Using Songs in Teaching Pronunciation to Young EFL Learners

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Abstract

Pronunciation in a foreign language does not have to be native-like. However, intelligible and comprehensible pronunciation is required for understandable communication. How to teach pronunciation in a foreign language classroom matters because the effectiveness of the activities determines the learners' success. The use of songs in teaching has lots of benefits from motivation to recalling learned items more effectively. In this study, the efficiency of using songs in order to teach young learners pronunciation was investigated in an experimental research design. The experimental group (n=37) was taught using six different songs and the control group (n=35) received texts for pronunciation teaching. All participants' pronunciations were graded before and after teaching sessions by two native speaker raters. The results of the ANCOVA analysis showed that the experimental group's post-test scores improved significantly more than those of the control group. The results suggest that the use of songs in pronunciation

teaching has a positive effect on young learners' pronunciation.

Key Words: Pronunciation teaching, Songs in ELT classroom, Young learners

Introduction

Pronunciation is important for clear and understandable communication in the target language. The use of songs is a traditional language teaching tool that makes it easier for learners to grasp target vocabulary, grammar structures, and pronunciation. Songs can also be selected to model lexical, structural, and cultural elements in the target language. More importantly, songs can help learners acquire the pronunciation of new words (Ulate, 2008) in a stress-free environment which makes learners more receptive to new information (Lee & Lin, 2015). There are a variety of methods used to teach students pronunciation, yet, the use of songs should be among teachers' first choices to enthuse learners whilst lowering their affective filter (Gürbüz, 2010). Moreover, music has beneficial effects on the brain, and it helps us learn and remember things more easily (Murphy, 1990). Therefore, it is pedagogically desirable for language teachers to use songs in young learners' language classes.

Literature Review

Pronunciation Teaching in Language Classrooms

Pronunciation teaching has been referred to as the 'Cinderella' of ELT for many years because it is usually a neglected part of ESL and EFL teaching (Seidlhofer, 2009). Another factor hindering pronunciation teaching is what Kelly (2004) calls the "paradox". He talks about teachers' hesitation in teaching pronunciation and their unwillingness to teach it. He states that experienced teachers usually feel a personal lack of knowledge about pronunciation and pronunciation teaching theories while trainees and new teachers are more enthusiastic about pronunciation teaching, hence, the tendency of the former to give more priority to grammar and vocabulary.

Some language teachers do not feel confident in teaching pronunciation, and so neglect this skill in their lessons. Indeed, Foote et al. (2011) found that many teachers were unsatisfied with their teaching of the segmental and prosodic features of pronunciation. The majority of them also wished they had been better trained in pronunciation teaching.

Nonetheless, there have been some changes to how pronunciation is taught in speaking classes. For example, songs have been used to teach pronunciation in ELT classes. This approach is supported by research that shows that music improves memory and concentration, creates a fun learning environment, removes stress, fosters a sense of community, and improves motivation (Farmand & Pourgharib, 2013, p. 841).

Advantages of songs

Krashen's affective filter hypothesis suggests that learners should have lower levels of stress and anxiety to learn more effectively and songs are a way of achieving this and increasing the motivation of language learners. Lee and Lin (2015) stated that music had a positive effect on increasing young learners' motivation and their attention time. Furthermore, it created a chance for shy students to participate in the lessons, and helped young learners to be more creative and independent. Their study also suggested that songs can be especially useful in foreign language lessons for young learners because they feature repetition and this eased young learners' language learning.

Murphy (1990) describes a situation called the 'song-stuck-in-my-head (SSIMH) phenomenon' that everybody experiences in their daily lives when they hear a song somewhere repeatedly. This is an important facilitator of learning and memory. It is therefore obvious that students can learn target grammar, vocabulary, and pronunciation more effectively through songs.

The use of songs for educational purposes does not only increase young learners' motivation but also has some beneficial effects on brain development. Schlaug et al. (1995) explain that a

musician' corpus callosum is larger, which causes stronger relationships between the two hemispheres of the brain. This is important because the stronger the connections between the two hemispheres of the brain are, the more successful individuals are in using their brain. Apart from having influences on our brain, music is also related to language. Patel (2003) asserts that there is some neuroimaging research that illustrates the mutual activation of brain areas responsible for music and language.

Songs and Young Learners in Language Classrooms

The term "young learners" includes learners between the age of 3 and 15, although it can be divided into categories according to the learners' developmental stages (Nunan, 2011) during which according to Çakır (2004) motivation is important for learning and can be increased by providing gratifying and attractive activities. However, young learners are usually energetic and much more eager to learn than adults. Nevertheless, they are also more susceptible to discouragement than older learners during lessons. Hence, instructors need to be particularly mindful of their behavior and how they speak to young learners to avoid demotivating them (pp. 135–150). As Gürbüz (2010) underlines young learners' classrooms should therefore be fun, creative, motivating, and interesting and cater to their shorter attention spans than adults. Young learners' innate love of songs can be utilised to make lessons fun for them as well as teach them essential aspects of the target language and is keeping them motivated. In fact, chants and songs are essential for young learners to learn the oral skills of the language such as intonation, pronunciation, and speech rhythm (Forster, 2006).

Songs and Language Learning

Using songs and music as a tool for language learning has several positive effects. Firstly, it makes learners more engaged in language learning activities in the classroom (Boothe & West, 2015). Indeed, in their research studies, Farmand and Pourgharib (2013) point out that music:

- Improves memory,

- Improves concentration,
- Causes learning English to be fun,
- Removes stress,
- Improves a sense of community to a group,
- Improves motivation. (p. 841)

Since just about everybody enjoys music, whether by listening to it, singing, or playing an instrument, it is undeniable that music is beneficial to all no matter what age. However, when it comes to language learning, a particular benefit is students can reduce their stress by learning with music. There is also an established relationship between music and sustaining motivation. Indeed, according to the results of a survey answered by 36 intermediate and advanced learners of English in Japan, Jones (2010) concluded that all learners liked listening to music. In fact, 86% of them reported that they listen to music while studying. The reasons learners gave to explain why they preferred listening to music while studying were to feel motivated, to focus on their material, to relax, and to feel good. This supports our observation that unmotivated young learners with poorer attention spans can be motivated through the use of music as it creates a positive environment for them to be more focused. It is also recognized that music helps us retain words and expressions much more effectively.

Jones also investigated what effects students think music has on their learning and found that most students believe music improves their mood. Secondly, students mentioned that music has an effect on how they recalled English vocabulary and they exhibited better language skills due to music. However, the proportion of learners who liked listening to music in the classroom was a bit lower than those who liked listening to music whilst studying. With 69.4% of them enjoying music in the classroom.

Tegge (2018) states in her survey that most teachers believe that songs are useful language teaching tools in classes and that they use them in their lessons: 69% reported using songs to teach vocabulary, 56% when teaching pronunciation/prosody and more than half reported teaching grammar through songs. Since students

most probably listen to songs outside the classroom and may have experienced the "song stuck in my head" phenomenon, we can deduce that songs help students learn language faster.

When Alisaari and Heikkola (2017) investigated teachers' beliefs and their practices regarding singing, listening to music, and reciting poems as teaching techniques in their language classes, teachers reported that listening to songs is primarily the most effective teaching technique but others (singing and reciting poems) were also considered highly effective. Statistically, teachers' responses indicated that singing is more effective in aiding word recall than reciting poems. Unsurprisingly, all teachers who made use of singing often considered it an appropriate technique for teaching pronunciation as well as other skills. Overall, teachers thought that melody, rhythm, and rhymes help students to remember things easily. Except when it came to comparing teachers' beliefs and practices, the researchers found that "singing and reciting poems are seldom or never used and listening to songs is seldom used or only used occasionally" (p. 128). On the other hand, most of the teachers held positive opinions about the benefits of all three techniques. For instance, they acknowledged that music creates positives feelings for students and increases their sense of togetherness. All the same, only half of the teachers who had positive attitudes toward these three techniques actually used the techniques.

Klimek (2017) investigated the effects of music on vocabulary learning and more generally on language acquisition for young learners. Her study included 84 young learners (61 kindergarten and 23 second-grade students). There were two groups: a music group and a no music group for each grade. She analyzed state-governed exam results to study whether there were any differences between the scores of each group. In addition, she conducted interviews with the teachers and a director. The analysis of the exam results showed that the use of music does not create any statistical difference between the scores of the music and the no music group. However, although it was not apparent that music caused any difference in language

learning, the teachers and director still felt that music may be beneficial for young learners in language learning.

Albaladejo et al. (2018) conducted a study to investigate the effects of vocabulary presentation type on young learners' vocabulary learning. They formed three presentation groups namely songs, stories, and a combination of both. According to the results of the study, the researchers concluded that the story group was the best among the three. Moreover, the combination group did better in the post-test than the song group. There was a statistically significant difference between the scores of the pre-test, the immediate post-test, and the delayed post-test of the story and combination groups, excluding the song group's scores which did not improve significantly.

Young Learners, Songs, and Pronunciation

Forster (2006) implies that the use of songs and chants with young learners enables them to be better at rhythm, intonation, and pronunciation and that they are of vital importance for young learners to learn oral language skills such as intonation, pronunciation, and speech rhythm.

Moradi and Shahrokhi (2014) worked with young learners to research if music affects pronunciation and intonation, along with stress pattern recognition. They played songs in the experimental group's lessons; but just read lyrics and sang songs with students without music in the control group's lessons. Their post-test analysis showed that music had a positive effect on supra-segmentals and the researchers concluded that students in the experimental group learned pronunciation better with music.

Ghanbari and Hashemian (2014) conducted a study to find out if songs affect the listening comprehension and pronunciation of young learners. They used songs in the experimental groups and continued with ordinary listening texts in students' English books in the control groups. Their experiment sessions lasted for 12 weeks and the researchers administered a post-test after conducting their sessions. According to the results, the song groups were more successful than the control groups in listening comprehension and

pronunciation suggesting that music can improve learners' listening and pronunciation skills.

Shehadeh and Farrah (2016) investigated the effects of songs on young learners' vocabulary acquisition and pronunciation. They also conducted questionnaires with teachers to identify their opinions about the use of songs. Results showed that the experimental group did better in all post-tests, which exemplified the positive effect of songs on young learners' vocabulary and pronunciation achievements. Teachers mostly believed that songs increased motivation and helped students learn but that they cannot be used to teach sentence structure.

So far, the literature on the role of music in language learning has mainly focused on the effects of songs on the language achievements of high school learners or adults. Fewer research studies on the relation between songs and pronunciation were carried out with young learners. Accordingly, this study will greatly contribute to the current literature because its target group is not very young learners (aged 3–7) or adult learners but young learners (aged 8–12).

Another focal point in this paper is to compare songs-based lessons with text-based lessons. For although some experimental research studies have investigated the effectiveness of songs, these researchers used songs as a motivational tool during some part of the lessons. Other studies used lyrics for the control group. In the current study, the teacher taught fully song-based lessons and researchers also compared songs to texts that were not lyrics in the control groups. This study examines the importance of music and songs in language learning, especially with young learners aged 8–12 and offers strategies for teaching fully song-based lessons in order to improve the English pronunciation of students.

Research Questions

The literature review summarized above shows the effects of songs in terms of affective aspects such as motivation, stress, anxiety, social factors, and physical factors. Still, to the best of our knowledge,

there are not many studies on young learners' pronunciation and songs. This study aims to compare the effectiveness of songs with original texts (not lyrics of the songs) with a focus on young learners' pronunciation of English. Therefore, this study intends to reveal the value of using songs in young EFL classes to teach pronunciation. In this respect, the following questions were constructed to guide the study:

1. Does the way pronunciation is taught (through songs or text) affect the pronunciation skills of students in a young learners EFL classroom?
2. Are there any differences between the two groups in terms of students' affective and motivational states?

Methodology

Research Design, Context, and Participants

This quasi-experimental study with a pre-test/post-test design was conducted in a state secondary school in south-eastern Turkey. The participants were selected based on convenience sampling in two groups: one song based group, and one reading text group. The case study lasted for 8 weeks. All participants were aged between 10 and 12 years and had similar backgrounds. They had been learning English since the second grade and their English levels were mostly similar. The total number of participants was 72, 37 in the song group (25 male and 12 female students) and 35 in the reading text group (18 male and 17 female students).

Instruments

Six different texts were used to evaluate students' pronunciations of the target words and teacher diary notes were used to record students' level of motivation in pronunciation lessons. Researchers used texts to investigate the first research question (pronunciation) and teacher diary notes to investigate the second research question (motivation).

Texts for Pronunciation. These texts included target words that were selected from the songs used in the case study. Before creating the assessment texts, the target words were selected from each song. The target words were unfamiliar to the participants, and the pronunciations of the target words could not easily be predicted by learners. Since the participants in this study were not upper-level students, most of the target words were completely new words for them.

All songs included 9–12 target words and different texts were created that included the vocabulary in each song. All texts were written originally by the researchers and checked by native speakers. Students first read the texts as a pre-test, then they read them for the second time as a post-test when the lessons of each song ended. Researchers preferred using texts as pre-test and post-test to make sure that students would see the vocabulary in context rather than in a vocabulary list in isolation. Voice recordings of the students were taken to evaluate their pronunciation. Since English teachers in Turkey have not taught phonetics at that grade, the pronunciations of the target vocabulary were instead rated by native speakers.

Teacher Diaries for Students' Motivation. One of the diaries authors was the teacher of the classes in this case study. The teacher monitored the students to follow their interest and motivation toward the classes in each group every week. The teacher kept a diary and took notes about students' enthusiasm, motivation, and the names of the students who participated in the lessons. While students were completing their exercises on the worksheets, the researcher wrote her notes. These notes helped researchers to follow changes in students' motivations throughout the sessions.

Procedure

Six different pop songs were chosen for the research based on the student profile. Lyrics, rhythm, and video clips of the songs were examined carefully for young learners. The list of songs is presented in Appendix I. Before starting the case study lessons, the teacher took

recordings of all the students on the same day. Students' voices were recorded one by one outside the classroom to prevent students from feeling nervous and shy in front of their friends. When the pre-recordings were finished, case study sessions began for both groups.

Two hours a week were dedicated to case study lessons and all remaining lessons continued according to the national curriculum. In each case study session, the control group practiced reading texts and related worksheets (including pre-activity, main activity, and post-activity) prepared by the researchers, while the experimental group studied the songs and related worksheets. The control group listened to the vocalization of the texts by an online voice readout website and then by the teacher. Similarly, each lesson included a read-aloud session to match the teaching conditions with the experimental group because they had songs and they practiced pronunciations by listening and singing. After each case study session, the teacher asked students to practice their song/text at home for a week. The following week, the case study sessions started with the practice of the text for the control group and with a karaoke activity for the experimental group followed by post-test recordings. Sessions continued with a new song/text each week. Pre and post-test recordings were not taken from all students for each song/text due to practicality; instead, each song/text had its own case study group including 6 students. There were two native English-speaking raters for the assessment of the pronunciation of the keywords. The raters anonymously listened to recordings of the students and rated keyword pronunciations between one and ten.

Data Analysis

For the quantitative data analysis, the raters analyzed each student's keyword pronunciations in pre and post-test recordings and rated them between one and ten. These ratings were analyzed using SPSS v.23.0 software. Mean pre-test and post-test scores for keywords were calculated for each rater in the song and reading text groups. Finally, there were two pre-test means and two post-test means calculated from scores of two raters for each group.

The Shapiro-Wilk test showed that the data were normally distributed, W (37)=0.98, p=0.78; and for consistency and reliability of ratings, Pearson product-moment correlations for concordance between the scores of two raters were calculated with results suggesting that the ratings for the song and text group were consistent. The results of the test revealed that there was a statistically significant correlation between the two raters for pre-test (r= .76, N=72) and post-test (r= .79, N=72) (r>.05), which showed that the two raters' scores were highly correlated with each other.

Since the experimental and control groups of the study were formed within classes that students already attended, the researchers were not allowed to change the classes of any students. There was also a risk that some groups had better pronunciation before commencement of the study although the English levels of each class were very similar. Therefore, the pre-test scores of both groups were used as a covariance, and an analysis of covariance test (ANCOVA) was carried out to check the intra-group and inter-group effects of treatment on post-test scores.

For qualitative data analysis, diaries kept by the teacher were transcribed and qualitatively analyzed by the researchers. The teachers' remarks and notes on the students' affective and motivational states were noted in the analysis.

Findings

The findings of the study are organized and presented based on the research questions:

Does the way pronunciation is taught (through songs or reading text) affect the pronunciation skills of students in a young learners EFL classroom?

To find out the effectiveness of the songs in teaching lexical pronunciation two ANCOVA tests were performed. Since there were some confounding variables related to the original level of the learners, pre-test means of both groups were controlled and post-test means were treated as the dependent variable. A Pearson

correlational test was performed to check whether the two raters made similar judgments. The results of the test revealed that there was a statistically significant correlation between the two raters for both pre-test (r= .76) and post-test (r= .79). The values of correlation analysis showed that the two raters' scores were highly correlated with each other. This is crucial for the study because it means that both raters gave similar points for each item. The two raters' scores were examined. The mean scores of each group were calculated for pre and post-test, based on all the words pronounced by the participants. Table 1 gives the descriptive findings pre and post-test results.

Table 1

Descriptive statistics for mean pre- and post-test of raters

		Group	M	(SD)	Minimum	Maximum
Rater 1	Pre-test	Song	2.48	(0.80)	1.00	4.18
		Story	1.66	(0.32)	1.00	2.27
	Post-test	Song	3.70	(0.87)	2.50	5.00
		Story	2.46	(0.68)	1.10	3.64
Rater 2	Pre-test	Song	2.86	(0.70)	1.56	4.55
		Story	2.54	(0.79)	1.00	5.00
	Post-test	Song	3.45	(0.78)	1.55	5.00
		Story	3.18	(0.71)	2.10	5.00

According to the results of the descriptive statistics, based on the scores of the second rater, the mean of pre-tests for the experimental group and the control group consecutively were 2.86 and 2.54 while post-test means were 3.45 for the experimental group and 3.42 for the control group. The minimum and maximum values of groups were a bit different in terms of their improvement scores when compared to those of the first rater, nonetheless, it is not possible to comment on the significance of this difference by examining only these values. Minimum values of the experimental and control group were 1.56 and 1.09 for pre-test, while maximum values were 4.55 and 5. For the minimum values of post-test, the

experimental group scored 1.55 while the control group scored 2.10, which was interesting and different from the first rater situation. Similarly, maximum values were reported as the same for the two groups which was 5.09.

To test whether the data set was normally distributed or not, a Shapiro-Wilk test was implemented for the four groups of data: two pre-test sets and two post-tests sets from each rater. According to the results of the test, the data sets were normally distributed except the post-test score set of the experimental group from the first rater ($p >$ .005).

After determining the means for tests, an ANCOVA test was carried out to see whether there was a statistical significance between the song group and the text group. A statistical analysis was conducted independently for each rater's scores to detect if there were any notable contrasts between the two raters. Table 2 illustrates ANCOVA results for the difference between pre and post-test mean scores.

Table 2

ANCOVA test results for the difference between pre and post-test mean scores

Rater 1 Source	SS	df	MS	F	P	n2
Pronunciation comprehensibility pre-test (Covariate)	25.51	1	25.51	96.73	0.00	0.58
Post-test	2.46	1	2.46	9.32	0.00	0.11
Error	14.23	69	0.20			
Rater 2 Source	SS	df	MS	F	P	n2
Pronunciation comprehensibility pre-test (Covariate)	8.28	1	8.28	32.47	0.00	0.69
Post-test	0.87	1	0.87	4.25	0.04	0.05
Error	14.23	69	0.20			
a. .073 MS (Group) + .927 MS (Error)						
b. MS (Error)						

For Rater 1, an ANCOVA test was carried out and revealed that the students' lexical pronunciation in the song group (M = 3.70) was more improved than those in the text group (M = 2.46), F (1.69) = 9.32, p = .003. The resulting F value indicated that there was a difference between variables, and it was not very likely to be by chance, yet with a Partial Eta Squared value of .11 indicating a small effect of the procedure. For Rater 2, another ANCOVA test was conducted revealing that as with Rater 1, there was a statistically significant difference.

This divergence, between the post-test results of students in the song group and those of students in the reading text group (F (1.69) = 4.25, p = .043.) with a low effect size (ηp2 = .05 clearly indicated that there was a statistically notable contrast between the experimental and the control group (p < .05).

Are there any differences between the two groups in terms of students' affective and motivational states?

According to the teacher diaries, students were more motivated by instruction through songs than texts. From the classroom observation, more students participated in the lessons in the experimental group than in the control group. However, there were fewer students taking part in the activities in the control group. From the record, only the most hardworking students participated, which demonstrated that the students' motivation within the control group was not simply triggered by the participants' general interest in lessons.

The report also showed that the students in the experimental group kept asking when and which song they would study next until the "experiment lesson" day. Their enthusiasm was such that no students wanted to be excluded from the song activities, and that they were very eager to participate. All these findings revealed that the use of songs in an EFL classroom of young learners increases students' motivation and makes them more eager and receptive to learning.

Discussions

The Use of Songs Compared to Texts

Research on the effects of songs has usually investigated the relationship between songs and vocabulary learning and/ or word recall. The current study revealed that the use of songs also improves learners' pronunciation. The difference between the use of songs and texts in the "experiment lessons" was indeed noteworthy. Although, the improvement proportion of students' pronunciation may have been small, the time allocated for the "experiment lessons" with songs was not enough to see a real development of all the students but if the students had more lessons using songs, their pronunciation could have improved considerably more. As a result, the improvement ratio of students' pronunciation in this study would have been higher.

Similar to this study, some other research on pronunciation and songs by Forster (2006), Ghanbari and Hashemian (2014), Moradi and Shahrokhi (2014), Shehadeh and Farrah (2016), and Yusmita and Angraini (2017) supported the notion that the use of songs has a positive effect on foreign language learners' pronunciation. The current study obtained similar findings to these studies.

Wu and McMahon (2012) explored the effects of the musical intelligence e-learning approach in pronunciation teaching and compared it to the traditional way of teaching pronunciation. They found that teaching pronunciation using a musical approach had a positive effect on the outcomes of teaching English pronunciation to Chinese learners. The results of their investigation supported the correlation between song-based lessons and better pronunciation, as demonstrated in the present paper. The ANCOVA analysis conducted in the current evaluation guaranteed that the improvement observed in the experimental group was a true indicator of the effects of songs. This ANCOVA inquiry ensured that any confounding variables between groups was eliminated, since separate groups could not be constituted in that school setting and as Dörnyei (2007) states, ANCOVA is useful in studies that try to compare the differences between pre-test and post-test of groups. Therefore, the researchers in the current study were able to control the pre-test scores which

might have been different due to variations in the learners' backgrounds.

Tegge (2018) asked 398 teachers to take a survey to find out if they believed songs were useful in language learning and if they used songs in their lessons. Tegge concluded that songs were useful in language classes and they facilitated second language learning. She also stated in the results of her survey that most teachers used songs in their lessons. Because students often listen to songs outside the classroom, they come to experience a "song stuck in my head" phenomenon. In fact, it was reported that the students in the experimental group were very eager to hear about the new song they would get to study. Due to the "song stuck in my head" phenomenon, they ended up singing it after classes too. The current study confirmed the results of the study conducted by Tegge (2018): songs helped students to learn the language.

The Motivation of Learners in Song-Based Lessons

Notes in the teacher diary indicated that the motivation and participation levels were higher in the experimental group than in the control group. In reality, students from the control group did not show any obvious interest for the "experiment lessons" in comparison with their ordinary teaching sessions.

The results of this study confirm the findings of other studies on the effects of songs on motivation. In conclusion, this investigation highlighted that using songs and singing in the classroom increases motivation, lowers anxiety, and creates a relaxing atmosphere. Farmand and Pourgharib (2013) explained in their review that students thought that music helped them to learn and increased their motivation during the lesson. The researchers drew similar conclusions after reading the comments of the learners from the experimental group. The students described the fun they had during the song based lessons and how songs increased their motivation to produce the target language in class. Those learners gave an account about how music brought some enjoyment to the classroom and how songs helped them learn effortlessly. Similarly, Dzanic and Pejic

(2016) pointed out that students liked songs in English classes because songs were fun and interesting.

Although limited in number, some studies imply that songs do not have any positive pedagogical value; but instead, affect the learning process negatively. It was concluded in one of those studies that songs might prevent learners from focusing on the teaching point (Azadi 2015, p. 236). Opposing results of studies can be due to how songs are used. For instance, the choice of songs may affect the outcomes of the lessons. If songs or activities based on these songs are not appealing enough to learners, they may feel lost in the lesson. As a result, learners may have difficulty focusing on the target language. Nonetheless, most of the studies in the literature, including the current study, show that songs motivate learners; and create a stress-free and relaxed learning environment which maximizes the final attainment of learners in a variety of skills. This study demonstrated that students in the experimental group had a great deal of motivation and interest toward songs and classes.

Conclusions and Recommendations

    Conclusion of the Study

The statistical analyses of the data indicated that the use of songs in pronunciation teaching for young learners had a statistically significant difference compared to the use of texts for the same purposes. The current study suggested the use of songs can be an efficient way to teach pronunciation to young EFL learners. Research studies conducted to identify the effects of songs usually investigated the relation between songs and vocabulary learning and/or word recall. These studies included some controversial results related to the positive effects of songs on vocabulary learning. However, songs are generally thought to affect the pronunciation of learners positively. Studies on pronunciation and songs are quite limited in number compared to studies on grammar and vocabulary acquisition. Therefore, this study complements other studies on the effects of songs on young learners' pronunciation and motivation.

Recommendations for Further Studies

This study included a small sample, so it is not possible to generalize the results to all young learners in secondary schools. Follow-up studies should therefore consider using larger samples. Instead of a secondary school, this study could be replicated in a primary school to compare results among young learners and very young learners. Further studies could be designed to investigate the effect of teaching with songs on certain sub-skills of pronunciation such as stress, voicing, aspiration, linking, intonation, clusters, and some problematic individual sounds for learners. It would be a good alternative for this study to add a delayed post-test after a longer period to see if the song effect remains. Although it may have some generalizability limitations, a longitudinal study could also reveal more about students' pronunciation learning process through songs.

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APPENDIX I. LIST OF SONGS

1. Lemon Tree by Fool's Garden
2. Fairy Tale by Alexander Rybak
3. Englishman In New York by Cris Cab
4. Big Big World by Emilia
5. You Will Be Mine by Lenka
6. Everything at Once by Lenka