–doesn't* and *–didn't*).

Because of that, Campbell (1998, p. 203) has proved that music activates both brain hemispheres. That is to say, creativity activates the right hemisphere and musical logic does so in the left one. With this in mind, this helped students to change the perception that they had about Pronunciation Clubs due to the fact that they were expected to be more creative when it comes to dealing with the post-task stages (communicative part) by using the grammatical features and vocabulary learnt in the other stages with the help of the songs or music.

Additionally, Gardner (1985) states that "all normal (non brain-damaged) people possess some musical intelligence" (p. 285). As a possible result, students could use music as a new tool in which they could be able to find in the Pronunciation Clubs a space in which they could learn using real world factors and also to fulfill the process with communicative goals at the end.

Anton (1990) claims that "when a learning activity combines both left and right hemispheres simultaneously engaged in a particular activity, and ideal learning situation is established and the most productive learning occurs" (p. 170). Put differently, using music as a tool to change second semester students' perceptions as in this case is an excellent way to explore the creativity that they may put into practice in the three task phases (pre-, during-, and post-task) that were designed using music, but with specific songs with the idea of creating a productive environment in which students were able to express ideas without having any fear of committing mistakes in the process, and therefore, have a productive learning space. Then, using music is a great aid to change perceptions, but this aid needs a method that supports the reason why it should be taken seriously. For that reason and in order to show the relevance that music or

songs have, Lozanov (1982, p. 31) proposed a method that is called suggestopedia. This method is a teaching strategy which is based on a modern understanding of how the human brain works and how human beings learn most effectively.

Thereby, in this research project, suggestopedia explains one of the reasons why using music or songs are important to achieve the main objective about how to change the perceptions that a group of second semester students had. With that in mind, this method has created an appropriate environment in which students can be more relaxed, motivated and able to learn in a more dynamic way with the main help of music due to the fact that they were more stressed when music was not played in the clubs.

Additionally, there are three treatments that are important to mention in order to know the advantages that music has, which are defined by Lozanov (1982, p. 32) as follows:

1. Music: background music (Baroque/Classical music);
2. Relaxation: progressive muscular relaxation exercises are conducted for 5 minutes at the beginning of the lesson suggested by Davis, Eshelman and McKay (1995);
3. Suggestion: one direct verbal suggestion (e.g., "learning will be easy for you today", Schuster and Gritton, 1986).

Moreover, at the moment of including music or songs, a positive strategy is to use songs that are somehow related to students; that is to say, it is not the same choosing a song that was created fifty years ago rather than choosing a song that is recent and that students are expected to recognize since the important issue here is to get students positively involved in the clubs. According to Failoni (1993, p. 104) "the addition of music to the foreign language classroom as a teaching method may be a way to focus students' attention and produce a more committed

learner process". Then, as it has been mentioned before, choosing a song that contains all the elements such as lyric, rhythm, level of difficulty and so on, is so important because in that way, students were more committed to the lesson as Failoni (1993, p. 104) states.

To conclude, music or songs can be incorporated in a different way in each lesson, because they are a way in which researchers can create a positive environment, motivate students, increase their knowledge, and the most vital aspect that this research may accomplish is to change the perception that the group of students have about the Pronunciation Clubs given at Uniminuto University by using a series of tasks based on songs, focusing on a pedagogical task, which have a communicative goal.

EFL activities and strategies to teach pronunciation.

With this in mind, Fraser (2000) states that "ESL/EFL teachers need to be provided with courses and materials to help them improve their effectiveness in teaching pronunciation" (p. 59). Thus, this research project pretended to change second semester students' perceptions, but as it was mentioned before, they would be working on the linguistic features aforementioned. Then, the perceptions that students have is a key to develop all the tasks in a more complete way so that the use of didactic and creative materials such as in this case, songs, make possible that students work together creating or exchanging ideas, and in that way, the tasks could be more dynamic and entertaining.

In this way, Fraser (2000, p. 60) also adds that there is also a need for high quality, effective aids, especially computer-based materials with audio demonstrations, for learners of ESL/EFL pronunciation, both for self-access and for using in classes where the teacher needs support of this kind. In addition to that, at the moment that the tasks are carried out, the use of

technology would be a way in which learners would be more interested and engaged in the tasks, and as an extra help, improving their pronunciation. Along with this, they may have another point of view about the Pronunciation Clubs, and why not, they could be able to give new ideas that these clubs may require.

On the other hand, Calka (2011, p. 109) proposed a classification of pronunciation learning strategies and activities, which were referred on her study with Polish L1 students enrolled in teacher training pronunciation courses. Consequently, when Calka (2011) was searching for information on phonetics and phonology, it was found that pronunciation was the least frequently implemented strategy among such group of students.

Also, as the main goal of this research project is to analyze the perceptions that second semester students have about the Pronunciation Clubs offered by the B.A. in English Language Teaching at Uniminuto University, the need analysis that was carried out gave the change to identify the activities that learners think thought were important to be used in these clubs, and this helped to design the tasks faster and to use creative aids or tools such as in this case songs to possibly increase the interest in the Pronunciation Clubs.

For that reason, fully integrating pronunciation with the study of grammatical and lexical features has the further incremental benefit that learners will increasingly appreciate the significance of pronunciation in determining successful communication (Paredes, n.d., p. 3). Thus, if this research aims at changing perceptions, it must not be forgotten that in the songs, the grammatical part has to be integrated with pronunciation. For that reason, this research project in each session managed three phases. In the pre-task phase, students learnt the vocabulary that they had to use later on in the activities; thus, during the task-phase, they had to perform a series of activities in which they worked on the linguistic feature that could be –ed sound, the final –s in

the third person verb forms, and the pronunciation of five auxiliary verbs such as –*can*, –*can't*, –*don't*, –*doesn't* and –*didn't*. Finally, in the post-task phase, learners had to evidence through an activity if they fulfilled the communicative goal that was focused on the aforementioned aspects.

Additionally, through the need analysis mentioned before, it was found several strategies that may be used during the tasks. However, Ellis (2003, p. 201) mentioned that a better approach might be to find out what learners actually do to improve. So if teachers start identifying the instruments that learners use to develop a better pronunciation, designing activities, tasks, and materials may be an easier issue, and the time that teachers save can be possibly used in other tasks. To sum up, if researchers find the most adequate strategies to manage in each session with the participants, in that way, the perceptions they had about the Pronunciation Clubs may start changing.

Ellis (1997, p. 99) claims that one way of doing this is by collecting samples of learner language (the language that learners produce when they are called on to use in L2 in speech or writing) and analyze them carefully. In this research project, this information would give an overview of the strategies that should be implemented in order to fulfill the communicative goals; also, as an extra aspect to improve the spoken part of the participants of this research project.

Last, but not least, it is important to have a total clarity that strategies and activities are not the same. So, strategies are the procedures that teachers use to promote the learning process through aids, materials and so on. On the contrary, activities are generated according to the strategies that the teacher is going to use (McIlrath & Huitt, 1995).

Techniques for teaching pronunciation. There are several techniques or strategies besides of the fact of just asking students the techniques or strategies they use. With that in mind, below are some techniques for teaching pronunciation that were used in this research project (they can be seen in the following table).

To help:	Techniques
practise sounds	Choral drilling, individual drills
highlight stress	Clapping, clicking, tapping, gesture, elastic bands, dada language, punches in the air, dots, underlining
correct and give feedback	A repertoire of gestures, empathy, sense of humour
teach articulation, linking etc.	Imitation, mirrors, finger models of the mouth
correct articulation, linking etc.	Sense of humour, facial expression, empathy, fingers in mouth, mirrors
pinpoint areas to correct	Finger drilling, gestures
manage multilingual classes	Teacher checklist
encourage practice outside the classroom	Pronunciation homework

Table 2: Some pronunciation techniques.

Note: Retrieved from the AMEP Research Centre. (2002). Fact sheet – Teaching pronunciation: Approaches and activities. United States of America, p. 2.

Drills went out of fashion with audiolingualism because they became associated with mindless and repetitive approaches to teaching. However, drills definitely do not have to be mindless, and they offer a welcome opportunity for learners to get their tongues around new language without the extra strain of trying to communicate. Most learners love them, as long as they are done confidently and do not dominate teaching (Yates, 2002, p. 1).

In addition, there are two ways in which drills could be implemented in the task. Firstly, choral drills, in which the whole class repeats a clear model from the teacher, are useful for anonymous practice. Secondly, individual drills, in which the teacher selects a student to repeat the item individually after it has been practiced in unison allows the teacher to assess individual progress (Yates, 2002, p. 1).

With that in mind, if drills were used in the tasks that were carried out, they do not have to be just repetition only. With that in mind, below it is mentioned other ways in which drills could take place in the tasks.

Substitution drilling is another important and useful variation. This involves drilling a structure, but substituting items of vocabulary into the sentence being dealt with as follows:

Teacher: It's in the corner.
Student 1:   It's in the corner.
Teacher: It's on the table.
Student 2:   It's on the table.
Teacher: It's under the chair.
etc.

Figure 2: Substitution drilling exercise.

Note: Retrieved from Kelly, G. (2002). How to Teach Pronunciation. Pearson Editorial, p. 17.

A second strategy that was used in this research project is called chaining. As it was mentioned before, in the pre-task, students needed to learn the vocabulary, in order to complete the other two phases of the lesson plan. For this, chaining would be an excellent way in which this can possibly be integrated in the phases of the task, principally in the pre-task that was mentioned before.

Then, chaining can be used for sentences which prove difficult for students to pronounce, either because they are long, or because they include difficult words clusters and sounds. The following examples show how the teacher isolates certain parts of the sentence, modeling them separately for students to repeat, and gradually building the sentence up until it is complete.

Back chain
The sentence is drilled and built up from the end, gradually adding to its length. Certain parts may be drilled separately, if they present problems. Each part of the sentence is modelled by the teacher, and the students repeat.
    ...told him.
    ...would've...
    ...would've told...
    I would've told him.
    If I'd seen him...
    If I'd seen him, I would've told him.

Figure 3: Back chain exercise.

Note: Retrieved from Kelly, G. (2002). How to Teach Pronunciation. Pearson Editorial, p. 16.

Front chain
The sentence is drilled and built up from the start, gradually adding to its length. Certain parts may be drilled separately, if they present problems. Each part of the sentence is modelled by the teacher, and the students repeat.
    If I'd seen him...
    If I'd seen him, I would've...
    I would've...
    I would've told him.
    If I'd seen him, I would've told him.

Figure 4: Front chain exercise.

Note: Retrieved from Kelly, G. (2002). How to Teach Pronunciation. Pearson Editorial, p. 17.

It is known as Kelly (2002) states that "many teachers skimp on drilling because they feel it is something that only needs to be done at lower levels, yet it is important at higher levels too" (p. 16). In addition to that, as it was mentioned before, using drills in this research may look outdated; but the difference is in adapting them, because in that way, students may feel that Pronunciation Clubs are more practical and dynamic since the tasks have been created in a non-traditional way, and this may create a different perspective about the Pronunciation Clubs.

Activities for focusing on pronunciation. Above all, changing students' perceptions may not be easy; but in this research project the integration of the strategies mentioned above were based on pedagogical tasks that were worked in a communicative context, in which the following aspects were integrated in each task, but one per session such as *–ed* sound, the final *–s* in the

third person verb forms, and the pronunciation of five auxiliary verbs such as *–can*, *–can't, –don't*, *–doesn't* and *–didn't*. To do this, the following activities give an idea of how the creation of such tasks could be carried out in order to change the perceptions that second semester students have about Pronunciation Clubs.

Then, four different strategies were used in all the sessions in order to make them more interesting and appealing to the students such as information gap activities which are useful activities in which one person has information that the other lacks. They must use the target language to share the information (Thornbury, 2005, p. 80). This definition given by Thornbury (2005) stated that there is a knowledge gap that can only be bridged by using language. Thus, during the sessions students had to complete the song according to what they listen to; also in this step, information gap was used in order to see if this kind of activities in relation to the songs that were worked during the sessions were attractive for them and then, analyze the perception they had about them (*See appendix G, Lesson plan No. 2, while-task stage, exercise number 1*).

Secondly, bottom-up approach was chosen, which refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization -sounds, words, clauses, sentences, texts- until meaning is derived. Comprehension is viewed as a process of decoding (Clark & Clark, 1997, p. 47).

As it was said before, bottom-up uses an incoming input that in this research was the songs as a tool, which helped students to understand the message or the idea that the song had, and in the same way, to understand and complete the different stages in which the session was divided.

The listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences (Clark & Clark, 1997, p. 49). To put it another way, second semester students had some grammatical basis that helped them to understand the vocabulary that each song had. Similarly, the songs that were picked up had a vocabulary that is rather simple, and it is important to say that the songs were chosen keeping in mind second semester students' English level.

Additionally, as it is well known, students had to complete four steps with the songs. Above, the first stage was mentioned, in which information gap was used as the previous example shows. Then, bottom-up approach worked on the others three steps, that is to say, this approach allowed to use an incoming input that are the song, which helped students understand the context of the task, and in the same way to complete the several stages that the songs had (*See appendix G, Lesson plan No. 2, while-task stage, exercises number 2-4*).

With this information, as an extra plus, this research project had the opportunity to carry out new ways in which creating activities was not tedious. So, it is important to remember that there are new ways as different types of strategies such as information gap or bottom-up, or even different methodologies that offer the opportunity to have a different approach in a task; and those strategies were used in this research project by the researchers with the aim of analyzing how the Pronunciation Clubs were perceived by second semester students and then, changing their perceptions in regards to them.

CHAPTER 3

Research design

This research project, as it has been explained before, pretends to change second semester students' perceptions about the Pronunciation Clubs by using a series of tasks based on songs as a main focus. That is why the decision to conduct this research was based on action research that has one basic research methods which is qualitative. This method can lead to achieving the main research goals through surveys, field notes, and focus groups, offering the opportunity to analyze and reflect on the context in which students see and perceive the Pronunciation Clubs and the reasons why for them it is or is not relevant and meaningful in their EFL learning process.

Also, this was enhanced with the help of an action research model given by Riel (2007), which proposes a process that allows the data collected be assessed in order to take future actions on that phenomenon, and therefore, reflect while taking the necessary actions.

Research paradigm

As it was mentioned before, this research project is centered on one research method which is qualitative research. According to Creswell & Clark (2007, p. 10) qualitative data is associated with field methods such as observations and interviews, where the problem is explored and then, analyzed. Thus, this project used qualitative as a method in order to gather data in the implementation classes such as observations by using field notes, an interview to the foreign assistant who was in charge of teaching the Pronunciation Club during 2016-1 at Uniminuto University, and surveys to gather second semester students' perceptions before, during and after the clubs during the second semester 2016-2.

Additionally, Mack et al. (2005, p. 1) claim that qualitative research is especially effective when it comes to gathering cultural specific information about the values, opinions, behaviors, and social contexts of particular groups of people. Also, it can be said that the central principle of this method is to understand a social problem from the perspectives of the population it involves. Then, working with qualitative data has been used to understand better all the information collected through the use of the three data collection instruments, making it easier and more complete answering, this way, the research question aforementioned.

Thus, it is worth mentioning how qualitative research method has been used in this research project due to its advantages when it is used. Mack et al. (2015, p. 4) claim that one of the advantages of using qualitative methods in a research project is that they allow the researchers the flexibility to probe initial participant responses, that is, to ask them why or how. In this research project, surveys have been used as a qualitative research data collection instrument due to the main objective was to analyze the results based on students' responses by asking them why or how. With this, some of the second semester students' responses were analyzed and organized by taking into account their perceptions about each club, e.g., all the second semester students were asked to rate how satisfied they had been with the use of songs in the Pronunciation Clubs on a scale of 1 to 5, where 1 meant very unsatisfied, 2 somewhat unsatisfied, 3 neutral, 4 somewhat satisfied, and 5 very satisfied in the three different key stages (before, during and after the implementation) by using surveys as a data collection instrument.

Furthermore, Johnson & Christensen (2014) point out that "qualitative research is used to describe what is seen locally and sometimes to come up with or generate new hypotheses and theories. Qualitative research is used when little is known about a topic or phenomenon and when one wants to discover or learn more about it" (p. 33). Thus, field notes and focus groups

have been also used as qualitative research data collection instruments because at the beginning

of this research project, it was kind of difficult to understand the phenomenon, but then, the idea

was to describe it, come up with the improvements required, and learn more about it, e.g., based

on the researchers' comments and notes, it was possible to learn more about the phenomenon by

describing every single detail that happened in each club, and then, improve on some mistakes

noticed.

To sum up, the information about second semester students' perceptions has been

collected through surveys, field notes and focus groups, where the qualitative approach was a

key factor since the researchers could reflect on how the sessions went by filling out the field

notes while they took place. Additionally, these data collection instruments gave the information

needed to describe the impact of the series of tasks based on songs used on second semester

students in the Pronunciation Clubs of the B.A. in English during 2016-2 at Uniminuto

University.

Research approach

According to Watts (1985) "action research is defined as a process in which participants

examine their own educational practice systematically and carefully" (p. 118). Thus, taking into

account this definition, applying action research in this research project helped the researchers

reflect on second semester students' perceptions when implementing a series of tasks based on

songs as a main focus to deal with three specific pronunciation aspects using a qualitative

method to gather data. Also, this action research allowed analyzing on the implementation of all

the six sessions with the participants chosen in a real context with tasks based on TBI approach

in the EFL classroom.

What is more, Stringer (2008) states that "action research is a process of systematic inquiry that seeks to improve social issues affecting the lives of everyday people" (p. 52). In this way, action research also allowed taking action on one issue that was affecting everyday people as second semester students from the B.A. in English at Uniminuto University during 2016-2 because they were supposed to attend to the Pronunciation Clubs by their own having in mind good perceptions about them, but unfortunately, most of them manifested how unsatisfied they really were when attending them. Also, it is important to highlight that attending to the Pronunciation Clubs has a key purpose in second semester students since they are still beginning their bachelor programs, and they need to work strongly on different aspects related to the English language as pronunciation.

Consequently, this research project used a specific action research model since all the steps fit in what it was expected to achieve by the end of the research. Such model was proposed by Riel (2007, p. 96) which took the participants through four steps in each cycle. These stages were planning, taking action, collecting evidence, and reflecting as the following figure shows.
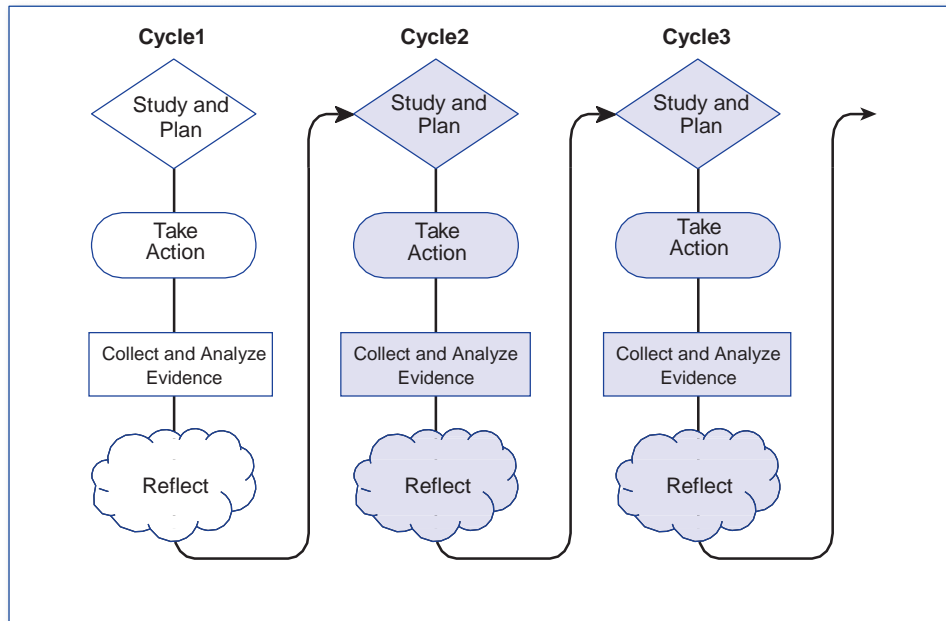
Figure 5: Progressive problem solving with action.
Note: Retrieved from Riel, M. (2007). Understanding Action Research. Pepperdine University, p. 96.

To sum up, this model fit with this research project because it has provided the deep reflection that a project needs, and the steps that this project needed in order to collect and analyze the data information required. In that way, the process was followed step by step as follows:

a) Firstly, this research project was developed by studying the phenomenon and planning how to deal with it, where the series of tasks based primarily on songs were carefully designed by the researchers;

b) Secondly, the researchers took action by implementing in each club the series of tasks based on songs with the group of second semester students from the B.A. in English during 2016-2 at Uniminuto University. Also, the evidences required were gathered by using the three data collection instruments such as surveys, field notes, and focus group. The surveys were used three times along the process (at the beginning, in the middle, and

at the end of the research); the field notes were filled out by the researchers in each club

in order to reflect on how the series of tasks based on songs worked; and the focus groups

took place by the beginning and the end of the implementation stage in order to gather

second semester students' perceptions after and before;

c) Thirdly, the evidences and all the information collected in the previous step were

analyzed carefully and in detail by the researchers in order to check if the established

objectives of this research project were fulfilled; and

d) Finally, the six series of tasks were evaluated by reflecting on how they worked during

the implementation stage by analyzing all the songs, activities, and materials used during

the whole process.

Setting

This research project was carried out at Uniminuto University, a Catholic university in

Bogotá, Colombia located geographically in the locality of Engativa at the northwest of Minuto

de Dios neighborhood. This university offers more than 100 academic programs at different

levels, ranging from technical to post-graduate programs with the aim of forming professional

people highly competitive, ethically oriented and leaders of social transformation processes in

Colombia by contributing with to the country development in terms of education and moral

values (Uniminuto vision, 2015).

According to Casanova (2015) Uniminuto University has grown effectively between

1992 and 2014 increasing progressively from 221 to 102,014 students. Also, this university has a

range of branches around the country, that is to say, from Atlántico until Vaupés, all of them

with the influence of Father Rafael Garcia Herreros, who was a catholic priest of the Eudist religious order.

In that way, this research project was focused on just one program called Bachelor Program in English Language Teaching because this one is the only program that works with English as a Foreign Language in the whole University, and this program is the only one that has as an extracurricular course as the Pronunciation Clubs to get students involved in English pronunciation. So it is worth mentioning some key aspects about the Bachelor Program in English and its extracurricular courses for students to get in touch with the English language.

Thus, the students who graduate from the Bachelor Program in English Language Teaching are expected to communicate clearly, fluently and consistently demonstrating a high proficiency in the English language to express and understand issues of social, academic and professional type. Also, they are expected to reach a level of C1 by the end of the undergraduate program in the domain of the four Basic English language skills (reading, speaking, writing and listening) according to the guidelines of the Common European Framework (LIEI Guidelines, 2016).

Furthermore, such B.A. in English Language Teaching is one of the six Education programs from Uniminuto University, with 144 credits to get the degree as an English teacher. The program consists of nine semesters, and all of them are classroom courses. What is more, this program handles two schedules for the community. One of them is in the morning from 7:00 a.m. to 1:00 p.m., and the other one is in the afternoon from 2:00 p.m. to 6:00 p.m. Also, the students of this B.A in English at Uniminuto should cover four main training areas established by the program such as the pedagogy area, the Language and Anglophone Culture area, the linguistic fundamentals area, and the English didactics area (LIEI Guidelines, 2016).

What is more, taking into account the praxeological approach that the university manages, students are expected to reach a high praxeological knowledge, teaching strategies in the teaching of the foreign language, being able to adapt new technologies in the development of communication skills and pedagogy (LIEI Guidelines, 2016).

Apart from that, the Bachelor Program in English Language Teaching offers two extracurricular courses to all its students called Grammar Workshops and English Clubs or Pronunciation Clubs. In the Grammar Workshops, students cover different grammatical topics related to the English language given by students of the same Bachelor program, but with certain specific requirements such as a high English level (at least B1) and excellent grades gotten along their careers.

On the other hand, in the Pronunciation Clubs, students are supposed to be able to be better understood by listeners and correctly develop Standard American English pronunciation (LIEI Guidelines, 2016). What is more, such Pronunciation Clubs are offered to students from first to sixth semester who are learning EFL in the B.A. in English as a means to have more effective and understandable communication at different times and days, depending on their availability. Additionally, as it was said before, such Pronunciation Clubs did not have any kind of grading system. So they were extracurricular classes or spaces guided by different foreign assistants with a duration of 45 minutes per club with a maximum of 10 students, which were not mandatory for second semester students from the B.A. in English at Uniminuto University (LIEI Guidelines, 2016).

To sum up, the idea of working with second semester students from the Bachelor Program in English Language Teaching at Uniminuto was to help them to deal with

pronunciation by analyzing how they perceived it in the Pronunciation Clubs and then, to propose a series of tasks based primarily on songs to change their perceptions about it.

Participants

Currently, the Bachelor Program in English Language Teaching at Uniminuto University has approximately 499 students. For this reason, this research project was focused on a specific group, that is to say, students who attended to the Pronunciation Clubs during the second semester 2016, focusing on a smaller group of ten students from second semester whose average age was around 19 to 23 years old.

Thus, this ten-student group was selected carefully because they did not know too much about the English language, specifically about pronunciation issues, and all of them were Spanish speakers, who rated the Pronunciation Clubs as somewhat unsatisfied based on a survey done at the beginning of this research.

Actually, all of them were students of the B.A. in English, who were taking Language and Anglophone Culture II classes in the second semester of 2016. In fact, Language and Anglophone Culture II is the second level English course, in which students cover all the aspects related to the English language such as grammar, listening, speaking and reading in a beginner level. They study basic topics such as present and past simple, articles, adverbs of frequency, prepositions, present continuous and future intentions. So they have to take three exams along the semester in order to evidence their progress in terms of the language. Besides, they have to take an international exam called KET (Key English Test) by the end of the semester in order to evidence the advancement they have had from the beginning of their careers.

In terms of materials, they did not use any kind of specific material in the Pronunciation Clubs such as books or worksheets, but they were supposed to use different kind of activities and material proposed by the assistant who was in charge of teaching it during the semester. According to the interview answered by the assistant who was in charge of teaching it the first semester 2016-1, she said that she used YouTube videos to explain the topic, followed by exercises, and pronunciation bingos as activities, but at the same time, she related that she was not given a syllabus for the Pronunciation Clubs (*See appendix A, question number 7*).

In that way, it is noteworthy to mention that all of them had a beginner English level showed in the results of a test called KET (Key English Test) mentioned previously offered by the B.A. in English before they started their career to become English teachers at Uniminuto University. Besides, they admitted that they had not taken any course related to English before enrolling into the university. In terms of grammar, they were studying present simple, past simple and auxiliary verbs. That is one reason this research project was based on dealing with those three grammatical topics in terms of pronunciation (the final *–s* in the third person verb forms, final *–ed* sound in past simple, and the pronunciation of *–can*, *–can't*, as well as *–don't*, *–doesn't* and *–didn't* sounds). Another reason why this research project is focused on those sounds is because Spanish speakers have difficulties when pronouncing these topics in their everyday life. Even when they are in advanced courses, they still commit these mistakes when speaking (Chen Lin, 2014).

Data collections instruments

The three data collection instruments that were used during the six sessions are explained in detail below.

Surveys.

In words of Sagor (2000) "surveys are efficient and versatile, useful to gather data concerning affective, cognitive or attitudinal issues" (p. 104). In this way, it was expected to gather data concerning second semester students' attitudinal issues related to perceptions about a series of tasks based on songs used on the Pronunciation Clubs of the B.A. in English during 2016-2 at Uniminuto University. What is more, the idea of using surveys as an instrument was to find out specific information about how the Pronunciation Clubs in the B.A. in English were working during the implementation stage of this research project on a scale from 1 to 5 in order to evaluate three of the six tasks based primarily on song by the end of the phase.

According to Lazo (2010):

"Surveys are typically selected when information is to be collected from a large number of people or when answers are needed to a clearly defined set of questions. Surveys are good tools for obtaining information on a wide range of topics when in-depth probing of responses is not necessary, and they are useful for both formative and summative purposes" (p. 49).

Thus, as it had been said before, this research project pretended to use three surveys to collect participants' thoughts and perceptions, bearing in mind the idea of analyzing how their perceptions were changing over the time when the series of tasks based on songs were put into practice in three of the clubs.

What is more, there are two types of survey questions: open-ended and closed questions. "In open-ended questions, participants answer the questions in their own words. These types of questions are useful to elicit respondent feelings, and to provide depth to an issue" (OPIA, 2006, p. 3). Thus, in this research project, this kind of questions was used to gather depth information

about how they perceived each club, such as "how was the pronunciation club for you today?" in order to have a specific idea about the perceptions that students may have had about them.

Also, "closed questions provide the respondent with a defined set of answers" (OPIA, 2006, p. 3). Thus, this kind of questions was used to gather defined answers about some relevant aspects that happened in the most frequent classes that second semester students took at the University, such as "were the activities of the pronunciation club meaningful and purposeful for you based on a real-world context?".

In that way, it is noteworthy to mention that surveys were implemented in three key moments during the implementation: before, during, and after it.

The survey No. 1, which was applied before the implementation, asked students about the way they perceived the Pronunciation Clubs last semester, the kind of activities done in it, the changes they would like to see to improve them, the level of satisfaction when attending them, among others (*See appendix C*). The survey No. 2, which was applied during the implementation, asked students about the advantages and disadvantages of using songs in the Pronunciation Clubs as a pedagogical tool, if the activities used in the Pronunciation Clubs have been useful for them when improving their pronunciation, the level of difficulty of such activities, among others (*See appendix C*). Then, the survey No. 3, which was applied after the implementation, asked students about the experience and perceptions of working with songs during the Pronunciation Clubs, the usefulness of the songs selected, the improvements of the new Pronunciation Clubs, among others (*See appendix C*).

To sum up, surveys allowed to know second semester students' perceptions about the series of tasks based on songs used on the Pronunciation Clubs, and also to reconfirm the

perceptions they had about such Pronunciation Clubs before this research project took place, using songs as a main focus to get students involved in the club.

Field notes.

Firstly, Creswell (2012, p. 78) refers to descriptive field notes to a kind of diary that allows providing description of the events, activities and people. In that way, those field notes were used in this research project as a kind of reflective diary, in which researchers could describe all the activities done in each club, and the most important factor, how the attitudes, reactions, and responses of second semester students were about the series of tasks based primarily on songs used in each Pronunciation Club from the B.A. in English during 2016-2 at Uniminuto University.

Also, Creswell (2012, p. 78) claims that reflective field notes provide the chance of recording personal thoughts that researchers use to relate their insights, impressions, ideas or themes during the observation. Thus, all the insights, impressions, ideas or themes taken during the observations were written and described in detail in the field notes in order to record all that information to analyze it carefully by the end of the implementation stage of this research project.

Furthermore, field notes are divided into two, which are reflective and descriptive field notes as Creswell (2012, p. 78) asserts. Firstly, descriptive notes allowed researchers to take notes related to the classroom environment such as events, activities, and people involved; and on the other hand, reflective notes allowed researchers to record impressions, thoughts, and feelings. As in this case, both field notes were combined to reflect on how the clubs went, which

students were involved and which ones were not, and to record all the possible information to have different data as evidence.

Thus, the field notes format was adapted from Gamboa (2013) in order to record the observation of the three different stages that took place in each club (Pre-, While-, Post-task), the impressions that the researchers could observe that second semester students had about Pronunciation Clubs, the students' involvement in the proposed activities, the environment of the club, etc. Then, in front of the description of each aforementioned aspect, the researchers made comments about how to improve in the following session in order to make it better and better (*See appendix D*).

To sum up, it was necessary in this research project to describe the different situations or issues that took place in the classroom. So field notes were an instrument that allowed researchers to collect information of the events, how and in which ways they took place during the sessions, and how they changed or differed in all the sessions.

Focus group.

The idea of using focus group as a data collection instrument in this research project is to gather evidence about how second semester students perceived the six series of tasks based on songs used in the Pronunciation Clubs by asking them some key questions at the beginning and ending of the implementation stage, which helped to evaluate the impact they had along the process.

According to Kidder & Fine (1987) "the focus group session is, indeed, an interview–not a discussion group, problem-solving session, or decision-making group. At the same time, focus groups capitalize on group dynamics" (p. 3-9). Thus as it was said before, this instrument was

used at the beginning and ending of the implementation stage, where the group of second semester students could give and share their opinions, feelings, and thoughts about how they perceived all the sessions, and if the Pronunciation Clubs were more appealing for them, or on the contrary, if they were pretty much the same as they were before putting into practice the series of tasks based on songs.

Also, Kidder et al. (1987) stated that "focus group inherently allows observation of group dynamics, discussion, and firsthand insights into the respondents' behaviors, attitudes, language, etc." (p. 39). To put it another way, such focus groups allowed to observe the attitudes and behaviors that second semester students had in the Pronunciation Clubs due to the fact that they did not have any restrictions when expressing how they perceived the sessions and how the researchers led them in order to evaluate their effectiveness.

In that way, both focus groups had relevant questions in order to gather spoken perceptions and then, the researchers could interact a little bit more with the students. The focus group No. 1, which was done at the beginning of the implementation, asked students about their previous experiences when attending to the Pronunciation Clubs, the difficulties they experienced when attending them, the changes they would like to see, among others (*See appendix E*). Meanwhile, the focus group No. 2, which was done at the end of the implementation, asked students about the advantages they found in the Pronunciation Clubs given during the semester 2016-2, their opinions and perceptions about the use of songs in the Pronunciation Clubs, among others (*See appendix E*).

To sum up, focus groups provide answers to different types of social contexts such as obtaining perceptions of project outcomes and impacts or generating new ideas (Lazo, 2010).

That is the main reason why focus group was chosen in this research project in order to obtain the different perceptions in regards to the series of tasks based primarily on songs.

Ethics

To develop this research project, the researchers who were in charge followed a privacy code to keep confidential all the data gathered during the implementation stage in order to protect any kind of participants information. To put it another way, no participant should be named or identified in publications, which may include talks, papers, posters, photographs, or any other publically-disseminated material (Sture, 2009). Thus, to ensure such privacy code, all participants were allocated a code by the researchers instead of their names, and such codes were used when their ideas, thoughts or surveys' answers were referred to in this research project.

Additionally, it is worth mentioning that all the participants who took part in this research project signed an informed consent, where they agreed on getting involved in this research project by self-determined participation. Also, at the beginning of the implementation, they were informed about the benefits and the purposes of this research project, allowing and agreeing that any kind of information gathered by means of surveys or focus groups in the six sessions could be published under confidentiality rights without any problem. Thereby, there was not any kind of problem for the participants or the university, where this research project was implemented (*See appendix F*).

CHAPTER 4

Instructional design

As this research project was focused on Task-Based Instruction (TBI), it is important to point out that the six lessons were planned taking into account the three phases that this approach has (pre-, while or during-, and post-task) with the aim of changing the perceptions that a group of second semester students had when they attended to the Pronunciation Clubs offered by the B.A. in English at Uniminuto University through a series of tasks based on songs as a pedagogical tool.

According to Curran, et al. (2000) "in Task-Based Language Learning, learning is fostered through performing a series of activities as steps towards successful task realisation" (p. 23). In that way, as it was said before, the three phases of TBI approach took place in each session by means of different activities or steps that helped second semester students come up successfully with a final task, where the oral communication was the main focus in such final task or step. That is why TBI was a proper choice in this research project due to the fact that this approach helped the students work on the interaction among them, which also helped them to create a communicative environment in the Pronunciation Clubs (Curran, et al., 2000).

Then, each lesson plan was divided into the steps described next:

a) In the pre-task phase, which comprises the opening and presentation stages (*see appendix G*), students could be prepared to perform the task through short activities (between 10 and 15 minutes) that promoted acquisition (Ellis, 2003, p. 80). For example, such activities were games like mimic or Chinese whispers, speaking activities like describing scenes from a comic

strip, or activities related to the songs like using images about the singer in order to introduce the students on it by talking about the music genre or the singers' life or their musical career.

b) In the while- or during-task phase, which comprises the guided practice stage, students were involved in the songs selected, in which the five pronunciation features (the final *–ed* sound, the final *–s* in the third person verb forms, and the pronunciation of five auxiliary verbs such as *–can*, *–can't*, *–don't*, *–doesn't* and *–didn't*) were worked. Furthermore, it is worth mentioning that every song had four different types of exercises like matching or fill in the gaps, with the aim of doing it more interesting and in somehow call their attention by introducing new vocabulary, and the way of pronouncing correctly some grammatical structures and the new vocabulary as well, and then, put them into practice.

Thus, according to Ellis (2003) "a task performance option involves deciding whether to allow the students access to the input data while they perform a task. In some tasks access to the input data is built into the design of a task, e.g., many information gap tasks" (p. 86). To put it another way, all the songs in such phase were divided into four different kinds of exercises, and one of them was information gap activities in order to give to the students the input needed to perform the final task successfully. So the idea of dividing the songs into the four exercises was to give different opportunities to the students in order to complete the exercises while listening to the songs. That is to say that if an exercise was difficult for a student, they had the choice to go into the next exercise and did not get frustrated in any part of the song, being this kind of exercises a key part in the task cycle.

c) Finally, in the post-task phase, which comprises the task (post) and assessment stage, students had the chance to put into practice the pronunciation feature learnt in the previous

phases by means of an interactive activity which involved communication with other students in the club and then, evaluate themselves the final task performed by each group.

Thus, one of the three major pedagogic goals of the post-task phase was used in this research project due to the fact that it provided an opportunity for an interactive performance of the task, where the students could reflect on the task by themselves. According to Candlin (1987) as cited by Ellis (2003) "it is possible to ask students to reflect on and evaluate their own performance of the task" (p. 94). That was why most of the students were invited by the teachers to comment on the pronunciation of their classmates, paying special attention to the new vocabulary and pronunciation feature learnt in the other phases with the help of the songs due to the fact that most of them were supposed to have clarity on how to pronounce certain kind of words contained in the songs.

In short words, the aforementioned aspects were the main reasons why it was decided to work with TBI approach in this research project with *communicative tasks in all the post-task phases* in order to allow students to put into practice the five pronunciation features selected by means of real contexts with real people in different situations during the Pronunciation Clubs in the second semester of the year 2016.

In the following table, it is presented a summary about how the six sessions were distributed, their learning and research objectives, the pedagogical activities applied, and the kind of data that were collected during each session.

Activities and timetable.

Session and date	Learning objectives	Pedagogical activity/ies	Kind of data to be collected
Session 1 **August 08th, 2016** *(See appendix F. Lesson plan No. 1)*	*Learning objective*: Students are able to describe a personal experience about cheating by using events occurred in the past. *Research objective*: Researchers are able to identify first reactions about how second semester students perceive the series of tasks based on songs by reflecting on the journals.	*PRE-TASK*: **1)** SS play a game called "unscramble words", which is related to the lesson's topic: cheating. **2)** Then, they watch a video about cheating called "transformers", and based on it, they answer three questions and share their answers among them. **3)** Once SS have identified the lesson's topic, they receive some pieces of paper with different facts about the singer's life, who is Adele and then, they report the information to the whole class. **4)** Then, they listen to the chorus of the song "set fire to the rain", and try to identify some key words or verbs in present or past simple. Thus, they repeat some tricky sentences taken from the chorus by using a pronunciation exercise called "front chain". *WHILE-TASK*: **5)** SS have to listen to the whole song "set fire to the rain", and they have to complete four different kinds of exercises on a piece of paper given by their teacher. So, the first exercise was about filling in the gaps; the second	Firstly, one researcher leads the class, and the other one reflects on the **field notes** about the attitudes ad perceptions SS have during the club (*See appendix C*). Then, by the end of the club, researchers deliver a different **survey format**, where SS express if the way about teaching the Pronunciation Clubs is different, and how they perceive the first Pronunciation Club by using a different methodology (*See appendix B*). Finally, researchers ask some questions to SS in order to check all the information they are supposed to write in the previous survey format (*See appendix B*).

		one was about choosing the right word; the third one was about matching some sentences with their correct verb, where teachers explained the pronunciation of the regular verbs in past simple taking into account how they are pronounced **/t/**, **/d/**, or **/ed/**; and the last exercise was about organizing some sentences in the correct order from 1 to 12. Remember that you have to make emphasis on the teaching of these pronunciation features. They need to be the focus of the lesson and need to be evident in the while and post task stages, making emphasis on the teaching of these pronunciation features all the time. *POST-TASK*: **6)** Finally, SS have to create a conversation in pairs based on a personal experience about cheating they experienced by using events occurred in the past. To do so, they are given some regular verbs taken from the lesson's song with the aim of recycling what they have learnt in the previous phases.	
Session 2 **August 12ᵗʰ, 2016** *(See appendix F.*	*Learning objective*: Students are able to describe routines in order to accomplish dreams in a near future. *Research objective*:	*PRE-TASK*: **1)** Firstly, SS see a comic strip about some routines that a girl has in her daily life. Then, each S has to create some sentences in present simple based on what they see in the comic strip and then, all of them have to	In this session, one researcher leads the class, and the other one reflects on the **field notes** about the attitudes and perceptions SS have during the club which is useful data

| Lesson plan No. 2) | Researchers are able to observe how second semester students are doing the different kinds of exercises proposed in the tasks based on songs in order to know if they are being developed well. | participate by saying different sentences.

2) After that, teacher asks SS about the music gender "Hindi", in order to present the singer of the lesson's song "Oren Lavie" and collect any ideas about him.

3) Consequently, teacher shows to SS some images about the song, and they have to create some sentences based on them. So teacher uses drilling as a pronunciation exercise because if there is any mistake in any sentence when SS read them aloud, they have to say it as many times as needed in order to say it correctly.

WHILE-TASK:

4) In this stage, SS have to complete some exercises based on the lyrics of the song "her morning elegance" by Oren Lavie.

So, the first exercise is about filling in the gaps; the second one is about choosing the right word; the third one is about matching some sentences with their correct verb, where teachers explain the pronunciation of the verbs in present simple when third person form is used taking into account how they are pronounced /**s**/, /**z**/, or /**əz**/; and the last exercise is about organizing some sentences in the correct order from 1 to 8.
POST-TASK: | for the aims of the project. |

		5) In this stage, SS have to do a creative task called a radio show, where they have to present it by reporting a story. To do so, they receive a worksheet with some prompts used to do a radio show. Then, they have to create a dialogue between two reporters in which they describe the routines that a famous person has every day in order to accomplish his or her dreams in a near future.	
Session 3 **August 16th, 2016** *(See appendix F. Lesson plan No. 3)*	*Learning objective*: Students are able to express negative similarities between them and their friends or relatives. *Research objective*: Researchers are able to analyze each one of the phases proposed by the Task-Based Learning approach (pre-, while- & post-tasks).	*PRE-TASK*: **1)** In order to start the lesson, SS have to make a circle in order to put into practice a technique to teach stress in pronunciation called "clapping". So, teacher says a sentence as an example, where he claps where the stress is in the sentence "Carlos and Lorena don't want to go out for dinner". Then, SS have to do the same procedure with nine sentences more. **2)** After that, SS play a game called mimic. So, each S receive a sentence with the auxiliaries *–don't* and *–doesn't*. Then, each of them have to go to the front of the class and mimic the sentence given by the teachers. *WHILE-TASK:* **3)** In the first instance, SS play a game called "who wants to be a millionaire?" about the singers of the lesson's songs, who are Janet Jackson and Aerosmith. So they make	This implementation is focused on reflecting one more time. So, one researcher leads the class, and the other one reflects on the **field notes** about the attitudes and perceptions SS have during the club.

		groups of three SS, and each group has four pieces of paper with the letter A, B, C and D to answer each question. **4)** Then, SS have to complete some exercises based on the lyrics of the songs "don't really matter" by Janet Jackson and "I don't want to miss a thing" by Aerosmith. In that way, the first exercise is filling in the gaps; the second one is choosing the right word; the third one is matching some sentences with their correct verb; and the last one is organizing some sentences in the correct order from 1 to 8. *POST-TASK*: **5)** SS have to interview each other by filling out a worksheet called "finding someone who". To do so, they have to interview a friend about what s/he doesn't like, and find someone, depending on the question. So the idea is to find similarities between what his/her friend doesn't like, and what s/he doesn't like as well, giving simple reasons. Then, SS have to report them to the whole class.	
Session 4 **August 19th,** **2016** *(See appendix F.*	*Learning objective*: Students are able to talk about what plans they can or can't do with their friends and family members. *Research objective*:	*PRE-TASK*: **1)** SS have to play a game in which they have to organize some sentences by using can and can't. So they receive some isolated papers with different words, and they have to organize five sentences as	Firstly, one researcher leads the class, and the other one reflects on the **field notes** about the attitudes ad perceptions SS have during the club.

| *Lesson plan No. 4)* | Researchers are able to identify if the three phases proposed by the Task-Based Learning approach (pre-, while- & post-tasks) are being carried out as expected. | quickly as possible in order to win.
2) After playing the game, SS have to make pairs in order to make a comic strip about what plans they can or can't do with their friends or boy/girlfriend. To do so, they have to write at least three sentences, and put three pictures or drawings related to them in the comic strip. After that, they have to explain and socialize it to the whole class.

WHILE-TASK:

3) SS have to listen to the song "can't stop the feeling" by Justin Timberlake, and they have to complete four different kinds of exercises on a piece of paper given by their teachers.

Thus, the first exercise is filling in the gaps; the second one is choosing the right word; the third one is correcting the mistake, where teacher asks to the SS how they pronounce both auxiliaries and then, teacher explains how to pronounce –*can* and –*can't*; and the last one is organizing some sentences in the correct order from 1 to 6.

POST-TASK:

4) Firstly, SS have to do a brainstorming about the things they can or can't do with their family members. To do so, they have to list at least 5 things using both auxiliaries. | Then, by the end of the club, one of the researchers delivers a second **survey format** with the aim of collecting perceptions, thoughts, ideas and impressions about what the students think about the Pronunciation Clubs using a series of tasks based on songs so far. |

		5) Secondly, SS have to try to find a partner who writes at least three similar ideas. So the idea is to have them interview each other by sharing their sentences and then, find out the one who writes at least three similar things. Then, two or three pairs have to share their similarities with the whole class.	
Session 5 **August 22nd,** **2016** *(See appendix F. Lesson plan No. 5)*	*Learning objective*: Students are able to describe what things they did not do in the past by sharing experiences with their classmates. *Research objective*: Researchers are able to reflect on the impact that a series of tasks based on songs used in the Pronunciation Clubs have had in the second semester students during the implementation stage.	*PRE-TASK*: 1) In order to start, SS have to play a game called "Chinese whispers". So, SS have to make two lines. Once they are organized into two lines, teacher tells to the last SS of each line a same sentence with the auxiliary "didn't" and then, the last SS of each group have to pass it to the S in front on his/her ear, and so on. 2) After playing the game, SS have to make a circle in order to make a speaking activity. So the idea is to have a ball with different questions written on it, using the auxiliary "didn't". Then, each S has to answer at least two questions by using the auxiliary "didn't", where they have to throw the ball and answer the question that his/her finger is touching. 3) After that, SS have to take a sit and then, teacher plays a remix about the artist in order to get SS involved in the music genre that takes place in the next stage. *WHILE-TASK*:	As this implementation is one of the latest, one researcher leads the class, and the other one reflects on the **field notes** about the attitudes and perceptions SS may have during the club with the aim of analyzing if their perceptions have had any positive or even negative change.

		4) SS have to listen to the song "didn't I" by Darondo, and they have to complete three different kinds of exercises on a piece of paper given by their teacher. So, the first exercise is about filling in the gaps; the second one is about choosing the right word; the last one is about organizing some sentences in the correct order from 1 to 5. *POST-TASK*: **5)** SS receive a sheet of paper with ten sentences (answers), using the auxiliary "didn't". So the idea is to have them write the ten answers, but in a question form. Once they have written all the ten questions, they have to find someone who did not do those things in the past. So they have to interview each other by asking all the ten questions they created before.	
Session 6 **August 26th, 2016** *(See appendix F. Lesson plan No. 6)*	*Learning objective*: Students are able to practice the different five pronunciation features learnt along the implementation sessions. *Research objective*: Researchers are able to collect opinions about how the group of second semester students perceive the	*PRE-TASK*: **1)** In order to start this lesson, SS are expected to practice the five pronunciation features learnt during the implementation sessions through a game called "matching". So teachers paste eight sentences and eight drawings related to the five pronunciation features on the board in a disorganized way, and each S has to select one drawing and one sentence, and s/he has to try to match the	At this point, one researcher leads the class, and the other one reflects on the **field notes** about the attitudes ad perceptions SS may have during the club. Then, a **focus group** with the ten SS takes place. So the idea is to divide the whole class into two groups (5 and 5 SS each), and each researcher

| | six Pronunciation Clubs by using a series of tasks based on songs by means of a final focus group. | correct sentence with the correct drawing.
2) After the matching game, teachers do a review of all the singers presented in all the songs through a game called "the hidden picture". So teachers show an image with several colored boxes, and behind it, there is a photo of a singer. Then, teachers get out each colored box and all the SS have to try to guess who the singer is.
Also, all the SS have to say something important they know about the singers.

WHILE-TASK:

3) In order to work with the songs, teachers create a remix among different songs that include the five pronunciation features.

So, the first exercise is about filling in the gaps; the second one is about choosing the right word; the third one is about matching some sentences with their correct verb; and the last exercise is about organizing some sentences in the correct order from 1 to 6.

POST-TASK:

4) Firstly, SS play a game called "Bingo", where they practice the listening of the five pronunciation features worked along the implementation stage. So teachers pronounce a word, | is expected to ask some key questions to both groups in order to collect all the perceptions they may get about the series of tasks based on songs implemented in the six Pronunciation Clubs. |

		and SS have to cross it out on their Bingo cards. After that, SS have to create an own song with the words given in the Bingo game. So the idea is to recycle all the vocabulary studied along the clubs and close it with a final song created by them.	

Table 3: Instructional design.

Note: Table model retrieved from Gamboa, A. (2013). Foreign language reading comprehension processes: implementation of the interactive model of reading. (Tesis de maestría). Universidad Pedagógica Nacional, Bogotá, Colombia.

CHAPTER 5

Data analysis and findings

The previous chapter made reference to the pedagogical intervention done with a group of second semester students from Uniminuto University in 2016-2 in order to analyze their perceptions in regards to a series of tasks based on songs implemented in the Pronunciation Clubs. During this chapter, the researchers are going to show the information and the results that were collected from the six tasks based on songs implemented during the six sessions. Also, the different categories that emerged from the analyzed information are going to be presented and explained in detail.

To collect the data, three different collection instruments were used during the implementation stage such as three different surveys (before, during, and after), field notes of each session, and two focus groups (before and after). In that way, it is noteworthy to say that surveys and the focus groups were fundamental when it comes to analyzing the data due to the fact that they allowed to record the impressions the students had in regards to the series of tasks based on songs that took place during a period of time of one month. What is more, the field notes filled out by the researchers allowed to record the impressions that they could observe when the students performed each suggested activity in the Pronunciation Clubs.

Once all the data was collected, the researchers analyzed such information based on an inductive approach. To do this work, the method chosen when coding the information was established and defined by Bourque & Lockyer (2004, p. 78) who state that when generating a theory, categories and codes are generated after examining the collected data. To put it another way, the categories and subcategories emerged from the information gathered.

In addition to that, when the researchers were generating the codes, it was necessary to use a specific strategy to make from this process something easier and more organized without omitting any detail from the information collected. To do that, Gibbs (2007, p. 32) suggests that coding should be done by shading, highlighting and marking text with colors. That is why the researchers coded all the information by classifying it with different colors in order to establish the categories and subcategories, and then, they grouped it and found similar relationships among the colored information.

Also, it is important to mention that in this research project the main focus was to analyze the perceptions that second semester students had in regards to the series of activities based on songs. Consequently, Kern (1995, p. 71) asserts that the knowledge of learners' beliefs about language learning is important in order to predict student frustration, lack of motivation and even quitting foreign language study. Thus, the categories and subcategories that emerged were conceived bearing in mind the concept of perception that some authors as Kern (1995, p. 71) stated since it could be said that when perceptions are taken into account, it would be easier to predict how students feel in regard to something.

Taking into account the previous information and in order to present the categories that emerged during the data analysis, it is quite important to bring up the research question as well as the subcategories that emerged from the two main categories as the next figure shows.
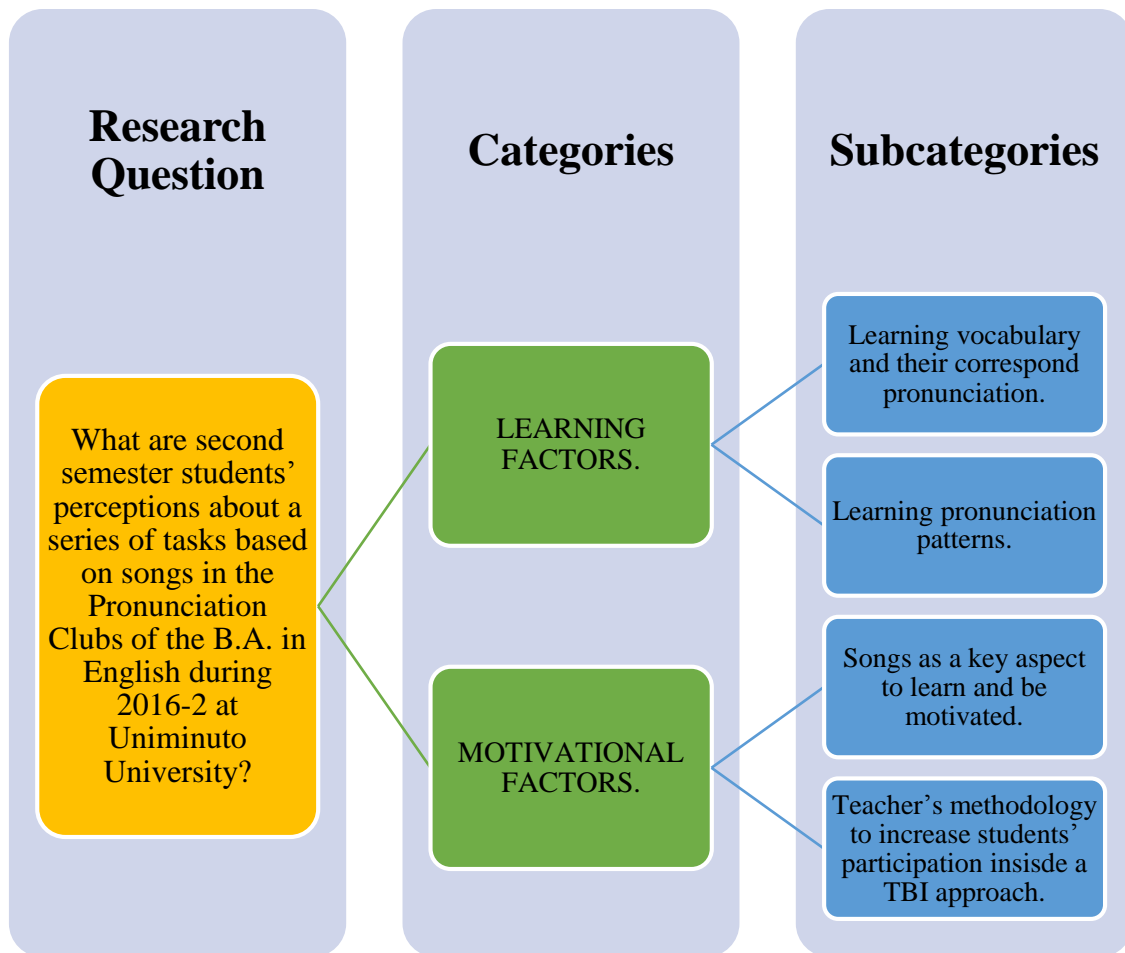
Figure 6: Summary of data analysis.

Category 1: LEARNING FACTORS.

This category explains how through doing songs-related classwork, students were able to practice and learn about pronunciation, but at the same time, to acquire new vocabulary and their corresponded correct pronunciation by listening to the songs. As it was mentioned before, the instruments to collect data information during the implementation stage were surveys, field notes, and two focus groups with the aim of helping the researchers to analyze and interpret the information in a proper and accurate manner.

Taking into account the previous information, it is relevant to describe what the group of second semester students thought about doing songs-related classwork in the Pronunciation

Clubs in terms of learning, in other words if they found them practical to learn and practice

pronunciation and vocabulary. To do so, one key and relevant question from survey No. 3 (after)

was taken into account, where the students were asked to rate on a scale from 1 to 5, being 1 the

lowest scale, and 5 the highest one. The results are shown in the following pie chart.

"I learnt new vocabulary and pronunciation aspects thanks to the activities, games and

songs used in the Pronunciation Clubs" (*See appendix C, survey No. 3, statement D*).

Figure 7: Students' results on statement D, survey No. 3, appendix C.

Note: The results were: 8 students rated it on 5; 3 students rated it on 4; and 1 student rated it on 3.

Because of that, two subcategories called learning vocabulary and their correspondent

pronunciation and learning pronunciation rules and patterns emerged from the analysis of this

information thanks to such songs-related classwork. These subcategories will answer the

research question, and they will allow us to know students' perceptions in regards to the series of

tasks based on songs in the Pronunciation Clubs during the second semester of 2016.

Subcategory 1: Learning vocabulary and their correspond pronunciation.

The first intention of the research was to analyze the perceptions that second semester students had with the help of a series of tasks based on songs, but when the data information was analyzed, it was found that such group of students acquired new vocabulary throughout the process. For example, in survey No. 2, student A said: "*Una de las ventajas es que mejora más el vocabulario*[3]". This answer helped to see that using songs in the Pronunciation Clubs is an excellent and innovative strategy to learn and improve new vocabulary. Then, bearing in mind another example, in survey No. 2, question number 4 said: "Have songs been useful for you when learning English? Why?" student B answered: "*Yes, because it is a good way to learn vocabulary*". Taking these answers as a reference, it could be said that students as A and B could learn new vocabulary in an entertaining and didactic way.

These findings are supported by McCarthy (2009, p. 30) since he claims that listening to music will help students to learn more vocabulary quickly. Also, students are more likely to remember new words and English expressions if they listen to them in a song than if they read them or learn them in their English classes.

In that sense, the following chart shows the main evidence about how second semester students learned new vocabulary and their correspond pronunciation through the process of listening to the songs and doing different activities, games and dynamics around them during the Pronunciation Clubs during 2016-2.

INSTRUMENTS	EVIDENCE
Surveys	As it was mentioned before, one main question was taken from survey No. 2 answered by the SS. It was:

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[3] One of the advantages is that it improves vocabulary.

	Have songs been useful for you when learning English? Why? (*See appendix C, survey No. 2, question #4*) ''Yes, because learn vocabulary and many words'' (*student C*). ''Yes, because found new words'' (*student D*). ''Yes, because I learn vocabulary'' (*student B*). ''I think is a good idea listen songs in English because I can learn new words that I don't know'' (*student A*). ''Usualmente yo cuando escucho una canción en inglés tiendo a buscar en el diccionario las palabras desconocidas para mí. Es por eso que me gusta escuchar música en inglés'' (*student E*). ''Songs are a good way to learn vocabulary'' (*student B*).
Field notes	''…they were having fun and they were learning the vocabulary that they had to use later on to develop the following activities'' (*Field note No. 1, while-task stage, comments box*). ''…Then, she asked them to create their own conversation taking into account the prompts as well as the vocabulary and pronunciation aspects learned during the session'' (*Field note No. 2, post-task stage, observation box*). ''So, they told him that besides being able to learn, they found new ways in which they were able to learn pronunciation and vocabulary, which was very good…'' (*Field note No. 3, while-task stage, comments box*). ''In this stage, all the SS could practice the use of can and can't in terms of grammar and pronunciation of new words or new pronunciation features as well" (*Field note No. 4, post-task stage, comments box*). ''…because it was a change in which they were able to acquire new vocabulary for their daily life, and if it goes beyond, they did notice that they learnt to pronounce their correspond pronunciation

	in an unconscious way'' (*Field note No. 5, pre-task stage, comments box*). '' By means of the remix and Bingo game, SS could remember different new words learn along the five clubs given so far that even they did not know (*Field note No. 6, post-task stage, comments box*).
Focus group	''Trabajar con canciones me ha gustado, sin mencionar que me ha ayudado a aumentar mi vocabulario porque ahora sé cómo se pronuncian algunos verbos como touched, needed y wanted'' (*Focus group No. 2*). ''Personalmente, yo pienso que cuando trabajamos con canciones si se aprende más vocabulario relacionado a la canción. Por ejemplo, en la primera canción de Adele, yo aprendí palabras relacionadas a engaño como cry que yo no sabía'' (*Focus group No. 2*).

Table 4: Category 1: Instruments first subcategory.

Additionally, when the song was over, some students asked to the researchers whether some words that they had written before were correctly written or not. In that way, this shows how during the task-phase, the students were able to recognize new vocabulary, and at the same time, they understood how those new words were written.

To sum up, during the Pronunciation Clubs, the students were able to learn new vocabulary as well as the pronunciation of those new words by listening to the songs at different times. As Wilkins (1987, p. 96) stated human being's language is based on the vocabulary, which consists of three main language units such as pronunciation, vocabulary and grammar as well. Thus, he stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Thereby, it could said that at the moment that students learn vocabulary, they are also able to improve the pronunciation part because it is one of the main units linked to vocabulary, and as in this case, working with songs was an excellent aid because

the students could listen to the song as many times as they needed to learn new vocabulary and their correspond pronunciation.

Subcategory 2: Learning pronunciation patterns.

An issue that researchers had clarity about this research was that a positive factor when implementing songs is that students were able to improve their pronunciation in some way. For that reason, the used songs were picked focusing on five pronunciation aspects or topics (the final *–ed* sound, the final *–s* in the third person verb forms, and the pronunciation of five auxiliary verbs such as *–can*, *–can't*, *–don't*, *–doesn't* and *–didn't*) which were directly related to second semester students' Language and Anglophone subject classes.

With that in mind, during the second focus group that was done by the end of the implementation stage, student D said that "*usar canciones en mi caso me ha ayudado porque ahora sé cómo se pronuncian ciertas palabras tales como: touched, needed y wanted; además que los profesores repetían muchas veces las canciones y tenía la oportunidad de escucharlas muchas veces, además usar canciones es una manera de hacerlo más interesante, porque no tenemos que repetir después de alguien*[4]". Also, another student nicknamed in this projects as student F also mentioned that "*yo aprendí a notar la diferencia al pronunciar can y can't porque para mí sonaban igual*[5]" (*focus group #2*). These two answers show that listening a native speaker singing a song helps students to listen how the pronunciation of the final *–ed*, or the difference between *–can* and *–can't* sounds should be pronounced. Also, it demonstrates that

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[4] Personally, using songs has helped me because now I know how certain words are pronounced such as: touched, needed and wanted; also, the teachers repeated many times the songs, so I had the opportunity to listen to them many times, without mentioning that using songs is a way to make it more interesting because we do not have to repeat after someone does.

[5] I learned to notice the difference when pronouncing can and can't because for me they sounded quite similar.

actually the use of a song is a positive strategy in which learners are capable to improve this skill in a direct or indirect way.

Regarding to the theory, Calka (2011, p. 109) proposed a classification of pronunciation learning strategies in which her findings reveal that participants employed direct, indirect, and metacognitive pronunciation learning strategies, where their repertoire of strategies was not wide. Thus, in this study, participants reported that their most frequently used pronunciation strategies consist of rote learning, repeating after native-speakers, paying attention to pronunciation, and having a sense of humor about their own mispronunciations.

Therefore, if it is compared the finding that this research showed with Calka's findings, it could be said that learning through repetition is not a bad strategy to learn pronunciation. Actually, in student B's answer, it is sure to say that repetition is a good strategy in which learners can improve their pronunciation in contrast of what Calka (2011) stated "their repertoire of strategies was not wide... Most frequently used pronunciation strategies consist of rote learning, repeating after native-speakers, paying attention to pronunciation" (p. 64). Thus, the biggest issue is to use repetition in a didactic and entertaining way, because in that way, students can be much more aware of pronouncing words and patterns in a better way, as in this specific case the pronunciation of *–ed* in regular verbs.

Furthermore, it was reflected on a researcher's journal: "*The SS (students) are becoming aware of how to pronounce certain words taken from the song, and how to pronounce the grammatical features selected like –can and –can't as in this case*" (*Field note No. 4, post-task stage, comments box*). Additionally, it was also found that "*choosing this pronunciation feature was a right choice due that most of the SS had difficulties when pronouncing verbs like want, like, or enjoy in third person form*" (*Field note No. 2, pre-task stage, comments box*). Taking as a

reference the previous examples, Paredes (n.d.) states that "integrating pronunciation teaching fully with the study of grammatical and lexical features has the further incremental benefit that learners will increasingly appreciate the significance of pronunciation in determining successful communication" (p. 3). To put it another way, when pronunciation is integrated with grammatical features, it would be more beneficial for students, and they would be more aware about pronunciation in order to have a successful communication.

As last evidence, when the researchers were teaching the right pronunciation of –*can* and –*can't*, the students did not notice the appropriate way in which they had to pronounce those modal verbs correctly, but at the moment that they started to listening the song several times, they realized what the perfect way in which they must pronounce those features was, making emphasis either on the subject when they pronounced –*can* in positive statements, or on the modal verb –*can't* when they pronounced negative statements. Furthermore, there was also evidence on how the students learned another aspect such as the final –*s* in third person form. For instance, "*When they were listening to their classmates, it was evident that they had learned how to pronounce the sound –s at the end of the verbs in third person because some of them could correct some mistakes their classmates made*" (*Field note No. 2, post-task stage, comments box*).

Thereby, it could be asserted that beginners, as in this case second semester students with a beginner English level showed in the KET exam, need pronunciation since the beginning as much as advanced learners do as Yates & Zielinski (2009, p. 19) assert. Additionally, Muru & Oispuu (1996) as cited by Art (2014, p. 8) suggest that if pronunciation is wrong since the beginning of learners' learning process, it could be very difficult to retrain it later. Then, that was why this research project worked on the five pronunciation feature aforementioned, and as a result, based on the evidence, most of the students learned how to pronounce them correctly

because they did it correctly when communicating with their classmates when it comes to putting into practice what they had learned in the two stages (pre- and while-task) prior to the post-task stage.

Category 2: MOTIVATIONAL FACTORS.

This category mentions how students could be more motivated to work in the Pronunciation Clubs since there are several strategies, methodologies and materials that help to give to the clubs a different role. To do so, two key and relevant questions from surveys No. 2 & 3 (during and after) were taken into account, where the students were asked to rate on a scale from 1 to 5, being 1 the lowest scale, and 5 the highest one. The results are shown in the following pie charts.

"I have enjoyed doing songs-related classwork and/or activities" (*See appendix C, survey No. 2, statement E*).
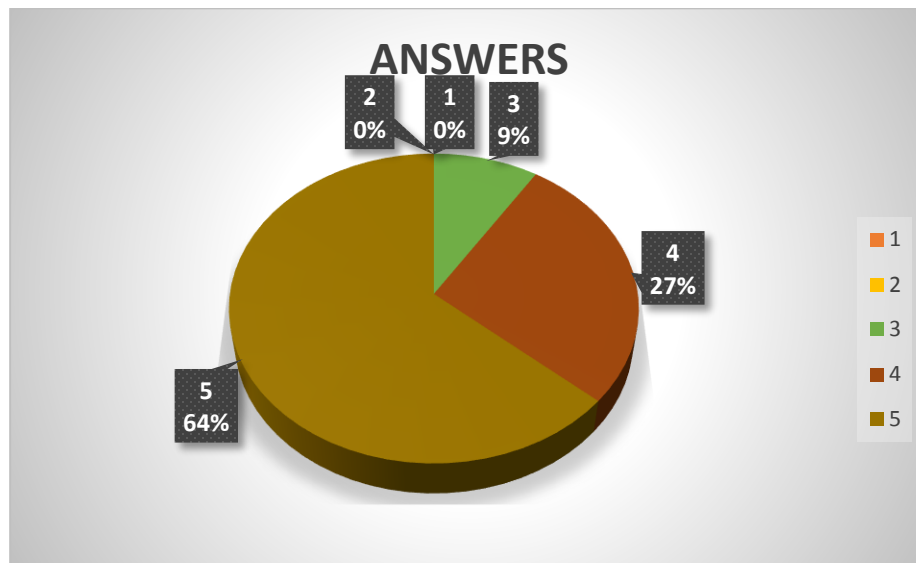

Figure 8: Students' results on statement E, survey No. 2, appendix C.

Note: The results were: 7 students rated it on 5; 3 students rated it on 4; and 1 student rated it on 3.

Likewise, in survey No. 3, the same question was asked, but in the other way around on the same scale. "I did not enjoy doing songs-related classwork and/or activities" (*See appendix C, survey No. 3, statement G*).
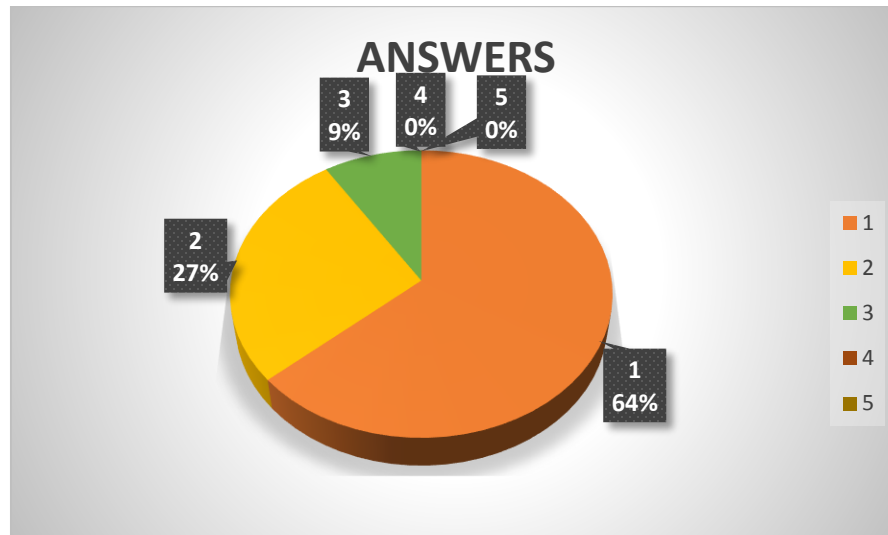
Figure 9: Students' results on statement G, survey No. 3, appendix C.

Note: The results were: 7 students rated it on 1; 3 students rated it on 2; and 1 student rated it on 3.

Thus, the concepts mentioned are divided into two subcategories called songs as a key aspect to learn and be motivated, and teacher's methodology to increase students' participation inside a TBI approach. Then, the main pieces of evidence are presented in detail in each category.

Subcategory 1: Songs as a key factor to learn and be motivated.

Nowadays, songs in English language have been used as a way to learn and improve such language by teachers, students or different people around the world who want to learn English as a Second Language. That is why songs were used in the Pronunciation Clubs as a key aspect to

learn and have fun simultaneously, and then, make the students enjoy and take advantage of the Pronunciation Club given.

With that in mind, in the focus group number 1, one of the students nicknamed as student G said that one of the strategies that he would like to see in the Pronunciation Clubs is that teachers implement not just in the Pronunciation Clubs, but also in the official classes, the use of creative and real material such as songs. In that sense, he mentioned: "*me gustaría que los profesores a cargo de las clases y del club en este caso usaran canciones para enseñarnos nuevos aspectos gramaticales, además, que usando en este caso las canciones podríamos mejorar la escucha y como las palabras deben ser pronunciadas*".

In order to support the previous statement more, different second semester students gave their opinions and comments related to the use of songs in the Pronunciation Clubs. Thus, in survey No. 2, all of them were asked if they liked listening to music in the Pronunciation Clubs and why. Accordingly, student C answered: "*Yes, because listening music help me to relax and be more attentive to the class*". What is more, student G said: "*Yes because I really like listening music and no many teachers use songs in their classes. It is funny*".

The previous examples showed that students could feel comfortable and relaxed in the Pronunciation Clubs thanks to the use of songs. In that way, this finding is supported by Murphey (1992, p. 37) as cited in Rosová (2007, p. 13) since he states that using music helps to relax students. And if it goes beyond, Failoni (1993) claims that "the addition of music to the foreign language classroom as a teaching method may be a way to focus students' attention and produce a more committed learner process" (p. 104).

Moreover, it could also be recorded in a field note filled out by one researcher. So it says: "*The SS (students) feel really concentrated and committed when they complete the lyrics of the song. What is more, once they have listened to the song more than three times, they start singing it in a low voice*" (*See appendix D, field note No. 4, while-task comments box*). Thus, it is demonstrated once again how music stimulates students to be more committed with their learning process and feel more relaxed in an academic environment.

To complement more the previous information, all the students were asked at the end of the implementation stage to point out the advantages of using songs in the Pronunciation Clubs (*See appendix C, survey No. 3, question number 3*). The main pieces of evidence are recorded in the following chart, taking into account two data collection instruments used in this research project.

INSTRUMENTS	EVIDENCE
Surveys	''I really like listening music and no many teachers use songs in their classes. It is funny!'' (*student G*). ''Listening music help me to relax and be more attentive to the class'' (*student C*). ''I think the class is better because it is like relaxed'' (*student H*). ''I like the songs because I love Adele, and you take into account that'' (*student I*).
Field notes	''The SS said that they hope to work with songs in other kind of classes or spaces because they actually listen to songs all the time and they have the change to do it daily, so they do it all the time to learn English'' (*Field note No. 1, post-task stage, comments box*). ''The SS felt really motivated with the song, and they were concentrated all the time. Although the song is kind of tricky, they did not have problems when filling out the exercises on their

papers due to the variety of exercises'' (*Field note No. 2, while-task stage, comments box*).   ''…Also, as the song was easy, the SS were entertained completing the song, and even though some of them asked the T for the name of the song and the name of the singer, which were written in the worksheet'' (*Field note No. 2, while-task stage, comments box*).   ''In addition to that, they knew the song which allowed them to sing the song at the same time that they were completing the worksheet'' (*Field note No. 5, while-task stage, comments box*). ''…they said that the song that was picked up was well because they knew it, and at the moment that they were completing the song, it was easier and funnier. Also, another reason why the SS were so engaged was that for some of them this song was one their favorites'' (*Field note No. 5, post-task stage, comments box*).   '' Working with songs is definitely a key aspect that helps SS to learn, have fun and be motivated in the classroom simultaneously. At the beginning of this research project, it was kind of difficult to choose the songs, but once they are the right ones, SS are willing to do their best by completing the different kind of exercises proposed by their teacher'' (*Field note No. 6, while-task stage, comments box*).

Table 5: Category 2: Instruments first subcategory.

To sum up, the songs work well when it comes to teaching and learning English as in this case either in an academic or daily life environment. Music is always present in learner's daily life. Therefore, music includes a wide scope of fields: sociocultural, musical, psychological and spiritual dimensions (McCarthy, 2009, p. 30). That is why music always helps anyone to get something from the lyrics no matter the field or the environment where it is played.

Subcategory 2: Teacher's methodology to increase students' participation inside a TBI approach.

The methodology that a teacher uses when he or she is developing an activity is quite important since behind the methodology that a teacher decides to implement, it is linked the kind of materials that he decides to use in order to carry out an activity or task. Also, and as an extra factor, the environment in which the activities and tasks are put into practice are a key factor because if a teacher does not have a good environment, it may be difficult that the activity and materials have success.

For that reason, in this research the decision of working with songs inside a Task-Based Instruction approach was to innovate deeply, in which the students could learn through real world materials and activities, or as in this case, activities with vocabulary and pronunciation features that they could use in their daily routines. So, the songs that were picked for this research were worked in three different steps or phases. Firstly, in the pre-task phase, the students learned the vocabulary that they had to use, later on, in the activities. Secondly, during the task-phase, they had to perform a series of activities in which they worked on the linguistic feature that could be *–ed* sound, the final *–s* in the third person verb forms, and the pronunciation of five auxiliary verbs such as *–can*, *–can't*, *–don't*, *–doesn't* and *–didn't*. Finally, in the post-task phase, the students had to evidence through an activity if they fulfilled the communicative goal that was focused on the aforementioned aspects.

Therefore, working with this methodology, and taking into account the field note No.1 filled out by one researcher, it was reflected that in the pre-task phase "*the students felt motivated by the activity in which they were able to share ideas and thoughts about the topic. At the same time, they love playing unscramble games because they were having fun and they were learning*

the vocabulary that they had to use later on to develop the following three phases. Also, it was

positive to use a real situation like "cheating" as in this case, because it gives them the

opportunity to use past experiences to transmit the messages in a clearer way" (*See appendix D,*

field note No. 1, while-task comments box).

Therefore, field notes helped to identify if it was a good idea to divide the topic into the

three stages. Something new to be highlighted was that the students never noticed that they were

learning vocabulary since the activity was presented using technological aids (computer, speaker

and video beam). Besides of this, the activity was created to be dynamic and entertaining without

losing the goal that was to learn vocabulary to be put into practice in the other phases. Then,

taking into account those filed notes format, it was also reflected on them that: "*T showed*

enthusiasm, and most of the SS were introduced on the topic since the beginning of the class"

(*Field note No. 2, pre-task stage, comments box*); "*actually, all the SS understood the*

instructions in a clear way because the T was very clear and precise when giving them" (*Field*

note No. 3, pre-task stage, comments box); "*at the moment that the T explained the instructions*

to the SS, they actually understood what they had to do, and because of that, they were

participating all the time along the Pronunciation Club" (*Field note No. 5, pre-task stage,*

observation box).

In contrast to that, Fraser (2000) adds that "there is also a need for high quality, effective

aids, especially computer-based materials with audio demonstrations, for learners of ESL/EFL

pronunciation, both for self-access and for using in classes where the teacher needs support of

this kind" (p. 34). Regarding to that statement and based on the data information collected, it can

be said that the use of technological and didactic materials to teach pronunciation is an effective

strategy in which students may feel much more receptive to develop different activities that require concentration and the use of prior knowledge acquire beforehand.

To sum up, as it was said at the beginning, teacher's methodology to increase students' participation is linked to the suggested materials, activities and songs as in this case. In that way, Bulut & Durak (2002) assert that "teachers should accept the fact that without learners' participation in the English class, there will not be an effective and enjoyable teaching" (p. 9-11). In contrast to that, there was evidence about it when the students were asked to rate on a scale from 1 to 5 (1 was the lowest scale, and 5 the highest one) the statement "I participated actively in the Pronunciation Clubs because of their activities, games and songs" (*See appendix C, survey No. 3, statement E*). Then, the results are shown in the following pie chart.

Figure 10: Students' results on statement E, survey No. 3, appendix C.

Note: The results were: 8 students rated it on 5; and 3 students rated it on 4.

Therefore, the 73% of the students who attended to the Pronunciation Clubs rated this question on a 5 scale, manifesting that they participated actively in them thanks to all the

materials, activities, songs and games proposed by the teachers or researchers who created them in order to change their perceptions about such Pronunciation Clubs.

CHAPTER 6

Conclusions

This chapter presents the results that emerged from the data analysis explained in detail in the previous chapter, including the implications of the implementation process, the limitations of the study, and the further research that could be developed later on.

Relevant findings

After the implementation of this action-research project, different findings in regards to the use of Task-Based Instruction (TBI) approach and songs as a pedagogical tool implemented simultaneously in the Pronunciation Clubs at Uniminuto University to analyze how second semester students perceive them emerged.

First of all, in terms of TBI approach, it could be concluded that when the group of second semester students carried out each phase or task (Pre-, While-, and Post-task), they could learn something new in order to make a good product or carry out a task by the end of the phases. To put it another way, through each phase, they learned either new vocabulary with its correspondent proper pronunciation or pronunciation patterns or rules in order to put all the knowledge acquired in the final phase (post-task) and complete the whole process as expected by reaching the main goal in a communicative way.

In the second place, it is worth remembering that all the sessions were based on a series of tasks based on songs. Taking into account that, songs are part of human beings' daily life, when they are used in an academic context as a pedagogical tool, they really helped students to feel motivated, relaxed and comfortable no matter the grammar or pronunciation feature that is

being taught with the use of that music. What is more, music helps students to realize how to pronounce certain kind of words by just listening and then, producing them, without mentioning the understanding of new vocabulary given in a context, where they can practice, laugh, and sing in a low voice simultaneously.

All in all, when TBI approach and songs as a pedagogical tool are combined with a same purpose or in order to achieve communicative goals, the advantages go beyond because they are more beneficial. As it was mentioned before, when songs are used in an EFL context, they help students to gain confidence and get different words from them as well as the way of pronouncing them. However, when TBI approach is combined with songs, students really notice how everything is connected in the class and how each phase or step is useful and necessary to reach a complete process or have a final product bearing in mind a real context or situation to make it meaningful and interesting.

In that way, it can be assured that TBI approach helps students to promote and improve the oral interaction due to the fact that every single final task should be communicative and all the knowledge acquired in the other phases is used either consciously or unconsciously by students in that phase or part of the class. What is more, to make it funnier and different, songs might become a key aspect to make the process more effective and assertive because by means of it, students could acquire new vocabulary and at the same instance, they could learn how to pronounce different features such as the *–ed* and *–s* endings in regular verbs and third person verbs, or notice the difference between *–can* and *–can't*, becoming aware of these factors when it comes to learning English as a Second Language in extracurricular spaces as the Pronunciation Clubs.

Research question answers

"*What are second semester students' perceptions about a series of tasks based on songs in the Pronunciation Clubs of the B.A. in English during 2016-2 at Uniminuto University?*"

Taking as a reference the main question that this research project established from the beginning of it, as well as the development of the series of tasks based on songs in the Pronunciation Clubs, it was concluded that students really appreciated that this kind of extracurricular spaces offered by the B.A. in English Language Teaching help them to reinforce some key aspects when it comes to becoming better students in terms of the English language like as pronunciation that sometimes is not covered in their official classes due to timing or other kind of matters.

Therefore, students were very gratifying in the way of how these Pronunciation Clubs were taught during 2016-2 because they did not expect to work with songs to learn and have fun at the same time, without losing the focus of working on their pronunciation. That is why, when this research project made reference to change and analyze perceptions related to the Pronunciation Clubs, students agreed that it was a completely different way that they had not explored before with other foreign assistants because they just used repetition as a way of working on pronunciation features.

What is more, it was found that the group of second semester students not only enjoyed, had fun, and learned with the series of tasks based on songs, but they also improved their pronunciation and vocabulary, and therefore, they really liked how the Pronunciation Clubs were designed in order to reach a final communicative goal, where they could interact and put into practice all the knowledge acquired along the class.

Thus, there is demonstrated one more time that when it comes to teaching English, teachers should not have any limitation of making use of different strategies to make their classes meaningful and interesting. That was how the Pronunciation Clubs' perception was changed, and second semester students took advantage of them week by week.

Pedagogical implications

For future researchers, teachers or even assistants who want to put into practice this new alternative when dealing with the Pronunciation Clubs, it is important to take into account several aspects that are needed to have successful clubs that were observed when the implementation stage took place. They are:

- Regarding the implications when a Pronunciation Club is going to be held, it should be taken into account that the process needs to be carried out without omitting any phase or task (Pre-, While-, and Post-task). Otherwise, students may get confused or be lost at some point because they are not going to have the required knowledge to have a successful final product, or pass from one phase to another.

- Regarding each task (Pre-, While-, and Post-task) suggested by TBI approach, teachers or researchers should bear in mind that everything should be connected, giving to students a real context and/or situation. Put differently, any activity must not be isolated one from the other.

- It is also worth to take into consideration that when working with songs, they should be played from two to four times in case that students have to complete a worksheet with different kind of exercises as in this case. Also, they should be chosen based on the aspect to work on, and of course, students' interests and musical tastes.

- In regards to planning, it should be carefully designed, without mentioning that it takes a lot of time. That is why, researchers or teachers should have enough time to create the lesson and the stuff needed to do it successfully.

- Last but not least, teachers or researchers should be willing to train students on how to have a good final product by modeling or providing useful expressions or extra vocabulary when they are doing it.

Limitations

Although the researchers showed a good disposition to carry out this research project, there were some limitations that were overcome throughout the implementation stage with the purpose of analyzing second semester students' perceptions in regards to the series of tasks based on songs.

Firstly, as every single session had a specific song to be played, a computer or at least a recorder, was needed to play them. That was why, the researchers had to seek for the technological aids needed beforehand due to the fact that they needed to be booked by official teachers from the University. Otherwise, those technological aids were not going to be lent to the researchers or students.

Secondly, a specific place could not be assigned beforehand, where the Pronunciation Clubs could take place. Hence, the researchers had to seek for an available room around the University to carry out the lesson every Pronunciation Club, and because of it, some minutes were missed. Fortunately, some rooms were available at that time, so it was possible to make use of them.

Thirdly, in the moment of designing the lesson plans, it took a lot of time, without mentioning that it was not easy to bear in mind the Task-Based Instruction approach due to the fact that every activity should have been linked to the next one in each phase. Also, students' English level had to be taken into account because as they were beginners, each activity had to be planned with vocabulary related to their official classes at the University.

Finally, there was a misunderstanding in terms of the schedule (hour-days). So, it was necessary to reschedule the Pronunciation Clubs with the group of second semester students at three different times during the implementation stage. However, the students were willing to cooperate with this research project, so they could agree on different hours and days with their classmates and teachers (researchers) to attend to the Pronunciation Clubs on time.

Further research

Nowadays, teaching English and its different skills such as listening, reading, writing and speaking (pronunciation) have really become a challenge for teachers. That is why, students sometimes may get bored in class because of the activities, games, methodology, etc., and then, they may perceive the classes in a wrong or negative way that teachers do not expect at any moment.

Therefore, it would be interesting and fruitful to carry out a study in which the researchers take a different path to analyze perceptions in regards to a specific skill different from pronunciation, such as grammar or listening by using a different strategy from songs as a pedagogical tool. Also, TBI approach is useful when a communicative goal needs to be achieved by the end of a process. If desired, other researchers can use a different approach to prove

whether changing and analyzing perceptions about a specific skill work such as Project-Based

approach or even Content-Based Learning.

To conclude, taking this project as an model of how a series of tasks can change the

perceptions that students have in regards to Pronunciation Clubs, another clubs such as

conversation clubs, exam preparation clubs, and even grammatical clubs could start to bear in

mind the thoughts and ideas that students have in order to create different activities and materials

that would be implemented in those clubs because in that way, students will feel much more

aware of their learning process, and they will see the need and utility that these kind of clubs

have in their professional process. Thus, doing this is not an easy task based on this research

project's researchers' experience, but it is definitely a process that deserves to be implemented if

it is desired to change how some classes have been taught so far.

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APPENDIXES

Appendix A

Interview to the assistant 2016-1.

Name: Dina Fico   **Date:** 7th, April 2016

1. What did you study at the University? Where?

I studied Women and Gender Studies and Public Health at the University of Massachusetts Boston.

2. What did you do to become part of the B.A. in English at Uniminuto? How was the process? How have you felt?

I applied to the Fulbright English Teaching Assistant Program in October 2014 and learned I was accepted in March 2015. The process included: two essays, three letters of recommendation, a language exam, and two interviews. The process was long and at times stressful but not too bad overall. I feel very happy with my decision to come here.

3. What strategies do you use when teaching the pronunciation clubs?

Repetition, repetition, repetition! Also, I encourage students to generate their own examples.

4. What kind of activities or games do you use when teaching the pronunciation clubs?

In the first few weeks, when students were still coming to clubs, we played pronunciation Bingo, which worked well with a group. Now, I only have 1-2 students in my pronunciation clubs, so I can't really do group activities. Sometimes we watch short YouTube videos to explain the theme, followed by exercises.

5. Do you plan you pronunciation club classes? How?

Yes. I draw ideas from the Internet and two pronunciation books I have.

6. What weaknesses and strengths have you observed in the first semester students?

Weaknesses: Shy to speak and ask questions.

Strengths: They attend more English Clubs than upper-level students do.

7. Do you have a syllabus to teach the pronunciation clubs? If so, do you use it?

No, I was not given a syllabus for the pronunciation clubs.

8. How long does it take to plan a pronunciation club class?

About 15-20 minutes.

Appendix B

Pre-survey to the LIEI students 2016-1.

<div style="background-color: #f5a623; text-align: center;">

Study participants' survey

</div>

Name: _____ **Semester:** _____ **Age:** _____

Please fill out the following interview. Highlight your answers where options have been provided.

Please answer the following questions:

1. Do you think learning pronunciation is important? Why or why not?

2. Have you taken any pronunciation classes apart from pronunciation clubs at the university?

   Yes ____ No ____ which ones? _____

3. Which of the following pronunciation features are you familiarized with?
   ____ Consonant sounds
   ____ Vowel sounds
   ____ Diphthongs
   ____ Phonemic symbols
   ____ Articulation
   ____ Stress
   ____ Rhythm
   ____ Intonation
   ____ Connected speech
   ____ none of them

4. In your process of learning about English pronunciation, have you ever received any instruction in activities or strategies to overcome some pronunciation problems you might have?

   Yes ____ No ____ which ones? _____

5. Do you learn pronunciation in most of your English classes at university?

   Yes ____ No ____
6. How often do you cover pronunciation in your English classes at university?

☐ Once a month
☐ Once a week
☐ When the book proposes pronunciation activities
☐ In every class
☐ Other: _____

7. Tick the box, on a scale from 1 to 5.

1 = No, not at all. 5 = Yes, a lot. IDK = I don't know.	**1**	**2**	**3**	**4**	**5**
a) How important is pronunciation for you?					
b) How good is your pronunciation?					
c) Has your pronunciation improved this semester?					
d) Has the *LYCA book helped you to improve your pronunciation?					
e) Have you done all the exercises in the *LYCA book related to pronunciation?					
f) How good are the English pronunciation clubs for you?					
g) If you had the opportunity to change or improve something in the English pronunciation clubs, what would you change? Why?					

*LYCA = Lengua y Cultura Anglófona.

THANKS IN ADVANCE!

Appendix C

Surveys.

Survey No. 1

SURVEY No. 1

Name: _____ **Semester:** _____ **Age:** _____

Please fill out the following survey taking into account your experience in the Pronunciation clubs offered by the Bachelor Program the previous semester 2016-I. In case you have any questions, do not hesitate to ask to the researchers who are in charge.

Part I

1. How did you perceive the way of teaching the Pronunciation clubs the previous semester?
   a. Excellent
   b. Good
   c. Not so good
   d. Bad
   e. Terrible
Why? Justify your answer.

_____
_____

2. What kind of activities were implemented in the Pronunciation clubs the previous semester?
   a. Puzzles
   b. Poems
   c. Storytelling
   d. Songs
   e. Other? Which one?

_____
_____

3. Did you like how the Pronunciation clubs were taught the previous semester?
   a. Yes
   b. No
Why? Justify your answer.

_____
_____

4. Would you like to work on your pronunciation by means of using songs in the Pronunciation clubs?

    a. Yes
    b. No

Why? Justify your answer.

_____

_____

5. What was the teacher's role in the Pronunciation clubs the previous semester?

    a. Controller
    b. Organizer
    c. Participant
    d. Resource
    e. Tutor
    f. Observer
    g. Assessor

Why? Justify your answer.

_____

_____

6. What would you definitely change about the Pronunciation clubs to be improved this new semester 2016-II?

    a. Activities
    b. Methodology
    c. Resources or materials
    d. Environment

Why? Justify your answer.

_____

_____

Part II

Please tick the box on a scale from 1 to 5, being **1** the lowest scale, and **5** the highest one.

	1	2	3	4	5
a) The activities done in the Pronunciation clubs last semester were really good and appealing to you.					
b) The activities done in the Pronunciation clubs last semester motivated you to go to them every week.					
c) The level of difficulty of the activities used in the Pronunciation clubs motivated you to keep working in the club.					

d) You got bored at some point when attending to the Pronunciation clubs last semester.					
e) The dynamics of the Pronunciation clubs last semester worked perfectly as you expected.					
f) How satisfied were you with the Pronunciation clubs last semester?					

Survey No. 2

SURVEY No. 2

Name: _____ **Semester:** _____ **Age:** _____

Please fill out the following survey taking into account your experience so far in the Pronunciation clubs offered by the Bachelor Program this semester 2016-60. In case you have any question, do not hesitate to ask to the researchers who are in charge.

Part I

1. Have you ever used songs to learn English? If yes, how? If not, why?
_____
_____
_____

2. What is your perception of the Pronunciation clubs this semester 2016-II?
    a. Excellent
    b. Good
    c. Not so good
    d. Bad
    e. Terrible
Why? Justify your answer.
_____
_____

3. Do you like listening to music in the Pronunciation clubs? Why?
_____
_____
_____

4. Have songs been useful for you when learning English? Why?
_____
_____
_____

5. What advantages and disadvantages have you found about the use of songs in the Pronunciation clubs?

Advantages of using songs	Disadvantages of using songs

6. Do you think the activities used in the Pronunciation clubs have been useful for you when improving your pronunciation? Why?

_____
_____
_____

7. What would you change about the Pronunciation clubs so far?

_____
_____
_____

Part II

Please tick the box on a scale from 1 to 5, being **1** the lowest scale, and **5** the highest one.

	1	2	3	4	5
a) The activities based on songs proposed by the teachers so far have motivated me to come to the Pronunciation clubs every week.					
b) The level of difficulty of the activities used in the clubs motivates me to keep working in the club.					
c) I have actively participated in the Pronunciation clubs because of their activities, games and songs.					
d) I think the songs selected have been a key aspect to learn and have fun in the Pronunciation clubs.					
e) I have enjoyed doing songs-related classwork and/or activities.					
f) I have felt uncomfortable working with songs in the Pronunciation clubs.					
g) I would like to keep working with songs in the coming Pronunciation clubs.					

h) I think activities based on songs have increased my participation and interaction in the Pronunciation clubs.				
i) I think all the activities done so far have complied with the objectives of the Pronunciation club.				
j) How satisfied have you been with the Pronunciation clubs this semester 2016-60?				

Survey No. 3

SURVEY No. 3

Name: _____ **Semester:** _____ **Age:** _____

Please fill out the following survey taking into account your overall experience in the Pronunciation clubs offered by the Bachelor Program this semester 2016-60. In case you have any question, do not hesitate to ask to the researchers who are in charge.

Part I

1. What did you do during these last sessions in the Pronunciation clubs?
_____
_____

2. How did you perceive the dynamics of the Pronunciation clubs? Were they fun? Were they better than the ones of previous semesters? Why?
_____
_____
_____

3. What advantages did you find about the use of songs in the Pronunciation clubs?
_____
_____
_____

4. Were the songs selected useful for you when it comes to improving your pronunciation? Why?
_____
_____
_____

5. What differences have you found between the Pronunciation clubs of this semester 2016-60 and the ones taken the previous semester? Name 3.

    1. _____

2. _____
3. _____

6. What would you change about the Pronunciation clubs this semester 2016-60? Why?

_____
_____

Part II

Please tick the box on a scale from 1 to 5, being **1** the lowest scale, and **5** the highest one.

	1	2	3	4	5
a) There was no difference between the Pronunciation club of the previous semester and the one of this semester.					
b) The activities based on songs proposed by the teachers motivated me to come to the Pronunciation clubs every week.					
c) The level of difficulty of the activities used in the clubs motivated me to keep working in the club.					
d) I learnt new vocabulary and pronunciation aspects thanks to the activities, games and songs used in the Pronunciation Clubs.					
e) I participated actively in the Pronunciation clubs because of their activities, games and songs.					
f) I do not think the songs selected were a key aspect to learn and have fun in the Pronunciation clubs.					
g) I did not enjoy doing songs-related classwork and/or activities.					
h) I felt comfortable working with songs in the Pronunciation clubs.					
i) I would not like to keep working with songs in the Pronunciation clubs of coming semesters.					
j) I think activities based on songs increased my participation and interaction in the Pronunciation clubs.					
k) How satisfied were you with the Pronunciation clubs this semester 2016-60?					

Feel free to write any suggestions to keep improving the Pronunciation clubs.

Thank you for taking time out to participate in our survey! ☺

Appendix D

Field notes.

Field note No. 1

FIELD NOTE No. 1
(Format to Specify the Research Problem)

Title of the Project: Uniminuto Second Semester Students' Perceptions about a Series of Tasks based on Songs in the Pronunciation Clubs.

Objectives: I will be able to identify first reactions about how second semester students perceive the series of tasks based on songs by reflecting on the journals.

Place: Uniminuto University.

FIELD NOTE #1

DATE: August 08th, 2016   # OF PARTICIPANTS: 12 SS

RESEARCHER: Tania Lorena Sepúlveda Blanco

OBSERVATION	COMMENTS
Pre-task Most of the SS knew about what the scene of the film was, but some others did not. Thus, the video was funny and entertaining for them, and some of them were paying special attention to the dialogue that each character was saying. They understood the concept of the scene that in this case was cheating. However, some of the SS were lost and they did not know about what it was until T did a brainstorming where all the SS were participating and sharing ideas about what happened in the scene and what the concept of this was.	During the presentation of the topic, the SS were very concentrated and sharing ideas about What they thought in regards to the activity. Also, I saw that the SS were motivated because some of them mentioned that in the previous Pronunciation Clubs, the classes were not prepared and they felt that the classes were improvised most of the time, which was not the ideal of these extra-curricular spaces.
While-task When the T did the introduction of the singer, the SS already knew who Adele was, and they knew some interesting facts about her. Nonetheless, the song had to be repeated at several times because the SS were not able to get some of the words. So doing this took a lot of time, so it is recommendable to calculate the	The SS felt motivated by the activity in which they were able to share ideas and thoughts about the topic. At the same time, they love playing unscramble games because they were having fun and they were learning the vocabulary that they had to use later on to develop the following activities. Also, it was

time better next time in order to develop the activities in a more safely way.	positive to use a real situation like "cheating" as in this case, because it gives them the opportunity to use past experiences to transmit the messages in a clearer way.
Post-task During the focus group and the communicative activity, some SS had the necessity to speak in Spanish, which was not bad at all because they were still beginners, and sometimes they had not the vocabulary required to express what they actually wanted to express. To solve this issue, the SS used Spanish to help themselves with the vocabulary that they needed to communicate in an appropriate way without any problem.	The SS said that they hope to work with songs in other kind of classes or spaces because they actually listen to songs all the time and they have the change to do it daily, so they do it all the time to learn English. For them, it is a good strategy that deserves to be implemented in different non-extracurricular spaces. Another aspect that the SS mentioned was that the way in which the activities and the song were presented and the relationship that each one of them had was perfectly done because it showed the connection that each activity had, and in that way, they can understand the topic and the concept of the song would be easier. Then, the SS said that when doing any exercise of the worksheet, they used the communicative interaction with their classmates because some words that they did not get, their partners did, and from that, they started to change ideas and thoughts about which would be the best word to complete a specific exercise from the activity.

Field note No. 2

FIELD NOTE No. 2
(Format to Specify the Research Problem)

Title of the Project: Uniminuto Second Semester Students' Perceptions about a Series of Tasks based on Songs in the Pronunciation Clubs.

Objectives: I will able to observe how second semester students are doing the different kinds of exercises proposed in the tasks based on songs in order to know if they are being developed well.

Place: Uniminuto University.

FIELD NOTE #2

DATE: August 12th, 2016   # OF PARTICIPANTS: 12 SS

RESEARCHER: Yeison David Sua Rodriguez

OBSERVATION	COMMENTS
Pre-task The T started by greeting the SS, and she asked them how they were. Then, T showed the SS a comic strip with some routines that a girl has, and she asked them to create some sentences based on it. After that, she collected ideas from SS and checked the pronunciation of the –s in some verbs. However, it was noticed that most of the SS did not know how to pronounce verbs correctly. T asked SS to discuss about what they know in regards to Hindi music. Then, she collected different ideas from the SS, and then, some pictures were shown to them. In fact, some SS asserted that they did not know about it, so the images were key to let them know about the song that will be played later.	T showed enthusiasm, and most of the SS were introduced on the topic since the beginning of the class. Choosing this pronunciation feature was a right choice due that most of the SS had difficulties when pronouncing verbs like want, like, or enjoy in third person form. Although the SS did not know too much about the music genre, T helped them to understand what it is about.
While-task T delivered some papers to the SS with the exercises related to the song called "her morning elegance" by Oren Lavie. Then, she played the songs around 6 times with the aim that SS filled it out. Then, she corrected some pronunciation mistakes that they made by playing the song where the word was pronounced. Then, some of them repeated it. After that, she wrote on the board some English sounds related to present simple, and asked them to practice the sounds with the person next to them. Then, she told them that there were some pronunciation mistakes and she pronounced some verbs. Surprisingly, the SS felt surprised because they did not know it.	The SS felt really motivated with the song, and they were concentrated all the time. Although the song is kind of tricky, they did not have problems when filling out the exercises on their papers due to the variety of exercises. It was nice to let them notice the pronunciation mistakes they were making in regards to verbs in present simple.
Post-task T delivered some sheets of paper to the SS with some prompts used in a radio show as well as an example. Then, T chose two SS and she had them model the example (student A and B). Then, she asked them to create their own conversation taking into account the prompts as well as the new vocabulary and pronunciation aspects learned during the session.	SS felt comfortable creating the radio show because they had the language to do it correctly. When they were listening to their classmates, it was evident that they had learned how to

Finally, most of the SS shared their conversations, and some other commented on their partners' performance correcting some mistakes they made. For example, one S said ''she like to get up early'', but one of their classmates said ''teacher it is not like, is likes, yes?'' then, T said ''you're right''.	pronounce the sound –s at the end of the verbs in third person because some of them could correct some mistakes their classmates made.

Field note No. 3

FIELD NOTE No. 3
(Format to Specify the Research Problem)

> **Title of the Project:** Uniminuto Second Semester Students' Perceptions about a Series of Tasks based on Songs in the Pronunciation Clubs.
>
> **Objectives:** I will able to analyze each one of the phases proposed by the Task-Based Learning approach (pre-, while- & post-tasks).
>
> **Place:** Uniminuto University.

FIELD NOTE #3

DATE: August 16th, 2016   # OF PARTICIPANTS: 10 SS

RESEARCHER: Tania Lorena Sepúlveda Blanco

OBSERVATION	COMMENTS
Pre-task Actually, all the SS understood the instructions in a clear way because the T was very clear and precise when giving them. Also, I could see that the SS were engaged with the activity due to the fact that they seemed to love competition activities or games, demonstrating that they do their best in whatever activity they will be performing.	Based on what I saw, I am sure when saying that the fact that the SS were very competitive is something positive because it can be said that the activity that was planned was perfect and appealing because they had a great time and they enjoyed the activity that was quite important in order to start a lesson with all the possible enthusiasm.
While-task At the moment in which the T introduced the song to the students, they were prepared to work with their entire disposition, so they already knew what activities they would have to work with the song, which made the things a little bit easier because there was no need to explain what they had to do in the activity. To sum up, when SS know what to do by their own is an advantageous aspect because the T	At the beginning, the SS did not know the song, and it made the situation more interesting because they thought that the song was difficult to understand, but actually, when they noticed that the song was quite easy, they left that concern very quickly. Also, as the song was easy, the SS were entertained completing the song, and even though some of them asked the T for the name of the song and the name of

did not waste too much time explaining what to do, and instead of explaining, the T used that time to fill out the worksheet that was given to them.	the singer, which were written in the worksheet. So they told him that besides being able to learn, they found new ways in which they were able to learn pronunciation and vocabulary, which was very good because the purpose of the research project was to analyze perceptions that they used to have before this implementation stage.
Post-task During the final step that was the communicative part, when they saw that they had to do the activity with another person who was not his/her friend, they looked surprised, and it was a little bit funny because they were used to working with their friends. In the middle of the activity they were laughing and having a great time with the person who was doing the interview. Thus, they were cautious to the answers that their partner was given all the time, which showed a progress in the Pronunciation Clubs.	When the T did the activity, the SS showed shy, and it was probably because they were not used to interviewing each other or to doing that kind of activities. However, based on what I saw, when the SS started to have confidence and rapport with their partners, they could be more able to answer the interview without being too shy. What is more, another positive thing in this Club was that the SS could work with a cooperative and communicative purpose, which was excellent because it showed that the cooperation and interaction among them in a Pronunciation Club is important to improve their abilities, weaknesses and keep working on their strengths.

Field note No. 4

FIELD NOTE No. 4
(Format to Specify the Research Problem)

Title of the Project: Uniminuto Second Semester Students' Perceptions about a Series of Tasks based on Songs in the Pronunciation Clubs.

Objectives: I will able to identify if the three phases proposed by the Task-Based Learning approach (pre-, while- & post-tasks) are being carried out as expected.

Place: Uniminuto University.

FIELD NOTE #4

DATE: August 19th, 2016   # OF PARTICIPANTS: 10 SS

RESEARCHER: Yeison David Sua Rodriguez

OBSERVATION	COMMENTS
Pre-task Firstly, T started by saying hello to all the SS, and she asked them about their weeks. Secondly, T organized all the SS in groups of three, and then, she delivered some isolated papers to each group. Thus, she asked them to organize the five sentences by using all the papers as quickly as they could in order to get an extra point. So it took ten minutes. Once all the sentences were organized, she asked about what they had in common. So they could deduce that all of them had the modal verb – can in positive and negative form. Then, T gave to the SS some butcher papers and sets of markets in order to make a comic strip. So T explained that the idea was to design a comic strip with some plans they can or cannot do with their friends, families or boyfriends/girlfriends in a mall on the weekend.	Starting with a game related to the pronunciation feature or to the song as in this case has a lot advantages because SS are introduced on the topic since the beginning of the class, and they could know in which aspect the class will be focused on. The SS felt really comfortable doing it because they said that they had not done something similar before in a Pronunciation Club. Thus, it was clear that the first step called "pre-task" was done successfully because the SS could notice the pronunciation feature and they started to pronounce it by themselves.
While-task After making the comic strip, T asked SS to remind her what the pronunciation feature was. So they could say that it was –can and –can't. Then, she asked them if they know any song that contains this pronunciation feature on its lyrics, but they said no. After that, the song was played around five times, and all the SS could complete all the blanks on their pieces of paper. However, it was discovered that some SS did better in some exercises than others.	Working with different kind of activities is always something that really help teachers to engage SS in the classroom. When the comic strip was shown, the SS felt that such Club was different and was being taught by means of different activities, games and strategies. Then, the SS are becoming aware of how to pronounce certain words taken from the song, and how to pronounce the grammatical features selected like –can and –can't as in this case. Although the song had to be played at least four times to be understood, the SS felt really concentrated and committed when they completed the lyrics of the song. What is more, once they had listened to the song more than three times, they started singing it in a low voice.
Post-task Firstly, the T delivered some papers to the SS in order to be completed with own information in regards to some activities that they can or can't do with their family members. Then, they started to interview each other with the aim of finding out a partner who wrote at least three similar things.	In this stage, all the SS could practice the use of can and can't in terms of grammar and pronunciation of new words or new pronunciation features as well. Thus, they were motivated and they were communicating as expected during all this stage.

Field note No. 5

FIELD NOTE No. 5
(Format to Specify the Research Problem)

Title of the Project: Uniminuto Second Semester Students' Perceptions about a Series of Tasks based on Songs in the Pronunciation Clubs.
Objectives: I will able to reflect on the impact that a series of tasks based on songs used in the Pronunciation Clubs have had in the second semester students during the implementation stage.
Place: Uniminuto University.

FIELD NOTE #5

DATE: August 22nd, 2016   # OF PARTICIPANTS: 12 SS

RESEARCHER: Tania Lorena Sepúlveda Blanco

OBSERVATION	COMMENTS
Pre-task At the moment that the T explained the instructions to the SS, they actually understood what they had to do, and because of that, they were participating all the time along the Pronunciation Club. Besides, some of them took the leadership in most of the activities done, so it promoted their classmates to participate in an active way without being shy or selfish.	It was clear that the SS were entertained with the activity because they told to the researchers that they would like to keep working in those kind of activities because it was a change in which they were able to acquire new vocabulary for their dailies life, and if it goes beyond, they did notice that they learnt to pronounce their correspond pronunciation in an unconscious way. Also, this pre-task was so useful to complete the following activities that they had to do.
While-task In this stage, some SS were very enthusiastic working in the cooperative activity, but some others were a little shy when doing it. Then, when the SS started to complete the worksheet about the song, they understood the instructions very fast, and some of them had the capacity to explain to some others who hadn't come before to the Pronunciation Club the instructions by themselves.	One of the main reasons why the SS were very enthusiastic was because some of them are friends, so they being seeing each other during the classes that they have took, one of them told us that he actually haven't have the opportunity to talk with his other partners, for that reason we think that the main cause of why they are so shy about this activity is because they did not know their classmates. After that, the SS told to the T that they had a good listening, which was excellent because they were able to complete the song faster. In

	addition to that, they knew the song which allowed them to sing the song at the same time that they were completing the worksheet.
Post-task The SS looked comfortable with the type of questions that T was doing, so they were answering with honesty, and actually they didn't look worried about giving in a clear way their ideas and thoughts about the activities in general.	When T asked the SS how they felt about the activities in general, they said that the song that was picked up was well because they knew it, and at the moment that they were completing the song, it was easier and funnier. Also, another reason why the SS were so engaged was that for some of them this song was one their favorites. Regarding to the other activities they commented that they loved working with cooperative activities in which they could interact with their classmates because it is better when they had the change to correct their speaking mistakes with one of them. What is more, it is evident that they sometimes were afraid of doing this mistakes in front of the T, so for that reason the activities done so far were perfect and nice for them.

Field note No. 6

FIELD NOTE No. 6
(Format to Specify the Research Problem)

Title of the Project: Uniminuto Second Semester Students' Perceptions about a Series of Tasks based on Songs in the Pronunciation Clubs.

Objectives: I will able to collect opinions about how the group of second semester students perceive the six Pronunciation Clubs by using a series of tasks based on songs by means of a final focus group.

Place: Uniminuto University.

FIELD NOTE #6

DATE: August 26th, 2016   # OF PARTICIPANTS: 12 SS

RESEARCHER: Yeison David Sua Rodriguez

OBSERVATION	COMMENTS
Pre-task The T started with a game called 'matching' which contained all the pronunciation features learned by the SS so far. So each S passed to the front and they tried to match a picture with a sentence and then, they had to read it for everyone demonstrating a good understanding of such pronunciation aspects. Then, the T used the technology to play a game, where the SS had to guess the name of the singers who had been worked in the Pronunciation Clubs by means of the songs so far.	The SS felt really motivated and when they are having competitive games and movement games, they really enjoy an activity independently what grammatical aspect is been taught. In regards to this game, the SS could remind the singers' names worked so far by means of the songs, and even most of them remembered the songs' names as well.
While-task Then, a remix with all the songs worked so far was played with the aim of working with all the pronunciation features at the same time, and in order to identify how much the SS had learnt so far. Although it was not really easy at all because there were five songs played at once, the SS could develop all the exercises by listening to the remix several times and remembering what they had done previously in the other Pronunciation Clubs.	In fact, it was really nice to see how satisfied the SS were with the Pronunciation Clubs so far. Working with songs is definitely a key aspect that helps SS to learn, have fun and be motivated in the classroom simultaneously. At the beginning of this research project, it was kind of difficult to choose the songs, but once they are the right ones, SS are willing to do their best by completing the different kind of exercises proposed by their teacher.
Post-task Once the remix finished, the T played a Bingo game with all the SS, which was so useful to help SS remember as many words as possible taken from all the songs. After that, the T asked the SS to write their own lyrics based on all the vocabulary presented in the Bingo game, and taking into account all the pronunciation features and vocabulary learnt with the help of the songs so far. Actually, the SS expected it because they really wanted to do it anxiously.	By means of the remix and Bingo game, SS could remember different new words learn along the five clubs given so far that even they did not know. As an overall conclusion, these Pronunciation Clubs were really appealing for the SS based on all the comments they gave us. To be honest, we (researchers) hope this project will be read and used by the assistants who come semester by semester to teach pronunciation to teachers in training. Definitively, there was no more satisfaction that listening to songs and doing classes differently from repetition, and repetition, and repetition to improve and work on pronunciation features that are kind of tricky for Spanish speakers.

Appendix E

Focus groups.

Focus group No. 1

GRUPO FOCAL No. 1

Preguntas:

1. ¿Cómo han sido las experiencias que ha tenido cuando has asistido a los clubes de pronunciación?

2. ¿Qué piensas respecto al uso de diferentes materiales tales como canciones o juegos en los clubes de pronunciación?

3. ¿Qué dificultades presentaste cuando asististe a los clubes de pronunciación el semestre pasado?

4. Si tuvieras la oportunidad de cambiar algo en los clubes de pronunciación, ¿qué cambiarías?

5. ¿Cómo crees que fue el papel del asistente que estuvo a cargo de los clubes de pronunciación el semestre pasado y su influencia en el desarrollo de las actividades? Justifica tu respuesta.

Focus group No. 2

GRUPO FOCAL No. 2

Preguntas:

1. ¿Cómo definiría usted la experiencia de asistir a los clubes de pronunciación este semestre 2016-60?

2. ¿Qué ventajas encontró usted en los clubes de pronunciación dados este semestre 2016-60?

3. ¿Cree usted que su pronunciación ha mejorado después de asistir a los clubes de pronunciación este semestre 2016-60? ¿Por qué?

4. ¿Se sintió usted motivado a asistir a los clubes de pronunciación este semestre 2016-60 en comparación a los de los semestres anteriores? ¿Por qué?

5. ¿Cuál es su opinión sobre el uso de canciones en los clubes de pronunciación?

6. ¿Qué cambiaría usted de los clubes de pronunciación si va a seguir asistiendo a ellos en los próximos semestres?

Appendix F

Consent forms.

LIEI director's consent form

Bogotá, 28 de Marzo del 2016

Señora,

Blanca Lucia Cely

Directora del programa Licenciatura en Idioma Extranjero-Inglés

UNIMINUTO

SOLICITUD DE PERMISO PARA IMPLEMENTAR PROYECTO DE INVESTIGACIÓN.

Actualmente, estamos dirigiendo un proyecto de investigación liderado por Tania

Lorena Sepúlveda Blanco y Yeison David Sua Rodriguez, estudiantes de noveno semestre

de la Licenciatura en Idioma Extranjero-Inglés de la Universidad Minuto de Dios

"Uniminuto".

Este proyecto de investigación busca diseñar una serie de actividades basadas en

canciones dirigido a los estudiantes en formación de dicho programa que asisten a los

clubes de pronunciación los días lunes en el horario de 10:00am a 01:00pm, con el fin de

que ellos mejoren la pronunciación de ciertas palabras inglesas escogidas por su nivel de dificultad al ser pronunciadas en dicho idioma. Además, las fechas en las cuales se implementará dicho proyecto irán de Agosto 08 a Agosto 31 del presente año en curso.

Del mismo modo, este proyecto beneficiará a los estudiantes del programa en su vida social y profesional, ya que mediante este les será mucho más fácil comunicarse con personas nativas y no-nativas que dominen el idioma sin mucha dificultad en cuanto a dichos sonidos vocálicos del inglés.

Atentamente,

Tania Lorena Sepúlveda Blanco y **Yeison David Sua Rodríguez**

Firma de aprobación del tutor a cargo del proyecto de investigación:

_____

Firma de aprobación de la directora del programa:

_____

Fecha: _____

Students' consent form

Yo, _____, estoy de acuerdo en hacer parte de este proyecto de investigación el cual se me fue explicado con anterioridad, y autorizo a que cualquier tipo de información sea publicada bajo mi consentimiento y bajo el derecho de confidencialidad, ya que este proyecto de investigación sólo tiene fines académicos.

Firma del estudiante,

_____

Appendix G

Lesson plans

Lesson plan No. 1

Teacher's name		Class length	Date	Nr of session
Yeison David Sua Rodriguez		90 minutes	August 08th, 2016	1st
Grade	**Class Level**	**Topic**		**Language Skills**
Pronunciation Clubs	Beginners	Personal experiences about cheating.		Listening, writing and speaking.

Learning objective	Personal aim
Students will be able to describe a personal experience about cheating by using events occurred in the past.	Teachers will give the instructions as clear, specific and detailed as possible in order that students can carry out all the activities successfully without any problem.

Materials and Resources	Bibliography
• A virtual game. • Different task-based exercises. • Some web pages. • Three different videos.	• Song retrieved from https://www.youtube.com/watch?v=Ri7-vnrJD3k • Video retrieved from https://www.youtube.com/watch?v=4-ne0gyDsZo • Video about /ed/ endings retrieved from https://www.youtube.com/watch?v=j32SurxnE4s

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
1. Students might not understand the instructions of the activities.	**1.** Teachers will ask to any student who understood most the instructions to paraphrase them with his/her own words in order to make them easier.

Learner's expected output	Learner's expected comprehensible input
• Students will be able to identify the pronunciation of the –ed sound in some past simple verb forms by means of the lesson activities. • Students will be able to demonstrate an adequate pronunciation of the –ed sound in some past simple verb forms when they pronounce them.	• Students will receive a new pronunciation feature named –ed by means of different activities along the lesson. • Students will receive most of the explanation in English language, using different kind of material like games, videos, and task-based activities.

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script
Opening	10min	T-Ss - Ss-Ss	Firstly, in order to introduce the vocabulary, SS will play a game called "unscramble words". So they will have to organize a sentence related to cheating, where they will learn different vocabulary such as: sad, angry, hurt, depressed, confused, scared, surprised, out of control, embarrassed, frustrated, thoughtful, and nervous.

			I.e., when I saw my wife with another man, I felt really hurt, and I wanted to cry. SS will watch a short video about "cheating" in order to have a general idea about the lesson's song. To do so, they will have to answer three questions based on what they watch. They are: a) Have you ever seen this movie? b) What characters can you identify in the scene? c) What does cheating mean for you? Once SS have answered the three questions, they will have to share their answers among them.
Presentation (Pre)	20min	T-Ss - Ss- SS	**1.** In the first instance, let's start talking about the singer of the song "Adele". So SS will receive different pieces of paper with different facts about Adele's life, her best-seller albums, the most famous and known songs, etc. Then, they will have to report the information given to the whole class by using simpler words. **2.** Then, SS will have to listen to the chorus of the song "Set Fire to the Rain" by Adele, in which they will have to take notes about what words and verbs they can identify in the song and if they are told in present or past simple. Thus, they will have to repeat two difficult sentences extracted from the chorus of the song by using the exercise called front chain with the help of the teacher. For example, The sentences is "until you kissed my lips and you saved me": **T:** until you... **SS:** until you... **T:** until you kissed my lips... **SS:** until you kissed my lips... **T:** until you kissed my lips and you saved me... **SS:** until you kissed my lips and you saved me... Then, SS will have to sing the chorus, where the two difficult sentences are.
Guided practice **(While)**	30min	T-Ss - Ss-Ss	**1.** After listening to the chorus of the song, SS will have to complete some exercises based on what they hear. So the lyrics of the song will be divided into four parts. So the idea is that Ss can practice the whole song by doing different exercises. In that way, the first one is about **filling in the gaps**. So the exercise is composed as follows: **1) Based on what you hear, complete the song. All the verbs have to be in the simple past form:** I let it fall, my heart And as it _____, you _____ to claim it It was dark and I was over Until you _____ my lips and you _____ me My hands they were strong But my knees were far too weak To stand in your arms Without falling to your feet But there's a side, to you, that I never _____, never _____. All the things you'd say,

they were never true, never true
And the games you'd play, you would always win, always win

But I _____ fire to the rain
_____ it pour as I _____ your face
Well, it burned while I _____
'Cause I _____ it screaming out your name, your name!

Then, the second one is about **choosing the right word**. So the exercise is composed as follows:

2)   Now, choose the right word based on the song:

When/*where* I lay, with *you*/*yours*
I could stay there, *rose*/*close* my eyes
Feel you here *forever*/*wherever*
You and me together, *anything*/*nothing* is better!

'Cause there's a side, to you, that I never *knew*/*new*, never knew
All the things you'd say, *day*/*they* were never true, never *true*/*through*
And the games you'd play, you *would*/*could* always win, always win.

After that, the third one is about **matching with the verb that is missing**. So the exercise is composed as follows:

3)   In this exercise, match the sentence on the right with the correct verb on the left:

I let it _____, my heart	**a)** Fell
And as it _____, you _____ to claim it.	**b)** Heard
	c) Kissed
It was dark and I was over Until you _____ my lips and you _____ me	**d)** Set
	e) Touched
But there's a side, to you, that I never _____, never _____.	**f)** Knew
	g) Feel
But I _____ fire to the rain _____ it pour as I _____ your face Well, it burned while I _____ 'Cause I _____ it screaming out your name, your name	**h)** Watched
	i) Rose
	j) Cried
	k) Saved
	l) Knew

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Based on the previous exercise, teachers will ask to the SS how they pronounce the verbs. To do so, teachers will ask them to put their fingers in their throats, and they will ask them if when they pronounce the word, their vocal cords vibrate or not. With that, teachers will explain what verbs are pronounced with the /d/, /t/, or /id/.

Finally, the fourth one is about **organizing some sentences** depending on what they hear.

4)   Finally, organize the following sentences in the correct order from 1 to 12:

(   ) Well, it burned while I cried
(   ) Watched it pour as I touched your face
(   ) But I set fire to the rain
(   ) 'Cause I heard it screaming out your name, your name!

(   ) Well, it felt something died
(   ) Cause I knew that that was the last time, the last time!
(   ) I set fire to the rain
(   ) And I threw us into the flames
(   ) Even now when we're already over
(   ) That heart you caught must be waiting for ya…
(   ) Sometimes I wake up by the door
(   ) I can't help myself from looking for ya
Song's link: https://www.youtube.com/watch?v=Ri7-vnrJD3k

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<tr>
<td>**Task (post)**</td>
<td>25min</td>
<td>T-Ss - Ss-Ss</td>
<td>

1.   SS will have to create a conversation in pairs based on a personal experience about cheating they experienced by using events occurred in the past. This task is called sharing personal experiences.

To do so, they will have to use the words learnt in the song. Also, a worksheet will be given to them in order to provide some examples about past simple. For example, I kissed my girlfriend, and my heart fell in love immediately.

<div align="center">

Fell

Heard

Kissed

Set

Touched

Knew

Feel

Watched

Rose

Cried

Saved

</div>

Finally, some SS will have to go to the front of the class and share some personal experiences about cheating with the whole class.

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<tr>
<td>**Assessment**</td>
<td>5min</td>
<td>T-Ss</td>
<td>

1.   Teachers are going to get the students' perceptions about the pronunciation clubs by using a survey, where they will have to describe how they felt in the class, how the activities were, what the best activity was, etc.

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Appendix Lesson No. 1

Adele's facts

Yes, her real name is Adele! The average radio listener doesn't know, however, that her full name is Adele Laurie Blue Adkins. She was born to Penny Adkins and Marks Evans, although she was raised solely by her mother from the age of two.
In case you've ever wondered by her album names are mostly just numbers, they represent her age when the albums were made. She wrote the material for '19' when she was 19 years old, and so on. Also, she was named Billboard's 'Artist of the Year' for two years running – 2011 and 2012.
Adele said that her goal in life is 'never to be skinny'. She believes that music should be made for ears, and not for eyes. Also, despite experiencing world-wide fame and audiences of thousands, she still suffers from stage fright and has said in the past that she sometimes has panic attacks and throws up backstage.
In 2015, she branded herself 'a feminist', and said that she believes in equality for everybody, regardless of gender, race or sexuality. Also, along with Beyonce, Adele holds the record for the most categories won in a single night at the Grammys. She took home a total of six awards in 2012.
She began singing since she was four. Also, she has won 86 awards, including 13 Billboard music awards, 10 Grammys, 1 Oscar, 1 Golden Globe and 2 Glamour Women of the Year awards.
Adele has cited the Spice Girls as a major influence in regard to her love and passion for music, stating that, "they made me what I am today". Also, in the US, Adele's "Rolling in the Deep" is the biggest crossover hit of the past 25 years, topping pop, adult pop and adult contemporary charts.

Task: Let's create a conversation in pairs based on a personal experience about cheating you experienced by using events occurred in the past. To do so, you have to use the words learnt in the song and some useful expressions.

For example:

A few months ago I met a boy who called my attention at university. One day *when I was* in the cafeteria, he *kissed* me. *I will never forget the time when* he *touched* me with his soft and big hands. It was like a dream for me. I *knew* he loved me and I loved him. *One day*, when I was at university, I saw him with another girl, but she seemed to be his friend. *I had a bad experience with this* because actually she was not his friend, she was his official girlfriend. I *cried*, and *cried* and *cried*. *I was affected by this when* he told me that he didn't *feel* anything for me. I *heard* those sad words, and I ran, and ran and ran without stopping…

WORDS	
• Fell	• Knew
• Heard	• Feel
• Kissed	• Watched
• Set	• Cried
• Touched	• Saved
USEFUL EXPRESSIONS	

A few years/days/months ago…

A shocking/memorable experience I had was…

I had a bad experience with this.

I was affected by this when…

I will never forget the time when…

One day,…

Something (similar) happened to me when…

When I was…

Lesson plan No. 2

Teacher's name		Class length	Date	Nr of session
Tania Lorena Sepúlveda Blanco		90 minutes	August 12th, 2016	2nd
Grade	**Class Level**	**Topic**		**Language Skills**
Pronunciation Clubs	Beginners	Talking about routines to accomplish dreams in a near future.		Listening, writing and speaking.

Learning objective	Personal aim
Students will be able to describe routines in order to accomplish dreams in a near future.	Teachers will give the instructions as clear, specific and detailed as possible in order that students can carry out all the activities successfully without any problem.

Materials and Resources	Bibliography
• Images. • Different task-based exercises. • Some web pages.	• Song retrieved from https://www.youtube.com/watch?v=vPJxo_ucf0s

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
2. Students might not understand the instructions of the activities.	2. Teachers will ask to any student who understood most the instructions to paraphrase them with his/her own words in order to make them easier.

Learner's expected output	Learner's expected comprehensible input
• Students will be able to identify the pronunciation of the –s sound in the third person verb forms by means of the lesson activities. • Students will be able to demonstrate an adequate pronunciation of the –s sound in the third person verb forms when they pronounce it.	• Students will receive a new pronunciation feature named –s by means of different activities along the lesson. • Students will receive most of the explanation in English language, using different kind of material like games, videos, and task-based activities.

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script
Opening	10min	T-Ss - Ss-Ss	1. Firstly, SS will see some scenes in a comic strip designed in a poster by the teachers about some routines that a girl has in her life in order to have a general idea about the lesson's song. After that, they will have to describe all the routines that they could see in the comic strip by using present simple tense, i.e., she goes to work every day at 6:00am. To do so, they will have to participate one by one, and the idea is not to repeat any sentence created by a student.
Presentation (Pre)	15min	T-Ss - Ss-Ss	2. Firstly, teachers are going to ask SS if they know something about the music gender called Hindi. Also, if they know artists related to this music gender. So the idea is to present them the name of the song's author "Oren Lavie" and collect ideas about what they know about such author.

			3. In order to present the topic and introduce SS a little bit more in the song, some images will be used in order to have SS use drilling by using the images. So the idea of this activity is to present most of the verbs used in the song. To do so, some images will be shown to SS, where they will have to create a sentence in third person form and then, say it aloud. In case they make a mistake, they will have to repeat it until they say it perfectly.
Guided practice **(While)**	25min	T-Ss - Ss-Ss	**2.** In this stage, SS will have to complete some exercises based on what they hear. So the lyrics of the song "Her Morning Elegance" by Oren Lavie will be divided into four parts. So the idea is that SS can practice the whole song by doing different exercises. In that way, the first one is about **filling in the gaps**. So the exercise is composed as follows: **1)** **Based on what you hear, complete the song. Don't forget that all the verbs have to be in present simple, including the –s ending.** Sun been down for days A pretty flower in a vase A slipper by the fireplace A cello lying in its case Soon she's down the stairs Her morning elegance she _____ The sound of water _____ her dream. Awoken by a cloud of steam She _____ a daydream in a cup A spoon of sugar _____ up And she _____ for her life As she _____ on her coat And she _____ for her life on the train She _____ at the rain as it _____. Then, the second one is about **choosing the right word**. So the exercise is composed as follows: **2)** **Now, choose the right word based on the song:** And she *fights*/*fights* for her life as she *go*/*goes* in a store With a thought she *have*/*has* caught by a thread She *pays*/*pays* for the bread and she *goes*/*went* Nobody *knows*/*know* Sun been down for days A winter melody she *plays*/*play* The thunder *makes*/*mades* her contemplate She *hears*/*heard* a noise behind the gate Perhaps a letter with a dove Perhaps a stranger she could love. After that, the third one is about **matching with the verb that is missing**. So the exercise is composed as follows:

			3) **In this exercise, match the sentence on the right with the correct verb on the left:**
			
			And she _____ for her life **a)** Knows
			As she _____ on her coat **b)** Goes
			And she _____ for her life on the train **c)** Pays
			She _____ at the rain as it _____. **d)** Fights
			And she _____ for her life as she _____in a store **e)** Puts
			With a thought she has caught by a thread **f)** Knows
			She _____ for the bread and she _____Nobody _____. **g)** Pours
			Nobody_____. **h)** Fights
			      i) Looks
			      j) Fights
			
			Based on the previous exercise, teachers will ask to the SS how they pronounce the verbs. To do so, teachers will ask them to pronounce them and then, teachers will explain what verbs are pronounced with the /s/, /z/, or /əz/.
			
			Finally, the fourth one is about **organizing some sentences** depending on what they hear.
			
			4) **Finally, organize the following sentences in the correct order from 1 to 8:**
			
			( ) And she fights for her life on the train
			( ) Nobody knows
			( ) She looks at the rain as it pours
			( ) And counting the change as she goes
			( ) And she fights for her life as she goes in a store
			( ) Where the people are cleverly strange
			( ) And she fights for her life
			Song's link: https://www.youtube.com/watch?v=vPJxo_ucf0s

Task (post)	20	T-Ss - Ss-Ss	**1.** In this stage, SS will have to do a creative task called a radio show, where they will have to present it by reporting a story. To do so, they will receive a worksheet with some prompts used to do a radio show. Then, they will have to create a dialogue between two reporters in which they describe the routines that a famous person has every day in order to accomplish her dreams in a near future. Also, they will have to use the following words without omitting the –*s* ending: Knows Goes Pays Fights Puts Knows

			Pours Fights Looks Fights Finally, they will have to share it with the whole class, and SS will have to pay attention to the -s endings.
Assessment	5min	T-Ss - Ss-Ss	**1.** Teachers are going to get the students' perceptions about the pronunciation clubs by using a survey, where they will have to describe how they felt in the class, how the activities were, what the best activity was, etc.

Appendix Lesson No. 2

Task: Let's imagine that you are two reporters on a radio show and you have to describe the routines that a famous person has every day in order to accomplish his/her dreams in a near future. To do so, you are given some verbs and useful expressions to create your dialogue.

For example:

A: *Hello and welcome in today's radio-show here at* People's Radio.
B: Hello friend, *on today's show we are talking about* a famous actress called Shakira.
A: Great! She is one of the most important singers around the world. Tell us about what she does.
B: Ok, actually, she works for a record company abroad. She *knows* that life is not easy. That's why she *fights* every day against gossipy people.
A: You're right. Do you know what she does in a normal day?
B: Sure! In the morning she *gets* up at 5:00 a.m. and does exercise at the gym.
A: Interesting. That's why she *looks* beautiful every day…

VERBS	
• Knows • Goes • Pays • Puts	• Pours • Fights • Looks
USEFUL EXPRESSIONS	
Hello and welcome in today's radio-show here at… On today's show we are talking about… Tell us about what she/he does is… Tell us about what his/her job is about… Thank you very much for joining us on the show today.	

Comic strip ➡️

Lesson plan No. 3

Teacher's name		Class length	Date	Nr of session
Yeison David Sua Rodriguez		90 minutes	August 16th, 2016	3rd
Grade	**Class Level**	**Topic**		**Language Skills**
Pronunciation Clubs	Beginners	Expressing negative similarities between two people.		Listening, writing and speaking.

Learning objective	Personal aim
Students will be able to express negative similarities between them and their friends or relatives.	Teachers will give the instructions as clear, specific and detailed as possible in order that students can carry out all the activities successfully without any problem.

Materials and Resources	Bibliography
• Different task-based exercises. • Pieces of paper. • Song videos.	• First song retrieved from https://www.youtube.com/watch?v=7iJZosBX2L0 • Second song retrieved from https://www.youtube.com/watch?v=JkK8g6FMEXE

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
3. Students might not understand the instructions of the activities.	**3.** Teachers will ask to any student who understood most the instructions to paraphrase them with his/her own words in order to make them easier.

Learner's expected output	Learner's expected comprehensible input
• Students will be able to identify the pronunciation of the contractions –*don't* and –*doesn't* forms by means of the lesson activities. • Students will be able to demonstrate an adequate pronunciation of the contractions –*don't* and –*doesn't* forms when they pronounce them.	• Students will receive a new pronunciation feature named –*don't* and –*doesn't* by means of different activities along the lesson. • Students will receive most of the explanation in English language, using different kind of material like games, videos, and task-based activities.

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script
Opening	10min	T-Ss - Ss-Ss	In order to start, SS will have to stand up and make a circle. Then the technique clapping will be used to highlight the stress in ten sentences. So the idea is that teachers say a sentence as an example and clap where the stress of the words is. After that, teachers will give SS a sentence and they will have to do the same exercise by clapping. The sentences are: 1. Carlos and Lorena don't want to go out for dinner. 2. We don't want to learn French, but English. 3. She doesn't like going to the gym to get fit. 4. Diabetic people don't need to apply insulin in their blood. 5. He doesn't work very hard. 6. I don't love doing my homework. 7. My parents don't like cooking. 8. I don't want to speak in front of the audience.

			9. My sister doesn't feel so good. She is ill. 10. My grandparents don't need to buy their food because they have their own farm.
Presentation (Pre)	15min	T-Ss - Ss-Ss	**1.** At this point, SS will play a game called Mimic. In such game, each S will receive a sentence with the auxiliaries *-don't* and *-doesn't*. Then each S will have to go to the front of the class and mimic the sentence given by the teachers. In that way, chaining as a strategy could be used due to SS will be said isolated words, and at the end, one S will say it completely to get the point. The sentences are: 1. I don't like to study my English lesson. 2. We don't want to get up early to go to the university. 3. She doesn't study physical education. 4. They don't want to fail the test. 5. He doesn't have class on Mondays. 6. The teacher doesn't like preparing the class. 7. You don't have to speak Spanish in the English class. 8. She doesn't use her notebook. 9. They don't like writing their reports. 10. The boy doesn't have his books.
Guided practice (While)	20min	T-Ss - Ss-Ss	**3.** Firstly, SS are going to play a game called who wants to be a millionaire? So the idea is to have SS in groups of three, and each group will receive four pieces of paper with the letters A, B, C and D. Then, teachers will show them a question, and when they say 1, 2 and 3, they will have to put the paper up with the correct letter. **4.** SS will have to complete some exercises based on what they hear. So the lyrics of the songs "Doesn't Really Matter" by Janet Jackson, and "I Don't Want to Miss a Thing" by Aerosmith will be divided into four parts. So the idea is that Ss can practice the whole song by doing different exercises. In that way, the first one is about **filling in the gaps**. So the exercise is composed as follows: **1) Based on what you hear in the song, complete the song. Don't forget to include the contractions *-doesn't* and *-don't*.** Hmm, he-he Oh, hey _____ _____ (It doesn't matter) _____ matter at all _____ matter what your friends are telling you _____ matter what my family's saying too It just matters that I'm in love with you It only matters that you love me too _____ _____ matter if they won't accept you I'm accepting of you and the things you do Just as long as it's you Nobody but you, baby, baby My love for you, unconditional love too Gotta get up, get up Get up, get up, get up and show you that it! Then, the second one is about **choosing the right word**. So the exercise is composed as follows:

2)   Now, choose the right word based on the song:

Doesn't/does really matter what the eye is seeing
Cause I'm in love with the inner being
And it *doesn't/don't* really matter what they believe
What matters to me is you're in love with me
Doesn't/do really matter what the eye is seeing
Cause I'm in love with the inner being
And it *doesn't/does* really matter what they believe
What matters to me is you're nutty-nutty-nutty for me

After that, the third one is about **matching with the verb that is missing**. So the exercise is composed as follows:

3)   In this exercise, match the sentence on the right with the correct verb on the left following the song:

_____ to _____ _____ to _____ 'Cause I'd miss you baby And I _____ to _____ 'Cause even when I dream of you The sweetest dream will never do I'd still miss you baby And I _____ to _____. Lie close to you feeling your heart beating And I'm wondering what you're dreaming Wondering if it's me you're seeing Then I kiss your eyes And thank God we're together I just wanna stay with you in this moment forever Forever and ever	**a)** don't want to miss a thing **b)** don't want to fall asleep **c)** don't want to close my eyes **d)** don't want to miss a thing

Finally, the fourth one is about **organizing some sentences** depending on what they hear.

			4) **Finally, organize the following sentences in the correct order from 1 to 8:** ( ) And just stay here in this moment ( ) Right here with you, just like this ( ) Feel your heart so close to mine ( ) I don't want to miss one kiss ( ) For all the rest of time ( ) I just want to be with you ( ) I don't want to miss one smile ( ) I just want to hold you close Songs' links: https://www.youtube.com/watch?v=7iJZosBX2L0 https://www.youtube.com/watch?v=JkK8g6FMEXE
Task (post)	25min	T-Ss - Ss- Ss	**2.** Just to finish the practice of –*don't* and –*doesn't* endings, SS will have to interview each other by filling out a worksheet called find someone who. To do so, they will have to interview a friend about what s/he doesn't like, and find someone, depending on the question. So the idea is to find similarities between what his/her friend doesn't like, and what s/he doesn't like as well, giving simple reasons. Then SS will have to report them to the whole class. For instance, <table><tr><th>Me</th><th>My friend/relative</th></tr><tr><td>I don't like to eat fish because it is disgusting.</td><td>My friend Camila doesn't like to eat fish because it has a lot of fish bones.</td></tr></table>
Assessment	5min	T-Ss - Ss-Ss	**2.** Teachers are going to get the students' perceptions about the pronunciation clubs by using a survey, where they will have to describe how they felt in the class, how the activities were, what the best activity was, etc.

Appendix Lesson No. 3

ME	MY CLASSMATE'S ANSWER
Ex.: I don't like to eat fish because it is disgusting.	**Ex.:** Camila doesn't like to eat fish because it has a lot of fish bones.

Lesson plan No. 4

Teacher's name		Class length	Date	Nr of session
Tania Lorena Sepúlveda Blanco		90 minutes	August 19th, 2016	4th
Grade	**Class Level**	**Topic**		**Language Skills**
Pronunciation Clubs	Beginners	Let's talk about plans you can/can't do with your friends and family members.		Listening, writing and speaking.

Learning objective	Personal aim
Students will be able to talk about what plans they can or can't do with their friends and family members.	Teachers will give the instructions as clear, specific and detailed as possible in order that students can carry out all the activities successfully without any problem.

Materials and Resources	Bibliography
• Different task-based exercises. • Song videos.	• Game retrieved from https://learnenglishkids.britishcouncil.org/es/grammar- • Song retrieved from https://www.youtube.com/watch?v=ru0K8uYEZWw

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
4. Students might not understand the instructions of the activities.	**4.** Teachers will ask to any student who understood most the instructions to paraphrase them with his/her own words in order to make them easier.

Learner's expected output	Learner's expected comprehensible input
• Students will be able to identify the pronunciation of the auxiliary verbs –*can* and –*can't* forms by means of the lesson activities. • Students will be able to demonstrate an adequate pronunciation of the auxiliary verbs –*can* and –*can't* forms when they pronounce them.	• Students will receive a new pronunciation feature named –*can* and –*can't* by means of different activities along the lesson. • Students will receive most of the explanation in English language, using different kind of material like games, videos, and task-based activities.

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script
Opening	15min	T-Ss - Ss- Ss	**1.** In order to start, SS will have to play a game in which they will have to organize some sentences by using can and can't. So the idea is to get them involved in the main topic by means of practicing without having too much input. So they will receive some isolated papers with different words, and they will have to organize the sentence as quickly as possible. The winner will be the first group who organizes all the five sentences correctly. The sentences are: • My team teacher can't live without her cousin. • You and I can have a nice graduation party by the end of the semester. • My best friend can't go to the pub with us because she is a minor. • He can have a barbecue to celebrate his birthday. • They can't avoid speaking Spanish in the class.

Presentation (Pre)	20min	T-Ss - Ss- Ss	**1.** After playing the game, SS will have to make pairs in order to make a comic strip about what plans they can or can't do with their friends or boy/girlfriend, i.e., I can go to the movies with my girlfriend/I can go out for dinner with my family. To do so, SS will have to write at least three sentences, and put three pictures or drawings related to them in the comic strip. After that, they will have to explain and socialize it to the whole class.
Guided practice (While)	30min	T-Ss - Ss- Ss	**1.** After making the comic strip, SS will have to complete some exercises based on what they hear. So the lyrics of the song "Can't stop the feeling" by Justin Timberlake will be divided into four parts. So the idea is that Ss can practice the whole song by doing different exercises. In that way, the first one is about **filling in the gaps**. So the exercise is composed as follows: **1) Based on what you hear in the song, complete the song.** I got this feeling, inside my bones It goes electric, wavey when I turn it on All through my city, all through my home We're flying up, no ceiling, when we in our zone I got that _____ in my pocket Got that good soul in my feet I _____ that hot blood in my body when it drops, ooh ____ _____ take my eyes up off it, moving so phenomenally Room on lock the way we _____ _____, so don't stop. And under the lights when _____ goes Nowhere to _____ when I'm getting you close When we move, well, you already know So just imagine, just _____, just imagine Nothing I _____ _____ but you when you dance, dance, dance Feeling good, good, creeping up on you So just dance, dance, _____, come on All those things I should do to you _____ you dance, dance, dance And ain't nobody leaving soon, so keep dancing. Then, the second one is about **choosing the right word**. So the exercise is composed as follows: **2) Now, choose the right word based on the song:** I *can't*/*can* stop the feeling So just dance, dance, dance I *can*/*can't* stop the feeling So just dance, dance, dance, come on Ooh, it's something magical It's in the air, it's in my blood, it's rushing on Don't need no reason, don't need control I fly so high, no ceiling, when I'm in my zone. Cause I got that sunshine in my pocket

Got that good soul in my feet
I feel that hot blood in my body when it drops, ooh
I *can't*/*can* take my eyes up off it, moving so phenomenally
Room on lock the way we rock it, so don't stop

And under the lights when everything goes
Nowhere to hide when I'm getting you close
When we move, well, you already know
So just imagine, just imagine, just imagine
Nothing I *can*/*can't* see but you when you dance, dance, dance
Feeling good, good, creeping up on you
So just dance, dance, dance, come on
All those things I should do to you
But you dance, dance, dance
And ain't nobody leaving soon, so keep dancing.

After that, the third one is about **correcting the mistake**. So the exercise is composed as follows:

3)   Correct the mistake based on the song:

I ==can== stop the feeling
So just dance, dance, dance
I ==cant== stop the feeling
So just dance, dance, dance
I ==cannot== stop the feeling
So just dance, dance, dance
I ==can== stop the feeling
So keep dancing, come on

I ==cant== stop the, I can't stop the
I cannot stop the, I can't stop the
I ==cann== stop the feeling

Nothing I ==cann== see but you when you dance, dance, dance
(I ==cant== stop the feeling)
Feeling good, good, creeping up on you
So just dance, dance, dance, come on
(I ==cannot== stop the feeling)
All those things I should do to you
But you dance, dance, dance
(I ==can== stop the feeling)
And ain't nobody leaving soon, so keep dancing

Forever and ever.

Based on the previous exercise, teachers will ask to the SS how they pronounce both auxiliaries. To do so, teachers will ask them to pronounce them and then, teachers will explain how to pronounce can't.

Finally, the fourth one is about **organizing some sentences** depending on what they hear.

			4) Finally, organize the following sentences in the correct order from 1 to 6: ( ) _____ (I can't stop the feeling) ( ) _____ (I can't stop the feeling) Got this feeling in my body (I can't stop the feeling) ( ) _____ (I can't stop the feeling) Got this feeling in my body ( ) _____ Got this feeling in my body ( ) _____ ( ) _____ ✔ Got this feeling in my body, come on ✔ Everybody sing ✔ Can't stop the feeling ✔ Wanna see you move your body ✔ Break it down ✔ Got this feeling in my body Song's link: https://www.youtube.com/watch?v=ru0K8uYEZWw
Task (post)	25min	T-Ss - Ss- Ss	**3.** Firstly, SS will have to do a brainstorming about the things they can or can't do with their family members. To do so, they will have to list at least 5 things using both auxiliaries. After that, SS will have to try to find a partner who wrote at least three similar ideas. So the idea is to have them stand up, and interview each other by sharing their sentences and then, find out the one who wrote at least three similar things. Then, two or three pairs will share their similarities with the whole class.
Assessment	N/A	T-Ss	**2.** Teachers are going to evaluate the task by using a specific rubric with some detailed criteria.

Lesson plan No. 5

Teacher's name		**Class length**	**Date**	**Nr of session**
Yeison David Sua Rodriguez		90 minutes	August 22nd, 2016	5th
Grade	**Class Level**	**Topic**		**Language Skills**
Pronunciation Clubs	Beginners	To talk about past experiences in negative form.		Listening, writing and speaking.

Learning objective	Personal aim
Students will be able to describe what things they did not do in the past by sharing experiences with their classmates.	Teachers will give the instructions as clear, specific and detailed as possible in order that students can carry out all the activities successfully without any problem.

Materials and Resources	Bibliography
• Different task-based exercises. • Song videos.	• Game retrieved from https://learnenglishkids.britishcouncil.org/es/grammar- • Song retrieved from https://www.youtube.com/watch?v=ru0K8uYEZWw

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
5. Students might not understand the instructions of the activities.	5. Teachers will ask to any student who understood most the instructions to paraphrase them with his/her own words in order to make them easier.

Learner's expected output	Learner's expected comprehensible input
• Students will be able to identify the pronunciation of the auxiliary verb –didn't by means of the lesson activities. • Students will be able to demonstrate an adequate pronunciation of the auxiliary verb –didn't when they pronounce them.	• Students will receive a new pronunciation feature named –didn't by means of different activities along the lesson. • Students will receive most of the explanation in English language, using different kind of material like games, videos, and task-based activities.

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script
Opening	15 min	T-Ss - Ss- Ss	1. In order to start, SS will have to play a game called "Chinese whispers". So the idea is to introduce them in the topic by means of using different sentences, where they will compete among them. Thus, SS will have to make two lines, depending on the number of SS there will be. Once they are organized into two lines, teachers will tell to the last SS of each line a same sentence with the auxiliary "didn't" and then, the last SS of each group will have to pass it to the S in front on his/her ear, and so on. The winners will be the group who writes the sentence correctly on the board. The sentences are: • My friends didn't do their homework. • I didn't make a decision about what to do. • She didn't speak during the presentation. • They didn't want to participate as expected. • My teacher didn't bring the final grades.
Presentation (Pre)	20 min	T-Ss - Ss- Ss	2. After playing the game, SS will have to make a circle in order to make a speaking activity. So the idea is to have a ball with different questions written on it, using the auxiliary "didn't". For example, • Why didn't you study another career?

			Then, each S will have to answer at least two questions by using the auxiliary "didn't", where they will have to throw the ball and answer the question that his/her finger will be touching. After that, SS will have to take a sit and then, teachers will play a remix about the artist in order to get SS involved in the music genre that will take place in the next stage.
Guided practice **(While)**	30 min	T-Ss - Ss- Ss	**3.** After making the speaking activity, SS will have to complete some exercises based on what they hear. So the lyrics of the song "Didn't I" by Darondo will be divided into four parts. So the idea is that SS can practice the whole song by doing different exercises. In that way, the first one is about **filling in the gaps**. So the exercise is composed as follows: **5) Based on what you hear in the song, complete the song.** _____ I treat you right, now Didn't I _____ I do the _____ I could Didn't I _____ I give ya _____ Didn't I I tried my best just to be a man Didn't I _____ I _____ it baby Didn't I do right Why you wanna leave me baby _____ I treat you right. Then, the second one is about **correcting the mistake**. So the exercise is composed as follows: **6) Correct the mistake based on the song:** I bought you diamond rings Everything, that a *woman*/*women* could need I bought you cars, clothes, a home When things were rough for me I kept on And I am back again. *Did not*/*Didn't* I Didn't I Didn't I *Did not*/*Didn't* I There's something wrong with you Tell Me Bring me all your troubles dear You look bad, you should be glad Your leading *man*/*men*, always be glad, sit by home and let me kiss your lovely lips. The third one is about **organizing some sentences** depending on what they hear.

			7) **Finally, organize the following sentences in the correct order from 1 to 5:** ( ) _____ Didn't I do right Why you wanna leave me baby ( ) _____ ( ) _____ that you won't talk to me ( ) _____ that I've done ( ) _____ ✓ What it is ✓ Everybody sing ✓ Didn't I do it baby ✓ It's a mystery to me ✓ To make me... ✓ I said didn't I treat you right Song's link: https://www.youtube.com/watch?v=PZqQT5904_U
Task (post)	25 min	T-Ss - Ss- Ss	**4.** Firstly, SS will receive a sheet of paper with ten sentences (answers) using the auxiliary "didn't". So the idea is to have them write the ten answers, but in a question form. For example, _____ didn't go to the movies last week. **Question:** Why didn't you go to the movies last week? Once they have written all the ten questions, they will have to find someone who did not do those things in the past. So they will have to interview each other by asking all the ten questions they created before.
Assessment	N/A	T-Ss	**3.** Teachers are going to evaluate the task by using a specific rubric with some detailed criteria.

Lesson plan No. 6

Teacher's name		**Class length**	**Date**		**Nr of session**
Tania Lorena Sepúlveda Blanco		90 minutes	August 26th, 2016		6th
Grade	**Class Level**	**Topic**		**Language Skills**	
Pronunciation Clubs	Beginners	Review of the five pronunciation features.		Listening, writing and speaking.	

Learning objective	Personal aim
Students will be able to practice the different five pronunciation features learnt along the implementation sessions.	Teachers will give the instructions as clear, specific and detailed as possible in order that students can carry out all the activities successfully without any problem.

Materials and Resources	Bibliography
• Different task-based exercises. • Some web pages. • Slides. • Three different videos.	• Song retrieved from https://www.youtube.com/watch?v=Ri7-vnrJD3k • Video retrieved from https://www.youtube.com/watch?v=4-ne0gyDsZo • Video about /ed/ endings retrieved from https://www.youtube.com/watch?v=j32SurxnE4s

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
6. Students might not understand the instructions of the activities.	6. Teachers will ask to any student who understood most the instructions to paraphrase them with his/her own words in order to make them easier.

Learner's expected output	Learner's expected comprehensible input
• Students will be able to identify the pronunciation of five pronunciation features by means of the lesson activities. • Students will be able to demonstrate an adequate pronunciation of five pronunciation features when they pronounce them.	• Students will practice five different pronunciation features by means of different activities along the lesson. • Students will receive most of the explanation in English language, using different kind of material like games, videos, and task-based activities.

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script
Opening	10min	T-Ss - Ss-Ss	1. In order to start this lesson, SS will practice the five pronunciation features learnt during the implementation sessions through a game called matching. So teachers will paste eight sentences and eight drawings related to the five pronunciation features on the board in a disorganized way. Then, the idea is that all the sentences and drawings will not be visible for the SS. Thus each S will have to select one drawing and one sentence, and s/he will have to try to match the correct sentence with the correct drawing. The sentences are: • Diabetic people don't need to apply insulin in their blood. • He can have a barbecue to celebrate his birthday. • I didn't make a decision about what to do. • My best friend can't go to the pub with us because she is a minor. • They cried a lot when they received the news about the cancer. • She didn't speak during the presentation. • She doesn't like going to the gym to get fit. • He kissed her without thinking about anything.

Presentation (Pre)	20min	T-Ss - Ss- SS	**1.** After the matching game, teachers are going to do a review of all the singers presented in all the songs. So the idea is to remember all the singers who were worked in all the while stages. To do so, teachers are going to do a game called "the hidden picture". Thus, the idea is to have SS remember the singers by using some slides on the TV screen. So teachers will show an image like the enclosed one, and behind it, there is a photo of a singer. Then, teachers will get out each colored box and all the SS will have to try guess who the singer is. Also, to make it more interesting, all the SS will have to say something important they know about the singers. The singers are: • Adele • Oren Lavie • Janet Jackson • Aerosmith • Justin Timberlake • Darondo
Guided practice (While)	30min	T-Ss - Ss-Ss	In order to work with the songs, teachers are going to create a remix among different songs that included the five pronunciation features. So the first exercise is about **filling in the gaps**. So the exercise is composed as follows: **1) Based on what you hear in the song, complete the song.** _____ I treat you right, now Didn't I _____ I do the _____ I could Didn't I _____ I give ya _____ Didn't I I tried my best just to be a man Didn't I I let it fall, my heart And as it _____, you _____ to claim it It was dark and I was over Until you _____ my lips and you _____ me My hands they were strong But my knees were far too weak

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To stand in your arms
Without falling to your feet

But there's a side, to you, that I never _____,

never _____. All the things you'd say,

they were never true, never true
And the games you'd play, you would always win,

always win

Song's name: Didn't I & Set fire to the rain

Song's Link: https://www.youtube.com/watch?v=Ri7-vnrJD3k &
https://www.youtube.com/watch?v=PZqQT5904_U

Then, the second exercise is about **choosing the right word**. So the exercise is composed as follows:

2)   Now, choose the right word based on the song:

Doesn't/*does* really matter what the eye is seeing

Cause I'm in love with the inner being

And it *doesn't*/*don't* really matter what they believe

What matters to me is you're in love with me

Doesn't/*do* really matter what the eye is seeing

Cause I'm in love with the inner being

And it *doesn't*/*does* really matter what they believe

What matters to me is you're nutty-nutty-nutty for me

Songs' Name: doesn't really matter

Songs' Link: https://www.youtube.com/watch?v=0NqZ8RRgjEg

After that, the third exercise is about **matching with the verb that is missing**. So the exercise is composed as follows:

3)   In this exercise, match the sentence on the right with the correct verb on the left:

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			And she _____ for her life As she _____ on her coat And she _____ for her life on the train She _____ at the rain as it _____. And she _____ for her life as she _____in a store With a thought she has caught by a thread She _____ for the bread and she _____Nobody _____. Nobody_____.	**a)** Knows **b)** Goes **c)** Pays **d)** Fights **e)** Puts **f)** Knows **g)** Pours **h)** Fights **i)** Looks **j)** Fights

Songs' Name: Her morning elegance
Song's link: https://www.youtube.com/watch?v=vPJxo_ucf0s

Finally, the fourth one is about **organizing some sentences** depending on what they hear.

4) Finally, organize the following sentences in the correct order from 1 to 6:

( ) _____
(I can't stop the feeling)
( ) _____
(I can't stop the feeling)
Got this feeling in my body
(I can't stop the feeling)
( ) _____

(I can't stop the feeling)
Got this feeling in my body
( ) _____
Got this feeling in my body
( ) _____

( ) _____

✔ Got this feeling in my body, come on
✔ Everybody sing
✔ Can't stop the feeling
✔ Wanna see you move your body
✔ Break it down
✔ Got this feeling in my body

Songs' Name: Can't stop the feeling

Song's link: https://www.youtube.com/watch?v=ru0K8uYEZWw

Task (post)	25min	T-Ss - Ss-Ss	**1.** At this point, SS are expected to put into practice all the knowledge acquired during the implementation stages. So teachers are going to use a game called "Bingo" in order to combine all the pronunciation features learnt.

So teachers are going to create different bingo cards with different words related to the five pronunciation features. However, all the words are not going to be written correctly. So teachers will pronounce the word "teaches", but such word is not going to be written correctly in all the bingo cards as the enclosed model.

BINGO			6
fat	paid	beat	pet
boot	put	bad	bed
food	bird	part	fit
feet	but	bit	boat

Then, SS will have the opportunity to create their own songs using the vocabulary and pronunciation features learned during the Pronunciation clubs.