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The Effects of Using Songs as a Pedagogical Tool to Teach and Learn English Pronunciation

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Resumen

La pronunciación se ha considerado una habilidad esencial en el aprendizaje de un segundo idioma, ya que facilita una comunicación efectiva. Por lo tanto, es importante enseñar esta habilidad en las clases de inglés y se recomienda el uso de diferentes herramientas pedagógicas. Una de las herramientas a disposición de los docentes de inglés son las canciones. Esta síntesis de investigación tuvo como objetivo identificar los efectos del uso de canciones como herramienta pedagógica en la enseñanza y aprendizaje de la pronunciación del inglés y reconocer cuáles son las percepciones de los profesores y estudiantes sobre el uso de canciones en el aula para mejorar el aprendizaje de inglés. Para este propósito, se analizaron 20 estudios empíricos publicados desde 2008. Estos artículos se analizaron en diferentes categorías que se seleccionaron en función del diseño de la investigación y de las dos preguntas principales de investigación. Los resultados de esta investigación revelaron que la inclusión de canciones en inglés como herramienta pedagógica para la enseñanza y el aprendizaje de la pronunciación genera los siguientes efectos en los estudiantes: (1) aumento de la motivación hacia el aprendizaje del inglés, (2) mejora y eficacia del aprendizaje de la pronunciación y sus elementos (sonidos fonológicos, patrones de acentuación, formas fuertes y débiles, encadenamiento silábico, entonación y discurso conectado), y (3) desarrollo de la participación activa de los estudiantes utilizando el idioma inglés de forma natural en el aula. Por último, los estudios analizados mostraron que tanto las percepciones de los educadores como las de los alumnos tendían a ser optimistas respecto al uso de canciones para la enseñanza y el aprendizaje de la pronunciación del idioma inglés.

Palabras clave: canciones, herramienta pedagógica, enseñanza, aprendizaje, pronunciación del idioma inglés

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Abstract

Pronunciation has been considered an essential skill in the process of learning another language since it facilitates communication among individuals. Therefore, it is important to teach this skill in English classes, and the use of different pedagogical tools is recommended. One of the tools available to English teachers is songs. This research synthesis aimed to identify the effects of the use of songs as a pedagogical tool in the teaching and learning of English pronunciation and to recognize teachers' and students' perceptions on the use of songs in the classroom. For this purpose, 20 empirical studies published since 2008 were analyzed. These articles were analyzed in different categories that were selected based on the research design and the two main research questions. The findings of this research revealed that the inclusion of English songs as a pedagogical tool for teaching and learning pronunciation generates the following effects on students: (1) increased motivation toward learning English, (2) the improvement and efficient learning of pronunciation and its elements (phonological sounds, stress patterns, strong and weak forms, linking, intonation, and connected speech), and (3) the development of active language learners' participation using English in a natural way in the classroom. Finally, the analyzed studies showed that both educators' and learners' perceptions tended to be optimistic towards the use of songs for teaching and learning pronunciation.

Keywords: songs, pedagogical tool, teaching, learning, English pronunciation

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This research synthesis is dedicated to my wonderful parents, Pedro and María, who have been my motivation and my true inspiration to finish this stage of my life. Secondly, I would like to dedicate this research work to myself, for believing in myself, for trusting in my intellectual abilities, and for never giving up. Also, to my dear friend, Valeria, for pushing me to study hard, and for being my thesis partner who shared her knowledge and time when I needed it the most. Last but not least, to my unconditional God, for being my source of faith and perseverance. He gave me the strength to never give up and to continue studying despite the difficulties I had to go through.

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Introduction

The use of different pedagogical tools in teaching and learning EFL (English as a foreign language) pronunciation and its characteristics has contributed to a more efficient academic performance in language students (Al-efeshat, & Baniabdelrahman, 2020). The implementation of educational instruments seems to be very important in learning English, especially pronunciation (Chen, 2016). One of these instruments available for the teaching of pronunciation is music, especially the use of songs (Olii, 2021). The latter author states that "songs are the alternative for the teaching media. A song highlights the rhythm, important words, and as the students listen to those words, it deeply influences students' memorization as it is played. It creates more natural, easier, and successful communication" (Olii, 2021, p. 50). Therefore, through the application of songs in the classroom, learners might become more active and interested in the lessons. This even encourages them to practice more listening and continue to improve their pronunciation (Al-efeshat, & Baniabdelrahman, 2020). For instance, as explained by Al-efeshat and Baniabdelrahman (2020), the melody of a song is an effective tool for teaching and learning phonetics, language structure, elocution, lexicon; it even encourages memorization.

Although the use of songs as a pedagogical tool for teaching and learning English pronunciation has been considered a valuable instrument in the classroom (as can be seen throughout this study), some teachers have not taken full advantage of this classroom resource (Al-efeshat & Baniabdelrahman, 2020; Epelde et al., 2012; Hashemian, 2014; Moradi & Shahrokhi, 2014; Shanmugavelu & Sundaram, 2020). Therefore, this research synthesis attempts to present a review of previous studies on the use of songs for teaching and learning English pronunciation.

This research synthesis is divided into six chapters. The first chapter includes a description of the research, the background, the objective, the research question, the statement of the problem, and the rationale. The second chapter consists of the theoretical framework, which defines the key concepts that inform this study. Chapter number three presents an overview of the literature related to the use of songs to teach and learn English pronunciation. The fourth chapter thoroughly describes the methodology of the research and the criteria taken into consideration for the data collection. In chapter number five, there is a classification and analysis of 20 research articles according to different inclusion and exclusion criteria that were used to select the studies; here, we answer the research question. Lastly, the conclusions and recommendations are presented in chapter number six.

CHAPTER I

1. Description of the Research

1.1 *Background*

The use of songs has been considered a fun and valuable pedagogical tool, as it helps to stimulate students' interest and motivation in the classroom, which can be of great help in the academic performance of language learners (Chen, 2016). Songs offer teachers and students an opportunity to learn the target language using authentic material (Millington, 2011). What is more, the use of songs has a positive impact on students' brains as this educational tool helps their brains be more active and receptive for learning (Moradi & Shahrokhi, 2014). In addition, Moradi and Shahrokhi (2014) reported that "Melody provides sequential information, line and syllable length information, chunk linking, and rhythmical information that have the potential for making accurate reconstruction of the text" (p. 129). Thus, as can be seen, the use of songs provides advantages for both teachers and students as they can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs in a fun way, which can also avoid students' boredom during the class (Millington, 2011; Sevik, 2011). The fact that the implementation of music in the teaching and learning process requires direct and active student participation might make it easier for students to understand, learn, and internalize a foreign language (Epelde et al., 2012). Thus, students can improve the four language skills and learn vocabulary as well (Epelde et al., 2012). Although this research focuses on pronunciation, we present a short overview of the benefits of songs to improve other language areas, as well.

One of the language skills that can be reinforced through the use of songs is listening, which in turn helps students develop good pronunciation (Arevalo, 2010; Lengokan, 2017). Lengokan (2017) argued that by using songs learners are exposed to the pronunciation of English words as spoken by native or high proficiency speakers, so students can develop their listening skill in a fun way. Moreover, Arévalo (2010) suggested that the use of songs as a teaching tool to work on listening in EFL classes is "the most appropriate type of authentic material to develop listening comprehension" (p. 130).

Likewise, Kayyis (2015) conducted a study on the effects of using songs to teach vocabulary to learners of English as a foreign language (EFL). Based on her study, she stated that songs play an essential role in word acquisition (*acquisition* and *learning* are used interchangeably throughout this study) in learners by improving and increasing their vocabulary items. In another study, Jahan (2017) showed the effectiveness of using songs in the ESL classroom by applying an experimental approach. The results of her study suggest that the use of songs is effective for teaching vocabulary as learners had a more positive attitude while doing the

vocabulary lesson with songs, which gave them confidence. Also, language learners acquired new vocabulary (Jahan, 2017).

As mentioned above, songs seem to have an excellent effect on students' pronunciation. For example, they can help learners distinguish difficult sounds and, therefore, improve students' language oral production. When listening to music, students try to imitate the pronunciation of the words and after listening several times, they are able to pronounce the words and phrases correctly (Moradi & Shahrokhi, 2014). Therefore, Shanmugavelu and Sundaram (2020) stated that songs can be effective for learning proper pronunciation and help to understand the meaning of the words in context because students are directly involved in the process of pronouncing the words of the songs that they hear. In addition, by listening to music, English learners not only enjoy the beautiful melodies, but more importantly, students have the opportunity to learn some pronunciation rules (Chen, 2016).

Despite the fact that some educators think teaching pronunciation is difficult (Almutairi, 2016), pronunciation has been considered a very important subskill in the process of teaching and learning English. Having a good vocabulary or good grammar is not enough to communicate with other people. Pronunciation must also be taken into account (Moradi & Shahrokhi, 2014), as it plays a fundamental role in communicative competence and oral communication (Gilakjani, 2012; Morley, 1991).

On the whole, the above studies described a positive effect of the use of songs when teachers implement them in the English classroom. Based on the information provided above, it can be said that there is a positive correlation between the use of songs as a pedagogical tool and English language learning. Moreover, learning English through songs not only can help learners to improve their oral skills, but they also can help to motivate students and create opportunities for a more natural, easier, and successful communication.

1.2 Research Questions

● What are the effects of using songs in the classroom on the pronunciation of EFL learners?

● What are the teachers' and students' perspectives toward the use of songs to teach and learn English pronunciation?

1.3 Objectives

General Objective

● To identify the effects of using songs on the pronunciation of EFL learners.

Specific objectives

- To describe the process of implementing songs in the classroom according to previous research.
- To analyze the perspectives of teachers and students towards the use of songs to teach and learn English pronunciation.

1.4 Statement of the Problem

Pronunciation is an important aspect yet neglected in second language and foreign language teaching and learning (Derwing et al., 2012). For example, Moradi and Shahrokh (2014) found that less importance is given to teaching pronunciation in comparison to other skills. In addition, according to Shanmugavelu and Sundaram (2020), for many years teaching English pronunciation in schools has been characterized by the use of the traditional teaching techniques, such as dictation, imitation or drilling, tongue twisters, and reading of short passages or dialogues (Hismanoglu & Hismanoglu, 2010). The latter authors claimed that teachers rarely use fun techniques, such as the incorporation of music, for teaching pronunciation. So, it seems that many teachers are not aware of the advantages of using songs in the English teaching and learning process.

One of the reasons why some teachers avoid using songs in the classroom might be their lack of knowledge regarding how to do it (Sevik, 2011). For instance, Sevik (2011) found that the Turkish EFL teachers who participated in his study needed to have training on how to apply songs for the teaching of pronunciation. These educators tended to teach by using many of the traditional techniques mentioned above. In addition, the author argued that the teachers in his study underestimated the importance of using songs in the teaching of English oral skills. They either believed that songs are time consuming activities or they assumed that songs distract their learners.

Besides the traditional strategies implemented to teach and learn pronunciation, language teachers can use songs as an effective alternative, but many teachers do not seem to be taking advantage of the use of songs in the classroom (Moradi & Shahrokhi, 2014). According to Chen (2016), some teachers decide to ignore songs in their classes because they struggle when implementing them, do not know how to use them, think that songs are time consuming, or do not have the equipment needed. In another study, Tse (2015) reported that despite the fact that songs can be considered a helpful and valuable tool in EFL classrooms, they have been given limited consideration in teaching and learning English pronunciation.

As stated before, English has been mainly taught through the application of traditional techniques, which may be unattractive and can be very boring for L2 learners (Hashemian, 2014). Likewise, Rengifo (2009) pointed out that the use of traditional techniques has resulted in students' boredom and lack of concentration. As a result, they lose motivation and interest. For example, in many Ecuadorian schools, English pronunciation is taught by drilling which means listening and repeating (Setiyadi, 2006). On the other hand, Villalobos (2008) mentioned that songs can be very useful as comprehensible input for learners because they allow them to understand the language better, as well as motivate learners and make them feel more relaxed. By creating a low affective filter and an interest in what is to be learned, songs become a useful tool for teachers when dealing with language (Villalobos, 2008).

In this research study, we analyzed the effects of the use of songs as pedagogical tools to teach and learn English pronunciation in EFL classrooms, and we examined the perspectives of teachers and students towards the use of songs to teach and learn English pronunciation. Also, we consider that reviewing previous research on the improvement of pronunciation through the use of songs and analyzing teachers and students' perspectives may help English learners and teachers to find possible solutions to the issues they currently experience when they try to teach and learn pronunciation.

1.5 Rationale

According to Chen (2016), teaching and learning through the use of songs has become a great tool to implement in EFL classrooms since the use of songs can help to greatly learn and improve pronunciation characteristics such as phonetics cognition and phonetic symbols recognition in students. In this study (Chen, 2016), the students were given a list of words selected from song lyrics, along with pronunciation rules taught through the use of phonetic symbols. The students focused on practicing pronunciation and perfecting their understanding of the pronunciation rules while listening to the songs. The results showed that almost all the students enjoyed listening to the songs and that the students had become familiar with the pronunciation rules by practicing singing and memorizing the lyrics.

Likewise, Farmand and Pourgharib (2013) found that songs can be useful for increasing the motivation of students to participate in class. The latter authors argued that songs can help students to learn pronunciation and spelling of words, phrases, and sentences accurately. In addition, Almutairi and Shukri (2016) found that the combination of the foreign language (English in this case) with melody has the power to increase the learners' curiosity and

motivation to practice their English pronunciation by making students enjoy the learning process.

Lengkoan (2017) claims that pronunciation is a fundamental part of teaching and learning any language because students whose pronunciation is good and understandable are more likely to be understood even if they make mistakes in other areas. Several studies on the use of songs as a pedagogical tool for teaching and learning English pronunciation in different contexts around the world have been carried out (Lengkoan, 2017). However, we, the authors of the present study, have not been able to find a synthesis of research focused on the effects of the use of songs for teaching and learning English pronunciation in the context of Ecuador. We have found articles and studies, developed in Ecuador, on the use of songs in the EFL classroom, but most of them focus on vocabulary acquisition or on the four English skills (Listening, Reading, Writing and Speaking) in a general way without having an in-depth analysis of pronunciation.

CHAPTER II

2. Theoretical Framework

Concepts, approaches and strategies of different authors are examined in this section of this research synthesis. In this theoretical framework, we focus on the following key concepts: pedagogical tool, pronunciation, songs, motivation, and multiple intelligences, with emphasis on musical intelligence.

2.1 Pedagogical tool

In terms of language learning, 'a pedagogical tool' is defined as a tactic or technique that teachers use to improve their teaching or learning processes, paving the way for students to develop their English language skills in a better way (Montaño, 2017). Taking into account this first concept that provides a guide to link the term pedagogical tool with teaching and learning processes, Ghani (2003) mentioned that a teaching tool is a mechanism employed by teachers and students to improve progress in developing L2 skills and to make the language teaching and learning as successful as possible. These authors explained that the term tool in education emphasizes teaching or learning techniques in relationship with the role of teachers and learners.

Furthermore, Sarode (2018) stated that "a teaching tool is a generalized plan for a lesson which includes structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy" (p.58). Furthermore, it is important to mention that Shin (2017) asserted that a pedagogical tool is linked to the needs and learning style of a learner, and the learner can use this tool to his or her advantage and relate it to other techniques or instruments. Thus, based on the explanation presented, songs are considered a pedagogical tool that can be used in the language classroom to teach different skills, such as pronunciation.

2.2 Pronunciation

As can be seen below, pronunciation refers to the production of sounds for making meaning. Nonetheless, the definition of this word has expanded according to the importance given to it over time. Gilakjani (2016) stated that pronunciation is the way of pronouncing a word in an accepted manner, and that this linguistic sub-skill is learned by repeating sounds. Thus, Gilakjani (2016) identified the importance of pronunciation instruction: "pronunciation teaching not only makes students aware of different sounds and some features, but can also improve their speaking immeasurably" (p. 248). This is also shared by Bakar and Ridhuan (2015) who mentioned that pronunciation plays an important role in both productive and receptive communication. Hence, pronunciation plays a very important role in language learning

because if vowel, consonant sounds, and aspects such as intonation, linking, rhythm, and stress are not produced accurately, the intended message may not be understood even if grammar and vocabulary are used correctly (Villalobos, 2008). There are many tools to teach pronunciation; one of them is the use of songs.

2.3 Songs

As Castro and Navarro (2013) stated, a song is a set of words set to music or intended to be sung. Of course, many songs are instrumental, which means there are no lyrics in it. A song is generally used as a way of expressing emotions, feelings and thoughts that even contribute to socialization. In addition, Castro and Navarro (2013) mentioned some effects that listening to a song produces on a person. For example, it appeals to the ear; it gives pleasure; and it might create a positive atmosphere in the classroom. In the field of education, songs might play an important role as a means to improve students' academic development. For instance, the use of songs in the classroom motivates students to learn new languages, and it also stimulates, among other skills, the pronunciation abilities in students, enhancing their oral communication skills in the target language (Al-efeshat & Banibdelrahman, 2020).

In the same line, Shabani and Tokeh (2014) claimed that a song is an indispensable part of human life and culture. It could also be defined as one of the oldest and most basic socio-cognitive domains of human beings. Songs improve the functioning of the immune system in humans, and they help us in different ways; we have fun, experience pleasure, motivation, and relaxation with music. The implementation of songs in the language classroom has brought benefits for the learners. For example, the author Shekhavtsova (2020) distinguished eight benefits of the application of songs, which are the following "psychological (memory enhancing); communicative; cognitive (providing students with cultural and general information); mood function, expression of emotions and feelings; socio-psychological (enhances cohesion in groups, class); functions of name of cognitive processes; the role of unconscious learning of foreign languages" (p.196). In addition, songs can allow learners to practice a new sound without getting bored during the class (Shekhovtsova, 2020 & Villalobos, 2008). Moreover, the natural rhythm of songs is similar to the stress patterns of spoken English, which allows learners to practice rhythm and stress (Millington, 2011 & Shekhavtsova, 2020). Additionally, Villalobos (2008) argued that songs can be very useful as a comprehensible input for learners because it allows them to better understand the language and acquire new rules, as well as motivating learners and making them feel more relaxed.

2.4 Motivation

Luthans (2016) defined motivation as a "process that starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive" (p. 4270). Villalobos (2008) stated that "Motivation ...is as much a matter of concern for the teacher as it is for the learner; it depends as much on the attitudes of the teacher as on the attitudes of the students" (p. 96). Likewise, motivation is directly related to the students' interest in the learning process and in how the educator teaches. For example, it has been found that the novelty and discovery of another language through the use of songs and the corresponding activities were motivating forces for their students (Millington, 2011; Xiaomei & Quansheng, 2018).

2.5 The Use of Songs in EFL Classrooms

2.5.1 Multiple intelligences

According to Xiaomei and Quansheng (2018), a series of studies related to psychology and pedagogy were developed thanks to the Theory of Multiple Intelligences (MI) which was developed by Gardner in 1983. In terms of teaching English as a foreign language (TEFL), some studies have already been conducted to explore the correlation between the use of songs as an educational tool and English language acquisition. These studies restate a strong relationship between Multiple Intelligences Theory (MI) and English language acquisition. Gardner with his theory wanted to demonstrate that human intelligence is a combination of nine different types of skills, which are named as Logical-Mathematical Intelligence, Linguistic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Musical Intelligence, Visual-Spatial Intelligence, Bodily-kinesthetic Intelligence, Naturalistic Intelligence, and Existential Intelligence. Each type of intelligence appears in a person at higher or lower levels than in others. (Xiaomei & Quansheng, 2018).

2.5.1.1 Musical Intelligence

Shabani and Tokeh (2014) stated that "Gardner (1993) defines Musical Intelligence as greater sensitivity to sounds, rhythms, tones, and music. In fact, it is the ability to perceive and appreciate rhythm, pitch and melody, elements which are crucial in the language learning process" (p. 27). According to Shabani and Tokeh (2014), Musical Intelligence is shown when a student demonstrates the ability to play a musical instrument, compose the lyrics of a song, or learn better through song or music. In particular, Musical Intelligence has demonstrated positive points in students' language acquisition. For instance, teachers can help students develop musical intelligence by using tape recorders to listen to, sing, and learn new songs. Through these activities, language learners acquire the ability to perceive rhythm, pitch, and

melody. This includes skills such as the ability to recognize simple songs and to vary the tempo and rhythm in simple melodies, which helps improve their English pronunciation. Moreover, the use of songs in teaching and learning processes activates both parts of the brain: pronunciation of words, comprehension, rhythm, and musical performance correspond to the left hemisphere, while melodic expression, emotions and tone correspond to the right hemisphere (Derakhshan & Faribi, 2015; Shabani & Tokeh, 2014).

2.5.2 Strategies for Effectively Learning Songs

In this section, we present some strategies to help students learn and use songs as a pedagogical tool to learn and improve their pronunciation. These strategies are visual or physical referent, repetition, and imitation (Castro & Navarro, 2013).

Visual or physical referent refers to the lyrics of a song (with or without images). By having access to the lyrics of songs and reading them, students can better understand the vocabulary used and practice its pronunciation.

Repetition focuses on exposing learners to the vocabulary used in songs and having them practice pronunciation and structures through repetition. This will enable them to increase the likelihood that they will learn the content. Thus, learners could make significant connections between form and meaning.

Imitation can be defined as the act of copying, replicating, or modeling someone else's behavior. When using imitation in the language classroom, learners first listen to how the teacher pronounces the word or phrase and try to model what they have heard. Using this technique, students are more confident when they have to practice pronunciation during class (Castro & Navarro, 2013).

2.5.3 Types of Exercises to use with Songs

There are many exercises designed to practice vocabulary, grammar or phonetic content (pronunciation) with the use of songs. What is more, scholars and teachers suggest that the exercises should be adapted to the topic of the course, so that students can quickly learn the material and have associations that will help them identify a more convenient way to memorize the vocabulary and pronounce it (Castro & Navarro, 2013). The following are examples (proposed by Shekhovtsova, 2020) of exercises that English teachers can use with students to help them practice their pronunciation in the target language with the use of songs.

> 1. *Song dictator.* The teacher dictates to the students the song; after that, the teacher gives words to compare their version with the original text. Unfamiliar words are perfected and repeated by the teacher.

2. *Fill in the Blanks.* The teacher gives the students a song text in which pictures replace some words. Students' task is to sing a song, uttering all the info.

3. *Spot the mistake.* The teacher changes the words of the song, deliberately making mistakes in them that need to be corrected by the students. For example, belief – 'believe', and so on (Shekhovtsova, 2020, p. 199- 200).

As can be evidenced in the previous section, the use of songs in the language classroom has been proven to be an effective pedagogical tool. Songs can be used in different ways, and they can motivate students to learn languages. Songs can be an effective material to teach and learn pronunciation.

CHAPTER III

3. Literature Review

The following section provides an analysis of several published studies on the effects of using songs as a pedagogical tool to teach and learn English pronunciation. This section has been classified into songs as a pedagogical tool in the English classroom, the effects of the use of songs to teach and learn English pronunciation, teachers' perspectives on the use of songs to teach English pronunciation, and students' perspectives on the use of songs to learn English pronunciation.

3.1 Songs as a Pedagogical tool in The English Classroom

As can be seen above, students' motivation in the classroom is a very important issue. Almutairi and Shukri (2016) found that one of the advantages of the use of songs is that songs can help students feel motivated and more relaxed during the lessons since the melody of songs can help students overcome feelings of anxiety, shyness, and hesitation. Likewise, in another study, it was demonstrated that students in general enjoy learning with music, and that it provided learners with an opportunity to develop pronunciation, communicative abilities, and confidence (Olivares et al., 2012).

Olivares et al. (2012) carried out their study at a public school with the purpose of motivating sixth graders to speak English as foreign language. What the researchers found is that with the use of music in the classroom the majority of the participants gained confidence since they said that songs made it easier for them to remember the correct pronunciation of the words they were learning. In addition, the students declared that thanks to the rhythm they were able to remember the songs, vocabulary and pronunciation in a better way. The scholars observed that learners in this study were very excited when doing tasks which involved songs; they seemed to really enjoy the lesson. As a result, the participants were able to improve their pronunciation and their oral communication in general. They were even able to cooperate and help each other more.

Likewise, Kayyis (2015) reported that in addition to pronunciation, songs can also be used to improve vocabulary and grammar. The researcher carried out a study on the use of songs to teach the English language dividing the students into two groups: an experimental group and a control group. The instrument used for this research was an English vocabulary test as a pre-test and a post-test. The results revealed that the experimental group, who were taught the vocabulary with songs, obtained a higher score in the post-test than the control group did, who were taught the vocabulary without the use of songs. Similarly, in another study, Almutairi and Shukri (2016) observed that by teaching through songs the students could improve their

pronunciation, and they were also able to learn grammar implicitly. In the same way, Olivares et al. (2012) argued that by using songs, teachers can cover different grammar points without much effort, so students are capable of practicing and learning any grammar structure while they are listening to and singing songs.

3.2 The Effects of Using Songs to Teach and Learn English Pronunciation

As previously mentioned, the use of songs in the classroom has several advantages as a pedagogical tool to teach different aspects of a language, and songs also seem to improve students' motivation. One important aspect of language teaching and learning, as noted above, is pronunciation. Hence, a variety of authors such as Chen (2016), Pimwan (2012), Firdaus and Kusnandar (2020), Jessica (2015), Xiaomei and Quansheng (2018), Nipattamanon (2018), Fischler (2009), Ashtiani and Zafarghand (2015) and Suwartono and Mayaratri (2019) have investigated the effects of using songs to improve phonological awareness and certain pronunciation features.

3.2.1 The Effects of Using Songs on Students' Phonological Awareness

The use of songs can provide an opportunity to teach and practice different pronunciation rules and phonetic symbols, according to Chen (2016), who analyzed the effects of integrating music and English practice. The researcher worked with 95 English students from a technological university. The students in this research were given a list of vocabulary words selected from the lyrics of six different songs along with the pronunciation rules learned using phonetic symbols. The author found that most students, after developing different activities which included music, were able to recognize different pronunciation rules and phonetic symbols in a better way. In the same way, Pimwan (2012) studied the effect of applying songs to teach the pronunciation of 4 pairs in word final position (/k/, /g/, /l/, /r/, /s/, /z/, /t/, /d/). The researcher worked with 22 students. A pronunciation test was given to the participants; the same test was used as a pre-test and a post-test. The findings of the post-test revealed that, after applying songs for 5 weeks, 9.09% of the students pronounced the final sounds almost perfectly. Moreover, 72.2% of the participants got a satisfactory pronunciation. While 18.18% of the participants needed improvement on their pronunciation. Consequently, the researcher could evidence that, after learning English pronunciation through songs, the students of this study were able to pronounce the final sounds more accurately and effectively.

In addition, Firdaus and Kusnandar (2020) conducted a study in which 30 students of a higher education institution were the participants. The authors wanted to find out if songs could help improve the students' pronunciation of alveopalatal sounds (/ʃ/, /ʒ/). The researchers used a

pre-test, a post-test to evaluate the students' ability to pronounce alveopalatal sounds before and after the treatment respectively. The lowest score obtained in the pre-test was 30, and the highest score was 80. After applying songs for 3 class sessions, the lowest score in the post-test was 35 and the highest score was 95. Therefore, the authors concluded that the use of songs as a tool to improve the pronunciation of alveopalatal sounds is effective since after the treatment the students significantly improved their pronunciation ability. Likewise, Jessica (2015) carried out a study in which 72 eighth grade students participated. The research aimed to find out if the use of English songs could improve pronunciation of fricative sounds (/θ/, / ð/). The data was gathered through a pre-test and a post-test, and the participants were divided into an experimental and control group. The pre-test was used to know the students' ability and prior knowledge of the pronunciation of the fricative sounds [θ], [ð], [ʃ], [ʒ]. The author realized that some students had difficulties in the pronunciation of these sounds as they pronounced the words as they saw them written. After applying songs for 8 class sessions, the post-test was given to the students. The mean score of the pre-test in the experimental group was 38.05 and, in the control group, 29.30. On the other hand, the post-test's mean score in the experimental group was 78.38 and, in the control group, 29.30. After analyzing the obtained data, Jessica (2015) concluded that the students had a significant progress and that the use of songs is an effective tool to teach and improve the pronunciation of fricative sounds in English.

3.2.2 The Effects of Using Songs on some Pronunciation Features

Songs can also help students learn and improve different pronunciation features such as, stress, strong and weak forms, rhythm, linking, connected speech, and intonation. For example, Xiaomei and Quansheng (2018) examined the efficacy of songs to develop English proficiency in 48 first-year university English students. A pre-test and post-test design was used. The participants were from two parallels; one was the experimental group and the other one the control group. To collect the data, the researchers employed different activities involving songs inside and outside the classroom with the experimental group. The results of the tests indicated that 88% of the participants belonging to the experimental group were able to identify stressed and unstressed words, as compared to 80% of the students who were part of the control group. Likewise, 88% of the experimental group got more familiar with strong and weak forms of function words, as compared to 80% from the control group. Regarding linking and rhythm, 92% of the participants of the experimental group could better manage the various ways of linking words and the rhythm of English speech, as compared to 79% of the control group. Regarding intonation, most participants of this study declared that through the use of songs they could learn and improve their intonation of English words. This last finding

makes sense since songs and languages have something in common: melody and rhythm. Thus, students can easily get familiar with pitch changes and falling-rising tone (Xiaomei & Quansheng, 2018).

Similarly, Nipattamanon (2018) carried out a study about the use of English songs using karaoke in an EFL classroom. For the data collection, the researcher used an identical pre-test and pro-test, a questionnaire, and an interview. The author worked with 46 first-year university students. The participants were divided into a control group which was taught without the use of songs, and an experimental group which was required to listen to and sing different songs. The analysis of the results indicated that after using songs with karaoke, the students who were part of the experimental group showed a significant improvement in some pronunciation elements such as linking, weak forms, and intonation. Thus, Nipattamanon (2018) concluded that "this is because songs and speech share some common features of languages" (p. 25). Likewise, Fischler (2009) worked on a study to explore the effectiveness of using rap songs to teach English word and sentence stress patterns. The researcher worked with 6 secondary English language learners who had various linguistic backgrounds. The data was collected through audio tapes that the students had to record while reading out loud the lyrics of the songs. For 4 weeks, stress patterns were introduced and practiced through activities involving the use of the rap songs. The results of his study showed that the students demonstrated an improvement in word and sentence stress placement as they were able to recognize and practice stress rules. Fischler (2009) concluded that "the most valuable result is that the students in this sample gained a sense of autonomy through learning metacognitive skills regarding word and sentence stress production" (Summary Section, para. 2).

Ashtiani and Zafarghand (2015) presented a study that aimed to investigate the impact of English songs on English learners' production of connected speech. This study used an experimental group which consisted of 30 students, and a control group which consisted of 30 students as well. Pre-tests and post-tests which included reading aloud and speaking were given to the students before and after the treatment respectively. The experimental group was taught through the use of songs, while in the control group there was no focus on songs as the students were exposed to routine practices. After applying the post-tests to both groups, the students belonging to the experimental group obtained a better score than those in the control group. The score of the experimental group in reading was 87.44 and in speaking, 87.75. On the contrary, the score of the control group in reading was 76.85 and 61.75 in speaking. These results indicated that English songs improved the connected speech production of English learners.

Finally, a research led by Suwartono and Mayaratri (2019) also aimed to examine if certain songs can improve the students' connected speech performance. The authors also used experimental and control groups. To collect the data, the researcher applied a pre-test and post-test. In the experimental group connected speech was taught through the use of songs; however, in the control group songs were not used to teach connected speech. The researchers analyzed the post-test results and found that the performance of the students belonging to the experimental group increased by 44.6%, while the performance of the students belonging to the control group increased by 43.5%. Even if the difference between the groups is not very big, songs can be an effective and useful teaching resource to help English language students learn connected speech (Suwartono & Mayaratri, 2019).

3.3 Teachers' Perspectives on the Use of Songs to Teach English Pronunciation

Several studies have investigated the perspectives or views teachers have about the use of songs as a pedagogical tool to be used in the EFL classroom, especially to teach pronunciation. These studies have demonstrated that, according to the teachers, songs can contribute to the students' development of English language skills, from grammar to pronunciation.

Chen (2016) reported that instructors in Taiwan argued that the use of songs is an effective strategy for teaching pronunciation to young learners. Also, these teachers believe that integrating songs in the classroom has great advantages. They noted that the melodies and rhythms of a song facilitate the learning of English as a foreign language and help to improve learners' reading, writing, speaking, and listening skills. In addition, one teacher, at the end of this research, pointed out the following sentence: "The student not only enjoyed listening to the music, he/she also learned specific vocabulary words found in the lyrics. Combining the lyrics resulted in its being easier for students to learn to sing and develop their pronunciation skills" (p. 21). On the other hand, some teachers reported that most of the students were fond of listening to and singing music in the classroom, which stimulated these students' interest and motivation, as well. All of this resulted in an improvement of the pronunciation skill in the participants (Chen, 2016 & Sukirmiyadi, 2018).

In another study, Tse (2015), reported that 83.3% of English teachers claimed that the substantial repetition provided by songs leads to the natural use of the target language. Likewise, Castro and Navarro (2013) found that, according to some educators, the frequency with which children were exposed to vocabulary, pronunciation, and structures through the use of songs increased the likelihood that they would learn or improve their pronunciation.

In addition, some teachers have reported difficulties when trying to use songs in the classroom. For example, some educators consider that the lack of knowledge about what kind of music to choose or how to implement songs in the classroom represents a challenge for them. Tse (2015) showed in his investigation that 66.6% of English teachers believed that finding suitable songs for each topic in the English curriculum was difficult and laborious for them. Although lack of knowledge about how to apply a song or what kind of songs to use in the classroom has been considered a problem by teachers, Tse (2015) suggested that both novice and inexperienced teachers should seek out and exploit relevant websites that they consider appropriate for their students and for their lesson. For example, the author highlighted the following link: http://www.genkienglish.net/iamarobot.htm. The researcher explained that it is a very useful website for elementary English teachers and students as it provides videos, games, phonics, flashcards, as well as teaching tips on how to use songs in the classroom. Regarding the kind of music to be used in the classroom, some teachers considered it necessary to use modern songs (Tse, 2015). According to these teachers, these activities would have a positive impact on the effectiveness of language learning, as well as an increase in the general interest of students in learning a foreign language. Finally, Shekhavtsova et al. (2020) and Villalobos (2008) suggested that English instructors should choose the songs carefully, taking into account different aspects such as the level, age and preferences of the students, as well as the level of difficulty of the song and its rhythm.

3.4 Students' Perspectives on the Use of Songs to Learn English Pronunciation

Studies on students' perspectives toward the use of songs in the language classroom show that learners also have a positive view of this pedagogical tool.

According to Sase (2022), songs, as a didactic resource for learning English pronunciation, have received great interest from students. For instance, in his study, one student mentioned that listening to songs in English helped her to improve her pronunciation, and she also mentioned that this pedagogical tool can be used to practice and achieve a native accent. In addition, this student, during the interview conducted by the mentioned author, stated that "[Songs] help pronunciation. I actually… listen to English songs not even to improve my translation but also to improve my English accent" (p. 686). Moreover, some students mentioned that songs are a fun method of learning pronunciation. The use of songs can allow the learner to listen and repeat what he/she hears in a fun way. For example, one of the interviewed students said "I enjoy it [listening to songs] because it is the easiest way to learn English and when you repeat you learn; it really improves my language" (Sase, 2022 p. 686).

Likewise, Saidah (2021) mentioned that during his research, some students agreed that they really enjoyed listening to English songs because it helped them to increase their willingness to learn English, especially pronunciation. Furthermore, the interviewed students indicated that learning the pronunciation of songs is interesting because they can enjoy the tone and rhythm of the songs. In addition, they were curious to know the meaning of the lyrics of the songs while trying to imitate the pronunciation they heard (Saidah, 2021). In the latter study, another student claimed that by listening to English songs, students can learn the pronunciation of a word from the native speaker. If they listen to the song several times, they can learn and improve their pronunciation skill and its elements without realizing it (Saidah, 2021). Furthermore, based on the data collected and analyzed by Raudyatuzzahra (2020) from the questionnaires and interviews that he applied in his research, the participants agreed that the use of songs can improve their motivation in learning English pronunciation. For example, during this research one student indicated that he was motivated to improve his pronunciation by listening to his favorite songs in his free time.

To close this section, we can highlight that songs have demonstrated to be an effective educational tool to use in the English classroom. In addition, songs can help learners improve their English pronunciation. The instruments used in most of the studies analyzed were pre-tests and post-tests. Together with this, the researchers also used experimental and control groups. The participants in the experimental groups of these studies obtained higher scores on the post-tests, that is, after the application of songs as an educational tool, than their peers from the control groups did. Finally, teachers' and students' perspectives on the use of songs in EFL classrooms are generally positive.

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CHAPTER IV

4. Methodology

This study is a research synthesis, which according to Wyborn et al. (2018) is "the integration and assessment of knowledge and research findings pertinent to a particular issue with the aim of increasing the generality and applicability of, and access to those findings" (p.1). A thorough search was performed in order to get appropriate sources for the research synthesis. The data were collected through the following online databases: ERIC, Academic Google, ProQuest Education Journals, and Educational Journals. The articles were selected based on the following criteria: First, the articles had to be empirical studies, since this type of articles could give us a better idea and understanding of the effect of a particular approach when referring to pronunciation. Second, we sought for articles written in English and carried out in an EFL context. Third, the articles had to refer to songs as pedagogical tools for learning and teaching English pronunciation. Finally, we took into consideration articles that have been published since 2008, so we could get an image of how the use of songs for teaching and learning English pronunciation has been carried out in recent years. Furthermore, the key words for looking for studies were: 1. Songs, 2. Pedagogical tool, 3. EFL, 4. English, 5. teaching, 6. learning, 7. language learners, and 8. English Pronunciation. Also, there was not any restriction related to the design of the studies. Thus qualitative, quantitative, and mixed methods were used in our research synthesis. The following journals were revised for the selection of potential studies: *Advances in Language and Literary Studies, International Journal of Linguistics, PROFILE Issues in Teachers' Professional Development, Asian Journal of Education and Training, The International Journal of The Humanities: Annual Review, Scholarly Journal, Minnewitesol Journal, PROFILE Journal*, *ELTS JOURNAL, Journal Smart, Journal of Physics: Conference Series*, *Journal Bahasa Lingua Scientia, International Journal of Social Science and Humanity*, *Arab World English Journal: Special Issue on English in Ukrainian Context, LETRAS, English Language Teaching,* among others. We included journals we consider useful and reliable sources that could contribute positively to our research synthesis. We used a coding process in order to classify the articles according to the different criteria that emerged through the analysis itself.

CHAPTER V

5. Data Analysis

The following section presents the data analysis from 20 research articles in order to answer the research questions and try to achieve the objectives previously stated in chapter 1 (see sections 1.2 and 1.3). The studies were divided into the following categories: research location, research design, research instruments, participants' level of instruction, effects of using songs to teach and learn English pronunciation, teachers' perspectives on the use of songs to teach English pronunciation, and students' perspectives on the use of songs to learn English pronunciation.

5.1 Research Location

Table 1

Research Location

Location	Author/year	N	%
Africa	Sase (2022)	1	5
Asia	Firdaus & Kusnandar (2020); Jessica (2015); Ashtiani & Zafarghandi (2015); Suwartono & Mayaratri (2019); Chen (2016); Nipattamanon (2018); Almutairi (2016); Sukirmiyadi (2018); Kayyis (2015); Tse (2015); Xiaomei & Quansheng (2018); Saidah (2021); Raudyatuzzahra (2020); Pimwan (2012)	14	70
Europe	Shekhavtsova et al. (2020)	1	5
North America	Fischler (2019)	1	5
South America	Castro & Navarro (2013); Olivares et al. (2012); Villalobos (2008)	3	15
Total		20	100

Table 1 presents a categorization of the studies according to their location (the continents where these studies were carried out). As can be seen, the majority of the studies (14) were carried out in Asia. In South America, we have three studies on this topic. In Africa, Europe, and North America, we could only find one study per continent. Moreover, table 1 reveals that little research on the use of songs to teach and learn English pronunciation has been done in

African, European, North American, and South American countries. This fact indicates that more research on the use of songs as a pedagogical tool should be done in these areas.

5.2 Research Design

Table 2

Research Design

Design	Author/year	N	%
Quantitative	Pimwan (2012); Firdaus & Kusnandar (2020); Jessica (2015); Ashtiani & Zafarghandi (2015); Kayyis (2015); Villalobos (2008); Xiaomei & Quansheng (2018); Chen (2016); Almutairi (2016); Tse (2015)	10	50
Qualitative	Castro & Navarro (2013); Olivares et al. (2012); Sase (2022); Raudyatuzzahra (2020); Sukirmiyadi (2018)	5	25
Mixed methods	Fischler (2019); Nipattamanon (2018); Saidah (2021); Suwartono & Mayaratri (2019); Shekhavtsova et al. (2020)	5	25
Total		20	100

Table 2 shows a categorization of the 20 studies according to their research design: quantitative, qualitative, and mixed methods. As can be observed, 50 % of the studies applied a quantitative method; while 25% of them a qualitative design; and 25% used mixed methods. The results of all qualitative method studies showed that the use of songs has some benefits when students are learning pronunciation. For instance, Castro and Navarro (2013), Olivares et al. (2012), and Sase (2022) concluded that the use of songs facilitates the learning of pronunciation because thanks to the rhythm and repetition found in songs students are able to better memorize the sounds of words and enjoy the learning process at the same time.

In the mixed- method studies, we found that when choosing songs as didactic material, several aspects should be taken into account. For instance, Shekhavtsova et al. (2020), concluded that teachers should be careful when choosing songs as they should take into account the difficulty and rhythm of the song, as well as the level, age, and interests of the students. In two of the quantitative studies, Chen (2016) and Tse (2015), the authors found that some teachers have some problems selecting and searching for didactic material. For example, in these studies, some educators found it difficult and laborious to find a type of song suitable for the class.

5.3 Research Instruments

Table 3

Research Instruments

Instruments	Author/year	N	%
Pre-test and Post test	Firdaus & Kusnandar (2020); Nipattamanon (2018); Ashtiani & Zafarghandi (2015); Suwartono & Mayaratri (2019); Jessica (2015); Kayyis (2015); Fischler (2019); Xiaomei & Quansheng (2018); Pimwan (2012)	8	40
Observation and recording	Castro & Navarro (2013)	1	5
Interview	Nipattamanon (2018); Castro & Navarro (2013); Raudyatuzzahra (2020); Saidah (2021); Sase (2022); Shekhavtsova et al. (2020); Sukirmiyadi (2018)	7	35
Questionnaire	Almutairi (2016); Nipattamanon (2018); Chen (2016); Suwartono & Mayaratri (2019); Olivares et al. (2012); Saidah (2021); Shekhavtsova et al. (2020); Fischler (2019); Tse (2015); Villalobos (2008); Xiaomei & Quansheng (2018)	11	55

Table 3 displays the research instruments used in the 20 empirical studies. As indicated in the table, pre-tests and post-tests were used in 8 studies. In addition, only in 1 study the information was gathered through direct observation and video recordings. Castro and Navarro (2013) stated that these data collection tools allowed them to reflect on their teaching practices and obtain results based on their own experience. On the other hand, in 7 studies interviews were applied to gather information about teachers' and students' perspectives towards the use of songs to teach and learn English pronunciation. Furthermore, questionnaires were the research tool preferred to collect the information by appearing in 11 studies.

5.4 Participants' Level of Instruction

Table 4

Participants' Level of Instruction

Level of instruction	Author/year	N	%
Primary school	Pimwan (2012); Firdaus & Kusnandar (2020); Castro & Navarro (2013); Olivares et al. (2012); Sukirmiyadi (2018)	5	23.53
Secondary school	Jessica (2015); Raudyatuzzahra (2020); Saidah (2021); Fischler (2019); Sase (2022)	5	23.53
University	Nipattamanon (2018); Chen (2016); Ashtiani & Zafarghandi (2015); Suwartono & Mayaratri (2019); Kayyis (2015); Shekhavtsova et al. (2020); Villalobos (2008); Xiaomei & Quansheng (2018)	8	52.94
Total		18	100

Table 4 indicates the level of instruction of the learners who participated in these studies from primary school to university. As can be seen, most of the students who participated in these studies belonged to university. Some of the participants belonged to elementary school. The rest of the participants were attending high school. The results of these studies indicated that songs can be considered a very effective, dynamic, and suitable educational tool to develop the pronunciation ability of young English learners from elementary school to university.

5.5 Effects of Using Songs to Teach and Learn English Pronunciation

Table 5

Effects of Using Songs to Teach and Learn English Pronunciation

Effects	Author/year	N	%
Correct production of sounds	Chen (2016); Pimwan (2012); Firdaus & Kusnandar (2020); Jessica (2015); Villalobos (2008)	5	50
Recognition of word and sentence stress patterns	Xiaomei & Quansheng (2018); Fischler (2009)	2	20
Recognition of strong and weak forms	Xiaomei & Quansheng (2018); Nipattamanon (2018)	2	20

Better management of linking words and rhythm of English speech	Pimwan (2012); Xiaomei & Quansheng (2018); Nipattamanon (2018)	3	30
Improvement of intonation of English words	Pimwan (2012); Xiaomei & Quansheng (2018); Nipattamanon (2018)	3	30

Table 5 displays the most common effects of the use of songs to teach and learn English pronunciation: recognition of phonetic symbols, recognition of word and sentence stress patterns, better management of linking words and rhythm of English speech, improvement of intonation of English words, and better-connected speech performance.

As the table indicates, the most frequent effect of the use of songs to teach and learn English pronunciation was the correct production of sounds. Students are able to become familiar with pronunciation rules and phonetic symbols when performing activities involving songs (Chen, 2016). Additionally, songs are an effective tool for teaching and practicing sounds, since they help students who have pronunciation difficulties to acquire the ability to recognize and produce sounds that do not exist in their native language (Firdaus & Kusnandar, 2020; Jessica, 2015; Villalobos, 2008).

Furthermore, as table 5 shows, the influence of music on pronunciation features has captured the attention of several authors. Xiaomei and Quansheng (2018) and Nipattamanon (2018) affirmed that songs have a great impact when used as a tool for learning and teaching pronunciation features such as word stress patterns, strong and weak forms, linking, rhythm, and intonation since songs and languages share similar features such as melody and rhythm. Similarly, Fischler (2009) mentioned that through song recitation and related activities, it is possible to experience and practice the vocalization of word and sentence stress as the brain relates and detects patterns within sound in both speech and music. What is more, Ashtiani and Zafarghand (2015) mentioned that songs provide real and memorable examples of the pronunciation of complete sentences. This can have significant effects on non-native speakers' pronunciation and connected speech ability because by exercising the connected speech features learners can produce a more natural and understandable pronunciation. Likewise, Suwartono and Mayaratri (2019) reported that teaching connected speech through musical instruction such as singing songs is more effective than conventional teaching tools such as drilling. This is possible because songs have aspects similar to those found in connected speech. In addition, the author pointed out that students find this teaching medium interesting, and this motivates them to learn and improve their connected discourse ability.

5.6 Teachers' Perspectives toward The Use of Songs to Teach English Pronunciation

Table 6

Teachers' Perspectives on The Use of Songs to Teach English pronunciation

Perspectives	Author/year	N	%
Facilitate the learning of the English language and its skills (reading, writing, listening, and speaking*)*	Chen (2016);	1	20
Effective as a pedagogical tool for teaching pronunciation	Chen (2016); Castro & Navarro (2013); Sukirmi**y**adi (2018); Tse (2015); Villalobos (2008)	5	100
Stimulate students' interest and motivate them in the classroom	Chen (2016); Sukirmi**y**adi (2018)	2	40
Useful tool for learning vocabulary	Chen (2016); Castro & Navarro (2013); Tse (2015)	3	60
Song selection according to the needs of the students	Sukirmi**y**adi (2018); Tse (2015); Villalobos (2008)	3	60
Lead to natural use of the target language	Tse (2015)	1	20

In table 6, teachers' perspectives are analyzed. The number of studies considered for data interpretation in this section was five, as they were related to teachers' perceptions. The main perspective established by the language educators was that the inclusion of songs as a tool for teaching and learning pronunciation benefits language learners by helping them develop English skills in general (Castro & Navarro, 2013; Chen, 2016; Sukirmitadi, 2018; Tse, 2015; Villalobos, 2008). Moreover, the teachers agreed on the effectiveness of this pedagogical tool for teaching pronunciation. For example, the teachers claimed that when students listen to a song, they try to imitate the sounds and follow its rhythm. In this way, language learners learn and improve their pronunciation. In addition, the teachers agreed that students are motivated and fascinated by the songs as this didactic tool is both enjoyable and interesting (Chen, 2016 & Sukirmitadi, 2018). Likewise, some teachers stated that songs are considered a flexible and

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authentic tool because this tool can be selected according to the needs of the students and can provide valuable speaking, listening and language practice in and out of the classroom. In addition, the constant application of this tool in the classroom generates a positive environment which might lead to the natural use of the target language (Tse, 2015). On the other hand, other teachers mentioned that, as educators, they must be very careful when selecting the material for the class, especially the type of songs to be used. For instance, they must take into account aspects such as the needs of the students, the topic, the educational curriculum, the level of the students, as well as the difficulty of the song. Finally, these teachers suggested a useful website (http://www.genkienglish.net/iamarobot.htm) for English teachers and students as it provides materials and activities as well as teaching tips on how to use songs in the classroom (Sukirmiyadi, 2018 & Villalobos, 2008).

5.7 Students' Perspectives toward The Use of Songs to Learn English Pronunciation

Table 7

Students' Perspectives on The Use of Songs to Learn English Pronunciation

Perspectives	Author/year	N	%
Interest in learning English through songs	Raudyatuzzahra (2020); Sase (2022); Saidah (2021)	3	100
Improvement in their English pronunciation	Raudyatuzzahra (2020); Sase (2022); Saidah (2021)	3	100
Motivation for learning and practicing pronunciation	Raudyatuzzahra (2020); Sase (2022); Saidah (2021)	3	100
Active participation during the class	Raudyatuzzahra (2020); Sase (2022); Saidah (2021)	3	100

Table 7 shows students' perspectives on the use of songs to learn English pronunciation. For the interpretation of these data, the number of studies was three. These studies reported that students demonstrated real acquisition and improvement of pronunciation through songs. In addition, these studies focused on four learners' perspectives. First, this pedagogical tool helps students to become interested in learning English in general (Saidah, 2021; Sase, 2022 & Raudyatuzzahra, 2020). For instance, one study reported the testimony of a student who became interested in learning English when her teacher used songs in the classroom. As a second point of view, the learners strongly agreed that songs help them to improve their

English pronunciation. For example, one learner mentioned that imitating and repeating the lyrics of a song several times allows him to improve his pronunciation and accent (Sase, 2022). In addition, Saidah (2021), Sase (2022), and Raudyatuzzahra (2020) stated that the songs motivated the learners to learn and practice pronunciation and this became enjoyable and interesting for the learners. Finally, the students mentioned that this tool helps to maintain active participation during class. Thus, creating a more dynamic educational atmosphere, in which students actively participated during class.

CHAPTER VI

6. Conclusions and Recommendations

6.1 Conclusions

This research synthesis aimed to analyze the effects of the use of songs on teaching and learning pronunciation in English as a Foreign Language (EFL) contexts. In this section we include the main conclusions, based on the analyzed studies. Definitely, the link between melody and pronunciation has shown that songs are an effective pedagogical tool for teaching and learning English.

The results of the analyzed studies demonstrate that the use of songs have positive effects on students' pronunciation of the target language. This assertion is supported by the fact that, according to these studies, songs help students to recognize different pronunciation rules and to have a better production of sounds that are not found in their native language. Likewise, the use of songs is effective when teaching, learning, and practicing different pronunciation features such as stress, strong and weak forms, linking, intonation, and connected speech which makes learners' English speech sound more natural and fluent.

In addition, the analysis of teachers' and students' perceptions related to the use of songs as a tool for teaching and learning pronunciation has been considered in this research study. Educators and students have similar perceptions about the application of this pedagogical tool. First, teachers' perceptions towards the inclusion of songs in the teaching and learning of pronunciation tend to be positive because they have evidenced excellent results in students, enhancement of their academic performance, and an improvement in their pronunciation. The most relevant teachers' views on the use of songs in the classroom were the following: songs facilitate the learning of the English language and its skills (reading, writing, listening and speaking); they are effective as a pedagogical tool for teaching pronunciation, stimulating students' interest and motivating them in the classroom; they are a useful tool for vocabulary learning; teachers need to think about the selection of songs according to students' needs; songs may lead students to the natural use of the target language.

As for the students' perceptions, the results revealed that the students also think that using songs in the classroom to learn and improve their pronunciation is advantageous for them both academically and emotionally. The participants of the analyzed studies were motivated and interested in learning and improving their pronunciation through the use of songs. In addition, they emphasized that it also helped them to avoid stress and frustration, and their participation was more active during the class.

6.2 Recommendations

After analyzing the findings of this research synthesis, the following recommendations for further research can be included. First, although there are many studies on the use of songs to learn English pronunciation, it would be beneficial if more studies were conducted where more in-depth analysis is provided about the aspects of pronunciation where students showed improvement. Together with this, as only two studies were found that deal with connected speech, it might be important to carry out more studies on this pronunciation feature.

Second, only a few studies have revealed the type of songs used in the process of learning and teaching pronunciation. For this reason, we suggest that more studies should be conducted specifying the musical genre (pop, jazz, hip hop, rock, classical, country, etc.) to which the songs belong, and the benefits of these songs in English language teaching.

In addition, since only 3 of the studies analyzed were conducted in Latin America, it is recommended that more research on the effects of the use of songs to teach and learn English pronunciation should be carried out in more Latin American countries, such as Ecuador, in order to examine the benefits of the use of this pedagogical tool in our EFL context.

Finally, regarding recommendations for English language teaching, English teachers who want to apply songs as a pedagogical tool (whether to teach pronunciation or any other sub-skill or skill) should be aware of what is involved in the use of songs in the classroom. Educators should take into account their students' interests, needs, learning styles, and the type of songs and lyrics to be used. As we know, every student is different and not all students will acquire knowledge in the same way.

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