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**Exploring Teachers' Perceptions towards Integrating English Songs in  
Teaching Pronunciation: Case of Teachers of English Language at Primary  
Schools in Bordj Bou Arreridj**

*A Dissertation Submitted in Fulfillment of the Requirements for Master's Degree in Didactics*

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### **Declaration**

We hereby declare that the dissertation titled “Exploring Teachers’ Perceptions towards Integrating English Songs in Teaching Pronunciation: Case of Teachers of English Language at BBA Primary schools” is our original work, it has not been submitted to any other institution or university for any other degree. All sources used and quoted in the dissertation have been acknowledged and referenced. This work is conducted and completed at Mohamed El Bachir El Ibrahimi University BBA, Algeria.

***Date:***.....

**Dedication**

*I lovingly dedicate this to my family I am grateful for the support I got from them.  
I dedicate this to my mother and m father who always been supportive and appreciative  
, and my siblings too. I celebrate and share my happiness and success with them today and  
always.*

**Chaima**

**Dedication**

*To my father, who supported me unconditionally and dreamed of a better future for me than he had for himself.*

*To my mother, who gave up everything she had so I could learn and grow, this is as much yours as it is mine.*

**Imane**

**Dedication**

*I dedicate this work to my family, your love has been my safe embrace. A harbor in each storm I  
faced.*

*To my dearest fiancé, my peace in chaos, my guiding star. In every challenge, you stood near,  
with tender strength and patient cheer.*

*And to my little whiskered friends, Macha and POLO my cozy ends.*

*Even in silence, you gave your part, paw prints pressed upon my heart*

**Chahinez**

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To the juries, whose watchful eyes reviewed this work with minds precise. Your time, your insight, and your grace have earned a special, honored place.

### **Abstract**

The study aims at exploring EFL teachers' perceptions towards integrating songs to teach pronunciation to their primary school pupils. Despite the inclusion of English songs in the EFL curriculum, primary school teachers in Bordj Bou Arreridj face persistent challenges in teaching pronunciation due to insufficient training, limited resources, learners' language interference, and lack of instructional time. The study adopts a case study design with an exploratory purpose to obtain in-depth comprehension of the challenges faced by teachers in this type of technology-based instruction and their perspectives, and how songs are being taught in primary school settings. It employs a mixed-methods approach that combines the use of both quantitative and qualitative research methods. The population includes teachers of English language at primary schools in Bordj Bou Arreridj, with twenty-six teachers forming the sample of the study, and four classrooms, with a ranging number of pupils from 30-33 forming the sample of students. The data collection tools include a questionnaire and interview with teachers and classroom observation. The data collected through the questionnaire is analyzed using descriptive statistics using SPSS software, while the data collected through the interview and classroom observation is interpreted using thematic analysis. The findings revealed that teachers have positive perceptions toward using songs in teaching pronunciation for their role in enhancing students' pronunciation and fluency. However, teachers face challenges such as selecting appropriate songs, dealing with fast-paced or difficult accents, and assessing students' pronunciation progress in real time practice. Moreover, teachers adopt a structured, multi-phase approach, including careful song selection, multiple focused listening phases, modeling, and follow-up activities such as games and pronunciation drills to reinforce the song-based pronunciation instruction in their classroom. The findings of the classroom observation also revealed the impact of using songs on increasing

students' cognitive, behavioral, and affective engagement. It is recommended that teachers should continually refine their pronunciation skills to serve as models for learners and prioritize assessment techniques that allow for meaningful feedback

***Keyterms:*** Pronunciation, songs, challenges

**List of Acronyms**

<b>CPH</b>	Critical Period Hypothesis
<b>EFL</b>	English as a Foreign Language
<b>RP</b>	Received Pronunciation
<b>SBE</b>	Standard British English
<b>TL</b>	Target Language
<b>UK</b>	United Kingdom

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الملخص

# **General Introduction**

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## **Background of the Study**

It is admittedly known that English is widely used and spread across the world more than any other language. The fact that it is used in multilingual contexts by non-native speakers more than it is used in its original English speaking countries is what gave it the position of an international leading language that is used to communicate between nations across the globe (Krstanović & Marinac, 2019). It is used in almost every aspect of people's life, including education, art, commerce, medicine, music, law, and other aspects. The domination of English in non-English speaking countries has pushed the need to learn this language and be competent users of it in order to succeed in academic, social and professional life.

However, the development of the world's technology which has turned the large world into a small village connected through communication (Kapur, 2020) has turned speaking into the goal of most EFL learners to achieve at the end of their language learning courses over the three other language skills. As a result, speaking is considered highly significant for it is a tool used in the most basic functions in human's daily life, which is communication. Therefore, the ability to use English in this form of daily communication is vital for EFL learners. Moreover, the importance of this language component manifests in its use as a critical measurement for learners' language learning process, through which they are evaluated based on their production of oral performance (Sayin, 2015). Studies have been conducted over the years to examine the improvements that could be added to this language component and develop learners' ability to acquire its aspects. The most frequently noticed problem in EFL learners' is their poor pronunciation (Nurhayati, 2015). It is indicated that learning pronunciation is challenging because foreign learners need native speaking models that could provide authentic language input to EFL learners.

Evidently, the examination of the aspect of pronunciation is a new and evolving topic of investigation in the field of SLA. According to Isaacs (2016), pronunciation has been a neglected aspect of English language teaching and learning in the past, with more focus paid to other aspects such as Grammar and vocabulary. However, there is an increasing active research in this area, highlighting the importance of teaching this skill to produce competent English users who can have adequate pronunciation skill in the language to foster both their speaking and communicative competence.

The teaching of this skill has experienced many phases from the past to the present. Ketabi and Saeb (2015) explained that the direct movement and reform approach were the two dominant approaches used in teaching pronunciation in the era of the 1900s. They relied on the intuitive-imitative way, which necessitates that learners acquire the accurate English pronunciation through imitative native speakers' speech through listening. Advocates of this approach argued that learners would be able to acquire pronunciation without any explicit teaching after some time of listening and internalization of the target sound system (Ketabi & Saeb, 2015). This approach puts more emphasis on incidental and spontaneous pronunciation acquisition and neglects the aspect of formal and instructional teaching.

However, with the evolution of teaching methods and practices, pronunciation formal teaching in the EFL classroom started to gain more momentum. Ketabi and Saeb (2015) demonstrated that the modern communicative approach necessitates that pronunciation should be directly and explicitly addressed in the classroom to teach students proper and accurate English pronunciation. Therefore, it should be noted that the present study combines between the use of both traditional pronunciation acquisition model through imitating native speakers' speech with the modern

communicative approach that addresses pronunciation teaching in the EFL classroom through the use of English songs.

The use of songs is considered as one of these approaches that could provide EFL learners with authentic language input to guide their accurate pronunciation acquisition. The review of the related studies conducted to examine the use of songs in teaching pronunciation shows that there is an extensive effort in this area of investigation. Keskin (2014) examined the use of this tool in Turkey, Situmeang and Panjaitan (2024) explored the benefits of songs integration in Indonesia, and Mannarelli (2019) also explored the possibility of improving primary school learners' pronunciation and vocabulary through using songs in Italy. In terms of the use of this tool in primary education, Sase (2022) examined the most common challenges that primary school students face in Lybia to learn pronunciation of English. This study highlighted the aspect that students' main problem was with the pronunciation of vowels of English, which lack their equivalent in Arabic. Thus, it was indicated that young learners, being in their critical period, need a model of English pronunciation in order to train and practice their pronunciation of English sounds.

Similarly, Suk (2000) also examined the use of English songs to teach pronunciation in Korean elementary schools. The study revealed that pupils often face difficulties in stress, rhythm, consonants cluster, linking or blending in connected speech. Therefore, the use of songs proved to be effective in helping pupils overcome these challenges in learning pronunciation and easily acquire accurate pronunciation traits through practicing and mimicking singers' lyrics with their pronunciation.

## **Statement of the Problem**

Despite the fact that English songs are included in the official EFL curricula for primary schools, teachers still have difficulties teaching pronunciation due to factors like learners' fear, a lack of instructional time, and interference from the learners' first language and second language (French and Arabic). This calls into question how well songs are being used as a teaching tool and whether or not educators believe they can help students with pronunciation issues and keep their attention. This problem was detected through ~~two~~ preliminary tools that have been conducted before the initiation of this study. These tools include an informal discussion with three primary school teachers at Bordj Bou Arreridj (See Appendix A) and classroom observations in two primary schools at the same selected city (See Appendix B). Based on the informal discussion, it was found that teaching English pronunciation is a persistent difficulty for many EFL teachers. The absence of proper training in phonetics and pronunciation pedagogy, which leaves teachers feeling unprepared to handle pronunciation issues methodically, was one of the primary causes mentioned. Their capacity to successfully model and correct pupils' speech is further hampered by the absence of materials and instructional tools that are specifically focused on pronunciation.

Additionally, some early observations in the classroom showed that children struggled with pronunciation accuracy. Furthermore, teachers were unable to give detailed feedback and correction on students' pronunciation errors because of the large number of students and the insufficient session duration. Pupils were reported to frequently use more recognizable Arabic or French phonemes in place of unfamiliar English ones. As for teachers' inability to provide individualized correction and feedback, it was revealed that their classrooms include more than

thirty students each, and if they focused on correcting each student's pronunciation errors, they would not be able to present their lesson due to insufficient time.

### **Research Questions**

The study aims at answering the following research questions:

1. What are EFL teachers' perceptions towards using songs in teaching pronunciation to their primary school pupils?
  - What are the challenges that EFL primary-school teachers face in integrating English songs to teach pronunciation?
2. How do EFL primary-school teachers integrate English songs to teach pronunciation to their learners?
3. How is integrating English songs in teaching pronunciation reflected on EFL primary-school students' engagement?

### **Objectives of the Study**

The present study aims primarily at:

- Exploring EFL teachers' perceptions towards using songs in teaching pronunciation to their primary school pupils.
- Exploring the challenges faced by teachers in implementing this technology-based tool in their classrooms.
- Examining how teachers integrate English songs to teach pronunciation to their learners-
- Examining how integrating English songs in teaching pronunciation is reflected on EFL primary-school students' engagement.

### **Significance of the Study**

The findings of the present study could provide a significant contribution to the development of the English language instruction in primary education. Considering the fact that teaching English in primary schools is a new policy in the Algerian education sector, these findings could serve as a road map for novice teachers who need guidance in implementing and devising engaging and effective language teaching tools in their classrooms to improve their students' pronunciation through using songs that provide authentic pronunciation model for EFL students. Moreover, this study could also attract the attention of policy makers to the effectiveness of technology-based materials in developing language proficiency in order to support the implementation of these tools through providing equipment and suitable conditions.

### **Research Methodology Overview**

The present study employs a case study design with an exploratory purpose that corresponds with the aim it seeks to achieve. The main aim of the present study is to explore EFL instructors' perceptions towards integrating English songs in teaching pronunciation to their primary school pupils. Considering the fact that English language teaching at the primary level is a recently implemented policy in Algeria, this research seeks to explore how songs are perceived as a potential pedagogical tool in this new context. Furthermore, a mixed-methods approach is used to collect data from the participants using both quantitative and qualitative methods.

The population of the present study includes 150 teachers of English language at primary schools in Bordj Bou Arreridj mainly Belhadj Tayab primary school. Convenient and purposive sampling are both used to select the sample of the study. Consequently, the sample of the present study include twenty-six teachers and four classrooms, each includes from 30 to 33 pupils.

Moreover, the data collection tools that are used to gather information from the participants of the study include questionnaire, interviews, and classroom observations. The questionnaire is administered to teachers online using Google Forms and at the school of Belhadj Tayab primary school in a physical form, while the semi-structured interviews are conducted face to face with teachers. In addition, the classroom observations are conducted in Belhadj Tayab primary school. The data collected through the questionnaire is analyzed through descriptive frequencies using SPSS software, while the data collected through the semi-structured interview and classroom observation is analyzed using thematic analysis.

### **Organization of the Thesis**

The dissertation is divided into three chapters. It starts with a general introduction that outlines the steps, procedures and tools followed in conducting this study. The first chapter presents the theoretical background of the research topic, highlighting the variable of pronunciation and songs in light of previous studies conducted in the field to explore the effect of using songs on pronunciation teaching. The second chapter highlights the research methodology, which demonstrates the practical side of the dissertation through explaining the research paradigm, design, methods, population and sample and data collection and analysis procedures. The third chapter presents the data analysis part, through which a structured organization and detailed discussion are provided to draw the final research conclusion.

# **Chapter One: Literature Review**

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## **Section One: Pronunciation in English Language Learning**

### **Introduction**

The present chapter presents a literary background concerning the importance of pronunciation in EFL learning and the use of songs as a pedagogical tool that could promote this element for young EFL learners. The first section of this chapter highlights pronunciation and its importance in English language learning. It includes major titles such as the significance of English learning in early education, the definition of speaking skill and its components, with regard to pronunciation, significance of pronunciation in EFL learning, pronunciation models, and the challenges of teaching pronunciation.

### **Significance of English Learning in Early Education**

Today, we live in an interconnected and globalized environment that has turned the world into a small village. Consequently, as Shafiq and Saeed (2017) revealed, children in different nations of the world are enrolled in multilingual teaching programs that aim at expanding their access to different social contexts on an international scale. The main argument behind this increasing interest in providing young learners with this type of access is attributed to the growing globalization and interconnectivity of the world. People nowadays are more exposed to cultures that are different from theirs. Therefore, it is seen that children should be equipped from an early age with effective communication tools, mainly English language, that facilitate their access to global development opportunities, whether on the academic or professional scale.

According to Tekyi-Arhin (2023), bilingualism, which refers to teaching children more than two languages, has been shown to improve children's cognitive growth, language proficiency, cultural awareness, capacity for executive functioning and access to more employment options in the future. This shows the significance of language education in early

childhood and its efficacy in supporting their intellectual capacities and their ability to acquire more knowledge and develop more skills on the long-term learning process. Moreover, it also demonstrates that the earlier students were exposed to language instruction, the more they are likely to have better job opportunities in the future than monolingual students. This is mostly attributed to the Critical Period Hypothesis (CPH) and its role in facilitating children's language acquisition.

### *Critical Period Hypothesis*

The CPH makes young children more effective than adults in learning a foreign or a second language. According to this hypothesis, there is key period of time for someone to become proficient in a new language, this period typically lasts from the age of two until the onset of puberty (Siahaan, 2022). This hypothesis holds that the younger language learners are, the better they are in acquiring a new language. This process becomes more challenging the older they get after the age of twelve or fourteen years old. It is argued that during the critical period that starts from childhood until puberty (approximately 14 years old), the brain is more neuroplastic, allowing for the formation of new synaptic connections (Siahaan, 2022). In other words, the brain of children is characterized with higher levels of plasticity and flexibility than adults', which allows for more effective and efficient absorption and processing of language input than it does in adulthood. Thus, the older the learner gets, the less plastic his brain is, and the more challenges that he could face in his language learning process. Therefore, early childhood language learning is a common international practice that is encouraged and applied in primary education in many countries across the world.

Furthermore, it is also observed that the CPH is purely based on scientific and physiological factors that prove the efficacy and efficacy of language acquisition by young

learners. Chomsky dedicated the efforts of his language learning and teaching school to the purpose of studying the language acquisition mechanism of young children (He, 2024). He hypothesized that children are born with an innate language acquisition system, that is an inherited feature of the human brain, which biologically enables them to acquire a language in a native-like proficiency (He, 2024). This explains that children's brains are more biologically equipped to acquire foreign languages at an early age than adults. It also means that the older these children get, the more their brain neuroplasticity reduces, which means that the less their ability to acquire a foreign language in native-like proficiency. Therefore, the most appropriate phase for learners to acquire foreign language proficiently, effectively and efficiently is during their early schooling years in primary education.

In fact, Pochynok (2024) showed in her study a case that she used to demonstrate the significance of early language exposure and its impact on language acquisition. She revealed the state of a 13 years old hostage called Genie, who was found in an isolated and unsocialized environment after spending her entire childhood captured without any kind of human interaction. Genie had difficulties in speaking English even after 27 months of her appearance. This case shows that even though children are born with an innate language acquisition system in their brains, this system cannot function without the input that language exposure or instruction provides. Even though Genie received an extensive and prolonged language instruction after her emergence, she could not learn English effectively because she missed her critical period.

### ***Benefits of Early English Education***

Research shows that vocabulary acquisition is more successful and guaranteed with young learners than it is with adult learners (Garden, 2022). Marulis and Neuman (2010) confirmed that when young children are provided with vocabulary instruction, they gain the new

words and expressions regardless of their background (as cited in Garden, 2022). This shows the benefit of exposing young learners to vocabulary acquisition in an early age since it would provide more flexibility to this learning process and make it less time-consuming and more effective in its outcomes.

Similarly, Brown (1980) further elaborated that adults who are unable to coordinate their linguistic and cultural development may find it difficult to acquire a second language within the culture of that language. Therefore, children are able to acculturate faster than adults because they lack the perspective filters that adults possess due to their lack of a culture-bound viewpoint. This allows them to learn and acquire the language faster (as cited in Gürsoy, 2011). Put differently, children have low psychological barriers concerning their ego and self-esteem, therefore, they do not develop the same self-awareness that could prevent them from their learning process as in the case with adult learners. As a result, children are better equipped with handling social differences and could acquire the TL skills (especially speaking) more effectively if they were properly exposed to the language.

### **Definition of Speaking Skill and its Components**

Speaking is one of the most important language skills that enables one to take part in oral discussions and interactions. According to Torkey (2006), this skill is defined as a means by which students can interact with others to accomplish particular objectives or to convey their thoughts, intentions, hopes, and viewpoints. Also, individuals who are proficient in a language are referred to as speakers of that language. This claim was presented by Sayin (2015) who argued that this skill could be used as measurement that reflects students' success in the EFL learning process. This means that speaking may be regarded as a measurement criterion through

which a student's learning of English is determined and judged by the student's proficiency of speaking and his ability to express his opinions and thoughts through speech.

Similarly, Mishra (2017) shared that speaking encompasses the ability to vocally communicate ideas, sentiments, and opinions to a group or individual, whether in person or at a distance. This definition aligns with the previous description provided by Torkey (2006) and other scholars as well who define speaking as the ability of students to express their thoughts and feelings to others through words and sounds in order to achieve an objective, such as explaining, persuading, demanding and others.

### ***Fluency and Accuracy***

In fact, Bustari, et al, (2017) listed accuracy and fluency as the two main components of speaking skill, in addition to grammar and vocabulary. The term accuracy refers to the correct use of grammar, pronunciation, and vocabulary in speech (SharafEldein, 2016). Thus, this language aspect encourages or focuses on the grammatical correctness in learners' speech. This means that accuracy exhibits that the EFL learner could employ the necessary vocabulary in speech, the accurate grammar, and the correct pronunciation to produce accurate speech.

In terms of fluency, Yingjie (2014) described that fluency is the capacity to speak in a naturally smooth way, and to produce the right word without thinking too much. In this case, adequate fluency will create better confidence in expressing ideas and it improves communication skill as well. This means that fluency encompasses the ability to speak smoothly without unnatural pauses. Therefore, this component is vital in achieving a certain level of proficiency in one's speaking skill and improving its efficacy

## **Overview on English Pronunciation**

Pronunciation is a distinctive feature and element in the field of phonology in EFL learning and teaching. In linguistics, phonology is defined as the scientific study of sounds structure in a language (Odden, 2005). Thus, it is a major branch of EFL learning and teaching that encompasses the study of sounds production and pronunciation in English language. It should be noted that each language has its own phonology, or sounds production system. Therefore, the study is phonology is essential for the development of learners' pronunciation and hence, the improvement of their speaking skill in general.

As it has been demonstrated earlier, pronunciation refers the production of sounds that are used in oral speech to deliver meaning and make an effective and efficient communication (Kráľová, et al, 2021). This language aspect is concerned with the sounds that accompany the production of letter of the target language in an oral form. In a similar description of this language aspect, Spears (2002) demonstrated that pronunciation involves the way a letter, a collection of letters, or a word sounds when spoken, or the way someone says something (as cited in Gilakjani, 2016). This definition shows that pronunciation includes the sounds produced when speaking and producing vocabulary. It differs from one person to another, and it is a variable aspect of language that could be manipulated and improved through the language learning process. Moreover, this element is also characterized with two types of features, segmental and suprasegmental features.

### ***Segmental Features***

The word 'segment' is used to refer to the speech sounds, which include vowels and consonants, that human beings produce with the involvement of speech organs (Das, 2023). As it has been mentioned earlier, these organs develop during the CPH, which means that for learners

to be able to produce accurate vowels and consonant and vowel sounds, they need to be provided with this type of exposure during their development phase. In addition, it could be also stated that the segmental features include the vowels and consonants that represent the phonological sounds system.

### *Suprasegmental Features*

On the other hand, there is the suprasegmental features that encompass the second part of pronunciation. They include the features that go beyond the segmental features, and they include stress, intonation and rhythm (Das, 2023). The Britannica encyclopedia defined stress as the force or relative loudness, assigned to a speech syllable in phonetics by extra effort during articulation. Thus, it could be stated that stress involves the force with which particular speech sound are produced. In terms of the intonation, this element describes the change in pitch during speech that aids in expressing emphasis, meaning, and emotion (Das, 2023). The rhythm on the other hand, refers to the pattern of sounds that are produced through the syllable and stress producing mechanisms that collectively comprise the pulmonic air-stream mechanism (Hejrná, 2013). It means that the rhythm describes the beat that is produced by the airstream system due to the movement of the syllable and the stress in the speech sounds. This means that the suprasegmental features include the characteristics that shape the tone of the speaker and make his speech more comprehensible and influential as well.

### **Pronunciations Models**

research shows that there are numerous pronunciation models that have been developed over the decades to instruct foreign language learners on the correct and appropriate English pronunciation. This section highlights five of the main pronunciation models that include native

speaker, International Phonetic Alphabet (IPA), Received Pronunciation (RP), General American and speech intelligibility model.

### *International Phonetic Alphabet Model*

The IPA is a transcription system that was first introduced in 1888 and it is still used frequently by scholars and researchers across the globe. In fact, IPA enables phoneticians to record speech sounds and translate them into characters or symbols; this way, anyone who is familiar with IPA can read the IPA transcriptions of spoken words, phrases, decode the transcriptions, and translate them into their corresponding speech sounds even if they do not speak the language (Rahman, 2013).

**Figure 1.1.**

*Phonemic Chart of the IPA (Lifestyle Training Center)*

		Vowels						Consonants		Phonemic Chart
		i:	ɪ	ʊ	u:	ɪə	eɪ			
		sheep eagle field	ship busy started	good put should	moon grew through	ear here career	train say plane			
		e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	short	
		bed dead said	about police the	bird hurt work	door walk saw	your sure tourist	boy point oil	coat low note	long	
		æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	diphthongs	
		apple cat mat	up money cut	car bath safari	not what because	hair careful there	by high fine	now our house	voiced	
									unvoiced	
		p	b	t	d	tʃ	dʒ	k	g	
		pen hopping jump	ball hobby herb	table little watched	dog added played	chips itch picture	jam danger fudge	key car luck	green hug league	
		f	v	θ	ð	s	z	ʃ	ʒ	
		fire laugh phone	video move of	thick healthy teeth	mother this with	see city notice	zebra cosy has	shop nation special	television visual leisure	
		m	n	ŋ	j	l	r	w	h	
		man tummy lamb	no funny knife	sing uncle angry	yes onion view	light smelly feel	right berry wrong	win where one	house hungry who	

The 44 phonemes of Standard British English with examples of common spellings.

This figure shows that the IPA has an established system of sounds production that serves as a type of alphabets for foreign learners. Once they learn this system, they would be able to produce accurate English sounds and develop their pronunciation skills.

### ***General American***

This model of pronunciation could be viewed as the most suitable model that foreigners could use to learn English pronunciation in EFL classrooms. According to Archer (2017), it is the least local and neutral accent that could be learned by foreigners. This makes it more easily adopted by users from different cultures and also more international since it does not signify to any particular region or area. Moreover, this model is also characterized to be simple and easy to learn since it only comprises of 15 vowels and 5 diphthongs, unlike RP (Archer, 2017). Therefore, these characteristics make this model to be suitable for implementation with young foreign learners to teach them accurate and neutral English pronunciation.

### ***Speech Intelligibility Model***

This model is based on opposite terms to the native-speaker model. While the native speaker model dictates that learners imitate the pronunciation of native speakers to produce accurate English, this model contradicts this concept in terms that speech intelligibility could be achieved without the identical production of native sounds. This means that to be understood, it is simply not required to teach every English phonological element in a way that precisely mimics a native speaker model (Archer, 2017). On the contrary, this model dictates that only the essential phonological elements that could cause communication breakdown, should be taught in EFL classrooms. The rest could be learned through learners based on their own pronunciation preferences and different perspectives. The only condition that makes their pronunciation acceptable is that it can be comprehended and understood by other listeners.

## **Significance of Pronunciation in English Language Learning**

Pronunciation plays a major role in determining speakers' communication skills and their ability to deliver their speech in an accurate and comprehensible manner. This role is demonstrated as follows:

### ***Impact on Communication Effectiveness and Comprehensibility***

The importance of pronunciation is highly manifested through its role in communication, without the correct and appropriate pronunciation of the words in the target language, the meaning of the message could be completely altered (Kráľová, et al, 2021) and one of the most important aspect of speaking is effected, that is comprehension. Consequently, the speaker fails to communicate with others due to his inappropriate pronunciation of words that makes his speech incomprehensible.

Therefore, students may learn incorrectly if they do not practice appropriate pronunciation at the start of their learning process (Gilakjani, 2012). Therefore, the same attention and importance should be paid to pronunciation teaching just as grammar and vocabulary instruction. Learners need to know the form and structure of new words in English as well as their pronunciation, especially young learners at their critical period. They need to be exposed to the appropriate and accurate pronunciation of English, especially that this period in their growth phase is crucial for their natural language absorbing and building of life-long language skills. This means that if young learners were exposed to false pronunciation in their early language instruction, they are likely to make pronunciation mistakes throughout their lives.

### ***Impact on Confidence in Speaking***

Self-confidence is an important psychological factor that could affect students' learning process in both a negative and positive way. Listyani and Tananuraksakul (2019) revealed that

self-confidence is strongly correlated with learners' perceptions of their own competence to learn. In other words, this concept could be described as one's personal perception of his own ability to succeed and fulfill his academic needs. Thus, it is the way that learners see themselves as competent to achieve certain levels of proficiency in their academic journey. Husna (2021) also showed in his study that there is a strong correlation between students' self-confidence, their pronunciation and their speaking ability. The findings of this study revealed that self-confidence makes students more competent in performing their oral speech and improving their pronunciation of English language. Therefore, it is concluded that when students have a positive perception of their ability to speak, they make less pronunciation mistakes. Therefore, when students' pronunciation is proficient, their self-confidence is also increased.

### **Challenges in Teaching Pronunciation**

Pronunciation teaching is one of the most challenging tasks for EFL instructors to carry out during their language teaching process. Ghafar (2023) confirmed that teaching this skill is challenging for EFL educators to teach due to the numerous challenges they face throughout this process. Some of these challenges are listed as follows:

#### ***Native Language Interference***

This problem has been addressed by Lasi (2020), who argued that learners often cannot or face difficulties in producing sounds that are not familiar to them, especially with EFL learners whose first language is different from the target one. This shows that the interference of the mother language or its dissimilar characteristics with the target one prevent students from accurately pronouncing English sounds and words.

Furthermore, Lasi (2020) also demonstrated that this interference could be on a physical level. She explained that physically painful and uncomfortable to produce sounds in the TL using

particular parts such as the mouth, uvula or nasal cavity. This problem is related to the CPH that has been discussed earlier in the chapter, stating that learners before puberty develop speech muscles that enable them to produce sounds of the TL similar to those of native speakers (Moskovsky, 2001). Those speech muscles that have been developed during the process of learning the mother language makes it physically challenging to produce English sounds. This argument necessitates the need for exposing children to correct pronunciation instruction in order for learners to develop accommodating speech muscles and avoid this type of difficulties in the future.

### ***Lack of Direct Feedback***

Scrivener (2011) claims that teachers often avoid to teach pronunciation in EFL classes because they are not sure and confident about their own pronunciation (cited in Král'ová, et al, 2021). Thereof, they avoid teaching it in order to avoid discomfort and embarrassment in front of their students in case they mispronounce a word or did not how to pronounce it in the first place. Çakır & Baytar (2014) provide a concrete example of this situation through their study that investigates foreign language learners' views on the importance of learning the target language pronunciation, through which the problem of EFL teachers at the Turkish university have been brought to light. They state that the majority of English language teachers at Turkish universities do not appropriately cover the modules of phonetics due to their lack of confidence in their oral performance. Consequently, they prefer to avoid teaching pronunciation all together or they are unable to properly integrate it into their teaching courses. As a result, students are deprived of one of the most valuable sources of feedback which is their teachers'. This means that students' avoidance of teaching pronunciation leads them to neglect the aspect of correcting their students' mistakes in pronunciation as well.

### ***Technological Limitations***

It has been demonstrated that teachers often avoid teaching pronunciation because they feel that they lack of the required level of proficiency in this element to teach it to others. Moreover, pronunciation is more accurately taught if the speech was produced by native speakers, because they are the most qualified instructors on this subject. Therefore, the use of authentic auditory and visual material is a vital requirement for the effective teaching and learning of English pronunciation. Haque (2023) agreed that authentic language input helps provide learners with real-life language input that reveals the real language use by its native speakers in real life interaction and communication. However, research also shows that lack of materials in teaching English, especially in Algerian primary schools is a frequent and dominant challenge that hinders the overall teaching process of this language (Abikar, 2022). As a result, teachers fail to adequately teach accurate pronunciation to their students due to the lack of technological devices that provide an authentic language input to EFL learners.

### **Conclusion**

This section of the literature review chapter provided an elaborated description of the element of pronunciation in English language speaking skill. It demonstrated the importance of this element and its role in promoting both EFL students' communicative competence, speech intelligibility and their self-confidence. Moreover, it also highlighted some of the major challenges in teaching this component in EFL classrooms, including mother language interference, lack of direct feedback, and technological limitations. More importantly, it also presented some of the most prominent pronunciation models in the field of EFL teaching and instruction and provided the meaning and use of each one of these models. Consequently, one of

these models is selected for the present study, which is the American Model. It is a simple model that provides clear and comprehensible English pronunciation model to young foreign learners.

## **Section Two: English Songs in Language Teaching**

The second section of the chapter provides a theoretical background of English songs and their use in English language instruction. This section presents the concept of integrating media tools in English language teaching, it provides a definition of songs, their types and their components. It also addresses the pedagogical use of this tool in language instruction and its benefits, as it explores teachers' perceptions towards this practice. The section highlights both favorable perceptions and negative ones, in addition to justifying both of these contradictory perspectives.

### **Integration of Media Tools in English Language Teaching and Learning**

It is widely acknowledged that education has changed recently, with educational institutions now placing a greater emphasis on fostering students' critical thinking, creativity, and curiosities as the cornerstone of pedagogical curricula, much like the majority of fields in the technological age (Zafari, 2019). The instructor is no longer seen as the focus of the learning process, performing all the work and effort, and students are no longer considered as passive participants. Consequently, one of the proposed ways to engage students in the learning process with material that sparks their interest and improves their cognitive skills has been shown to be the integration of technology and media into the teaching and learning process (D'Angelo, 2018).

#### ***Traditional Media***

The variety of resources available to teachers to assist them in communicating their subject to students and making it more understandable is expanded by the integration of technology into educational systems. However, before the development of the world's

technology and its advancement, traditional media was used to accommodate learners' preferences and add more enjoyment to their learning process. This media includes television, radio, films and other forms of media that were used before the spread of online channels, mobile applications and others. With the development of the world's technology, traditional media was somehow overlooked in favor of multimedia that forms the digital media nowadays. Febriansyah, et al (2024) criticized that traditional media lacks the engagement and interaction that digital media provides.

### ***Digital Media***

Admittedly, the importance of technology in education cannot be overstated; the introduction of computers into the classroom has made it easier for both professors to impart knowledge and students to learn it (Raja & Nagasubramani, 2018). Hence, this integration has facilitated both the learning process for students and the teaching task for instructors as well. It is true that technology use in education satisfies learners' digital orientation, yet it also enlarges teachers' tools and diversifies the materials that they could use to facilitate their knowledge transfer to their students. One of the main features of incorporating technology in education in general, and language learning in particular, is the use of social media platforms. According to Haque (2023), social media has transformed the landscape of entertainment, knowledge exchange, and communication, it has significantly evolved as a pedagogical tool to aid language learners in acquiring language skills and developing their communicative competence. Different media tools have been explored over the years in relation to their usability in EFL teaching and learning, such as mobile applications, online games, websites and others.

## **Definition of Songs**

Songs are a popular form of entertainment means and tools. People listen to songs in different languages, with different themes and types. Therefore, the present section defines the concept of songs and explores their use in language learning. Moreover, songs could be defined from an artistic perspective and a linguistic one as well. Each of these definitions are examined in order to provide background knowledge of this tool and comprehend its components.

### *Artistic Perspective*

From an artistic perspective, a song can be defined as a dynamic and life-changing experience that connects ancestry, imagination, and personal history. Every note and melody serves as a portal during this process, leading the listener through a developing investigation of their identity, memories, and feelings. It is a reflection of the singer's inner self and emotions that is produced from the depths of his soul. This definition has been provided by Gey Pin Ang, a music performer, when he was asked about his definition of this term (Ang, et al, 2019). This definition may seem useless and irrelative in the academic perspective, but it serves as evidence that songs are an emotional and spiritual tool through which a singer connects with the external world and expresses himself through music. More importantly, research shows that when students' language learning process is facilitated through the involvement of students' emotions (Ning, 2023). This means that students learn more effectively and efficiently when they feel an emotional connection with their learning. Thus, this shows that songs serve as an excellent language teaching tool that promotes EFL students' language skills and stimulate their emotional responses.

### ***Linguistic Perspective***

On a more academic or linguistic level, songs are defined by Griffe (1992) as musical pieces that contain words in a specific language (as cited in Berglund, 2024). This means that songs are a set of words and expressions in English that are delivered through music. The use of songs in teaching English is based on the concept that students learn more efficiently and effectively if the input is presented through visual and audial tools (Keskin, 2011). This means that teaching English through audio-visual instruments increases learners' ability to obtain and retain the information they receive, as well as develop their language skills more quickly. Thus, teachers use songs to expose their students to authentic language input and help them develop their language skills in a fun and proficient manner that could contribute to the development of their language proficiency.

### **Types of Songs**

Songs have many types and genres. Therefore, the present section presents mainly the most frequently used ones in education. They include folk songs, sea shanties, and action songs.

#### ***Folk Songs***

The first type that is presented includes folk songs. According to Gray (2023), this type refers to the traditional songs that have been passed orally from one generation to another. These songs form an integral part of human cultures that characterize the core of communities, their beliefs and even their lifestyle.

#### ***Sea Shanties***

Furthermore, there is another type of songs that have been listed by Gray (2023), which includes the Sea Shanties. This genre of songs is only sung in workplace and is used to entertain workers and employees in stressful working environments, and pass time. Originally, this type of

songs was developed by sailors who had no other form of entertainment in the middle of the sea and they used these songs to pass time and lift their spirits. Afterward, this type of songs became popular in other workplace environment for the same purpose.

### ***Action Songs***

In another classification of songs, Nurhayati (2012) presented a fundamental type of songs that is most suitable to be used with young learners in EFL learning and teaching classrooms. This type includes action songs. According to Nurhayati (2012), action songs normally require the involvement of full body movements or even parts of the body. In other words, this type of songs encourages pupils to sing and move their bodies at the same time. This type corresponds with the Total Physical Response (TPR) method, which necessitates that children learn better when there is a coordination between the language input delivered to them with their physical movement. This method was developed by Dr. James J. Asher and research showed that it is one of the most successful teaching methods that could be used with young EFL learners, since it increases their attention, concentration, motivation, cognitive development, engagement in class, and academic performance as well (Widodo, 2005). Therefore, this type is selected to be the genre of songs that would be examined through this study, since it is most suitable to be used with young primary school pupils.

### **Components of Songs**

The components of songs include lyrics, verses, refrain and outro. Each of these components is presented as follows:

#### ***Lyrics and Vocabulary***

According to Gray (2023), lyrics encompass the words of a song that are written by a songwriter or the singer himself, and performed by the singer with the addition of music. It could

be stated that this component forms the fundamental aspect of using songs in language teaching because through listening to these words sung, learners are able to expand their vocabulary and learn new words in a fun and engaging way.

### *Verses*

The second component, which includes the verse, is defined as the sections of the story told by the singer, over the course of the song, the lyrics in each section build a story in a straight line until the story reaches its pinnacle (Mitchell, 2023).

### *Refrain*

Moreover, the third component, which is the refrain or the chorus, serves as the song's peak and major statement, both musically and lyrically.; because the refrain repeats the same phrases each time (Mitchell, 2023). Therefore, it has an inspirational quality because of its repetition, which connects the song's various parts and sections

### *Outro*

In terms of the outro, this component is defined by Mitchell (2023) as the ending of a song that sometimes resembles the introduction with which the song was started. This component concludes the song and provides a closure to the story delivered through the lyrics.

## **Pedagogical Use of Songs in Language Learning Classrooms**

Lack of exposure and contact with the TL is one of the main reasons behind students' pronunciation difficulties in speaking English (Karsono, 2019). Numerous studies have revealed that songs are an effective tool to provide learners with meaningful, contextual and motivational techniques to improve their language learning process, the elements of songs that include melody, harmony, timbre, rhythm, tempo, and lyrics can increase motivation, promote recall and memory, and develop language skills (Pardede, 2019, as cited in Karsono, 2019). These research

findings provide evidence of the benefits of using songs as a pedagogical tool to teach English pronunciation, increase students' vocabulary comprehension and retention through meaningful context, enhancing their motivation and promoting their language skills as well, such as listening, speaking and reading if these songs were presented with lyrics.

### ***Increasing Vocabulary Acquisition***

Harmer (2000) argued that songs are a powerful tool that ensures students' engagement because it directly connects to their feelings before they are analyzed by their brains. This means that language input received through songs has an unfiltered access to the brain due to the feasibility of absorbing this input with the help of the human emotions. This shows that songs stimulate human emotions, which in turn makes it easier for the brain to absorb language input delivered through these songs. Harmer (2000) also elaborated that songs are fun and entertaining, they promote mimics, gestures, they are associated to the meaning which increases listeners' comprehension of the vocabulary used, they are good to introduce suprasegmental phonetics (stress, rhythm, and intonation) which are usually difficult to teach, they motivate students to play a participative role, they can be applied to comprehension stages (listening) or production (singing), songs are available for all levels and ages, and they facilitate students to learn English very easily through echoic memory. This shows that using song provides a plethora of benefits that could promote students' learning experiences, enhances their language skills and increase their academic achievements as well.

### ***Improving Pronunciation and Intonation***

The use of songs to teach foreign learners English pronunciation is a supported practice that gained acceptance and favorable opinions from a large number of researchers. Asmaradhani, et al (2019) for instance, demonstrated that using songs help EFL learners learn how to

pronounce difficult words in English language. This method allows them to train themselves and imitate native speakers' speech sounds to master their own. Moreover, this method also enables students to learn about intonation in speech through practicing this suprasegmental feature through signing.

### ***Developing Listening and Speaking***

In a study conducted by Çocuk (2016), it was revealed that using songs in teaching English plays a major role in enhancing learners' communicative competence. This study showed that listening to songs, especially with their repetition features when specific sections of the song are repeated, enables students to improve their listening comprehension, enhance their vocabulary and promote their speaking skill as well. Considering the fact that listening and speaking skills are two of the essential skills required for the mastery of communicative competence, learners learn to understand language input through listening and produce language output through speaking.

### ***Developing Pronunciation***

Songs are also known for their effective role in improving EFL learners' pronunciation. In a study conducted by Misa (2024), songs were examined as a pronunciation teaching tool with eighth grade EFL learners in Indonesia. The findings of the study showed that English songs are a highly effective tool for developing overall language proficiency and a love of learning. It was proved through this action research that students' pronunciation improved and learning became more engaging when English songs were used as a teaching tool. Therefore, listening to songs in class showed to both develop students' pronunciation abilities and boosting their motivation and engagement in their language learning process.

## **Teachers' Perceptions of the Integration of Songs in Language Teaching Pedagogy**

The integration of songs could be viewed as a controversial procedure in the field of EFL teaching and instruction. This concept can be welcomed by revolutionary scholars and instructors who are open to new educational concepts, but it could also face some opposition or hesitation from more conservative instructors. Therefore, this section explores the general perceptions towards this topic between those who have favorable opinions and those who have negative ones.

### ***Favourable Perceptions***

It could be observed through reviewing some of the related studies that have been conducted for the purpose of examining the use of songs in EFL teaching, that a large amount of scholars and instructors favor this method for a number of logical reasons. Çocuk (2016) for instance, provided three justifications for his positive views towards this method. He stated that on the affective filter level, songs serve as a means to help young learners lower their affective filter and develop positive attitudes towards learning English through songs, since this tool is used for entertainment and it contributes to create a friendly and easy-going atmosphere in the class that makes them feel comfortable to participate and motivated to learn. In fact, this aspect corresponds with Krashen's (1986) hypothesis of affective filter, which states that students' anxiety, self-confidence and motivation play a crucial role in determining the course and outcome of their language learning process. This shows that songs are effective in reducing pupils' anxiety and enhancing their motivation in the EFL learning process. Moreover, Çocuk (2016) adds that on the cognitive level, learning becomes more efficient and more seamless when music connects the left and right hemispheres of the brain, allowing them to work together.

This means that songs stimulates the brain functions and allows for more fluent input absorption, especially since songs also stimulates human emotions that facilitates this process as well.

Furthermore, it is also argued that on the linguistic level, songs provide authentic language input that exposes learners to real language use outside academic settings, this help them refine their communication skills, increase their motivation and enhance their vocabulary since songs are characterized with the feature of repeating words and captions that contribute to improving retention abilities. Therefore, these reasons make for a solid argument for the benefits of songs and their effective use in teaching language skills to young learners.

Similarly, Millington (2011) also showed favorable opinions towards the use of songs as an English teaching tool. He justified his positive attitudes with the benefits that songs could bring to several aspects of learners' language skills. His study showed that using songs helps teachers train their students' pronunciation through the drilling technique that is often used in traditional methods. However, using songs to practice this activity is more motivating for students and does not evoke the typical boredom that students often feel when repeating English phrases and sentences. Therefore, this tool is effective in improving students' pronunciation because it is based on allowing them to imitate native speakers' speech sounds. Moreover, he also explained that listening to songs also promotes students' listening and speaking skills, especially that songs have a repeating beat and a natural rhythm that resembles the stress patterns of spoken English (Millington, 2011). This means that songs are excellent for students to practice their stress, intonation and other pronunciation patterns that are essential in speaking English.

### ***Challenges and Criticisms***

The use of songs in English language teaching could face some hesitations from some language instructors due to many factors. Zulfa, et al (2019) highlighted teachers' lack of

familiarity with media tools and their as some of the main challenges or reservations that could make some language instructors doubt the efficacy of this tool and its role in developing their students' language skills and elements, such as pronunciation. It is argued in this research paper that selecting songs that meet the criteria of academic and instructional material takes time and effort. Therefore, it is inconvenient for EFL teachers to select this tool as a reoccurring practice in their teaching methods. Moreover, teachers should also be familiar with the use of technology in their language classrooms in order to be able to adequately integrate songs in their instruction methods. However, research shows that it is often the case that EFL teachers' technical or technological expertise trails behind their pedagogical or subject-matter expertise (Aldunate & Nussbaum, 2013; Howley, Wood, & Hough, 2011, as cited in Taşçı, 2022). In other words, teachers do not have the necessary qualifications to adopt technology-based instruction in their teaching methods. Thus, they need specialized teaching training in order to master this skill, which highlights the issue of inconvenience once again when integrating songs in language teaching pedagogy.

Furthermore, Rahmat and Muhamad (2020) also listed some of the factors that make using songs to teach English unreliable and unfruitful. These factors include the diversity of English accents, the use of contractions and the singers switch between long and short vowels and consonants. Rahmat and Muhamad (2020) explained that contractions refer to native speakers' combining of two words and making them sound as if they are one word. This is also called connected speech which is easy for native speakers to decipher, but challenging for foreigners. Moreover, they also explained that singers change the pronunciation of the language's vowels and consonants with what corresponds with the rhythm and beat of the song. This could cause confusion to learners if they could not process this switch and understand its

artistic objective. All these factors make some EFL teachers question the reliability of songs and their use in teaching English.

In addition, Celce-Murcia et al., (2010) indicated that in order to help students concentrate on the pronunciation elements they are teaching, teachers can employ interactive exercises like clapping to highlight stress or rhythm imitation. This method helps reinforce the impact of the song instruction and increase students' engagement in learning pronunciation effectively. Moreover, Gilbert (2008) similarly stated that teachers can implement extra activities after the song-based instruction to assess the effectiveness of the instruction and evaluate whether students benefited from this activity or not.

### **Conclusion**

This section provided a detailed background about the definition of songs and their use as a pedagogical tool in teaching English. Research showed that songs help students develop their listening and speaking skills, expand their vocabulary, enhance their pronunciation, and increase their motivation and engagement in the learning process as well. It also showed that using songs in the traditional EFL teaching settings contributes to creating a stress-free friendly learning environment that promotes students' learning process. In terms of pronunciation, this section revealed that listening to songs provides learners with authentic language input that is produced through native speakers in a natural way. This helps students imitate the accurate production of speech sounds and develop their own pronunciation with proper intonation and stress. Furthermore, this section also showed that teachers often have positive perceptions towards the use of this tool in language instruction, but some of them have concerns towards the implementation of this method in their language teaching approaches. The following section highlights some of the related studies that have been conducted in this area of investigation in

order to provide more in-depth comprehension of teachers' opinions based on their own experiences.

### **Section Three: Integration of Songs to Teach Pronunciation in EFL Contexts**

The third and final section presents some of the related studies that have been conducted to investigate the impact of using songs on students' pronunciation. First, it presents the challenges that teachers often face when integrating songs in their pronunciation teaching, it also highlights some of the studies that examine this topic with both an exploratory and experimental research design. More importantly, this section concludes with providing some guidelines for integrating songs in English pronunciation instruction that could benefit EFL instructors.

#### **Challenges of Integrating Songs into Pronunciation Teaching in EFL Contexts**

It could be stated that one of the most challenges that prevent the successful implementation of songs in teaching pronunciation, especially in under-developed countries, includes the lack of technical materials in the classroom. In a study conducted by Rahayu and Rosa (2020) to examine the difficulties of elementary pupils in learning English, it was revealed through questioning pupils that they do not like the use of textbooks in their learning process and prefer to use multimedia that include animated pictures and videos in their learning process. However, schools cannot normally provide the necessary materials that teachers can use to fulfill their students' needs. These technical issues form one of the major challenges that hinder the implementation of songs in language teaching pedagogy. However, there are other challenges that characterize the nature of songs themselves and their production. They include:

#### ***Song Speed and Pronunciation Clarity***

It is argued that songs provide authentic exposure to the real use of the TL, but it also means that this language is not designated for foreign learners. This forms the core of authentic

materials, they do not provide a type of language that is used for education but for real life communication between native speakers of that language. As a result, this makes it challenging for foreign learners to comprehend this language if their listening skill is poor. Rahmat and Muhamed (2020) explained that when using songs with foreign students, they could miss some vocabulary items due to the speed with which the singer is producing his lyrics, or they could also misunderstand some of the words pronounced due to their low listening skill. Therefore, it is challenging sometimes to understand all words produced through a song because the singer is normally a native speaker, who uses an advanced speech speed that is more suitable for native speakers, or pronounces words in an unclear manner that could be comprehended by native speakers, but difficult for foreign students, especially children.

### ***Diversity of Accents***

Apin (2013) highlighted this point and argued that the diversity of accents used in songs is one of the most challenging aspects in using this tool in language education (as cited in Rahmat & Muhamed, 2020). English is a varied language that could be produced through different accents (British, American, Australian, Scottish, etcetera). Each accent portrays a different set of intonation, rhythm, stress, vowels, consonants, and voiced and voiceless speech production (Rahmat & Muhamed, 2020). British English is known to include 11 accents and dialects that are used across its isles (Hughes, et al, 2013). In addition, American English is also known with its diversity since the country is known for the variety of ethnic groups and communities. Therefore, it is challenging for EFL learners to

### ***Cultural Barriers***

As it has been demonstrated at the beginning of this section, songs serve as a reflection of the target culture that represent its norms, values and even customs. Songs give users access to

slang words, informal and common language, and idiomatic expressions that may not be found in textbooks (Sadiqzade, 2024). This could be both a positive and negative aspect for EFL learners. On one side, it helps them gain more knowledge on actual and real life language use that could help them develop their communicative competence. On the other side, this could provide them with an unfiltered access to a language that could harm their social values and religious beliefs.

In fact, the integration of English instruction in Algerian primary education has been already criticized for posing a threat to young pupils' cultural identity. Kebboul (2023) argued that English instruction could be considered as a threat to pupils' cultural identity at such an early age. This could be due to the major differences between the Algerian preservative nature and the Western open-minded or liberated life-style that could make Algerian pupils feel conscious of their identity. Considering the role of songs in reflecting the culture of the English language, it could be stated that this tool poses a major threat to students' cultural identity and make them more conscious about the values, beliefs and customs of natives that could influence their personality development at an early age.

### **Experimental Studies Examining the Integration of Songs in Teaching Pronunciation in Primary Education**

In a study conducted by Saldiraner and Cinkara (2021), two groups were used to evaluate the effect of using songs on teaching young pupils pronunciation of English. The treatment exposed the experimental groups to six different songs after grading all participants' pronunciation skills. After the treatment, the study assessed both the control and experimental group's pronunciation. The scores revealed that there was a significant different between the pronunciation of pupils who were taught using songs, and those who were taught with the

traditional method, which confirmed the positive effect of songs on improving young EFL learners' pronunciation.

Similarly, Misa (2024) also examined the use of songs to improve eighth grade EFL pupils' pronunciation at a primary school in Indonesia through an action research. Pupils were observed throughout the treatment phase to detect any change in their pronunciation. The findings of this study revealed that using songs as a teaching tool enhances pronunciation and adds enjoyment to the learning process. Therefore, it was concluded that this strategy is a useful addition to language teaching strategies since it could boost students' confidence and motivation to develop their ability to speak English.

### **Exploratory Studies Examining the Integration of Songs in Teaching Pronunciation in Primary Education**

It could be observed through reviewing literature, that the bulk of research conducted in this area of investigation emphasizes the experimental approach. This means that there is a large emphasis on experimentation that examines the impact of using songs on EFL young learners' pronunciation. This also means that a small amount of exploratory studies have been found examining this topic.

#### ***Teachers' Perceptions and Experiences***

One of the exploratory studies was conducted by Mannarelli (2019), who explored the possibility of improving primary school learners' pronunciation and vocabulary through using songs in Italy. This study showed that teachers viewed songs as a supportive and authentic language tool that could provide their learners with native speech and help them overcome their own deficiency in this area. Thus, they can use songs to help their students learn the correct pronunciation of the language and pay more attention to pronunciation instruction, that has been

neglected before. This shows the role of songs in eliminating one of the major challenges that EFL teachers face when teaching pronunciation. Moreover, teachers also encouraged the use of this tool as a pedagogical language instruction material because it could provide learners with more exposure to the TL outside the classroom. This could increase their vocabulary and develop their productive skills as well.

### ***Learners' Feedback and Experiences***

In terms of learners' feedback and experiences, it could be also noted that there are few studies that highlight this aspect. This could be attributed to the fact that using songs has been frequently a used strategy with primary school learners. Since they are too young to participate in data collection procedures and express their perceptions verbally, teachers' perspectives have been emphasized instead. In a study conducted by Anggraini and Bhuna (2022), students of 16<sup>th</sup> grade were questioned in order to explore their opinions about the use of songs to improve their pronunciation in Indonesia. The data were collected through a questionnaire, and the findings revealed that students have positive attitudes towards the use of songs in their English language learning process and its role in improving their pronunciation. They justified that songs provided a different, informal, pleasurable and relaxed learning environment that makes them more comfortable to engage in the learning process. Therefore, they believed that they could work on their pronunciation with the help of this tool and they even advised that it should be integrated in their learning methods.

In another study that has been conducted by Situmeang and Panjaitan (2024), students' perceptions were explored towards using songs to improve their pronunciation. This study employed a qualitative research paradigm, through which interviews were conducted with EFL students to gain in-depth comprehension of their thoughts and perspectives. The findings

revealed that students have favorable opinions towards the use of songs in improving their pronunciation, because they provide an authentic model of correct pronunciation. Moreover, they believed that the lyrics and rhythm in the songs make them acquire new vocabulary in an easy and entertaining way. They also explained that this tool is effective in increasing their motivation, engagement and reducing their affective filters as well.

### **Guidelines for Integrating Songs in EFL Classrooms to Enhance Pronunciation**

Using songs in language teaching and pronunciation training has proved to gain favourable perceptions from a large number of reserchers. However, it should be noted that EFL teachers cannot simply choose any song and present it to their students without any kind of preparation or considertaion to their age, cultural background and the content of the song itself, especially with young learners. Therefore, researchers provide constructive guidelines, based on their own investigation and personal experiences, to help teachers integrate this media tool in their teaching methods in class. First, Keskin (2014) presented some conditions that could serve as criteria to the appropriate selection of songs to be used in the educational language teaching environment. Those conditions necessitate that songs should be academic and contain clear and educational language, his excludes pop songs, love songs and other types of songs that serve no educational purpose if presented to students. In addition, teachers should make sure that all of their students prefer the use of this tool, if the majority of them do not like listening to music, then, the integration of this tool in classroom tasks is considered as a waste of time since it does not align with students` interest and learning preferences. Furthermore, Keskin (2014) also stated that teachers should make sure that the song selected does not portray embarrassing and unethical words that could make students feel uncomfortable, they should also make sure that the language form presented through this song corresponds with students` level of language

proficiency so that they would not feel confused or frustrated due to their lack of comprehension. These guidelines serve as a reference that could help teachers select the appropriate song for their students. This step could be a strong determinant of the success of this approach if it was executed correctly.

In addition, Nurhayati (2012) also provided some guidelines for teachers to follow to ensure the accurate and appropriate selection of songs to be integrated in EFL teaching. He advised that teachers should first set their objectives behind the use of this tool and know what they want to achieve at the end of the session. Their objectives should align with students' academic needs and learning preferences as well. After that, teachers can move to the selection of the song, the content of the song should include the grammatical structure and vocabulary items that students are supposed to learn based on their curricula (Nurhayati, 2012). Therefore, teachers should first analyze the song before presenting it in class, and make sure that it covers all the educational elements that need to be presented through their lesson.

In a more concrete and illustrative demonstration, Millington (2011) provided a three-steps framework that could be adopted by teachers in their songs integration process. This framework is developed by and it is presented as follows:

**Figure 1.2.**

*Three Stages in "Task" for Young Learners from Cameron (2001, as cited in Millington, 2011. p. 138)*



This framework illustrates that teachers could divide their lesson plan into three major stages or sections. The first section includes preparing the song that forms the center of the task

at hand with what corresponds with learners' needs, preferences and with teachers' objectives as well. The teacher should select the grammatical and lexical items that need to be presented through this material and choose the appropriate song that match these requirements. Moreover, he/she should also prepare for the activities to include and the questions to ask as a warm up for students before the lesson and to evaluate their comprehension after it. The second stage includes presenting students with the material selected (the song), and ensuring their engagement in the signing process. It is recommended that teachers use action songs with young learners to stimulate their movement and guarantee their participation in this activity. After that, the teacher concludes the lesson with the follow-up stage. In this stage, teachers can apply different tasks to assess their students' comprehension of the lesson presented through the song; he can ask them to role-play the song using some of the vocabulary presented, or write a passage using the grammar rule presented through the song, or simply ask them direct questions about the song and the meaning it carried. Therefore, teachers could follow this guide to design their own song-based lesson and integrate this tool in their teaching methods in a successful and effective manner.

### **Gap of Literature**

The review of the related studies conducted to examine the use of songs in teaching pronunciation shows that there is an extensive effort in this area of investigation. These studies listed in this section covered the practical implementation of this teaching methods in different educational settings, the challenges faced by teachers to properly integrate songs into their teaching methods, and the suggested solutions that could guide educators into the effective songs-based instruction. However, it ~~could~~ should be also noted that there is little attention paid to the use of songs as a pronunciation teaching tool in Algerian academic settings. More

importantly, there is little research that examines the use of songs in teaching pronunciation from pupils' perspectives, it is often found that this research examines teachers' perceptions. Therefore, the present study is conducted to fill in this gap, and examine the use of songs in Algerian primary schools for the aim of improving pupils' pronunciation and include pupils in the study.

### **Conclusion**

This section showed that using songs helps teachers pay more attention to teaching pronunciation, which is a neglected aspect by the majority of EFL instructors. Being foreign speakers of the language, teachers often feel self-conscious about their pronunciation ability. Thus, the use of songs provides an effective solution that could be feasibly integrated in their teaching methods. However, the implementation of songs in teaching pronunciation requires careful selection and prolonged preparation. Moreover, it also requires a certain level of familiarity with technology devices in order to facilitate this process for teachers. Furthermore, this section also showed that both teachers and students have positive attitudes towards the use of English songs in teaching and learning pronunciation because they provide authentic language input and exposure to the TL.

**Chapter Two:**  
**Methodology of Research**

## Chapter Two: Methodology of Research

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## **Introduction**

Research methodology serves as a roadmap or guide, outlining the course of the investigation and providing explanations and justifications for each step taken. The present chapter demonstrates the tools, methods and procedures that are followed in conducting the study. It constitutes the research approach, paradigm, design, settings, the research questions and hypotheses, the sample and sampling procedures, in addition to data collection procedures and instrumentations and data analysis as well. Moreover, the chapter also highlights the issues of trustworthiness and ethical considerations, limitations and delimitations.

## **Research Paradigm**

A research paradigm could be described as the inclusive umbrella that combines the basic research elements. According to Guba and Lincoln (1994), it is defined as is a collection of fundamental convictions (or metaphysics) that addresses ultimates or first values. In other words, a paradigm serves as the foundation for the study's conceptual framework that highlights its views on reality, knowledge, and technique. Thus, it combines between the research on theory and its application in reality.

Moreover, Ulz (2023) listed three research paradigms that are the most acknowledged and used in research; they include Positivist and Interpretivism and Pragmatism paradigm. This classification dictates that a positivist paradigm's proponents hold that there is just one reality that can be quantified and comprehended, thus, researchers in this paradigm employ quantitative methods in their research. Interpretivism on the other hand, dictates the idea that there are several realities rather than just one, and that human behaviors are too complicated to be investigated using statistical models, therefore, qualitative methods should be used instead (Ulz, 2023).

However, Pragmatism utilizes the framework that is most relevant to the research topic they are looking at rather than a single research paradigm (Ulz, 2023). In other words, this paradigm combines both qualitative and quantitative research methods to examine a research topic in the social sciences field. Considering the fact that this research is conducted using the mixed-methods approach, then, the most suitable paradigm that represents this study is Pragmatism.

### **Research Approach**

Research approach presents the techniques that a researcher or researchers use to address a research question, these tactics may use participant observation, questionnaires, surveys, and historical record analysis, among other things (Pediaa, 2015). In other words, the term research approach refers to the set of tools and strategies that the researchers use to collect, organize, analyze and interpret the data required to answer the research questions that were posed at the beginning of the study. This term could be often confused with the term “methodology”. However, it should be kept in mind that methodology includes all the procedures, tools, techniques and approaches used to examine a topic of investigation, including the population, the paradigm, the setting and others, whereas the approach is only concerned with the process of data collection and analysis.

In fact, there are three types of research approaches that are listed in literature. They determine the strategies that researchers use to approach their data collection and analysis procedures. They include quantitative, qualitative and mixed methods approach (Akhtar, 2016). According to Akhtar (2016), the first type is recognized for being exact and accurate and is supported by statistical data and figures, and it is often used when the study aims at emphasizing quantity rather than quality. The second type on the other hand, is concerned with the quality of

the data collected rather than the quantity, it involves the description of a phenomenon taking into consideration participants' insights and perceptions as the main source of data. Thus, it could be observed that each of these two methods focus on a specific aspect, the first one is used when accuracy is sought, whereas the second one is used when exploring insights and opinions is aimed for promoting comprehension.

Consequently, the third type of research methods is used when a study is targeting both accuracy and comprehension at the same time. This type is called the mixed-methods approach. According to El-Hafsa (2019), this approach involves the process of combining or integrating data and research from both qualitative and quantitative methods into a single study for the aim of having the benefits of both research methods and maximizing their outcomes.

The mixed-methods approach is the method used in this study to collect accurate and elaborated data from the participants concerning their perceptions of using songs to teach pronunciation in primary schools. This method is seen as the most appropriate approach to use to meet the study's aims and reach a deep comprehension of the research topic in a systematic and accurate way.

### **Research Design**

Research design is the first practical decision that researchers take when choosing a topic to investigate. This aspect is defined by Mishra and Alok (2011) as the systematic and logical arrangement of all research components and elements that must be included in a study. They further elaborated that it encompasses a comprehensive description of the instruments and protocols used in the process of gathering, measuring, and analyzing data. Thus, it could be stated that research design refers to the overall elements that control the course of the study and dictates the data collection and analysis that are used to approach the research topic.

Similarly, Akhtar (2016) explained that any researcher should create an action plan, which is the framework for data collection, measurement, and analysis. Based on this definition, it could be stated that research design encompasses the plan of action that determines the course of the study and the tools that are used to collect, interpret and organize the data. It could be also comprehended that there are particular types of research design that researchers could use in order to organize their investigation process and plan for its execution.

In fact, it should be noted that there are different types of research design, they include descriptive, case study, experimental, and exploratory research (Pawar, 2020). Each of these types is used differently based on the aim of each study and the desired outcomes that the researchers seek to achieve. Exploratory research is defined as the process of looking into and learning about an unfamiliar area in order to create broad knowledge and provide background information about a specific subject or object (Stebbins, 2001). Therefore, the purpose of exploratory research is to study a research subject that has not been thoroughly studied before and has a limited body of literature to provide foundational knowledge upon which future researchers might base their studies. In order to investigate human phenomena and shed light on the complexity of human mind, perception, and behavior, this type is mostly employed in the human sciences (Stebbins, 2001). In addition, Coombs (2022) defined the case study design as an in-depth understanding of a current problem or event in a confined system that can be produced using the methodical research methodology. This shows that a case study design entails the process of thoroughly examining a research area of investigation to provide in-depth comprehension of it.

As a result, the present study employs a case study design with an exploratory purpose that corresponds with the aim it seeks to achieve. The main aim of the present study is to

examine EFL instructors' perceptions towards integrating English songs in teaching pronunciation to their primary school pupils. Considering the fact that English language teaching at the primary level is a recently implemented policy in Algeria, this research seeks to explore how songs are perceived as a potential pedagogical tool in this new context. The exploratory nature of the study is justified by the lack of knowledge about the subject within the Algerian educational setting, making it necessary to gather in-depth comprehension and insights from teachers, while the case study selection is decided because the research involves an in-depth examination of primary school teachers' perceptions within a specific educational context.

### **Research Settings**

The setting refers to the specific context or the place where the study is conducted. The present study was carried out in primary schools in Bordj Bou Arreridj, mainly Belhadj Tayab primary school. This setting has been selected because first, it is the city of the conductors of the study. Therefore, it is convenient to examine the research topic in their place of residence. Second, English was newly introduced as a subject at the primary education level in Algeria starting from 2022, making this context particularly suitable for investigating innovative strategies such as the use of songs for teaching pronunciation.

### **Research Questions**

The study aims at answering the following research questions:

1. What are EFL teachers' perceptions towards using songs in teaching pronunciation to their primary school pupils?
- Are there any challenges that EFL primary-school teachers face in integrating English songs to teach pronunciation?

2. How do EFL primary-school teachers integrate English songs to teach pronunciation to their learners?
3. How is integrating English songs in teaching pronunciation reflected on EFL primary-school students' engagement?

### **Population of the Study**

The population of the study is another integral element of the research methodology. According to Hossan. et al, (2023), this term refers to the set of individuals or things that the study is concentrating on, it could include individuals, groups, organizations, and other entities that form the focus of the study, and the results can be utilized or applied to them. In other words, the population refers to the group of people from different contexts who attract the attention of the researchers and lead to their inclusion in the research process. Moreover, the final findings of the study are normally generalized on this group after reaching the final research conclusion.

The population of the present study includes teachers of English language at primary schools in Bordj Bou Arreridj mainly Belhadj Tayab primary school. They are selected because they teach English at primary schools, and since this present study examines the use of songs to teach pronunciation at this level, they are the most suitable population to explore their use of this methods in their teaching and their experiences with it.

### **Sample and Sampling Technique**

The term sample of the study is closely related to the population of research. Tarsi and Tuff (2012) define the study sample as a subset of the population that shares the same features and characteristics. Therefore, a population and a sample are essentially two sides of the same coin, or to put it another way, one element is part of the other one, as that sample is part of the

population. The population is often too large to include every individual in a research and gather all of their data, so the only thing that separates the two is their respective sizes. As a result, in order to make it possible to include participants in the study and collect data, researchers turn to selecting a smaller group of people to comprise the study's sample. After the study is concluded, the findings are generalized on the entire population as mentioned before, since they share the same characteristics.

In order to determine the precise number of participants that form the study's sample, the researchers could choose one of the sampling techniques that are listed in literature with what suits their aims and objectives. Mainly, there are two types of sampling techniques that are often use, they include the probability and non-probability sampling techniques (Showkat & Parveen, 2017). The first type of sampling technique is based on randomization where each member of the population has an equal chance to be part of the sample selected. The second type on the other hand is based mostly on convenience and the selection of participants based on pre-determined criteria. Each of these sampling techniques also have different strategies to carry out the selection process of the participants, such as purposive sampling. According to, purposive sampling is a type of non-probability sampling that is based on selecting units are according to qualities that are required in the sample by the researcher (Nikolopoulou, 2023). In other words, this sampling technique holds that the participants of the study are selected by the researcher because they serve a purpose in their study.

The sampling techniques that are used in determining the sample of the present study include both convenient and purposive sampling. The convenient sampling is used because the sample of teachers is selected due to their convenient setting and location within the boundaries of Bordj Bou Arreridj Wilaya. This means that they are from the same setting of the researchers,

which makes their selection based on convenience. Moreover, the purposive sampling is used because the study aims at examining the use of English songs in Algerian primary schools to teach pronunciation. Therefore, being English teachers at the level of primary education, the teachers selected serve the purpose of the study in terms of their profession as teachers in primary schools. The use of purposive sampling is extended to the pupil participants as well, specifically those observed during classroom observation sessions. These pupils are selected because they provide direct evidence of how English songs are used in real-life classroom practice and how they can impact learners' pronunciation and other language learning aspects. Consequently, the sample of the present study include twenty-six teachers and four classrooms, each includes from 30 to 33 pupils.

### **Data Collection Procedures and Instrumentations**

The data collection process is the phase in which the researchers gather information from their sample of the study using different research tools and instruments. According to P. Pandey and M. Pandey (2015), these tools are defined as the instruments that the researchers use to collect, evaluate and interpret the information provided by the participants of the study. In fact, there are different tools that are used in research to fulfill this purpose, each one is used based on the type of data that are to be collected and the aim of each data collection phase.

In the case of this study, the data collection tools that are used to gather information from the participants of the study include questionnaire, interviews, and classroom observations. The questionnaire is administered to teachers online using Google Forms and at the school of Belhadj Tayab primary school in a physical form, while the semi-structured interviews are conducted face to face with teachers. In addition, the classroom observations are conducted in Belhadj Tayab primary school.

### **Preliminary Phase : Tools and Problem Exploration :**

Before distributing the questionnaire, a preliminary phase was conducted at Belhadj Taib Primary School to better understand the problem.

The first thing was a Classroom Observation of English classes which helped identify common pronunciation issues and how pupils reacted to musical elements when casually used. Then A brief, unstructured interview with an English teacher provided insight into the effectiveness and challenges of using songs in pronunciation teaching.

At last School textbooks and teaching aids were reviewed to check for the presence of music-related content aimed at improving pronunciation.

### ***Teachers' Questionnaire***

The questionnaire is the quantitative tool used in this study to collect accurate data about teachers' perceptions of the use of English songs to teach pronunciation. It is adapted from the study of Sesma, et al (2022) as a model to create the current questionnaire. The decision of the adaptation was taken because the questions taken from the model needed some modifications to meet the objectives and settings of the present study. Three questions have been taken from this model, while the remaining questions are self-developed in order to collect particular information that serves the research aims and objectives.

Moreover, it covers the segmental and suprasegmental features of pronunciation, the efficacy, practicality and challenges of using songs in teaching pronunciation and the teachers' perceptions of using songs in their language teaching instruction. Moreover, the questionnaire is

also modeled based on **Celce-Murcia's** Pronunciation Teaching Framework, which emphasizes the use of authentic materials in promoting EFL learners' pronunciation with its two types of features (segmental and suprasegmental features). Therefore, this model corresponds with the desired questions addressed to teachers through the questionnaire to examine the impact of using songs on students' pronunciation, specifically their segmental and suprasegmental features. As for the pronunciation model selected for answering the questionnaire, it is the **General American model** since it is the most suitable for foreign learners. Archer (2017) confirmed that it is the least local and neutral accent that could be learned by foreigners. This makes it more easily adopted by users from different cultures and also more international since it does not signify to any particular region or area.

**Description of Teachers' Questionnaire.** The questionnaire is divided into three main sections, with fourteen questions. Ten of these questions are close-ended, while the majority are likert scale statements, with only four open-ended questions (See Appendix C).

### **Section One: Background Information**

The first section aims at exploring participants' background information. It includes only one question, which aims at exploring teachers' experience in teaching English in primary school (Q1).

### **Section Two: Teachers' Perceptions towards Using Songs in Teaching Pronunciation**

The second section of the questionnaire aims at exploring teachers' perceptions towards using songs in teaching pronunciation. It includes six questions. The first question aims at exploring participants' opinions about the importance of teaching speaking skill (Q2), with justification (Q3). The third question intends to explore their perceptions towards the importance of teaching pronunciation to EFL primary-school learners (Q4), with justification (Q5). The

following question is designed to detect participants' frequency in integrating songs in their teaching methods (Q6). Moreover, the fifth question in this section is designed to explore the types of songs that they use (Q7). The final question in this section includes nine likert scale statements that aim at exploring participants' perceptions towards the benefits of using songs in teaching pronunciation (Q8).

### **Section Three: Teachers' Challenges in Using Songs to Teach Pronunciation**

The third section aims exploring participants' challenges in teaching pronunciation in general and in teaching pronunciation using songs. It includes six questions, the first question involves likert scale statements that explore these challenges (Q9). The following questions aim at identifying the effectiveness of technology is in teaching pronunciation (Q10), with explanation (Q11). The next question is designed to explore participants' adequacy in using technology to integrate songs to teach pronunciation (Q12). Then the fifth question in this section aims at exploring participants' satisfaction with the technology equipment and online resources they have at hand to teach pronunciation at their primary school (Q13), while the last question is designed to examine participants' detailed opinion about the role of songs in improving EFL students' pronunciation (Q14).

**Administration of the Questionnaire.** The questionnaire was administered to the participants online using Google Forms. It was posted on Facebook groups that include teachers of English in primary schools in Bordj Bou Arreridj on April 6<sup>th</sup>, 2025. The number of the respondents reached 26 participants.

### *Teachers' Interview*

The interview is the qualitative research instrument that is selected in the present study to have in-depth comprehension of the use of songs with primary school pupils to teach them pronunciation.

**Description of Teachers' Semi-Structured Interview.** The interview is self-developed because it addresses particular questions that aim at collecting particular information from the participants concerning their strategies in implementing songs before, during and after the lesson (See Appendix D).

- - **Before:** The first three questions are designed to identify the materials teachers use when implementing songs in their sessions, the criteria they rely on to choose the most appropriate songs, and the factors they take into consideration when planning for the song-based lesson.
- - **During:** The following four questions are designed to explore participants' strategies during the implementation of the song in class. They aim at identifying the kind of activities that teachers use while playing the song, the focus of these activities on pronunciation features, their use of multiple listens, and participants' actions while the song is being played.
- **After:** The last four questions are designed to identify the types of activities that teachers use after the song is played in class. These questions explore the type of follow-up activities they use to reinforce the pronunciation features introduced in the song, their assessment of whether learners have improved their pronunciation after the listening phase, their encouragement of students to produce the target sounds independently after listening, and their perceptions of the effectiveness of using songs to teach pronunciation to primary school pupils.

**Conducting Teachers' Semi-Structured Interviews.** The semi-structured interviews were conducted with three teachers from Bekhadj Taib primary school in Bordj Bou Arreridj. The first two interviews were conducted on April 10<sup>th</sup>, 2025, one was conducted at 12:00 p.m, while the second one was conducted at 14:00 p.m. The third interview was conducted on April 14<sup>th</sup>, 2025 at 12:00 p.m. All interviews were conducted following the standard procedures, where one of the researchers asked the questions, while the other one recorded the answers, after taking the participants' consent.

### ***Classroom Observation***

Classroom observation is the qualitative research tool used in this study to gain in-depth comprehension of the use of songs by primary school instructors to teach pronunciation to their pupils. The tool is adapted from the study of Ketmane and Benamara (2024) which was used as a model to build the main structure of the checklist and the four key themes of the observation. The statements of the checklist are self-developed based on the theoretical chapter for the aim of exploring the implementation of songs in primary school classrooms to teach pronunciation. The main impetus behind conducting the classroom observation is to observe in real life situations pupils' reaction to the integration of songs in their language learning classrooms, and to cover the gap in literature. Using songs as an educational tool in the EFL classroom with primary school pupils is still a new topic of investigation in the Algerian context since the implementation of English instruction is a new policy as well. Therefore, the use of the classroom observation enables the researchers to obtain insightful information about learners' reactions and teachers' practices and strategies as well.

**Description of the Classroom Observation.** The checklist is designed to examine students' engagement and participation in the learning process when a song is implemented (See

Appendix E). The checklist includes nine statements that describe participants' motivation, actions, behaviors and their stress during the song-based instruction.

**Conducting the Classroom Observations.** The classroom observation was conducted with four classrooms at Belhadj Taib primary school in Bordj Bou Arreridj. The first classroom observation was with a third year primary school classroom on April 9<sup>th</sup>, 2025 at 10:00 a.m, which included 30 pupils. The second one was with fourth year primary school classroom on April 10<sup>th</sup>, 2025 at 10:00 a.m, which included 31 pupils. Moreover, the third one was conducted with another third year classroom that included 33 pupils on April 13<sup>th</sup>, 2025 at 11:00 a.m, while the last classroom observation was conducted with another fourth year classroom on April 14<sup>th</sup>, 2025 at 10:00 a.m, with 33 pupils in attendance. The teacher was approached before conducting the observation and asked for his permission to allow the researchers to conduct the classroom observation. He was informed about the objective of the study and the problem that was intended to be addressed through this study. Although English songs are integrated into the official EFL syllabi for primary schools, teachers still report challenges in teaching pronunciation due to factors such as first language interference (e.g., from French), learners' anxiety, and limited instructional time. This raises questions about how effectively songs are being utilized as a pedagogical tool and whether teachers perceive them as helpful in overcoming pronunciation difficulties and engaging young learners. The teacher provided his own opinion about the matters, stating that it is indeed teaching pronunciation is a challenging task in primary education, and that the integration of songs need some improvements in order to enhance the quality of pronunciation instruction in primary education.

### **Pilot Testing**

The pilot testing could be described as an experimental phase for the data collection process. According to Dayanand and Chaudhary (2024), a pilot study or pilot testing looks into if something is possible, whether the researchers should follow it, and if so, how, it also has a distinct design feature; it is conducted on a smaller scale than the main or full-scale study. Therefore, the pilot testing is a smaller-scale study that is conducted with a small number of participants to examine whether the tools designed by the researchers could yield the necessary information to serve the research aims and objectives. It could be also stated that this study aims at testing the feasibility of the research, whether it is possible to have access to the participants.

Consequently, the pilot testing was conducted with the main research tool, which is the questionnaire. The researchers administered the questionnaire online on April 4<sup>th</sup>, 2025 and closed the responses option in the Google Forms platforms after five responses were submitted. The researchers examined the answers provided and the assessed the suitability of the questions proposed and the participants' comprehension of their meaning and objective. Therefore, there were no modifications made on the first version of the questionnaire.

### **Data Analysis**

The final stage of the research procedure encompasses the process of analyzing and interpreting the data collected from the participants to reach the final conclusion. According to Ibrahim (2015), data analysis is the process of carrying out specific calculations and assessments to draw relevant information from the data gathered. In order to perform this task, different tools and instruments could be used. The present study employed both SPSS and thematic analysis to complete this process. The data collected through the questionnaire are to be analyzed through descriptive statistics using SPSS software (Statistical Package for the Social Sciences), while the

data collected through the interview and classroom observation are to be interpreted using thematic analysis. The data collected through the questionnaire are coded into numbers and presented in tables and figures that describe the distribution of answers in form of statistics. The data collected through the interview are transcribed and thematically organized in order to interpret the information gathered from the participants. In addition, the data collected through the classroom observation are also thematically organized to interpret the obtained results from this tool.

### **Issues of Trustworthiness**

In order to maintain the trustworthiness of the present study, three main aspects were followed: credibility, transferability, and dependability. First, the credibility aspect was strengthened by spending enough time collecting data and checking information from different sources, this shows that valiant efforts of the researchers to collect reliable data that could enrich the research findings. Second, the transferability aspect was supported by clearly describing the setting and participants so others can understand the context and have background information about the population of the study and the rationale behind its selection. Third, dependability was achieved by carefully recording each step of the research process. Therefore, this shows that the research conducted is characterized with trustworthiness and reliability on the criteria provided.

### **Ethical Considerations**

In order to maintain the ethical side of the study conducted, all participants have been informed of the research topic and its procedures. moreover, they were also informed that their participation is voluntary and they can withdraw any time they like. In addition, participants were also informed that their data and personal information would be used for research sake only.

### **Limitations of the Study**

The limitations of the study encompass the obstacles faced by the researchers in conducting the present study. First, the sample size was small (26 participants) and limited to the teachers of English at primary schools at only the Wilaya of Bordj Bou Arreridj. Therefore, the number of the participants was not large enough to explore a wide range of experiences in the field of integrating songs in teaching pronunciation.

Second, the data collection was very challenging to conduct, especially the classroom observation. Some teachers were found to have limited pronunciation skills themselves. Thus, it was difficult to obtain reliable information from their teaching practices and methods in teaching pronunciation to pupils.

### **Delimitations of the Study**

The delimitations of the study refer to the boundaries set by the researchers to narrow down the scope of their research. First, the study emphasized or focused on English language teachers at the Wilaya of Bordj Bou Arreridj. This scope ensures that local practices and teaching strategies are explored within a particular setting to examine the use of English songs in teaching pronunciation to primary school pupils in this region.

Moreover, the focus on pronunciation as the language element or aspect to examine in relation to the use of songs in the EFL classroom is another boundary that limits the study to a particular aspect for the aim of gaining in-depth comprehension.

### **Conclusion**

The present chapter has presented a detailed description of the research methodology, including the research tools that have been used to collect data from participants in order to reach the final research results and conclusion. The next chapter presents the analysis and

interpretation procedure of data collected. The final chapter helps the researchers to conclude the study and obtain the final results that could answer the proposed research questions at the beginning of the study.

**Chapter Three:**  
**Data Analysis and Interpretation**

### **Chapter Three: Data Analysis and Interpretation**

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## Introduction

This chapter provides the practical side of the study through which the data collected is analyzed, interpreted and discussed in relation to existing literature. This chapter provides the final results that the research obtained, and offers pedagogical recommendations for further studies in the field.

## Data Analysis

The data analysis process is the most important step in research. It is a delicate and accurate procedure through which the information collected from the participants are thoroughly organized and interpreted to draw the final results that could answer the research question.

### *Analysis of the Teachers' Questionnaire*

The analysis of the teachers' questionnaire is conducted through descriptive statistics using SPSS IBM 21 version software. The data are coded in form of numbers and statistics and presented in form of tables and figures as demonstrated in the following section.

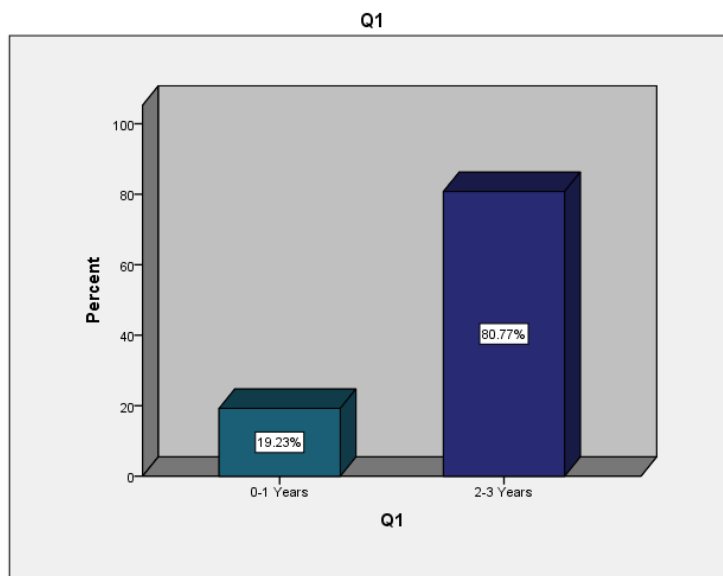
### Section One: Background Information

1. For how many years have you been teaching English in primary school?

**Table 3.1**

#### *Participants' Teaching Experience*

		Frequency	Percent
<b>Valid</b>	0-1 Years	5	19.2
	2-3 Years	21	80.8
	Total	26	100.0

**Figure 3.1***Participants' Teaching Experience*

This question aims at identifying the participants' experience in teaching. Therefore, the table (3.1) represents their answers regarding their experience in teaching English in primary school. The statistics illustrate that most participants have been teaching English in primary school for more than two years, selecting "2-3 Years" as their answer with a percentage of (80.8%). They are followed by few participants who indicated that they have been teaching it for less than a year with a percentage of (19.2%). These findings suggest that participants likely have a basic understanding of the challenges and strategies in teaching young learners at the level of primary school and the methods used.

### **Section Two: Teachers' Perceptions towards Using Songs in Teaching Pronunciation**

2. As an EFL teacher, how important it is for you to teach speaking skill?

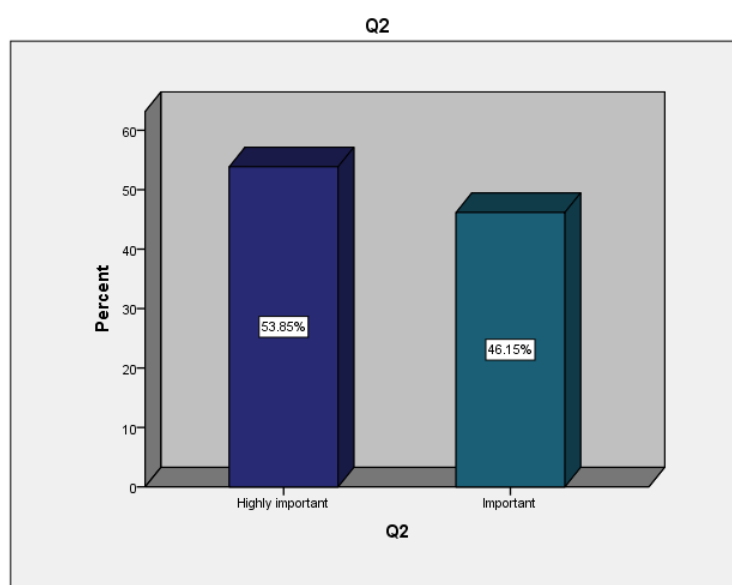
**Table 3.2**

*Participants' Perceptions of the Importance of Teaching Speaking*

		Frequency	Percent
Valid	Highly important	14	53.8
	Important	12	46.2
	Total	26	100.0

**Figure 3.2**

*Participants' Perceptions of the Importance of Teaching Speaking*



This question highlights how teachers view the aspect of teaching speaking to their EFL learners. Table (3.2) represents their answers. The majority of the participants indicated that teaching speaking is “Highly important”, with a percentage of (53.8%) representing their answer. They are followed by (46.2%) of the participants who expressed that teaching speaking is “Important”. These results indicate that speaking is prioritized as a key skill in EFL classrooms in primary school since most participants value this skill and focus on teaching it to their learners.

3. Why is it important to teach speaking to EFL learners?

The data collected through this question indicates that participants have different justifications for their view of the importance of teaching speaking to EFL learners. Their responses are organized into themes:

- **Development of Communication Skills:** fifteen participants expressed that teaching speaking is essential because it is the primary means of communication in any language. Therefore, students need it to express their thoughts and ideas and use the language in real life interaction and communication. One of the respondents stated: *“It is the most important skill for communication”*. Similarly, another one added: *“Teaching the speaking skill as an English as an EFL teacher is of utmost importance. Speaking is a fundamental aspect of language learning as it allows students to communicate effectively and express their thoughts and ideas. By focusing on developing their speaking skills, students can become more confident in using the language in real-life situations, enabling them to engage in meaningful conversations, build relationships, and succeed in various personal and professional contexts”*.

- **Increasing Students Confidence and Fluency:** three participants indicated that students improve their fluency through speaking practice. This allows them to improve their speaking skill and enhance their confidence as well. T2 explained: *“Speaking is one of the most essential skills in language learning because it allows students to actively use English in real-life communication. It helps build their fluency, confidence, and ability to express ideas clearly”*. This answer highlights the role of speaking skill in increasing students’ confidence in using the language and their fluency as well.

- **Development of Language Skills:** there is one participant who explained that speaking practice and training in class is critical for acquiring correct pronunciation, which is often a key challenge for language learners. Moreover, the ability to speak effectively is closely tied to

mastering all aspects of language, including grammar, vocabulary, and fluency. Therefore, he stated that speaking is a direct reflection of a student's overall language proficiency. He expressed that: *“As an EFL teacher, I prioritize creating opportunities for my students to practice speaking, providing them with a platform to improve their fluency and coherence, lexical recourse, grammar, and pronunciation”*.

It seems that the participants put a great emphasis and value on the aspect of teaching speaking to their EFL learners. Their justifications highlight the crucial role of this skill in communication, confidence-building, and overall language skills development.

4.As an EFL teacher, how important it is for you to teach pronunciation to EFL primary-school learners?

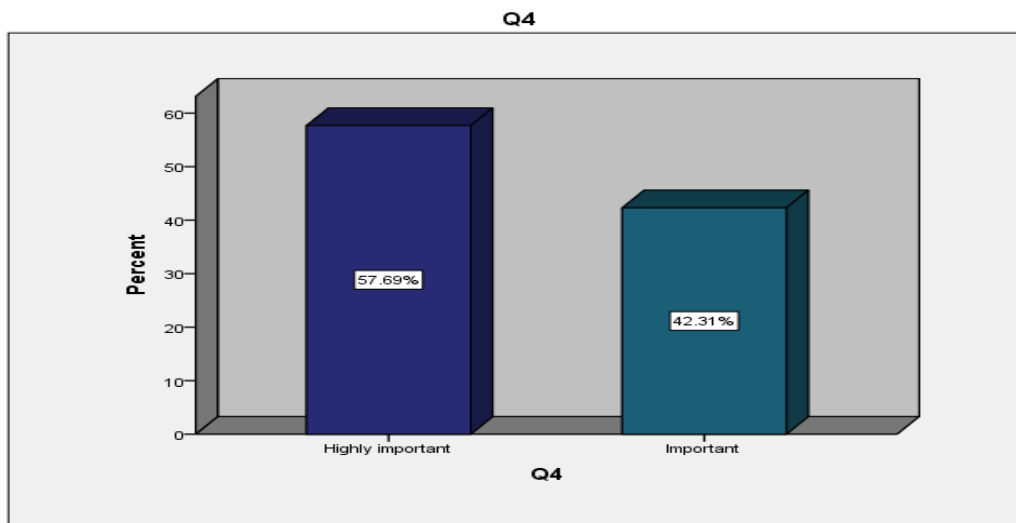
**Table 3.3**

*Participants' Perceptions of the Importance of Teaching Pronunciation*

		Frequency	Percent
<b>Valid</b>	Highly important	15	57.7
	Important	11	42.3
	Total	26	100.0

**Figure 3.3**

*Participants' Perceptions of the Importance of Teaching Pronunciation*



This question highlights the importance of teaching pronunciation to language learners. Therefore, table (3.3) demonstrates participants' perceptions of the importance of teaching pronunciation to EFL primary school learners. It is indicated that the majority of participants regard this aspect as "Highly important" with a percentage of (57.7%). They are followed by the remaining (42.3%) of the participants who indicated that it is "Important". These findings reflect a common awareness of the role pronunciation plays in communication among the majority of the participants. This shows that teachers value the aspect of teaching pronunciation to students, especially for young learners in the EFL setting.

#### 5. Why is it important to teach pronunciation to EFL primary-school pupils?

The data collected through this question indicates that participants have different explanations for the importance of teaching pronunciation to primary school pupils. They include:

- **Key for Effective Communication:** twenty participants expressed that pronunciation is essential for ensuring that students can communicate effectively, and that good and clear pronunciation enables learners to be understood clearly by others. Therefore, it is important to teach pupils pronunciation in an early age. Some of their answers are quoted: "To *clearly*

*understand one another”, “Since the primary goal of teaching any languages communicator, it's highly important to work on the learner's speaking skills”*

- **Supporting Listening and Speaking Skills:** four participants indicated that teaching pronunciation helps learners recognize words in spoken form, which facilitates their listening comprehension and makes them more effective speakers in communication. Moreover, good pronunciation is also claimed to enhance students' speaking skill and their fluency. One of the respondents explained *“Good pronunciation helps learners develop better listening skills. When they understand how words are pronounced, they can more easily recognize them in spoken language, which is essential for comprehension”*. Another one added *“Better listening and speaking”*.

- **Enhancing Students' Confidence:** two participants asserted that when students can pronounce words correctly, they feel more confident in their language abilities, which encourages more active participation in speaking activities. They stated that: *“it builds a strong foundation for speaking and listening skills, boosts confidence, improves communication, and helps prevent the development of incorrect pronunciation habits.”*, *“Because good pronunciation helps young learners speak clearly and be understood by others. It also builds their confidence”*.

- **Preventing Long-Term False Pronunciation:** two participants emphasized that if students were not taught proper pronunciation at an early age, it becomes difficult to correct their errors later. Therefore, it is vital that students are taught appropriate and correct pronunciation when they are young in order to correct their errors early on and avoid long-term false pronunciation, T1 explained *“Pronunciation is highly important at the primary level because young learners are in a critical period for language acquisition. Their ears and speech muscles are still developing, making it easier for them to mimic sound actually”*. Therefore, early attention to

pronunciation can help lay a solid foundation for the future, minimizing issues with accent, fluency, and clarity as students advance in their language learning. There is a number of participants who explained that pupils are in a critical period for language acquisition, and during this time, their ability to mimic sounds is more pronounced. This makes it easier for them to acquire correct pronunciation when they are still in the early stages of learning. T2 added “*it helps prevent the development of incorrect pronunciation habits*”.

It seems that participants view teaching pronunciation as vital for effective communication, through enhancing listening and speaking skills, and boosting students’ confidence. Participants highlighted the importance of early pronunciation instruction to prevent long-term issues and incorrect pronunciation habits, particularly because young learners are in a critical period for language acquisition that enables them to learn correct pronunciation with native-like proficiency.

6.How often do you integrate songs in your teaching methods?

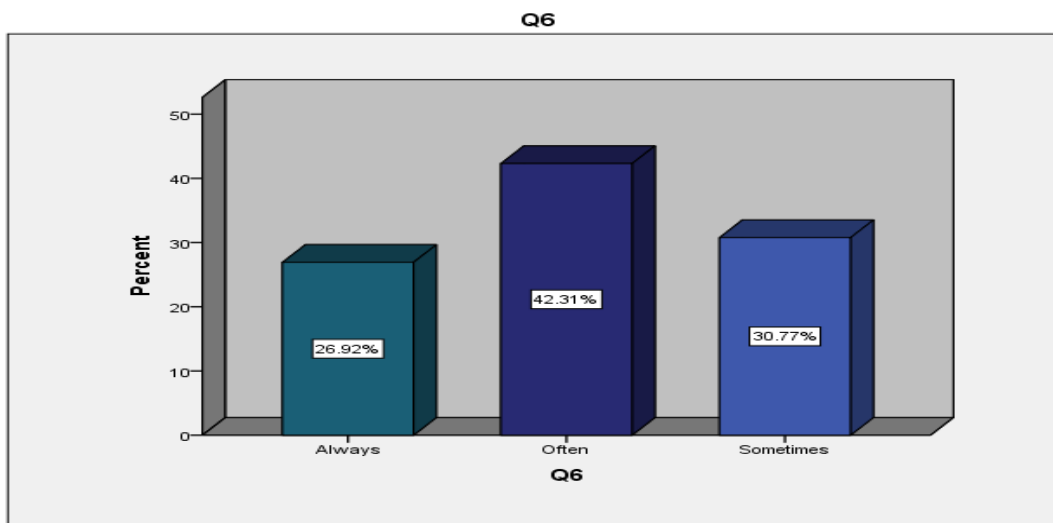
**Table 3.4**

*Participants’ Integration of Songs in their Teaching Methods*

		Frequency	Percent
<b>Valid</b>	Always	7	26.9
	Often	11	42.3
	Sometimes	8	30.8
	Total	26	100.0

**Figure 3.4**

*Participants' Integration of Songs in their Teaching Methods*

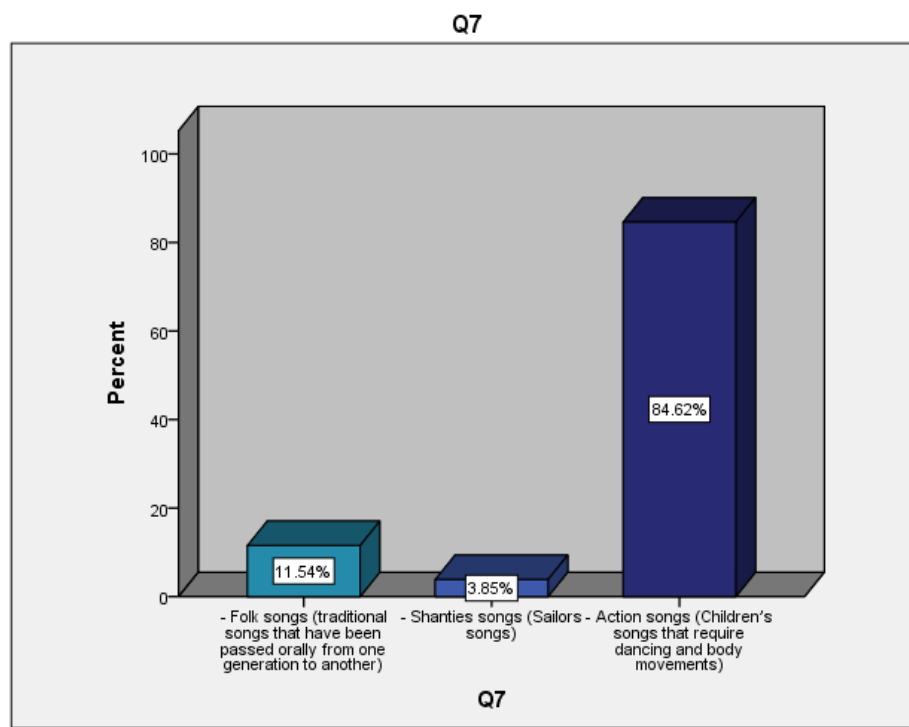


This question examines the integration of songs in EFL teaching contexts in Algerian primary schools. Therefore, table (3.4) highlights participants' integration of songs in their teaching methods. The data presented demonstrates that most participants "Often" integrate songs in their teaching methods, with a percentage of (42.3%). There are other participants who selected "Sometimes" and "Always" to indicate the frequency with which they integrate songs into their teaching methods, with a successive percentage of (30.8%) and (26.9%) respectively. These results indicate a high frequency in using songs in teaching pronunciation in EFL primary schools, which serves the research aim in exploring teachers' practices in this regard and their challenges.

7. What type of songs do you usually use?

**Table 3.5***Types of Songs Used in Teaching English*

		Frequency	Percent
<b>Valid</b>	- Folk songs (traditional songs that have been passed orally from one generation to another)	3	11.5
	- Shanties songs (Sailors songs)	1	3.8
	- Action songs (Children's songs that require dancing and body movements)	22	84.6
	Total	26	100.0

**Figure 3.5***Types of Songs Used in Teaching English*

This question aims at identifying the types of songs that are used in Algerian primary school classrooms. Table (3.5) highlights the type of songs teachers use in their pronunciation teaching methods. It is demonstrated through the data that the majority of participants use “Action songs” with a percentage of (84.6%). They are followed by the few remaining participants who selected “Folk songs” and “Shanties songs” with a percentage of (11.5%) and (3.8%) respectively. These findings suggest that action songs are the most frequently used type of songs in EFL primary school classrooms.

8.To what extent do you agree or disagree with the following statements

**Table 3.6**

*Participants’ Agreement or Disagreement with the Statements*

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Songs enhance students’ ability to distinguish vowel/consonant sounds ( <b>Segmental features</b> )	38.4%	50%	3.8%	7.6%	0%
Songs improve students' recognition of word stress and sentence rhythm ( <b>suprasegmental features</b> )	23.07%	46.1%	11.5%	7.6%	3.8%
Songs help students mimic native-like intonation patterns. ( <b>suprasegmental features</b> )	46.1%	38.7%	15.3%	7.6%	0%
Songs enhance students’ speech smoothness during oral tasks.	34.6%	50%	11.5%	0%	3.8%
songs are effective in teaching pronunciation to primary school learners if teachers choose clear-	50%	38.4%	11.5%	0	0%

accented and slow-paced songs that correspond with pupils age, such as action songs.					
Songs are effective in increasing primary school pupils' grammatical knowledge, their vocabulary, listening and speaking skills.	34.6%	53.8%	7.6%	0%	3.8%
Songs are effective in increasing primary school pupils' motivation and engagement in class	57.6%	19.2%	19.2%	0%	3.8%
Songs are effective in reducing primary school pupils' language learning anxiety	38.4%	38.4%	15.3%	3.8%	3.8%
Songs are effective in promoting primary school pupils' cultural awareness about the cultural aspects of the target language	19.2%	57.6%	15.3%	7.6%	0%

This question highlights the benefits of using songs in pronunciation teaching. Table (3.6) represents participants' level of agreement or disagreement with the listed statements that highlight the benefits of using songs in teaching English in general, and pronunciation in particular. It is indicated through the statistics presented that the majority of teachers "Agree" and "Strongly Agree" that songs enhance students' ability to distinguish vowel/consonant sounds (**Segmental features**), with a percentage of (50%) and (38.4%) respectively, and only (7.6%%) showed their disagreement towards the statement, while (3.8%) of the participants expressed their neutrality. Moreover, in terms of songs' role in improving students' recognition of word stress and sentence rhythm (**suprasegmental features**), the majority of participants "Agree" and "Strongly Agree" with the statement with a percentage of (46.1%%) and (23.07%) respectively. There are only few participants who "Disagree" and "Strongly Disagree" with the

statement with a percentage of (3.8%) and (3.8%) respectively, while (11.5%) of them chose “Neutral”. In compliance with the third statement, (46.1%) and (38.7%) expressed that they “Strongly Agree” and “Agree” that songs help students mimic native-like intonation patterns. **(suprasegmental features)**. They are followed by few remaining participants who chose “Neutral” and “Disagree” with a percentage of (15.3%) and (7.6%) respectively.

In regard to the statement “Songs enhance students’ speech smoothness during oral tasks”, the majority of participants (84.6%) “Agree” and “Strongly Agree” that songs contribute significantly to improving students’ fluency in speech, with a percentage of (50%) and (34.6%) respectively. A small percentage (11.5%) remained neutral, and only (3.8%) chose to “Strongly Disagree” with the statement. For the statement “Songs are effective in teaching pronunciation to primary school learners if teachers choose clear-accented and slow-paced songs that correspond with pupils’ age, such as action songs”, a total of (50%) of the participants “Strongly Agree” and “Agree” (38.4%) with the statement. Only (11.5%) of the participants remained neutral, and no one expressed disagreement or strong disagreement. Regarding the following statement, the majority of participants “Strongly Agree” (34.6%) and “Agree” (53.8%) that songs are effective in increasing primary school pupils’ grammatical knowledge, their vocabulary, listening, and speaking skills. Only a small number of participants (7.6%) chose to be “Neutral”, and (3.8%) “Strongly Disagree” with the statement.

Moreover, the majority of participants also showed to “Strongly Agree” (57.6%) and “Agree” (19.2%) that songs are effective in increasing primary school pupils’ motivation and engagement in class. Although a significant portion is highly positive about the role of songs in motivating students, (19.2%) of participants remained neutral, and a small group (3.8%) “Strongly Disagree” with the statement. On the matter of whether “Songs are effective in

reducing primary school pupils' language learning anxiety", (38.4%) of the participants "Strongly Agree" and "Agree" with the statement with an equal percentage. There is a smaller proportion (15.3%) who chose "Neutral", and a few participants (7.6%) who "Disagree".

Finally, regarding the last statement, (57.6%) and (19.2%) chose to "Agree" and "Strongly Agree" that songs are effective in promoting primary school pupils' cultural awareness about the cultural aspects of the target language. However, a small percentage (15.3%) remained neutral, and (7.6%) chose to "Disagree" with the statement.

Apparently, teachers widely agree that songs are highly beneficial for improving pronunciation, fluency, and engagement in language learning. They are seen as effective tools for teaching segmental and suprasegmental features, boosting students' vocabulary, grammar, and motivation. Songs are acknowledged to also help reduce anxiety and promote cultural awareness, especially when chosen appropriately for age and clarity. Therefore, it is observed that there is an overall agreement that strongly supports the use of songs in primary school language classrooms.

### **Section Three: Teachers' Challenges in Using Songs to Teach Pronunciation**

9. Exploring teachers' challenges in teaching pronunciation in general and in teaching pronunciation using songs

**Table 3.7**

*Participants' Challenges in Teaching Pronunciation With and Without Songs*

Time-Span	Challenges	Always	Frequently	Occasionally	Rarely	Never
Before (Preparation)	1. Difficulty in selecting appropriate songs for teaching pronunciation	15.3%	38.4%	34.6%	7.6%	3.8%

	2. Difficulty in adjusting song speed to match students' comprehension levels	11.5%	46.1%	30.7%	15.3%	0%
	3. Difficulty in finding songs with clear pronunciation	15.3%	30.7%	34.6%	19.2%	3.8%
	4. Lack of resources or technical issues in preparing the songs	7.6%	19.2%	38.4%	20.07%	11.5%
While (In Class)	1. Students struggle with the speed of the song, making it hard to follow pronunciation	26.9%	34.6%	30.7%	15.3%	0%
	2. Students have difficulty understanding diverse accents in songs	19.2%	34.6%	34.6%	3.8%	3.8%
	3. Students pronounce words using sounds from their native language (Arabic)	20.07%	42.3%	15.3%	20.07%	3.8%
	4. Cultural barriers impact students' ability to engage with the song for pronunciation practice	3.8%	46.1%	26.9%	7.6%	15.3%
	5. Technical issues (e.g., sound quality, equipment problems)	15.3%	26.9%	26.9%	19.2%	3.8%

	affect the class activities involving songs					
After (Evaluation)	1. Students' pronunciation errors are not immediately corrected after the song activity	11.5%	30.7%	26.9%	20.07%	7.6%
	2. Difficulty in assessing pronunciation progress after using songs	7.6%	30.7%	42.3%	15.3%	7.6%
	3. Difficulty in providing feedback to students on pronunciation after the song-based activity	7.6%	42.3%	30.7%	15.3%	11.5%
	4. Students struggle to apply pronunciation learned through songs in other speaking contexts	15.3%	34.6%	19.2%	26.9%	7.6%

This question examines the challenges faced in integrating songs in pronunciation teaching before, during and after this integration process. In compliance with this, table (3.7) highlights participants' challenges in using songs to teach pronunciation to primary school pupils. These challenges are divided into three main stages, the before, during and after stage.

- **Before (Preparation):** In the preparation phase, the most significant challenges reported were difficulty in selecting appropriate songs for teaching pronunciation and difficulty in adjusting song speed to match students' comprehension levels. The majority of participants showed that

they either “Always” (15.3%) or “Frequently” (38.4%) faced challenges selecting suitable songs, while (57.6%) experienced issues adjusting the speed of songs (11.5% “Always” and 46.1% “Frequently” faced this problem). These challenges indicate that teachers may struggle with finding songs that both match their teaching goals and are at the right pace for their students. In terms of finding songs with clear pronunciation, (30.7%) and (15.3%) of participants reported facing this challenge “Frequently” or “Always” respectively. While this shows that clarity in the pronunciation of songs can sometimes be a barrier, but it is less of an issue than adjusting song speed. Another challenge that was addressed is the lack of resources or technical issues, which was reported by (30.7%) to be “Frequently” encountered, while (7.6%) indicated that it was “Always” encountered.

- **While (In Class):** During class, a major challenge for the majority of the participants was students struggling with the speed of the song, making it hard to follow pronunciation. (26.9%) and (34.6%) of the participants reported to “Always” and “Frequently” face this issue. Another challenge identified was students having difficulty understanding diverse accents in songs, with the majority of participants indicating this as either “Always” (19.2%) or “Frequently” (34.6%) an encountered problem. In addition, the students’ pronunciation of words using sounds from their native language (Arabic) was reported as another challenges by the majority of the participants, with (20.07%) facing this issue “Always” and (42.3%) facing it “Frequently”. In terms of cultural barriers impacting students’ engagement, the majority of participants indicated that this was a frequent or occasional challenge that they face in their EFL classrooms with (3.8%) selecting “Always”, and (46.1%) selecting “Frequently” as the frequency of this problem, while (15.3%) felt that cultural differences prevented students from fully engaging with the songs. Lastly, technical issues such as sound quality and equipment problems was

reported as another challenges, with (15.3%) of teachers selecting “Always” and (26.9%) selecting “Frequently” as the frequency of this problem.

- **After (Evaluation):** After the song-based activities, students’ pronunciation errors not being immediately corrected was a major challenge for the majority of the participants, with (11.5%) of them selecting “Always” and (30.7%) selecting “Frequently” as the frequency of this challenge. There is another challenge reported in assessing pronunciation progress after using songs, (7.6%) of participants chose “Always” and (30.7%) chose “Frequently” as the frequency of this challenge. Providing feedback on pronunciation after song-based activities also posed a challenge for the majority of the participants, with (7.6%) choosing “Always” and (42.3%) choosing “Frequently”. Finally, students struggling to apply pronunciation learned through songs in other speaking contexts was a notable challenge for most participants, with (15.3%) of them selecting “Always” and (34.6%) choosing “Frequently” as the frequency of this challenge.

Apparently, it seems that one of the most significant challenges in the preparation phase is selecting appropriate songs for teaching pronunciation. Teachers appear to struggle with matching songs to both their teaching goals and the students' comprehension levels. This may indicate that more careful consideration is needed when choosing materials to ensure that they align with the specific learning objectives. Moreover, in the “While” stage of implementing the songs, it seems that students struggle with song speed and diverse accents are key barriers. This suggests that teachers might need to consider adjusting the pace of the song or selecting songs that are more aligned with students’ listening comprehension. In the “After” stage, it seems that the challenge of providing immediate feedback and evaluating pronunciation progress form the main issues for teachers. This suggests that they need to pay more focus on the assessment tools and methods that they can use to overcome this challenge.

10.How effective do you think technology is in teaching pronunciation?

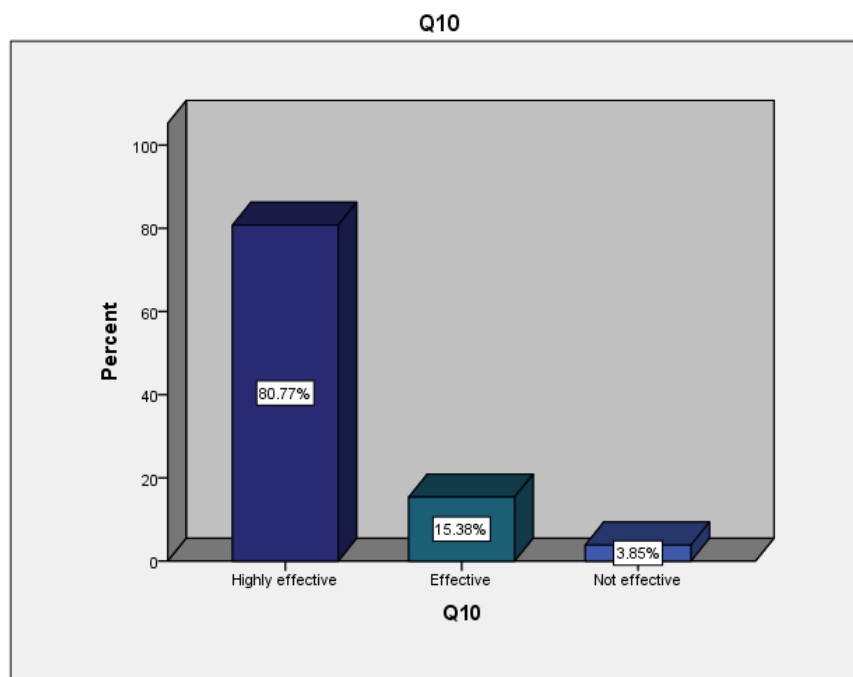
**Table 3.8**

*Effectiveness of Technology in Teaching Pronunciation*

		Frequency	Percent
<b>Valid</b>	Highly effective	21	80.8
	Effective	4	15.4
	Not effective	1	3.8
	Total	26	100.0

**Figure 3.6**

*Effectiveness of Technology in Teaching Pronunciation*



This question assesses the use of songs in teaching pronunciation. In accord with this, table (3.8) represents participants' perceptions of the effectiveness of technology in teaching pronunciation. The data collected indicates that most participants consider technology to be

“Highly effective” in teaching pronunciation, with a percentage of (80.8%). They are followed by other participants who chose “Effective” with a percentage of (15.4%), while the few remaining participants (3.8%) chose “Not effective”. These results indicate that technology is effective in teaching pronunciation.

#### 11.Explain

The data collected through this question reveals that participants provided different justifications for their perceptions of the effectiveness of technology in teaching pronunciation. It is indicated that technology is used for:

- **Access to Native-speaker Models:** fifteen participants explained that technology provides learners with access to authentic native-speaker models through audio recordings, videos, songs and pronunciation apps, “*Technology offers access to a wide range of multimedia resources, including videos, audio recordings, and interactive exercises...Learners can listen to native speakers and practice mimicking their pronunciation, intonation, and rhythm*”. This exposure helps students learn correct pronunciation, intonation, and rhythm by listening to native speakers use the language in real life situations; one of them elaborated that “*Learners can listen to native speakers and practice mimicking their pronunciation, intonation, and rhythm*”.

- **Interactive Learning Tools and Feedback:** four other participants demonstrated that technology provides learners with interactive tools, such as speech recognition software, apps (like Duolingo), and other platforms that allow students to practice pronunciation, get instant feedback, and track their progress, one of these participants explained “*Technology offers a wide range of interactive tools that make pronunciation practice more engaging and accurate*”. “*it provides interactive practice, instant feedback, and access to native speaker models.*”

- **Increasing Students' Engagement and Motivation:** two participants also indicated that the use of videos, songs, cartoons, and animations makes learning pronunciation more enjoyable, especially for pupils. These engaging tools also help reinforce pronunciation and listening skills by providing vivid and memorable input that engages students' emotions as well as their cognitive elements. Some of the participants' answers are quoted "*It helps to expose learners to vivid and funny input which makes it easier to process and remember, and increases their motivation and engagement*". "*It is more motivational to use technological tools to foster the pupils' interaction and attract their attention and make it more enjoyable*".

- **Flexibility and Access to Tools:** there is one participant who admitted that with technology, there are endless resources available for pronunciation practice that are helpful for both students and teachers alike. Teachers and learners can choose from a variety of videos, audio files, songs, and interactive apps, making lessons more dynamic and diversified. This shows that technology serves as a valuable tool for teachers, allowing them to integrate multimedia and interactive content into their lessons. He stated "*Technology can be effective in teaching pronunciation when used strategically and in conjunction with other teaching methods. It is important for instructors to integrate technology in a way that enhances pronunciation practice, provides opportunities for meaningful interaction, and supports individual student needs by accessing tools that are flexible to be used anywhere and anytime. By incorporating technology as a supplementary tool in lesson plans, instructors can create a dynamic and engaging learning environment that fosters improved pronunciation skills*".

Apparently, most participants view technology as highly beneficial for teaching pronunciation, it provides access to authentic native-speaker models through videos, audio, and apps, helping learners master correct pronunciation. Interactive tools like speech recognition

software offer instant feedback and track progress, while videos, songs, and animations enhance students' engagement and motivation. The flexibility of technology allows for a variety of resources, making lessons more dynamic and tailored to individual needs. Overall, technology is seen as an effective and engaging tool for improving pronunciation skills.

12. Do you believe you have the adequate knowledge to use technology to integrate songs to teach pronunciation?

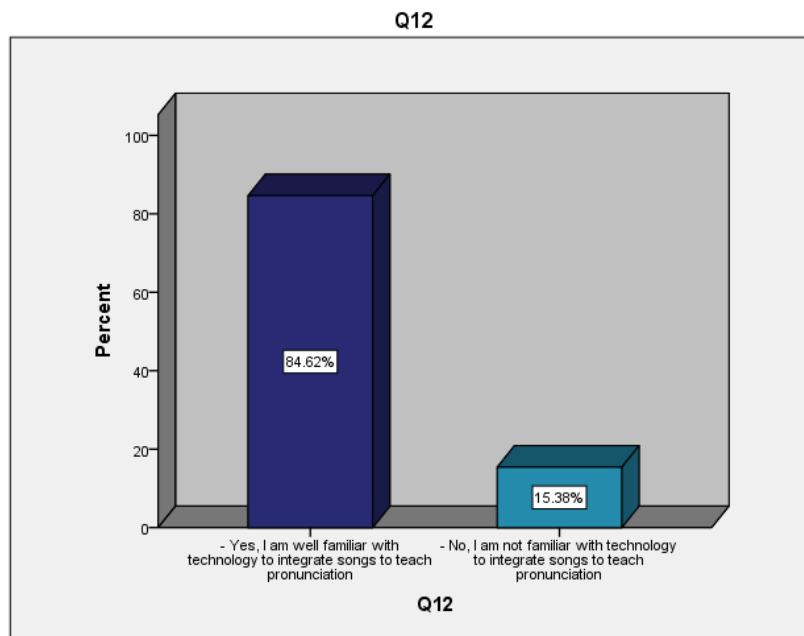
**Table 3.9**

*Participants' Adequate Knowledge in Using Songs in Teaching Pronunciation*

		Frequency	Percent
<b>Valid</b>	-Yes, I am well familiar with technology to integrate songs to teach pronunciation	22	84.6
	-No, I am not familiar with technology to integrate songs to teach pronunciation	4	15.4
	Total	26	100.0

**Figure 3.7**

*Participants' Adequate Knowledge in Using Songs in Teaching Pronunciation*



This question demonstrates teachers' overall challenges in using technology in their classrooms. In compliance with this, table (3.9) highlights participants' adequacy in using songs to teach pronunciation. It is demonstrated that most participants indicate that they are "well familiar with technology to integrate songs to teach pronunciation", with a percentage of (84.6%). On the other hand, (15.4%) of the participants expressed that they are not familiar with technology with a percentage of (15.4%). These findings suggest that teachers do not mostly have a problem with using technology in their classrooms.

13. Do you feel satisfied with the technology equipment and online resources you have at hand to teach pronunciation at your primary school?

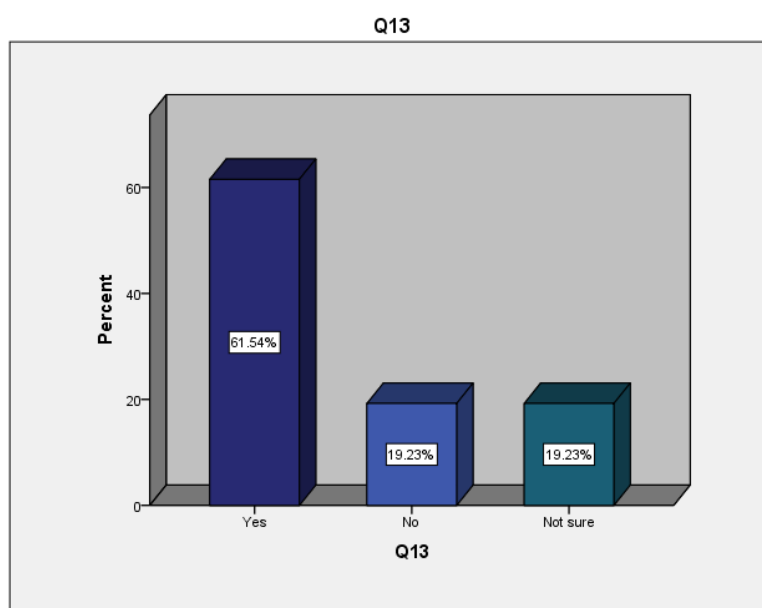
**Table 3.10**

*Participants' Satisfaction with Technology Equipment to Teach Pronunciation*

		Frequency	Percent
<b>Valid</b>	Yes	16	61.5
	No	5	19.2
	Not sure	5	19.2
	Total	26	100.0

**Figure 3.8**

*Participants' Satisfaction with Technology Equipment to Teach Pronunciation*



This question aims at identifying the technological support provided by the schools to support the integration of songs in language education. Therefore, table (3.10) indicates participants' satisfaction with technology equipment to teach pronunciation. The table shows that most participants feel satisfied with the technology equipment and online resources they have at hand to teach pronunciation at their primary school, with a percentage of (61.5%). The remaining participants chose "No" and "Not sure" with an equal percentage of (19.2%). This shows that teachers do not have a problem with technological support in their EFL classrooms, which could facilitate their songs integration in their teaching methods.

#### 14. How can songs help learners improve their pronunciation?

The data collected through this question indicates that there are different ways of how songs can improve students' pronunciation.

- **Mimicking Native Speech:** thirteen participants explained that songs provide an opportunity for learners to hear and mimic the pronunciation, stress, and intonation of native speakers, one of them stated *“by exposing them to natural English rhythm, and intonation in a fun and memorable way. Through repetition, students become familiar with how words and sounds are produced in connected speech”*. This exposure is vital for acquiring the correct pronunciation of sounds and words. Therefore, it is demonstrated that listening to songs produced by native speakers offers an authentic pronunciation model, helping students understand regional accents and natural speech patterns, such as British and American English.

- **Repetition and Memorization:** there are three participants who illustrated that songs offer repeated exposure to words, sounds, and pronunciation patterns. Repeating these sounds over time helps reinforce correct pronunciation, making it easier for students to internalize the language. One of the participants added that *“Repetition and memorization help them practice pronunciation in a fun and natural way”*. Another participant stated *“Repetition through songs is a form of subconscious learning, where learners absorb correct pronunciation patterns without the need for direct instruction”*. This shows that songs can be used as a separate language learning tool without even the need for a teacher, because they offer an effective model for accurate English pronunciation.

- **Motivation and Enjoyment:** five other participants also indicated that the fun and engaging nature of songs makes pronunciation practice enjoyable, which motivates students to continue

learning. One them explained “*Singing also makes learning fun and helps them remember the sounds better and practice pronunciation in fun and natural way*”.

It seems that songs can significantly improve pronunciation through several key mechanisms based on teachers’ perspectives. First, they expose learners to native speech, allowing them to mimic correct pronunciation, stress, and intonation, especially from various regional accents. Second, the repetition and memorization inherent in songs help reinforce pronunciation patterns, enabling students to absorb these patterns subconsciously. Lastly, the fun and engaging nature of songs motivates students to practice pronunciation in an enjoyable way, making it easier for them to retain and apply what they’ve learned.

### **Summary of Key Findings:**

The findings suggest that primary school teachers at BBA have sufficient experience and familiarity with technology, which positively influences their ability to integrate songs into pronunciation instruction. They view teaching speaking and pronunciation as crucial for effective communication, confidence-building, and overall language development. Teachers also recognize the importance of early pronunciation instruction to prevent long-term issues and highlight the effectiveness of technology in teaching pronunciation through access to native-speaker models, interactive tools, and engaging multimedia. Songs are frequently used in pronunciation lessons and are considered highly beneficial for improving fluency, vocabulary, and engagement. Teachers acknowledge the value of songs in teaching both segmental and suprasegmental features, reducing anxiety, and promoting cultural awareness. However, challenges remain in selecting suitable songs that match students’ comprehension levels, handling varying song speeds and accents, and providing immediate feedback to assess pronunciation progress.

### **Analysis of Teachers' Interviews**

The semi-structured interviews are analyzed using thematic analysis. This tool is designed to answer the sub and third research questions: Are there any challenges that EFL primary-school teachers face in integrating English songs to teach pronunciation? 3. How do EFL primary-school teachers integrate English songs to teach pronunciation to their learners?

The questions are structured in three phases of song-based lessons: Before focuses on the materials teachers use, the criteria for selecting appropriate songs, and the factors considered in lesson planning. During explores strategies for implementing the song, such as pronunciation-focused activities, the use of multiple listens, and teacher actions while the song is playing. After examines follow-up activities to reinforce pronunciation, assessment of students' progress, encouragement of independent production of target sounds, and teachers' perceptions of the overall effectiveness of using songs to teach pronunciation. The results of the analysis are indicated as follows:

**Before:** Q1: the first question aims at examining participants' criteria for the selection of songs in their pronunciation teaching methods.

Q2: It also aims at assessing the songs provided in the textbook in terms of phonological focus, clarity of pronunciation, linguistic appropriateness, and affective and cultural fit.

Q3: It aims at identifying the key factors that should be considered when designing a pronunciation-focused, song-based lesson for primary-school EFL learners.

**While:** Q4: It aims at highlighting the kind of listening activities teachers use while the song is playing.

Q5: It aims at identifying teachers' use of multiple listenings with different focuses during the song integration practice.

Q6: It aims at exploring teachers' practices and activities when the song is playing?

After: Q7: It aims at exploring the follow-up activities that teachers use after the song is concluded.

Q8: It aims at identifying teachers' assessment rubrics of students' pronunciation.

Q9: It aims at identifying how teachers encourage students to produce the target sounds independently after listening.

Q10: It aims exploring participants' perceptions of the effectiveness of songs in teaching pronunciation.

**Table 3.11**

*Teachers' Reliance on Textbooks Materials When Using Songs*

Questions	The Aims	Themes	Participants' Answers
Do you usually rely on textbook materials when using songs, or do you choose your own? If you choose, on what basis or criteria do you select the songs you include in your pronunciation teaching lesson?	To examine participants' criteria for selecting songs in pronunciation teaching.	<p><b>Pronunciation</b></p> <p><b>Features:</b> Focus on specific pronunciation elements such as stress, intonation, and phonemes.</p> <p><b>Clarity of Articulation:</b></p> <p>Ensuring songs have clear pronunciation to model correct speech. <b>Student Engagement and Enjoyment:</b></p>	<p>T1: "I select songs that contain specific pronunciation features like stress that match the lesson focus." T2: "I pick songs that have the sounds I want to teach like the 'th' sound or word stress." T3: "I select them based on how clear the pronunciation is in the songs." T2: "I pick songs that are fun, easy to understand, and have the sounds I want to teach." T2: "I make sure the song is good for their age and</p>

		Choosing songs that are fun, age-appropriate, and easy to understand. <b>Cultural and Linguistic Appropriateness:</b> Ensuring songs are culturally and linguistically suitable for the learners.	doesn't have anything that doesn't fit our culture."
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The findings reveal that teachers prioritize specific criteria when selecting songs for pronunciation teaching. Half of participants focus on songs with particular pronunciation features, such as stress, intonation, and phonemes. For example, T1 mentioned selecting songs that match the lesson's focus on stress. Some emphasize clarity of articulation, ensuring that the song's pronunciation is easily understood, with T3 highlighting this as essential for correct modeling. Other participants prioritize student engagement, choosing fun and age-appropriate songs that are easy to understand, as T2 noted. Lastly, there are some participants who consider cultural and linguistic appropriateness, making sure that songs are suitable for students' cultural contexts, as stated by T2. In conclusion, the responses show that teachers select songs not only for pronunciation practice but also for motivation, clarity, and cultural relevance.

2. What do you think of the ones presented in your textbook in terms of:

A. Phonological Focus (Does the song contain the phonemes, minimal pairs, stress patterns or intonation contours you wish to practice? (e.g. weak syllables, word stress))

Table 3.12

*Teachers' Assessment of the Songs Provided in the Textbook*

Questions	The Aims	Themes	Codes	Participants' Answers
<b>2. What do you think of the ones presented in your textbook in terms of: A. Phonological Focus</b>	The aim of this question is assessing the phonological focus of songs in textbooks (phonemes, minimal pairs, stress patterns, intonation).	Phonological Features	Stress patterns, minimal pairs, intonation, clarity	T1: "The songs support key pronunciation features like stress patterns and intonation." T3: "They contain simple lyrics with correct words that are easy to pronounce and also contain key pronunciation features like stress and intonation."
<b>2. B. Clarity of Pronunciation</b>	Evaluating the clarity of pronunciation in songs from textbooks.	Clarity of Pronunciation	Clear articulation, easy to pronounce	T1: "The clarity of pronunciation is decent, though it could be better."
<b>2. C. Linguistic Appropriateness</b>	Determining whether songs in textbooks are linguistically appropriate for learners.	Linguistic Appropriateness	Linguistically appropriate	T3: "The lyrics are simple and appropriate for students' language level."
<b>2. D. Affective &amp; Cultural Fit</b>	Evaluating how engaging, motivating, and culturally suitable songs are for students.	Cultural Sensitivity & Engagement	Cultural alienation, age-appropriateness, student engagement	T1: "Some songs could be more localized for better learner connection." T1: "The songs are age-appropriate and culturally suitable, but some could

				be more localized."
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All three participants agreed that the songs address key phonological features such as stress patterns, minimal pairs, and intonation, with two participants highlighting the simplicity and clarity of the lyrics. However, other participants, like T1, noted that the clarity of pronunciation could be improved. In terms of linguistic appropriateness, all participants found the songs linguistically suitable for their students, with one participant emphasizing the simplicity of the lyrics for young learners. Regarding cultural and affective fit, while two participants acknowledged the songs as age-appropriate and culturally suitable, few participants expressed that some songs could be better localized to enhance cultural relevance and engagement. In general, the textbook songs were seen as effective for pronunciation teaching but could benefit from further improvements in clarity and cultural alignment.

3. What key factors should be considered when designing a pronunciation-focused, song-based lesson for primary-school EFL learners? Please provide practical examples

**Table 3.13**

*The Factors that Influence Teachers' Selection of Songs*

Question	Aims	Themes	Participants' Answers
What key factors should be considered when designing a pronunciation-focused, song-based lesson?	To identify the key factors influencing the design of a pronunciation-focused song-based lesson for primary-school EFL learners.	1. Lesson Objectives and Learner Needs	1. "Songs should be age-appropriate in terms of vocabulary, e.g., a song about animals or daily routines". (T1) 2. "Songs should match their level, like focusing on the /s/ or /sh/ sound" (T2) 3. "Clearly define the

		2. Targeting Pronunciation Features	target pronunciation feature before selecting a song" (T3)
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The data collected through this question reveals that all participants agreed on the importance of aligning lesson objectives with learners' needs and considering their age, interests, and proficiency levels. Specifically, some participants emphasized selecting songs that are age-appropriate and reflect students' interests, while all participants stressed the importance of targeting specific pronunciation features, such as sounds and stress patterns, before choosing a song.

Regarding the listening activities used during the song, all participants reported using activities focused on specific pronunciation features. A majority of them mentioned activities like mimicking the song's rhythm, identifying repeated sounds, or clapping on stressed syllables. Another group also emphasized repetition of words or sounds to reinforce correct pronunciation. This indicates a strong focus on interactive and engaging activities to enhance pronunciation awareness during song-based lessons.

4. What kind of listening activities do you use while the song is playing?

A. Are the activities designed to focus on specific pronunciation features (e.g., sounds, stress, intonation)?

Question	Aims	Themes	Participants' Answers
What kind of listening activities do you use while the song is playing? A. Are the activities	To identify the types of listening activities used during song-based lessons to focus on	1. Activities Focused on Specific Pronunciation Features	1. "I ask pupils to identify repeated sounds or mimic the melody and rhythm" (T1) 2. "We clap on stressed syllables or repeat

designed to focus on specific pronunciation features?	pronunciation features.		words with certain sounds” (T2)3. “I ask them to repeat after the singer and imitate rhythm” (T3)
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**Table 3.14***Teachers’ Activities During the Process of Playing the Song in Class*

All participants reported using specific listening activities designed to focus on pronunciation features during the song-based lessons. The majority of participants emphasized activities that involve mimicking the song’s melody and rhythm, with some of the participants incorporating clapping on stressed syllables or repeating words with specific sounds. Additionally, few others participants mentioned encouraging students to repeat after the singer to further reinforce correct pronunciation. These activities show that the teachers prioritize interactive and engaging ways to help students practice and internalize the pronunciation features highlighted in the songs.

5. Do you use multiple listens with different focuses each time?

**Table 3.15***Teachers’ Use of Multiple Lessons to Songs*

<b>Question</b>	<b>The Aims</b>	<b>Themes</b>	<b>Participants’ Answers</b>
5. Do you use multiple listens with different focuses each time?	To identify how teachers use the multiple listens during song-based pronunciation lessons	Phases of Listening	T1: “First listen is for familiarity, second for pronunciation focus, third for repetition practice”. T2: “First for enjoyment, second for sound focus, third for repetition”. T3: “I sing along, use hand

Questions	The Aims	Themes	Participants' Answers
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			movements, and demonstrate mouth movements”.
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The data reveals that all three participants use a structured three-phase listening process during their song-based pronunciation lessons. Firstly, during the first listening, the focus is on familiarizing students with the song’s melody and rhythm, which helps them enjoy the process. Secondly, during the second listening, teachers emphasize specific pronunciation features like target sounds or stress patterns. Finally, in the third listening, the focus shifts to repetition, where students are encouraged to mimic the lyrics and sounds. This structured approach supports an engaging, effective learning experience through repeated exposure to pronunciation features.

6. What do you do while the song is playing?

**Table 3.16**

*Teachers' Activities When the Song is Playing*

<p>What do you do while the song is playing? Do you model pronunciation? Do you guide attention to rhythm or mouth movements? Do you pause and replay lines to highlight specific sounds? Do you correct students' mistakes?</p>	<p>Explore teachers' actions during the song, focusing on pronunciation modeling, attention to rhythm, and corrections.</p>	<p>Modeling and Correcting Pronunciation, Guiding Attention to Rhythm</p>	<p>T1: "I model pronunciation by singing along with the song, and I try to repeat the difficult and challenging words."  T2: "I always say the words clearly and slowly first. I show them how to move their mouth."  T3: "I pause and replay the song where it has sentences that might be difficult or unfamiliar with difficult pronunciation patterns."  T2: "I also tap or clap to show rhythm."  T3: "I draw attention to the rhythm through body movements, showing how my mouth moves."</p>
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The data indicates that all three participants emphasize modeling pronunciation and correcting students' mistakes during the song. For instance, all participants mentioned they model pronunciation by singing along with the song or speaking clearly and slowly. Additionally, some of them use body movements or clapping to guide attention to rhythm. As for pausing and replaying, they all mentioned this action to highlight difficult sounds or unfamiliar phrases. This demonstrates that teachers are actively engaged in correcting and guiding students' pronunciation, focusing on rhythm and articulation, to enhance the learners' pronunciation skills.

- 7. What types of follow-up activities do you use to reinforce the pronunciation features introduced in the song?

**Table 3.17**

*Teachers' Follow-up Activities in Song-Based Instruction*

Questions	The Aims	Themes	Participants' Answers
What types of follow-up activities do you use to reinforce the pronunciation features introduced in the song?	Identify the follow-up activities used to reinforce pronunciation learned from the song.	Repetition and games	T1: "I ask pupils to repeat the lyrics all together. This builds confidence and students learn." T2: "We may play games like 'find the word,' draw something from the song, or sing it again the next day."

The data reveals that all participants use repetition and engagement as key follow-up activities to reinforce pronunciation after the song. Specifically, they encourage students to repeat the lyrics together, which builds confidence and ensures that the pronunciation features are reinforced. Additionally, some of them use engaging activities such as games ("find the word" or drawing), which helps maintain students' motivation while reinforcing pronunciation. These strategies highlight that repetition combined with fun, interactive activities are essential in solidifying pronunciation learning.

4. How do you assess whether learners have improved their pronunciation after the listening phase?

**Table 3.18**

*Teachers' Assessment Reburics of Students' Pronunciation Improvements*

Questions	The Aims	Themes	Participants' Answers
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How do you assess whether learners have improved their pronunciation after the listening phase?	Identify how teachers assess the improvement in pronunciation after the song-based activity.	Assessing Pronunciation Improvement	T1: "I have students repeat certain lines from the song that I previously played and then I compare their pronunciation before and after." T3: "After I ask them to repeat after the song, I compare their previous pronunciation of the targeted words and compare it to their current one."
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The data indicates that the majority of participants assess pronunciation improvement by asking students to repeat lines from the song and compare their pronunciation before and after the lesson. This method helps the teachers evaluate whether their students have effectively improved in articulating the targeted sounds. The assessment process involves clear comparison, and both participants emphasize the importance of repetition in this evaluation.

9.How do you encourage students to produce the target sounds independently after listening?

**Table 3.19**

*Teachers' Encouragement of their Students' Independent Production of Target Sounds*

Questions	The Aims	Themes	Participants' Answers
How do you encourage students to produce the target sounds independently after listening?	Identify the strategies teachers use to encourage independent production of target sounds.	Encouraging Independent Production	T1: "I ask students to repeat the song, or lines from the song in group or pair work to demonstrate their mastery of the pronounced words. It helps increase their self-confidence and make them less stressed."

			T2: “I ask my pupils to repeat after me and use mirrors to look at their mouths while producing the sounds. I also reward them with praise and encouragement.”
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The data shows that most participants encourage students to produce the target sounds independently by using pair and group work, which boosts students’ confidence and reduces stress when pronouncing words. The remaining participant utilizes mirrors to help students visualize their mouth movements and provides praise to further motivate them. This indicates that teachers focus on creating supportive, non-threatening environments where students feel more comfortable practicing target sounds on their own after listening to the song.

10. To what extent do you believe using songs is effective in teaching pronunciation to primary school learners? Can you explain why?

**Table 3.19**

*Teachers’ Perceptions of the Effectiveness of Songs in Teaching Pronunciation*

Questions	The Aims	Themes	Participants’ Answers
To what extent do you believe using songs is effective in teaching pronunciation to primary school learners? Can you explain why?	Evaluate the effectiveness of using songs in pronunciation teaching for primary school learners.	Effectiveness of Using Songs in Pronunciation	T3: “Using songs encourages them more to participate... it enriches their confidence and vocabulary”. T2: “Songs make learning fun and help children remember. They feel happy and not scared to speak”.

The data reveals that (100%) of the participants (all three) believe that using songs is highly effective in teaching pronunciation to primary school learners. All participants emphasize that songs help build students' confidence by making learning enjoyable and reducing the fear of speaking. Additionally, all participants agree that songs facilitate natural pronunciation acquisition by allowing young learners to absorb vocabulary through repetition and fun, which enhances their engagement and motivation to learn. This suggests that songs create a positive and effective learning environment for pronunciation improvement.

### ***Summary of Key Findings***

The data analysis reveals that all three participants view songs as highly effective tools for teaching pronunciation to primary school EFL learners. Key factors in selecting songs include targeting specific pronunciation features, ensuring linguistic and cultural appropriateness, and engaging students. Teachers use multiple listening phases, like familiarization, focus on pronunciation, and repetition, to reinforce learning, and engage students in activities such as identifying sounds, clapping, and mimicking rhythm. After the song, repetition, games, and group work are used to reinforce pronunciation skills, while assessment involves comparing students' pronunciation before and after the lesson. This assessment is conducted through asking pupils to repeat certain lines to compare their pronunciation before and after the song, and asking to repeat after the songs when it is played as well. Teachers also encourage independent pronunciation through pair/group work and mirror exercises. Overall, songs enhance student engagement, confidence, and natural acquisition of pronunciation features, making them a valuable and enjoyable tool for pronunciation instruction.

### Analysis of the Classroom Observation

The classroom observation is conducted to observe students' interaction and behavior during the song integration process in their pronunciation instruction. This tool is designed to answer the second research question: How is integrating English songs in teaching pronunciation reflected on EFL primary-school students' engagement? This classroom is conducted following a checklist that includes nine statements which describe participants' motivation, actions, behaviors and their stress during the song-based instruction. The checklist was adapted from the study of Ketmane and Benamara (2024) who provided a model that helped the researchers determine these factors to be included in this tool. The data collected through this tool is analyzed using thematic analysis, the results are presented as follows:

#### - Student Engagement and Participation

The observation of the four primary school classroom revealed different aspects of pupils' behaviors and interaction with the song-based activity.

**Table 3.20**

*Students' Engagement and Participation*

<b>Observed behavior</b>	<b>Theme</b>	<b>Description</b>	<b>Classroom Example</b>
Verbal and Non-Verbal Participation	Active Engagement with Song	Students immediately shift their attention to the song and actively engage through body movements and singing, showing interest in pronunciation.  Students actively contribute through	In all observed classes, as soon as the song played, every student became focused on it. For example, in one class, they all started nodding their heads to the rhythm of the song.

		speaking, asking questions, responding, body language, and attentiveness. student-initiated talk, willingness to volunteer, eye contact, nodding, taking notes.	
	Physical Engagement	Students physically engage with the song by singing, clapping, or moving their bodies to the rhythm, but do not interact verbally with the teacher.	In one class, the students moved with the rhythm and clapped to the beat, but they didn't ask questions or interact with the teacher about the lyrics.
	Imitating Teacher's Model	Students tend to imitate the teacher's pronunciation more than the song itself, leading to potential mispronunciations being learned.	In one class, students followed their teacher's mispronunciation ("faver" instead of "fever") while practicing pronunciation. This demonstrates the influence of teacher models.
	Emotional Engagement	Students feel more confident when participating in group activities with songs, showing reduced anxiety. However, some hesitate to perform individually.	In one observation, students happily sang in pairs but seemed reluctant to repeat the song lines alone when asked. Group work boosted their confidence.

- In terms of active listening and paying attention to the song played in class, all pupils in all the four classrooms showed to be highly engaged with the pronunciation learning process

when a song is played in class. It was observed in one of the classes that pupils were talking, once the song started playing, they all started paying attention.

- In terms of interaction with the activity when the song is played, the majority of the participants were observed to sing along the song, nod their heads, move their bodies slightly, which reflects their engagement with the listening activity. However, they did not interact with their teacher or ask questions about the words they heard in the song. They just kept listening to the song and showed their attention through singing along or moving their bodies. In one of the classroom, it was even observed that some pupils refrained from participating in the classroom activities related to song listening, it was clear from their expressions and their passiveness that they did not care about the song. This could be explained through Keskin's (2014) justification, who stated teachers should make sure that all of their students prefer the use of songs in their learning process, if the majority of them do not like listening to music, then, the integration of this tool in classroom tasks is considered as a waste of time since it does not align with students' interest and learning preferences. Therefore, the lack of interest that few students showed in the classroom observation could be first, attributed to their dislike of songs and music in general, or to the choice of the song that does not meet their preference. In either case, this factor is detrimental for their pronunciation learning process.
- Regarding imitation, it was observed that most pupils focused on their teachers' pronunciation more than the song itself. When asked to repeat the song, they also repeated after their teacher, not the song. This shows the powerful influence of the teacher on his students' learning process in general and on their pronunciation learning in particular. This influence could be both a positive and a negative aspect, because it was observed that one of

the teachers was pronouncing a word wrong (pronouncing fever as faver) and her pupils were copying and imitating her false pronunciation. Scrivener (2011) addressed this issue of teachers' lack of pronunciation skill that could make them avoid teaching pronunciation in class to avoid embarrassment. However, this result shows a bigger effect of this inadequacy on teaching students the wrong pronunciation of English sounds and words. This shows how teachers can offer an inadequate model of pronunciation to their students and affect their long-term pronunciation skill.

- In regards to the effects of songs on pupils' affective factors, it was observed that pupils showed to feel less stress and anxiety when using songs in their learning process. They were also observed to have more confidence in their speaking performance and participation while using songs. However, it was observed during one of the classroom observations that pupils felt shy when their teacher asked to repeat the song individually. They rather preferred repeating the song lyrics through group or pair activities. Schwartz (2017) addressed the aspect of using songs with shy students, and demonstrated that this type of learners need only gradual engagement with this tool and method. Therefore, with time and practice, they grow more accustomed to singing along with the song, or repeating lines from the song through individual performance.

### ***Summary of Key Findings***

The observations of primary school EFL learners' engagement during song-based pronunciation lessons revealed that students were highly engaged when the song was played, with all of the students paying attention and actively participating in the activity. The majority of students interacted with the song by singing along, moving their bodies, or nodding to the rhythm, although there was minimal verbal interaction with the teacher. In terms of

pronunciation imitation, Most students followed the teacher's model, even when the teacher made pronunciation errors, highlighting the strong influence of teacher models on student learning. Affective engagement also showed positive results, with the majority of students feeling less stressed and more confident during group or pair work activities. However, some students expressed anxiety when asked to repeat the song individually, preferring group activities for greater comfort. Overall, songs appeared to improve students' active engagement, build confidence, and provide a fun, relaxed environment for pronunciation practice.

### **Discussion of the Findings**

In order to answer the research questions, the data are examined and presented as follows:

#### ***Teachers' Perceptions towards using Songs in Teaching Pronunciation to their Primary School Pupils .***

EFL teachers in primary schools have positive perceptions of using songs to teach pronunciation. They consider songs to be highly effective for developing students' pronunciation, fluency, and overall speaking skills. Teachers believe that songs make lessons more engaging and enjoyable, reduce learners' anxiety, and enhance their confidence and motivation. These findings were obtained through the questions proposed in the teachers' interview through Q10 (To what extent do you believe using songs is effective in teaching pronunciation to primary school learners? Can you explain why?). Additionally, they view songs as effective for teaching both segmental features (individual sounds) and suprasegmental features (intonation, stress, and rhythm). Songs are also credited with improving vocabulary and grammar, and promoting cultural awareness when selected appropriately. These findings are similar to previous studies, such as by Mannarelli (2019) who demonstrated through his research

that that teachers viewed songs as a supportive and authentic language tool that could provide their learners with native speech and help them overcome their own deficiency in this area. Thus, teachers can use songs to help their students learn the correct pronunciation of the language and pay more attention to pronunciation instruction, that has been neglected before as Isaacs (2016) confirmed, stating that pronunciation did not use to receive the same attention in the EFL classroom as grammar and vocabulary. Çocuk (2016) also revealed that songs serve as a means to help young learners lower their affective filter and develop positive attitudes towards learning English through songs. Consequently, it is confirmed that songs serve as a tool that contributes to increasing students' motivation, attention, confidence and engagement, and reducing their stress and anxiety. They can also improve students' pronunciation through offering a model that develop their skill and corrects their mistakes as well.

Moreover, teachers also indicated that proper pronunciation aids effective communication, enhances listening and speaking skills, builds confidence, and prevents long-term pronunciation issues. Tekyi-Arhin (2023) emphasized this point in young students' pronunciation instruction, stating that their exposure to correct pronunciation at an early age prevents them from having long-term mispronunciation issues. Therefore, using songs in their pronunciation instruction could help pupils acquire accurate English pronunciation that fosters their long-term communication and speaking skill. In terms of self-confidence, songs contribute to enhancing this affective factor through improving their perceptions of their ability to speak English with correct pronunciation, as Husna (2021) explained, stating that there is a strong correlation between students' self-confidence, their pronunciation and their speaking ability. Thus, songs enhance students' self-confidence through improving their pronunciation.

***Challenges that EFL Primary-School Teachers face in Integrating English Songs to Teach Pronunciation .***

EFL teachers face several challenges when integrating songs in pronunciation instruction. A significant challenge is selecting appropriate songs that match students' age, comprehension levels, and specific pronunciation goals. Teachers also face difficulty with songs that have fast pace or contain diverse challenging accents, which can make understanding and pronunciation practice more difficult for young pupils at primary school. Additionally, teachers encounter obstacles in providing immediate feedback during song-based activities, particularly in large classrooms. They also struggle with assessing students' pronunciation progress, as evaluating pronunciation improvement during a song may be challenging in real-time. Similar results were found in literature, Rahmat and Muhamad (2020) for instance highlighted the challenge of diverse accents in hindering the effectiveness of using songs to teach pronunciation. In addition, song speech also serves as a challenge for students to understand the lyrics produced by the singer. Kebboul (2023) also highlighted the threat of foreign language teaching material on students' cultural identity. Therefore, it could be stated that it could be challenging to find songs that are culturally neutral and do not pose a threat on students' cultural identity.

***Teachers integration of English songs to teach pronunciation to their learners***

EFL teachers adopt a structured, three-phase approach when using songs to teach pronunciation according to the findings of the interview. The first phase includes the song selection process, the selection of songs is carefully aligned with specific pronunciation targets, such as stress patterns and vowel sounds, while also considering the age-appropriateness, cultural relevance, and overall student engagement potential of the song. Keskin (2014) insisted that this is a significantly important step in the song-based pronunciation instruction. Therefore, he

advised that teachers should select songs that are relevant to students' target goals, academic needs, their age and their cultural background. In terms of classroom practice, teachers also employ a three-phase listening approach: the first listen is for familiarization with the song; the second focuses on pronunciation features, and the third emphasizes repetition and practice. Çocuk (2016) demonstrated that listening to songs, especially with their repetition features when specific sections of the song are repeated, enables students to improve their listening comprehension, enhance their vocabulary and promote their speaking skill as well.

During the song, teachers model correct pronunciation, direct students' attention to rhythm and mouth movements, and may pause to replay certain sections for clarity. Teachers also use interactive activities, such as clapping to emphasize stress or mimicking the rhythm to help students focus on the pronunciation features being taught. After the song, teachers continue pronunciation practice through engaging activities such as group work, games, and mirror exercises, all of which reinforce the targeted pronunciation features in a fun and supportive environment. Additionally, teachers use assessment methods like asking students to repeat lines from the song and comparing their pronunciation before and after the lesson to evaluate progress and the effectiveness of their instruction. In alignment with these results, Celce-Murcia et al., (2010) indicated that in order to help students concentrate on the pronunciation elements they are teaching, teachers can employ interactive exercises like clapping to highlight stress or rhythm imitation. This method helps reinforce the impact of the song instruction and increase students' engagement in learning pronunciation effectively. Moreover, Gilbert (2008) similarly stated that teachers can implement extra activities after the song-based instruction to assess the effectiveness of the instruction and evaluate whether students benefited from this activity or not.

### **Integrating English songs in teaching pronunciation reflection on EFL primary-school students' engagement?**

Integrating songs into pronunciation instruction has a significant positive impact on students' engagement. Teachers report that students are highly cognitively engaged, actively focusing on pronunciation features and following the teacher's model and pronunciation. Moreover, the classroom observation also showed similar results, proving that songs have a major influence on increasing students' cognitive engagement. These results are confirmed through several scholars, including D'Angelo (2018), who stated that the integration of technology tools in general helps increase students' cognitive engagement in the language learning process. In terms of behavioral engagement, the majority of students interact enthusiastically with the song, singing along, moving their bodies, or nodding to the rhythm. These activities help to maintain a lively and engaging classroom atmosphere. Moreover, songs contribute to affective engagement by creating a fun and low-stress environment, which helps students feel more confident during group work and pronunciation practice. Moreover, while students enjoy singing in groups, some express anxiety when asked to perform individually. This suggests that group activities are more comfortable for many students and may provide a better platform for practicing pronunciation. These findings are listed in previous research including that of Situmeang and Panjaitan (2024), who revealed that this tool is effective in increasing their motivation, engagement and reducing their affective filters as well.

The classroom observation revealed that most students interacted with the song by singing along, moving their bodies, or nodding to the rhythm, although there was minimal verbal interaction with the teacher. These results confirm teachers' answers in the questionnaire and the

interview, confirming the role of songs in increasing students' motivation, attention and engagement in the learning process. Widodo (2005) emphasized that one of the most effective tools to increase students' motivation and active participation in the pronunciation learning process is songs, especially action songs. This shows that songs help maintain students' attention in the classroom and enhance their engagement for better learning results.

### **Implications**

The outcomes of this research highlight the need for addressing gaps and challenges in teachers' implementation of English songs in their pronunciation instruction at Algerian primary schools.

- First, while most teachers possess adequate experience and access to technological resources, it is crucial to continue investing in professional development to ensure that teachers are fully equipped to integrate technology in innovative ways. Providing teachers with ongoing training on selecting appropriate songs, using multimedia tools effectively, and addressing students' diverse needs can enhance pronunciation instruction and make it more engaging.
- Additionally, while songs are perceived to be effective in improving students' pronunciation and confidence, careful attention must be given to song selection. It has been shown through the study that teachers face several challenges in integrating songs into their pronunciation instruction, such as selecting appropriate songs that match students' age, comprehension levels, and specific pronunciation goals, in addition to difficulty with songs that have fast pace or contain diverse challenging accents, which can make understanding and pronunciation practice more difficult for young pupils at primary school. Therefore, teachers can choose or alter songs to slow them down to facilitate their students' comprehension. They can rely on Artificial Intelligence tools or online platforms that offer slowed-down

versions tailored for different language learners. Teachers should ensure that the songs are age-appropriate, culturally sensitive, and aligned with the linguistic features they aim to teach, such as specific sounds, stress patterns, or intonation. This will maximize the learning outcomes and engage students in meaningful pronunciation practice.

- Furthermore, teachers should be encouraged to incorporate a variety of song-based activities that foster active participation, such as repetition, group work, and games, which have been shown to improve pronunciation and build students' confidence in speaking. The research also points to the significant role of teacher models in pronunciation teaching. While the majority of students followed their teacher's pronunciation model, it is crucial to be aware of the potential for errors in these models. Teachers should be mindful of their own pronunciation and seek continuous improvement to avoid passing on incorrect pronunciation habits to their kids learners and cause long-term false pronunciation habits.
- Finally, the observed challenges that some students face with song speed and accents highlight the importance of providing differentiated instruction. Teachers should offer a range of listening exercises with varying speeds and accents to ensure that all students can access the material at their own pace. Incorporating strategies like slow playback, repetition, and targeted exercises can help reduce anxiety and improve comprehension, in addition to creating a supportive environment where students feel comfortable participating and making mistakes is essential for fostering long-term pronunciation improvement.
- In terms of kids who showed to be passive in the song-based instruction, teachers should focus on identifying the reasons for their lack of interest (whether be it the selection of the song or the use of songs in general) in order to be able to find a solution that could work for them. They could change the selection of the songs with what meets their interest, or

integrate more pronunciation teaching tools to meet their preference and avoid making them feel excluded from the learning process.

### **Recommendations for Future Research**

- For future studies, researchers can expand the scope of their research by maximizing the sample of their study. They could explore teachers' perceptions of the use of songs in their teaching methods across different primary schools and educational settings. This could provide a more comprehensible context for the topic and increase the generalizability of the research findings.
- Future research could include an initial evaluation of teachers' own pronunciation proficiency, as the current study found that some teachers had poor pronunciation. In addition to offering insight into how teacher skill affects instructional quality, this would assist guarantee the validity of observational data.

### **Conclusion**

This chapter provided the analytical part of the dissertation through which all the information from the participants were thoroughly organized, interpreted and discussed for the aim of drawing the final results and conclusion. The findings revealed that songs provide a fun and interactive way for students to practice pronunciation, with numerous benefits including fluency, confidence-building, and cultural awareness. However, challenges remain in selecting appropriate songs, managing diverse accents, and providing immediate feedback.

## **General Conclusion**

Pronunciation is a vital language skill that should be emphasized in the EFL learning process and instruction. The present study aims at examining EFL teachers' perceptions towards integrating songs to teach pronunciation to their primary school pupils. The study adopts a case study design with an exploratory purpose to obtain in-depth comprehension of the challenges faced by teachers in this type of technology-based instruction and their perspectives and opinions. The study employs a mixed-methods approach that combines the use of both quantitative and qualitative research methods. The population includes teachers of English language at primary schools in Bordj Bou Arreridj mainly Belhadj Tayab primary school, with twenty-six teachers forming the sample of the study, and four classrooms, with a ranging number of pupils from 30-33 forming the sample of students. The data collection tools include a questionnaire and interview with teachers and classroom observation. The data collected through the questionnaire is analyzed using descriptive statistics using SPSS software, while the data collected through the interview and classroom observation is interpreted using thematic analysis. The main aim of this process is to answer the following research questions: 1. What are EFL teachers' perceptions towards using songs in teaching pronunciation to their primary school pupils? Are there any challenges that EFL primary-school teachers face in integrating English songs to teach pronunciation? 2. How do EFL primary-school teachers integrate English songs to teach pronunciation to their learners? 3. How is integrating English songs in teaching pronunciation reflected on EFL primary-school students' engagement?

The results of the study are found to be sufficient in answering the research questions. The findings revealed that EFL primary school teachers expressed positive perceptions toward

using songs in teaching pronunciation, recognizing them as effective tools for enhancing students' pronunciation, fluency, confidence, and motivation. Songs are acknowledged for making lessons more engaging and for supporting both segmental and suprasegmental pronunciation features. However, teachers also face challenges such as selecting appropriate songs, dealing with fast-paced or difficult accents, and assessing students' pronunciation progress in real time practice. Despite these challenges, the integration of songs significantly boosts students' cognitive, behavioral, and affective engagement, with most students actively participating and showing increased confidence, especially during group activities. Moreover, teachers adopt a structured, multi-phase approach, including careful song selection, multiple focused listening phases, modeling, and follow-up activities such as games and pronunciation drills to reinforce the song-based pronunciation instruction in their classroom. They also use basic assessment techniques to evaluate students' improvement and development of their pronunciation skill.

In conclusion, to enhance the effectiveness of pronunciation instruction through songs, policymakers are recommended to provide professional training programs to help teachers advance their use of technology and AI tools, improving their ability to select suitable, culturally appropriate songs and deliver more personalized learning experiences. They should also formalize pronunciation goals within the primary school curriculum, recognizing the importance of early-age instruction during the critical period of language acquisition. Meanwhile, teachers should continually refine their pronunciation skills to serve as accurate models for learners and prioritize assessment techniques that allow for meaningful feedback, recognizing assessment as an essential component of successful instruction. As for future research, it is recommended that researchers employ a more practical or empirical approach into examining the impact of songs

on students' pronunciation. They could adopt an experimental research design that could measure this effect more accurately.

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## **Appendix A: Summary of Informal Discussion with Teachers**

The discussion was held in one of the classrooms at Belhadj Tayab primary school at Bordj Bou Arreridj. It was conducted with four teachers of English language on November 20<sup>th</sup> 2024 at 10:00 a.m. The discussion revolved around teachers' challenges in teaching pronunciation to their pupils. It lasted for twenty minutes, but it was not recorded, only notes were taken to document these challenges.

- Teacher1: For me, I guess the most common problem I face in teaching this aspect is students' mispronunciation of English words. However, I cannot find the time to correct every single mistake they make because there are so many students in one classroom and if I kept correcting their mistakes, the session would be over before I present my lesson.
- Teacher2: I agree because I face the same difficulty as well. There is hardly any time to provide constructive feedback to all students. SO, I just focus on those who speak more in class and correct their pronunciation more often to serve as a feedback for all the classroom.
- Teacher3: For me the most challenging aspect is that my students have frequent pronunciation inaccuracies. Thus, most of their speech is mispronounced.

## Appendix B: Preliminary Observation Checklist

- **Setting:**

**Primary Level:** 5th Grade

**Number of Students:** 28

**Classroom Type:** General education classroom with audio-visual equipment

**Observation Date:** November 20<sup>th</sup>, 2024

**Observed Items / Behaviors:**

- **Was the song used during the lesson?**

*Yes, but only once during the session. The teacher played it at the beginning to introduce the topic.*

- **Was there any pronunciation-focused follow-up activity?**

*Yes, a brief activity followed the song where students were asked to repeat key lines. However, the feedback provided was minimal and not very detailed.*

- **Did students repeat or mimic the lyrics?**

*Yes, most students participated in repeating the lyrics, though not all were fully engaged.*

- **Did the teacher provide feedback on pronunciation?**

*Feedback was provided, but it was not in-depth. Due to the large number of students and time constraints, pronunciation correction was limited and general.*

## Appendix C: Students' Questionnaire

Dear teachers

This questionnaire is part of ongoing research exploring EFL instructors' perceptions towards integrating English songs in teaching pronunciation to their primary school pupils. Your answers are vital for the completion of this study. Therefore, you have our profound gratitude and appreciation for your participation. Thank you for your time and efforts.

### Questions

#### Section One: Background Information

3. For how many years have you been teaching English in primary school?.....years

#### Section Two: Teachers' Perceptions towards Using Songs in Teaching Pronunciation

4. As an EFL teacher, how important it is for you to teach speaking skill?

Highly important  Important  Not important

5. Why?

.....  
.....

6. As an EFL teacher, how important it is for you to teach pronunciation to EFL primary-school learners?

Highly important Important  Not important

7. Why?

.....  
.....  
.....

8. How often do you integrate songs in your teaching methods?

Always  Often  Sometimes  Rarely  Never

9. What type of songs do you usually use?

- Folk songs (traditional songs that have been passed orally from one generation to another)
- Shanties songs (Sailors songs)
- Action songs (Children's songs that require dancing and body movements)

10. To what extent do you agree or disagree with the following statements

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Songs enhance students' ability to distinguish vowel/consonant sounds <b>(Segmental features)</b>					
Songs improve students' recognition of word stress and sentence rhythm <b>(suprasegmental features)</b>					
Songs help students mimic native-like intonation patterns. <b>(suprasegmental features)</b>					
<b>Songs enhance students' speech smoothness during oral tasks.</b>					
songs are effective in teaching pronunciation to primary school learners if teachers choose clear-accented and slow-paced songs that correspond with pupils					

age, such as action songs.					
Songs are effective in increasing primary school pupils' grammatical knowledge, their vocabulary, listening and speaking skills.					
Songs are effective in increasing primary school pupils' motivation and engagement in class					
Songs are effective in reducing primary school pupils' language learning anxiety					
Songs are effective in promoting primary school pupils' cultural awareness about the cultural aspects of the target language					

### Section Three: Teachers' Challenges in Using Songs to Teach Pronunciation

11. Exploring teachers' challenges in teaching pronunciation in general and in teaching pronunciation using songs

Time-Span	Challenges	Always	Frequently	Occasionally	Rarely	Never
Before (Preparation)	1. Difficulty in selecting appropriate songs for teaching pronunciation					
	2. Difficulty in adjusting song speed to match students'					

	comprehension levels					
	3. Difficulty in finding songs with clear pronunciation					
	4. Lack of resources or technical issues in preparing the songs					
While (In Class)	1. Students struggle with the speed of the song, making it hard to follow pronunciation					
	2. Students have difficulty understanding diverse accents in songs					
	3. Students pronounce words using sounds from their native language (Arabic)					
	4. Cultural barriers impact students' ability to engage with the song for pronunciation practice					
	5. Technical issues (e.g., sound quality, equipment problems) affect the class activities involving songs					
After	1. Students' pronunciation errors					

(Evaluation)	are not immediately corrected after the song activity					
	2. Difficulty in assessing pronunciation progress after using songs					
	3. Difficulty in providing feedback to students on pronunciation after the song-based activity					
	4. Students struggle to apply pronunciation learned through songs in other speaking contexts					

12. How effective do you think technology is in teaching pronunciation?

Highly effective       Effective       Not effective

13. Explain.....  
 .....

14. Do you believe you have the adequate knowledge to use technology to integrate songs to teach pronunciation?

- Yes, I am well familiar with technology to integrate songs to teach pronunciation
- No, I am not familiar with technology to integrate songs to teach pronunciation

15. Do you feel satisfied with the technology equipment and online resources you have at hand to teach pronunciation at your primary school?

Yes  No  Not sure

16. How can songs help learners improve their pronunciation?

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## Appendix D: Teachers' Interview

Dear teachers

This interview is part of ongoing research on exploring EFL instructors' perceptions towards integrating English songs in teaching pronunciation to their primary school pupils. Your answers are vital for the completion of this study. Therefore, you have our profound gratitude and appreciation for your participation. Thank you for your time and efforts.

### Questions

**Before:** 1. Do you usually rely on textbook materials when using songs, or do you choose your own? If you choose, on what basis or criteria do you select the songs you include in your pronunciation teaching lesson? What do you think of the ones presented in your textbook in terms of Phonological Focus (Does the song contain the phonemes, minimal pairs, stress patterns or intonation contours you wish to practice? (e.g. weak syllables, word stress)

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2. Clarity of Pronunciation, Linguistic Appropriateness, Affective & Cultural Fit (Engagement & Motivation: Does the song's theme, tune or actions appeal to young learners' interests and encourage participation? Is the content age-appropriate and culturally sensitive for your classroom context?)



4. Are the activities designed to focus on specific pronunciation features (e.g., sounds, stress, intonation)?

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.....

5. Do you use multiple listens with different focuses each time?

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.....  
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.....

6. What do you do while the song is playing?

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.....  
.....  
.....

- Do you model pronunciation?
- Do you guide attention to rhythm or mouth movements?
- Do you pause and replay lines to highlight specific sounds?
- Do you correct students' mistakes?
- Justify your answer by providing the reason behind each action(s)

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7. **What types of follow-up activities do you use to reinforce the pronunciation features introduced in the song?**

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8. **How do you assess whether learners have improved their pronunciation after the listening phase?**

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.....

9. **How do you encourage students to produce the target sounds independently after listening?**

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10. To what extent do you believe using songs is effective in teaching pronunciation to primary school learners? Can you explain why?

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**Appendix E: Classroom Observation Checklist**

Date: ..... Time of the session: ..... Grade Level: .....

Number of Pupils: ..... Lesson name: .....

Variables to be Observed	Check/Cross		Remarks
<p><b>Student Engagement and Participation</b></p> <ul style="list-style-type: none"> <li>- Pupils are actively listening and paying attention to the song played in class.</li> <li>- Pupils show their interest by nodding their heads, signing along with the lyrics of the song, tapping their feet, or moving their bodies with the music.</li> </ul>			

<ul style="list-style-type: none"> <li>- Pupils interact with their teacher. asking questions, for clarifications, and providing answers during the song-based instruction.</li> <li>- Pupils show more enthusiasm when a song is played, they smile, laugh and provide positive comments during the song-based activity.</li> <li>- Pupils participate more frequently in the activities during the song-based instruction.</li> <li>- Pupils practice their stress and intonation by imitating the pronunciation of the singer in the song.</li> <li>- Pupils seems to feel less stress and anxiety when using songs in their learning process.</li> <li>- Pupils show more confidence in their speaking performance and participation while using songs.</li> <li>- Pupils try to correctly pronounce words, sing along, and repeat phrases.</li> </ul>			
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**1. Additional Observations and Comments:**

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## Résumé

L'étude vise à explorer les perceptions des enseignants d'anglais langue étrangère (EFL) concernant l'intégration des chansons dans l'enseignement de la prononciation à leurs élèves du primaire. Elle adopte une méthode d'étude de cas à visée exploratoire afin d'obtenir une compréhension approfondie des défis auxquels les enseignants sont confrontés dans ce type d'enseignement utilisant la technologie, ainsi que de leurs points de vue. Elle utilise une approche mixte combinant des méthodes de recherche quantitatives et qualitatives. La population ciblée comprend 150 enseignants d'anglais dans les écoles primaires de Bordj Bou Arreridj, dont 26 forment l'échantillon de l'étude, ainsi que quatre classes d'élèves (entre 30 et 33 par classe) qui constituent l'échantillon des apprenants. Les outils de collecte de données comprennent un questionnaire et un entretien avec les enseignants, ainsi qu'une observation en classe. Les données recueillies via le questionnaire sont analysées à l'aide de statistiques descriptives avec le logiciel SPSS, tandis que les données issues des entretiens et de l'observation sont interprétées par une analyse thématique. Les résultats ont révélé que les enseignants ont une perception positive de l'utilisation des chansons pour enseigner la prononciation, en raison de leur rôle dans l'amélioration de la prononciation, la fluidité, la confiance en soi, la motivation et l'engagement des élèves. Cependant, les enseignants rencontrent des difficultés telles que le choix de chansons appropriées, la gestion des accents rapides ou difficiles, ainsi que l'évaluation en temps réel des progrès des élèves. De plus, les enseignants adoptent une approche structurée en plusieurs étapes : sélection rigoureuse des chansons, écoutes ciblées répétées, modélisation, et activités de suivi telles que des jeux ou des exercices de prononciation pour renforcer l'apprentissage. Les observations en classe ont également révélé l'impact positif des chansons sur l'engagement cognitif, comportemental et affectif des élèves. Il est recommandé que les enseignants améliorent

continuellement leurs compétences en prononciation afin de servir de modèles pour les apprenants et privilégient des techniques d'évaluation permettant un retour d'information pertinent.

*Mots-clés* : prononciation, chansons, défis

## المخلص

تهدف هذه الدراسة إلى استكشاف تصورات مدرسي اللغة الإنجليزية كلغة أجنبية حول دمج الأغاني في تعليم النطق لتلاميذ المرحلة الابتدائية. تتبنى الدراسة منهج دراسة الحالة بهدف استكشافي للحصول على فهم عميق للتحديات التي يواجهها المدرسون في هذا النوع من التعليم القائم على التكنولوجيا، وكذلك لمواقفهم وآرائهم. تعتمد الدراسة على منهجية مختلطة تجمع بين الأساليب الكمية والنوعية. تشمل عينة الدراسة 26 مدرسًا من أصل 150 مدرسًا للغة الإنجليزية في المدارس الابتدائية بولاية برج بوعرييج، بالإضافة إلى أربع أقسام يتراوح عدد التلاميذ فيها بين 30 و33 تلميذًا. تشمل أدوات جمع البيانات استبيانًا ومقابلة مع المدرسين، بالإضافة إلى الملاحظة الصفية. يتم تحليل البيانات التي جُمعت عن طريق الاستبيان باستخدام الإحصاء الوصفي من خلال برنامج SPSS، بينما تُحلل بيانات المقابلات والملاحظات الصفية باستخدام التحليل الموضوعي. كشفت النتائج أن المدرسين لديهم تصورات إيجابية نحو استخدام الأغاني في تدريس النطق، لما لها من دور في تحسين نطق التلاميذ وطلاقتهم وثقتهم بأنفسهم وتحفيزهم وتفاعلهم. ومع ذلك، يواجه المدرسون تحديات مثل اختيار الأغاني المناسبة، وصعوبة اللهجات أو السرعة العالية في الأداء، وصعوبة تقييم تطور النطق لدى التلاميذ في الوقت الحقيقي. كما يعتمد المدرسون على نهج منظم متعدد المراحل، يشمل اختيارًا دقيقًا للأغاني، مراحل استماع مركزة ومتكررة، النمذجة، وأنشطة متابعة مثل الألعاب وتمارين النطق لتعزيز تعلم النطق من خلال الأغاني. كما أظهرت الملاحظات الصفية تأثير الأغاني في زيادة التفاعل المعرفي والسلوكي والعاطفي لدى التلاميذ. ويوصى بأن يعمل المدرسون على تطوير مهاراتهم في النطق باستمرار ليكونوا قدوة للمتعلمين، وأن يعطوا الأولوية لأساليب تقييم توفر تغذية راجعة هادفة وفعالة.

**الكلمات المفتاحية:** النطق، الأغاني، التحديات

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عنوان البحث: Exploring Teachers' Perceptions towards Integrating English Language

in teaching Pronunciation & Case of Teachers of English Language at Primary Schools in Boudjoudj

أصرح بشرفي أنني التزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والتزامه الأكاديمية  
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عنوانها: Exploring Teachers' Perceptions Towards Integrating English Songs in Teaching Pronunciation: Case of Teachers of English Language at Primary Schools in Bordj  
Bou Arreridj

أدسح بشرقي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية  
المطروحة في إنجاز البحث المذكور أعلاه .

التاريخ: 15/07/2025

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بطاقة التعريف رقم: \_\_\_\_\_

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عنوانها: Exploring teachers' Perceptions Towards Integrating English Songs in

teaching Pronunciation: Case of Teachers of English Language at Primary

schools in Bordj Boulevard

المطوية في إنجاز البحث المذكور أعلاه .

التاريخ: 05 JUN 2025

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