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İlke Atılır & Ayfer Su-Bergil |

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*Corresponding author:
İlke Atilır,
Department of English Language
Teaching, Amasya University,
TURKEY

E-mail: ilkeatilir@gmail.com

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available at the end of the
article.

TEACHER EDUCATION AND DEVELOPMENT | RESEARCH ARTICLE

Reflections of English Language Teachers about the Effect of Using Songs on Pronunciation

İlke Atilır*, & Ayfer Su-Bergil

Abstract: It is widely acknowledged that making the classroom environment more relaxing and fun has a positive impact on the learning process of EFL learners. Considering a great number of students are fond of music, English teachers are likely to have good results by using it to teach pronunciation skills. It is also essential to choose the most efficacious songs in terms of its relevance to the teacher's aims and students' needs. Moreover, using English songs is purposeful in that correct pronunciation is demonstrated implicitly. This research sets for English teachers' views about this issue and reveals the general perception about it in Turkey. A questionnaire was implemented on in-service teachers and their responses were collected and analyzed with appropriate methods. The data was generated using IBM SPSS 20 program. It is highly suggested that song-based lessons have to be exemplified and encouraged in English language teaching departments. Besides, multiple-intelligence oriented and particularly productive skills-based training courses should be provided within the scope of state schools in Turkey.

Keywords: Implicit teaching, pronunciation, songs, multiple intelligence.

From past to present, intelligible oral production in language learning has always been the main goal in language education. According to Gardner (1983, p. 105), "of all the gifts with which individuals may be endowed, none emerges earlier than musical talent". Considering the oral production of this intelligence intrinsically and its acquisition at early ages, it is quite reasonable to associate it with language acquisition and linguistic intelligence. Intriguing research conducted by two medical doctors in Boston indicated that babies respond to and are influenced by the rhythmic patterns of the language spoken to them (Jolly, 1975, p. 12). Although the tie between musical and linguistic intelligence has not been fully unearthed yet, it has been proved in many instances that music can be beneficial since it has the power that can heal patients, calm people and stimulate feelings (Gardner, 1983). It is not new for

teachers to include songs in their lessons to make it more intriguing and fun. However, they tend to use songs mostly for teaching a specific topic such as numbers, body parts, etc., which focus on vocabulary in a more narrowed context, and especially for young learners. As students' level advances, teachers usually disfavor songs for teaching skills (Engh, 2013). In fact, songs avail of all language learners provided that the type of music is chosen according to their language level, interests, and, necessarily, the general learning context (Arleo, 2000). Thus, it would be quite a big waste of resources not to use songs for all four skills (reading, listening, writing, speaking) since there are plenty of activities to do with them. Teachers are also able to utilize them in sub-skills such as pronunciation, vocabulary, rhythm, etc. Furthermore, using a song serves well to create a comfortable environment and overcome stress (Sarıgöban & Metin, 2000). Listening to music makes students feel as if it is a break from the classroom routine and it spawns a peaceful atmosphere. Hence, it plays a great role in removing the barriers which are called high affective filters as presented in Krashen's hypothesis that indicates the low affective filter is vital for optimal learning (Schoepp, 2001; Yüce, 2018).

1. Literature Review

Pronunciation is among the most relevant skills that teachers can stimulate with songs because they are also authentic guides for learners who are exposed to natural pronunciation. Songs provide examples of authentic, memorable, and rhythmic language as "they can be motivating for students keen to repeatedly listen to and imitate their musical heroes" (Ebong & Sabbadini, 2006, p. 1). Previous studies show that students who always listen to English songs are intentionally more careful about their pronunciation, phonological rules, stress, and intonation than the rest, and, naturally, are more successful in both incorrectness while pronouncing and fluency while speaking (Shen, 2009). Leith (1979, p. 7) states "...there is probably not a better nor quicker way to teach phonetics than with songs. Phonetics instruction is one good use to which songs can be put even in beginning classes." In Malaysia, a questionnaire was implemented with primary students who had been exposed to English lessons through songs. The results showed that they have positive attitudes in all aspects of using songs in lessons (Setia & Rahim & Nair & Adam & Husin & Sabapathy & Mohamad & So'od & Yusoff & Razlan & Jalil & Kassim & Seman, 2012). However, it was not reliable data to conclude to what extent using songs had an impact on their pronunciation in that participants were not capable enough to apprehend it. Moreover, ESL teachers in Malaysian Primary Schools thought that songs are not time-wasting but about half of the respondents also thought that they could deflect the students' attention which signals there is a lack of knowledge about how to teach English through songs (Tse, 2015). Richards (1969) remarked:

Although there are many reasons why songs can be considered a valuable teaching tool, there are some issues to consider. As mentioned above, the teacher needs to take care in selecting a suitable song for his or her class. The language, vocabulary, and sentence structure of some songs can be quite different from that used in spoken English (p. 162).

According to Millington (2011), EFL teachers can "maximize the advantages and minimize some of the limitations to develop songs into language learning tasks" (p. 4).

In a small district of Indonesia called Smp Srijaya Negara Palembang, quasi-experimental research consisting of 60 seventh graders was conducted, and it was noted that students who did activities with songs (such as finding the missing word, hot seat, guessing the title, etc.) made progress in their pronunciation level by stating “the researcher also used the songs with varied activities such as the students guess the title of the songs, giving the students games like a puzzle, hot seat and whisper using English songs, so the students did not get bored. Utilizing songs this way provides an enjoyable experience not only for students but also for the researcher”. (Yusmita & Angraini, 2017, p. 19). Besides, it is suggested that teachers are supposed to be able to pronounce the words correctly lest they do not teach them untruly and cause fossilization in their errors (Yusmita & Angraini, 2017). In an empirical observation with Japanese students, songs were found quite useful both by the researcher (teacher) and students in terms of its good impact on pronunciation, grammatical structure, vocabulary, idiomatic expressions, and cultural exposure (Jolly, 1975). In fact, even listening to music has been proven to be useful in the pronunciation of Iranian adult EFL learners, which points out a striking contrast between experimental and control groups’ average points on the post-test of pronunciation (Arjomad & Yazdanimoghadam, 2015). For university students, it gets much more difficult and requires a perpetual effort to change fossilized error habit in pronunciation even if they are taught with a pronunciation-based method (Kayaoğlu & Çaylak, 2013). In another research that received opinions of English teachers and was conducted in Saudi Arabia about using songs to teach oral skills revealed that even if they believe in the pedagogical value of them, they are not eager to search for appropriate and culturally non-threatening songs (Almutairi & Shukri, 2016). In Turkey, teachers are willing to use songs with their young learners, yet it is challenging for them to access relevant and appropriate songs (Şevik, 2011).

As is seen from previous studies, the effectiveness of songs has been more commonly discussed for small age groups and these studies have mostly addressed collective skills that are developed with the aid of songs, rather than concerning pronunciation alone. Therefore, the researchers endeavour to find answers to the following questions:

1. What is the approach of EFL teachers in Turkey towards involving songs in their lessons?
2. What are the attitudes of EFL teachers in Turkey towards finding and/or adapting songs?
3. To what extent do EFL teachers in Turkey tend to use songs to teach pronunciation?
4. What do EFL teachers in Turkey think about the effectiveness of songs in the classroom?

2. Methodology

2.1 Participants

Purposive sampling was used to select participants. This type of sampling can fit situations when a particular group of people is needed to be understood in a detailed manner rather than concern about the generalizability of these results (Setia, 2016). The participants of the research consisted of 167 English teachers in Turkey. The average teaching experience of participants was 10 years. 78.4% (f=131) of the participants are female. 21.6% (f=36) of the participants are male. 82% (f=137) of the participants have a bachelor's degree. 15.6% (f=26) of the participants have a master's degree. 2.4% (f=4) of the participants have a doctoral degree. In terms of years of experience, 57.5% (f=96)

of participants have less than 10 years of teaching experience. 36.5% (f=61) of participants have 11-20 years of experience. 6% (f=10) of participants have 21-32 years of experience in teaching.

Regarding the departments that participants graduated from, ELT is 78.4% (f=131). English language and literature is 13.2% (f=22). English linguistics is 4.2% (f=7). English translation and interpreting is 1.2% (f=2). Other departments that participants graduated from consist of 3% (f=5) of all. As for the schools the participants teach in, 23.4% (f=39) of participants is in-service in primary school while 55.1% (f=92) of participants teach in secondary and 21.6% (f=36) of participants teach in High schools.

2.2. Research design

The research was conducted in a quantitative method that has scientific objectivity in that it can be explained with statistical analysis, and since statistics hinge on the principles of mathematics, the quantitative approach is reckoned as scientifically impartial and rational (Denscombe, 2014). One of the reasons for that is because of the shutdown of schools during the Coronavirus (COVID-19) Pandemic, it would be challenging to collect reliable subjective data online from a sufficient number of participants. And, the other reason is that the quantitative method could give more clear and certain results to be classified.

2.3 Data collection

The researchers prepared a feasible questionnaire that was inspired by an earlier scale that belonged to Şevik's (2011) research. "The reliability coefficient of the questionnaire was calculated to be 0.674, suggesting moderate reliability which can be a result of the low number of the questions asked and the number of the participants." (Şevik, 2011, p. 5). The adapted version consisted of 30 questions apart from demographic information, which had a five-point Likert type scale. Collecting the data lasted three weeks. The questionnaire aimed to obtain information about teachers' views and their degree of utilization of songs for teaching pronunciation skills. The focal points of questions were based on investigating 1) opinions about using songs in English lessons, 2) approaches for teaching pronunciation, 3) tendencies, and/or prejudices for teaching pronunciation through songs. Since the researchers had to research a virtual platform, the questionnaire was sent online to the English teachers in Turkey. The collected data had .70 the Cronbach's Alpha reliability value, calculated on the average ratings across all items for each category, which refers to Alpha values ≥ 0.70 considered internally consistent across all items.

2.4. Data analysis

After applying the questionnaire, the researchers used software to analyse the obtained data. A participation number was assigned to each participant and the data were entered in parallel with them. A descriptive analysis method was used in that it "can be used to distill these datasets into meaningful dimensions to uncover patterns and inform and improve decision-making" (Loeb & Dynarski & McFarland & Morris & Reardon & Reber, 2017, p. 3). Besides, the Independent samples t-test was used to test the difference between the same variables from different populations, and the One-Way ANOVA

to test for the difference between group means after any other variance in the outcome variable is accounted for.

3. Findings

The data were analyzed with suitable tests that are chosen according to the distribution of the data.

Table 1. Descriptive statistics of teachers' point of views on using songs

Item	Answers	<i>F</i>	%
How often do you use songs?	Frequently	55	32.9
	Sometimes	90	53.9
	Hardly ever	22	13.2
How often do you focus on pronunciation skills?	Frequently	92	55.1
	Sometimes	62	37.1
	Hardly ever	13	7.8
At what level of education do you think songs can be used frequently?	Primary level	145	86.8
	Secondary level	12	7.2
	High school level	10	6
At what level of education do you think pronunciation has the most importance?	Primary level	111	66.5
	Secondary level	24	14.4
	High school level	32	19.2
At what level of education do you think pronunciation has the least importance?	Primary level	58	34.7
	Secondary level	15	9
	High school level	94	56.3

According to the findings illustrated in table 1, 53.9% ($f=90$) of participants use songs moderately in their classrooms. 32.9% ($f=55$) of them use songs frequently and 13.2% ($f=22$) hardly ever use songs in their classroom. 55.1% ($f=92$) of participants dwell on pronunciation skills frequently. 37.1% ($f=62$) of them focus on pronunciation moderately and 7.8% ($f=13$) of participants barely do so. 86.8% ($f=145$) of participants think that songs can be used frequently at the primary level. 7.2% ($f=12$) of them think that it can be used frequently at the secondary level. 6% ($f=10$) of them think that songs can be used frequently at the high school level. 66.5% ($f=111$) of participants think that pronunciation is the most important for the primary level. 14.4% ($f=24$) of participants think that pronunciation is the most important for the secondary level. 19.2% ($f=32$) of participants think that pronunciation is the most important for the high school level. 34.7% ($f=58$) of participants think that pronunciation has the least important at the primary level. 9% ($f=15$) of participants think that pronunciation has the least important at the secondary level. 56.3% ($f=94$) of participants think that pronunciation has the least important at the high school level.

Table 2. Descriptive statistics for teachers' questionnaire

Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	f	%	F	%	F	%	f	%
ITEM1	83	49.7	38	22.8	23	13.8	14	8.4	9	5.4
ITEM2	109	65.3	30	18.0	11	6.6	4	2.4	13	7.8
ITEM3	81	48.5	42	25.1	25	15.0	9	5.4	10	6.0
ITEM4	77	46.1	55	32.9	18	10.8	8	4.8	9	5.4
ITEM5	19	11.4	20	12	22	13.2	63	37.7	43	25.7
ITEM6	94	56.3	35	21	14	8.4	7	4.2	17	10.2
ITEM7	55	32.9	41	24.6	41	24.6	22	13.2	8	4.8
ITEM8	54	32.3	42	25.1	45	26.9	19	11.4	7	4.2
ITEM9	20	12	16	9.6	25	15	38	22.8	68	40.7
ITEM10	11	6.6	14	8.4	24	14.4	39	23.4	79	47.3
ITEM11	31	18.6	42	25.1	50	29.9	29	17.4	15	9
ITEM12	14	8.4	34	20.4	34	20.4	40	24	45	26.9

ITEM13	19	11.4	39	23.4	45	26.9	36	21.6	28	16.8
ITEM14	22	13.2	46	27.5	45	26.9	34	20.4	20	12
ITEM15	11	6.6	10	6	18	10.8	49	29.3	79	47.3
ITEM16	78	46.7	54	32.3	18	10.8	10	6	7	4.2
ITEM17	90	53.9	51	30.5	15	9	2	1.2	9	5.4
ITEM18	35	21	45	26.9	55	32.9	24	14.4	8	4.8
ITEM19	10	6	22	13.2	34	20.4	55	32.9	46	27.5
ITEM20	67	40.1	53	31.7	29	17.4	10	6	8	4.8
ITEM21	96	57.5	40	24	18	10.8	5	3	8	4.8
ITEM22	13	7.8	8	4.8	14	8.4	25	15	107	64.1
ITEM23	7	4.2	15	9	35	21	45	26.9	65	38.9
ITEM24	45	26.9	50	29.9	51	30.5	16	9.6	5	3
ITEM25	7	4.2	6	3.6	29	17.4	39	23.4	86	51.5

As seen in table 2, "1. To me, songs are unique tools to encourage students to practice their pronunciation skills." 49.7% ($f=83$) of participants strongly agree and 5.4% ($f=9$) of participants strongly disagree with this. "2. I believe that songs are a highly motivating and entertaining way of teaching pronunciation." 65.3% ($f=109$) of the participants strongly agree and 7.8% ($f=13$) of them strongly disagree with this. "3. I believe that songs are fun and full of pedagogical value." 48.5% ($f=81$) of the participants strongly agree and 6% ($f=10$) of them strongly disagree with this. "4. I believe that songs present many opportunities for learners to show their skills in oral production." 46.1% ($f=77$) of participants strongly agree and 5.4% ($f=9$) of them strongly disagree with this. "5. I think that teachers must use songs only for fun and breaking down boredom." 11.4% ($f=19$) of the participants strongly agree and 25.7% ($f=43$) of them strongly disagree with this. "6. I believe that using songs can lower students' anxiety toward learning English pronunciation." 56.3% ($f=94$) of participants strongly agree and 10.2% ($f=17$) disagree with this. "7. I use songs in my classes as much as possible." 32.9%

($f=55$) of the participants strongly agree and 4.8% ($f=8$) strongly disagree with that. "8. I can use a song in various ways in the classroom." 32.3% ($f=54$) of participants strongly agree and 4.2% ($f=7$) of them strongly disagree with that. "9. I believe that using songs to teach English may distract students' attention during the lesson." 12% ($f=20$) of the participants strongly agree and 40.7% ($f=68$) of them strongly disagree with that. "10. I believe that songs are not very effective in teaching English pronunciation to every level of learners." 6.6% ($f=11$) of the participants strongly agree and 47.3% ($f=79$) of them strongly disagree with that. "11. I do not have difficulty in finding a song that meets the expectation of learning outcome." 18.6% ($f=31$) of the participants strongly agree and 9% ($f=15$) of them strongly disagree with that. "12. I believe that I do not have enough resources to use songs." 8.4% ($f=14$) of participants strongly agree and 26.9% ($f=45$) of them strongly disagree with that. "13. I find it difficult to find an appropriate song for every topic of the English language curriculum." 11.4% ($f=19$) of participants strongly agree and 16.8% ($f=28$) of them strongly disagree with that. "14. I think finding a song about the topic and adapting it to activity requires a lot of time." 13.2% ($f=22$) of participants strongly agree and 12% ($f=20$) strongly disagree with that. "15. I believe that using songs in my English class can be time-consuming." 6.6% ($f=11$) of participants strongly agree 47.3% ($f=79$) of them strongly disagree with that. "16. I believe that songs accelerate developing correct pronunciation." 46.7% ($f=78$) of the participants strongly agree and 4.2% ($f=7$) of them strongly disagree with that. "17. I believe that songs provide a large amount of repetition which facilitates correct pronunciation." 53.9% ($f=90$) of participants strongly agree and 5.4% ($f=9$) of them strongly disagree with that. "18. I can easily access and find appropriate songs to use in my English classes." 21% ($f=35$) of the participants strongly agree and 4.8% ($f=8$) of them strongly disagree with that. "19. I believe that I can't measure students' level of pronunciation when I use songs in my classes." 6% ($f=10$) of the participants strongly agree and 27.5% ($f=46$) of them strongly disagree with that. "20. I believe that songs should be an essential part of the English language teaching curriculum for teaching pronunciation." 40.1% ($f=67$) of the participants strongly agree and 4.8% ($f=8$) of them strongly disagree with that. "21. I believe that songs are very important in developing the listening and pronunciation skills of learners." 57.5% ($f=96$) of the participants strongly agree and 4.8% ($f=8$) of them strongly disagree with that. "22. I think there is no bond between songs and pronunciation skills." 7.8% ($f=13$) strongly agree and 64.1% ($f=107$) strongly disagree with that. "23. To me, using a song makes sense only for young learners." 4.2% ($f=7$) of the participants strongly agree and 38.9% ($f=65$) of them strongly disagree with that. "24. I think I'm capable of teaching pronunciation in all circumstances." 26.9% ($f=45$) of the participants strongly agree and 3% ($f=5$) of them strongly disagree with that. "25. In my opinion, I do not have to know using technological devices to make students develop their pronunciation skills." 4.2% ($f=7$) of the participants strongly agree and 51.5% ($f=86$) of them strongly disagree with that.

Table 3. Independent samples T-Test results for total scores of teachers in terms of gender

Gender	N	X	S	SD	t	p
Female	131	69.72	11.18	165	0.31	.606
Male	36	69.11	7.63			

As seen in Table 3, although there is significant differentiation in terms of gender, mean values show no significant difference in terms of gender. Because the p-value is calculated as .606 and it would be considered to be significant if it was $\leq .05$, which refers to the meaningful differentiation of the mean values belongs to each group of gender.

Table 4. One-way ANOVA statistics in terms of the education levels of teacher

Source of Variation	SS	df	MS	f	p	Significant Difference
Between groups	770.308	2	385.154	3.600	.029	Bachelor-Master
Within groups	17544.183	164	106.977			
Total	18314.491	166				

Considering the results of the One-way ANOVA, the mean difference is significant at the 0.05 level in terms of bachelor and master level of education since it indicates .029 significance. In this analysis the number of the doctoral degree represents 4 of the participants with 70.76 mean value while master and bachelor's degrees include 26 and 137 teachers with 64.62 and 70.46 mean values, addressing the significant difference of each other.

Table 5. Kruskal Wallis H test results for total scores of scale in terms of “How often the Teachers Use Song and Focus on Pronunciation Skills”

Answers	N	Mean Rank	Sd	X ²	p	Significant Difference
Frequently	55	68.47	2	9.46	.009	
Sometimes	90	89.39				Frequently-Sometimes
Hardly ever	22	100.77				Frequently-Hardly ever
Frequently	92	72.48	2	11.96	.003	
Sometimes	62	99.55				Sometimes-Hardly ever
Hardly ever	13	91.35				

When the results of the Kruskal Wallis H test are examined, it is seen that the points of participants differ significantly in terms of the answers to these two questions., X^2 ($Sd=2$, $n=55$, $n=90$, $n=22$; $n=92$, $n=62$, $n=13$)=9.46; 11.96, $p<.05$. When taking into the group orders consideration, it is seen that the highest points are, respectively, hardly ever, sometimes, frequently, for the first question while they are frequently, sometimes, and hardly ever for the second question.

4.Discussion

Findings obtained with detailed analysis display remarkable points that deserve to be discussed comprehensively. First of all, if the intentions behind the items are grouped, three basic views are aimed to be understood in this investigation: The perception about songs as a tool, teachers' willingness to try a new way for pronunciation skill, and the reasons which keep them away from applying this method for pronunciation improvement.

The researchers encountered a similar pattern about the perceived educational value of songs in the studies of Almutairi and Shukri (2016) and Şevik (2011) which investigated for young learners. According to the findings obtained in this research, English language teachers in Turkey believe in the value of songs for educational purposes as those studies back this notion. As illustrated in table 2, more than 70% of participants agree with the statements related to this.

While the shape of questions changes as more straight-forward in terms of pointing out the presumptions, accessibility, and application for pronunciation, teachers paint an indecisive table which

conflicts with their positive thoughts about the issue. Unlike the Saudi EFL teachers' views showing that they do not have enough resources (Almutairi & Shukri, 2017) and the findings of another research investigating Malaysian EFL teachers' views (Tse, 2015), Turkish EFL teachers do not highly claim that they have the inadequate source for using songs in the lesson, which is apprehensible in that both state and private schools in Turkey have smartboards which are widely used for various purposes in the classroom. However, there are not many printed books that are supposed to be reliable guidance for teachers (Engl, 2013). Fortunately, there are myriad music-based activities that teachers can find in articles on the Internet with a quick search and adjust them to their lessons freely (Mobbs & Cuyul, 2018). In this way, they also encourage learners to be more autonomous by presenting an interesting side of the language and creating a willingness to search for more (Schaetzel & Low, 2009).

Taking a close look at 7th and 8th items, even though most of the teachers admit the superior effects of songs, only 57% of the teachers declare that they use songs as much as possible in various ways in their classrooms. This dilemma is meaningful when taking their hesitation into account about the adaptation process of songs and their qualification of teaching pronunciation skills. Even so, 55% of Turkish EFL teachers report that they frequently focus on pronunciation skills while teaching their learners.

As stated in a previous study that investigated:

the effect of listening to music on the pronunciation of lower intermediate Iranian EFL learners, most of the learning that takes place during listening to the music is unconscious, so it will have more long-lasting effects. Music has a positive influence on memory and allows for better retention (Arjomad & Azdanimoghdam, 2015, p.1). which corresponds to Turkish EFL teachers' answers.

Many participants do not hold the view of possible bad effects of using songs in terms of classroom management or the effectiveness of them in teaching pronunciation for all levels. On the other hand, the highest neutrality is seen to occur at the statements about the accessibility and adaptability of the songs concerning learning outcome, curriculum, and timing. Also, they disagree with the statement about the time-consuming effects of using songs in the classroom. Most Turkish EFL teachers have positive attitudes and a tendency to use English songs, yet they are not able to make a clear estimation about what it would be like to plan a lesson that includes songs probably because they did not use them enough to evaluate. It is not a quite surprising assertion when considering songs are usually treated as ice-breakers or a subject of a TPR activity for young learners in ELT departments. Indeed, there are other creative activities or games that teachers can adapt songs, which is proven to be useful for students such as guessing the words or titles, puzzles, hot seats, whispering, etc. (Yusmita & Angraini, 2017). In addition to that, in the view of the information received from the 19th item, Turkish EFL teachers are doubtful about their capability of teaching pronunciation under all conditions.

English language teachers in Turkey disagree with the inability of measuring pronunciation skills when they use songs. They believe in the strong connection between songs and pronunciation skill and think that they are not materials which are limited with solely young learners. A great number of participants have positive thoughts about the inclusion of songs in the curriculum since they think songs have an impact on the development of pronunciation skills. The necessity of technological knowledge is seen as crucial by the participants to help students improve their pronunciation skills.

5. Conclusion

As a result of a comprehensive literature review, the researchers encountered a lack of investigation or experimental findings of songs in an aspect of its effectiveness on pronunciation skills for older learners both in Turkey and somewhere else. In this sense, these opinions of English teachers bring an important realization into this area of study, which may also give clues about the general perspective of them about futuristic implementations. Given that infants are known to be predisposed to understand or react to rhythmic patterns better than speech (Gardner, 1983), the researchers find it crucial to go to the heart of this matter that assures songs will be great tools to improve pronunciation skill in second language acquisition regarding its effect on first language acquisition.

In the light of comprehensively evaluated findings and their objective interpretations, there are crystal clear conclusions that could be drawn. Even if Turkish EFL teachers have positive attitudes towards using songs in the classroom, they are uncertain about how to implement and integrate it into the lesson in the manner of target outcome, time management, and adjustment to the topic.

Since Turkish EFL teachers are determined about the usefulness of songs and they do not generally have a deficiency of resources, the reason behind the avoidance of using them is because they are not adequately enlightened or encouraged about the implementation of songs in the university education, and/or in-service training activities.

Turkish EFL teachers are concluded to be hesitant about their efficiency in teaching pronunciation under all conditions. It is inferred that if teachers are equipped with ample training about teaching pronunciation, they will be more confident to utilize different types of activities including songs.

As well as giving a chance to be exposed to the standard pronunciation of English, to broaden their horizon and boost their motivation to apply innovative approaches, Turkish EFL teachers could be supported financially to go abroad. Movies in English can take place with English subtitles without dubbing on Turkish televisions regarding its great impact amid mass communication.

6. Limitations and Suggestions

In this study, there were a couple of inevitable limitations that the researchers could not control over and should be hereby declared. Firstly, and most importantly, the researchers had intended to research an experimental way over students so that they observe the effect of this method of pronunciation practicing. Unfortunately, at the idea stage of the study, the schools were shut down due to the

Coronavirus (COVID-19) Pandemic. Meanwhile, it was not possible to both apply this method and observe the improvement of the students via online education. Hence, the study had to be carried on with English teachers via an online questionnaire. While attempting to find adequate samples for our research, we were not able to pay regard to have the same numbers for every educational level of teachers which led to an unbalanced distribution of participants.

Future research may wish to put this study into practice by observing the pronunciation development of L2 learners with the aid of songs, which was intended by the researchers themselves but not carried out due to school closures during the pandemic. Besides, any other innovative methods of developing pronunciation can be studied since there is a lack of research on this aspect of language learning. Finally, it would be interesting to see the place of pronunciation in second language acquisition of primary school students in Turkey to be able to detect the underlying problems encountered in older learners.

Disclosure of Conflict

The authors declare that they have no conflicts of interest.

Author(s) Details:

İlke Atilır, M.A. Candidate
Department of English Language Teaching
Amasya University, TURKEY
E-mail: ilkeatilir@gmail.com
ORCID ID: <https://orcid.org/0000-0003-4865-6423>

Ayfer Su-Bergil, Ph.D.
Department of English Language Teaching
Amasya University, TURKEY
E-mail: ayfer_su@yahoo.com
ORCID ID: <https://orcid.org/0000-0002-9277-2862>

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