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The Use of Songs to Develop the Use of IPA Sounds and Facilitate the Pronunciation Learning Process for Fifth Graders at Escuela Benjamin Herrera Angulo.

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Dedication

To my parents,

Thank you for your endless love, encouragement, and for belief in me. Your sacrifices, wisdom, and guidance have been the foundation of my journey. You have taught me the values of perseverance, resilience, and hard work, and I am forever grateful for the strength and support you have given me. This accomplishment is as much yours as mine, and I dedicate this work to you with all my love and gratitude.

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Abstract

This study explores the effectiveness of integrating songs into English language instruction to enhance fifth-grade students' acquisition of International Phonetic Alphabet (IPA) sounds and pronunciation skills at Escuela Benjamin Herrera Angulo. Addressing common challenges in pronunciation, this research employs a song-based approach to improve phonemic awareness, sound articulation, and prosody (stress, rhythm, and intonation).

Through surveys, classroom observations, and pre- and post-intervention pronunciation assessments, the study provides evidence of significant gains in pronunciation accuracy and student motivation. The findings demonstrate that songs create an engaging and interactive learning environment, enhancing student motivation and retention.

Methodological recommendations include using a variety of songs and supplementary pronunciation exercises to ensure comprehensive exposure to different IPA sounds. Additionally, future research is encouraged to examine the long-term impacts of song-based instruction and its potential benefits for other linguistic skills and diverse cultural contexts.

This research demonstrates that music, with its natural rhythm and repetitive structure, can be a powerful pedagogical tool for improving pronunciation and fostering a positive language learning experience.

Resumen

Este estudio de investigación proporciona valiosos conocimientos sobre la eficacia de integrar canciones en la instrucción del idioma inglés para mejorar las habilidades de pronunciación de los estudiantes de quinto grado en la Escuela Benjamin Herrera Angulo.

Al abordar los desafíos comunes en la pronunciación, esta investigación emplea un enfoque basado en canciones para mejorar la conciencia fonética, la articulación de sonidos y la prosodia (énfasis, ritmo e entonación).

A través de encuestas, observaciones de clase y evaluaciones de pronunciación previas y posteriores a la intervención, el estudio proporciona evidencia de ganancias significativas en la precisión de la pronunciación y la motivación de los estudiantes. Los hallazgos indican que las canciones crean un ambiente de aprendizaje agradable e interactivo que fomenta la participación y la retención.

Las recomendaciones metodológicas incluyen el uso de una variedad de canciones y ejercicios de pronunciación complementarios para garantizar una exposición completa a diferentes sonidos del Alfabeto Fonético Internacional (IPA). Además, se alienta a futuras investigaciones a examinar los impactos a largo plazo de la instrucción basada en canciones y sus posibles beneficios para otras habilidades lingüísticas y contextos culturales diversos.

Esta investigación demuestra que la música, con su ritmo natural y estructura repetitiva, puede ser una poderosa herramienta pedagógica para mejorar la pronunciación y fomentar una experiencia de aprendizaje de idiomas positiva.

Table of Contents

1. Acknowledgments
2. Dedication
3. Abstract
4. Resumen
5. Chapter I: Introductory Framework
 - 1.1 Problem Statement
 - 1.2 Objectives of the Investigation
 - General Objectives
 - Specific Objectives
 - 1.3 Justification of the Study
 - 1.4 Antecedents
 - 1.5 Scope
6. Chapter II: Theoretical Framework
 - 2.1 Literature Review
 - 2.1.1 Main Features of the International Phonetic Alphabet and Pronunciation
 - 2.1.2 Phonemes as Individual Speech Sounds
 - 2.1.3 IPA Chart as a Tool for Better Pronunciation and Listening
 - 2.1.4 Effectiveness of Music in Language Learning
 - 2.1.5 Selecting Appropriate Songs for IPA Sounds
 - 2.1.6 Activities for Improving Pronunciation with IPA
 - 2.1.7 Challenges and Considerations
 - 2.1.8 Suggestions for Assessing Pronunciation Classes
7. Chapter III: Methodological Framework

- 3.1 Research Approach
 - 3.2 Research Design
 - 3.3 Information Sources
 - Primary Sources
 - Secondary Sources
 - Tertiary Sources
 - 3.4 Analysis Categories
 - 3.5 Data Collection Instruments
 - 3.6 Data Collection and Analysis Process
8. Chapter IV: Data Analysis
- 4.1 Observations and Interpretation of Results
 - 4.1.1 Classroom Observations
 - 4.1.2 Survey Analysis
 - 4.1.3 Pre-Pronunciation Observation
 - 4.2 Post-Pronunciation Results
9. Chapter V: Conclusions and Recommendations
- 5.1 Conclusions
 - 5.2 Recommendations
10. References
11. Appendices

Table of Figures

1. **Figure 1:** Frequency of Listening to English Songs
2. **Figure 2:** Students' Favorite English Music Genres
3. **Figure 3:** Previous Experience Using Songs for Learning English

4. **Figure 4:** Common Methods of Using Songs for English Learning
5. **Figure 5:** Enjoyment Levels of Learning English with Songs
6. **Figure 6:** Perceived Benefits of Using Songs for Learning English
7. **Figure 7:** Concerns about Using Songs for Learning English
8. **Figure 8:** Pre-Pronunciation Observation Results
9. **Figure 9:** Post-Pronunciation Observation Results

Chapter I

Introductory Framework

English language education continually seeks innovative approaches to enhance the teaching and learning experience. In this investigation, we examine the pedagogical effectiveness of integrating songs as a resource for better pronunciation and IPA knowledge at an early stage of the student's learning process. We will work on an examination of the use of songs in teaching pronunciation to understand its impact on learners' linguistic development.

As students may struggle with traditional methodologies and complexities of teaching pronunciation, the integration of songs is offered as a promising alternative. Integrating songs into IPA instruction can positively impact learners' progress and foster positive attitudes towards pronunciation.

The use of songs can result in increased retention and practical application of pronunciation skills over time, as I have observed in my learning process and with the people around me.

1.1 Problem Statement

A noticeable challenge with students and their English learning process is issues related to accurate pronunciation. Despite the efforts in traditional pedagogical methods, a significant number of learners find persistent difficulties in achieving phonetic precision and natural understanding of the sound. This problem statement indicates the need for more opening to the creative processes and this way of deepening into the root causes of pronunciation challenges among students.

There is also a prevalence of a lack of creativity in individuals' lives which represents a significant concern. Many people appear to face challenges in utilizing their creative potential. The absence of creativity may manifest in reduced problem-solving skills, and a constrained ability to adapt to dynamic environments, in that sense, music enables various forms of expression. It allows the transmission of emotions and moods through sounds comprehensively,

as it considers the socio-affective, psychomotor, and cognitive aspects of individuals. To conclude, this study seeks to answer the following question: How can songs be used to develop IPA sounds and improve the pronunciation learning process for fifth-grade students at Escuela Benjamin Herrera Angulo?

1.2 Objectives of the Investigation

1.2.1 *General Objectives*

1.2.2 *I.* To analyze the use of songs as a pedagogical tool for improving students' pronunciation.

1.2.3 *Specific Objectives*

1.2.4 To determine weaknesses in students' pronunciation of different sounds.

1.2.5 To develop the ability in identifying and articulating IPA sounds accurately.

1.2.6 To reinforce prosodic features such as stress, rhythm, and intonation through songs focusing on these elements in the IPA.

1.3 Justification of the Study

The present research is looking to facilitate students in acquiring accurate English pronunciation by using songs and music while introducing the IPA at this stage of their learning process in a very simplified way. Students often encounter challenges when learning the sounds of a different language due to several factors, such as cognitive, linguistic, and cultural aspects. They may also struggle to recognize or reproduce sounds that do not exist in their native language.

Based on this, there is a skill called phonological awareness which is crucial when acquiring accurate pronunciation in a new language. Developing this skill early in the English learning process helps students better understand complex sounds as they encounter them. I need to try to

develop this at an early stage of their learning process since younger people tend to acquire new sounds more easily than adults.

It is also looking to remind teachers that art and creativity represent a priceless pedagogical tool and that they can help us overcome challenges we can encounter when teaching a specific subject such as correct pronunciation. A significant number of students may have limited connection to conventional elementary education, requiring us as teachers, to innovative strategies to establish a meaningful engagement with the content.

Educators with an affinity for poetry and or music, which can be used to investigate song lyrics and melodies to not only learn the correct pronunciation and sounds of specific words but to understand how linguistic connections works and helps understand how to use a more natural and authentic manner of expression.

The integration of art into education for children and teenagers is not just about developing artistic skills, it is also helpful to encourage their creativity and make their learning experience enjoyable and meaningful. Creative activities will help students learn to explore and experiment since the fear of making mistakes when speaking a new language can impact a student's willingness to practice and experiment with new sounds. They will also be more likely to retain the information and develop a positive attitude.

In summary, in this investigation, I want to involve the ability to recognize the sounds (phonemes) of English, from words and syllables to rhymes and individual phonemes. This is also important when learning to read and write, as it facilitates an understanding of the relationships between letters and sounds. Integrating artistic and creative activities in teaching can be beneficial for motivating students and cultivating a positive learning environment.

1.3 Antecedents

The Phonological History of English article from Academia Lab outlines the history of English phonology over time, tracing its roots from Proto-Germanic to various changes in different

modern English dialects. According to Academia Lab (2024), it includes the following periods of the evolution of the English Language:

The Late Proto-Germanic Period includes the loss of unstressed final vowels, the transformation of final /m/ to /n/, and the loss of certain final consonants in unstressed syllables and other significant changes involve the prenasal raising and the elimination of short vowels at the end of a syllable in words with three or more syllables.

The Germanic Period was the period that occurred after the separation of the East Germanic languages. During this period, the experienced changes were shared with the North Germanic dialects, namely Proto-Nordic. Several of these changes were superficial and took time to spread along.

The West Germanic Period spanned approximately the 2nd to the 4th centuries, and most changes during this time were substantial and likely spread along a dialectal continuum that was already undergoing further diversification. This period concludes with a heightened diversification of West Germanic into various groups before and during the migration period: Ingvaenic, Istvaeonic (Old Frankish), and Irminonic (Upper German).

The Ingvaenic and Anglo-Frisian Periods lasted approximately a century aligned with the Franks' expansion southward into Gaul (France) and the settlement of Britain by diverse coastal communities. The linguistic transformations influenced the Ingvaenic languages, yet they had no impact on the Central and Upper German languages in the southern regions. One significant change was the Ingvaenic Law of Nasal Fricatives, involving the loss of nasals before fricatives, with nasalization and compensatory lengthening of the preceding vowel. This resulted in variations in the pronunciation and evolution of words like "mouth" and "tooth."

The Old English Period includes linguistic transformations such as the breaking of front vowels, the harmonization of diphthong height, the palatalization of velar consonants, and palatal diphthongization.

The Middle English Period was between the years 900 and 1400 and includes various linguistic changes such as homorganic lengthening, pre-cluster shortening, diphthong softening, alterations in stressed vowels in Middle English, Middle English breaking, mergers of new diphthongs, trisyllabic relaxing, open syllable lengthening, and reduction and loss of unstressed vowels, among others.

The Shakespearean English period from the 1400 to 1600 AD, is characterized by several significant linguistic changes. For example: there is a notable change in vowels, with the conversion of /a:, ɛ:, e:/ to /ɛ:, e:, i:/, respectively. Long vowels /ɔ:, o:/ transformation to /o:, u:/, and diphthongized vowels /i:, u:/ evolve to /əi, əu/ or /ei, ou/, later becoming /ai/ and /au/. A new vowel /ɔ:/ emerges from the old /au/.

After the American-British Division, Up to World War II from 1725 to 1945 AD there were different linguistic changes. Some notable changes include the loss of post-syllabic /ɪ/ in English England, leading to the emergence of new diphthongs such as /ɛə/ (square), /ɪə/ (near), /ɔə/ (cord), /oə/ (sore), /ʊə/ (cure), and the unusual phoneme /ɜ:/ (nurse). Non-rhotic accents became prevalent, with notable examples including Australian, New Zealand, and South African English.

After World War II some ongoing linguistic changes in this period included that for example in some non-rhotic Southern Hemisphere English accents, there's a restoration of postvocalic /r/.

The following article is called Musical Hearing and Musical Experience in Second Language English Vowel Acquisition, and it was written by Mateusz Jekiela and Kamil Malarski in 2021 for the Faculty of English at Adam Mickiewicz University, Poznań, Poland. This article proposes that the comprehension of music could contribute to the development of accentual aspects in both primary and secondary languages.

Their objective was to empirically examine if musical listening skills could be associated with the learning of English vowels by individuals studying English as a second language before and after completing a structured accent training course.

Fifty adult individuals learning English as a second language participated in a study that assessed the impact of musical perception on their acquisition of English vowels before and after a two-semester accent training. The study seeks to explore the connection between musical perception abilities, self-disclosed musical backgrounds, and the effective mastery of English vowels among the participants. The research analyzed their use of vowels within a consonant–vowel–consonant context, comparing them with the target General British vowels generated by their pronunciation instructors.

The findings indicated a positive association between rhythmic memory and native pronunciation before training, while years of musical experience are predictive of improved pronunciation after training. The research further highlighted a strong connection between outcomes before and after training, underscoring how participants' initial proficiency significantly influenced their enhanced performance following the accent training program.

The following article titled *Using Songs in Teaching Pronunciation to Young EFL Learners* was written by Gizem Saldıraner in 2021 for the English Language Teaching Department, Gaziantep University, Gaziantep, Turkey.

This article mentions how there have been alterations in the methodology of teaching pronunciation during speaking classes. The adaptation involves the utilization of songs for pronunciation in ELT classes. This method is backed up by research indicating that music enhances memory and concentration, contributes to an enjoyable learning atmosphere, alleviates stress, and promotes a sense of community (Farmand & Pourgharib, 2013, p. 841).

It is interesting that here he mentions something called the "paradox," which was identified by Kelly (2004), raises a challenge in the field of pronunciation teaching. This paradox revolves around the hesitation of both experienced and new teachers to give priority to pronunciation instruction. Kelly observes that veteran educators often feel a personal knowledge deficit in terms of pronunciation and teaching theories, causing them to minimize its importance to grammar and vocabulary. However, new teachers show more enthusiasm for pronunciation teaching.

The research utilized convenience sampling to choose participants, categorizing them into two segments: a group centered around songs and another focused on reading texts. The study extended over 8 weeks with individuals from 10 to 12 years old with similar backgrounds. The overall participant number was 72, distributed as 37 in the song-based group (25 males and 12 females) and 35 in the reading-text group (18 males and 17 females).

This research assessed students' pronunciation of specific words before and after a two-semester accent training course, incorporating six different texts. The chosen target words, taken from songs used in the study, were unfamiliar to the participants. Teacher diaries were used to monitor students' motivation and interest. The study incorporated six popular songs, and students' voice recordings were collected before the start of the case study sessions. The case study comprised a control group practicing reading texts, while the experimental group concentrated on songs.

At the end, the data revealed a significant difference in the effectiveness of using songs compared to texts in pronunciation teaching for young learners. This study suggests that incorporating songs can be an efficient method for teaching pronunciation to young English as a Foreign Language (EFL) learners.

Using Songs to Improve EFL Students' Pronunciation article by Nuria Villalobos Ulate for the Universidad Nacional, Costa Rica in 2011 explores the usefulness of songs in English classes, focusing on their potential for pronunciation teaching. It says that this resource should be utilized in the classroom given the significant interest students of all ages have in music. Also, to assist English teachers for Spanish speakers in understanding and improving the production of different sounds and suprasegmental elements.

It is explained that she as a teacher was able to identify the challenges faced by Spanish speakers in producing specific English sounds and this is why the idea is to offer English teachers a range of activities involving captivating songs. The emphasis on pronunciation will help students differentiate minimal pairs in both vowels and consonants, fostering familiarity with connected

speech. This will improve the comprehension of native speakers and facilitate the development of a native-like accent.

Spanish students learning English as a second or foreign language may encounter challenges in pronunciation, particularly due to differences in native language sounds. Because of this, difficulties arise in pronouncing specific vowel sounds and distinguishing between certain consonant pairs. Listening to songs can assist Spanish speakers in recognizing and differentiating these sounds. Additionally, song lyrics offer examples for understanding connected speech elements like assimilation, linking, reductions, and -ed endings.

About the tools used, songs are the focus of this article. When selecting songs for language classes, teachers should consider students' proficiency, age, and preferences. Evaluating the song's difficulty level, content, vocabulary, rhythm, popularity, and artist. These factors can influence students' attitudes towards the song and help to the success of the learning objectives. The example provided is the song "Sand in my Shoes" (Dido), this song could be used for (as explained before) identifying differences in vowels, consonants, and other features such as assimilation, and linking. Reductions and -ed endings.

She also conducted a survey about the importance of using songs to improve pronunciation. Some notable findings include that pronunciation is considered the second most important language area by learners, students frequently listen to songs, and when choosing and playing a song in class, learners emphasize considering students' proficiency, preferences, the song's difficulty level, and its rhythm. Students use songs for practicing both listening comprehension and pronunciation, also listening to songs generates enthusiasm and presents a challenge for learners. Finally, students recommend utilizing songs for pronunciation practice, emphasizing their effectiveness for this purpose.

In conclusion, she states that students gain proficiency in the language and experience a relaxed atmosphere. Using songs in the EFL classroom can enhance the enjoyment and interest of learning. Moreover, songs aid learners in refining their comprehension and production of crucial

pronunciation aspects. Ultimately, teachers should carefully select songs, considering factors such as students' proficiency, age, and preferences, as well as the song's difficulty level and rhythm.

Finally, the last antecedent I would like to present it's the work of Consuelo Arguedas Quesada for the Universidad de Costa Rica in 2009 called *The Music and the Corporal* during the process of Teaching and learning English, Spanish, and French.

This article arises as a compilation of three methodological experiences with teachers from early childhood, primary, and secondary education that refers to the implementation of workshops related to the teaching of Spanish, French, and English, where music and body expression become integrative languages that facilitate teaching and learning processes through playful strategies. These experiences are the result of the research project "Pedagogical Practice of Artistic Expression in Levels VI and VII of General Basic Education" (724 A6-301).

The experience of musical education in educational institutions involves various social experiences and interactions that provide the opportunity to understand the personality of students. It states that currently, we all have contact with music, but we must make an effort to enjoy it as the language it truly is, with intelligence, sensitivity, and freedom. This is because, if we understand the education of the individual as the development of all physical, intellectual, and socio-emotional capacities and abilities, music will always be present. Gelabert (2005, p.75) states that "we must understand music as a means to communicate, feel, express, receive feelings, perceive sensations, and manifest emotional states... that are present in that communication; that is, giving and receiving are part of the communicative exchange."

Integrating music and physical activity with other communicative elements allows both students and teachers to experiment with these valuable experiences that are generated. This is because they facilitate the teaching and learning processes in various areas of the school curriculum. The workshops worked on this work represent enriching approaches for the participants, allowing them to stimulate creativity, foster teamwork, cultivate self-respect and respect for others, and consistently demonstrate satisfaction and joy with the methodological proposals. In the three

experiences conducted, music and body expression became promoters of meaningful learning through creative strategies, blending play with thematic content to strengthen classroom work. It is noteworthy to highlight the excellent disposition and positive attitude of individuals in participating, carrying out assigned tasks, and engaging in the process.

1.4 Scope

1. Encourage the learning process by providing resources and activities that enable students to explore songs and analyze pronunciation patterns.
2. Promote English language instruction through playful and creative experiences of body and musical expression.
3. Allowing creative expression by engaging learners in activities where they can use songs to express themselves phonetically, encourages confidence in pronunciation.
4. Cultivate a more intuitive and natural way of expression for learners in the comprehension of IPA sounds, emphasizing fluidity and effortless understanding.

Chapter II

Theoretical Framework

In this chapter, it is important to dive into the exploration of the main features of the International Phonetic Alphabet (IPA) and its application to pronunciation and understanding the phonetic symbols so learners can accurately reproduce sounds, contributing to effective communication.

In this context, the incorporation of music as a tool in language learning and its importance will be explained in this chapter focusing on points as investigating the effectiveness of music in language learning, particularly in the context of IPA sounds that can allow educators to leverage this dynamic approach to enhance an effective learning experience. Also, including how to select

appropriate songs for the practice of IPA sounds is a process that requires careful consideration as it can significantly impact the effectiveness of the learning experience.

Language educators have paid attention to the use of songs to help students learn how to pronounce words correctly and to help them develop their use of IPA sounds. According to Millington (2011), songs can help young learners of English learn the language more effectively by enhancing their vocabulary, sentence structures, pronunciation, listening comprehension, and sentence structure. This implies that songs can be an effective teaching technique for languages, especially when it comes to improving pronunciation. While there is considerable evidence supporting the benefits of using songs in language learning, there are still knowledge gaps in understanding the specific mechanisms through which songs facilitate pronunciation learning. Ambridge (2018) presents a radical model of language acquisition, which challenges traditional abstract models of language learning. This model emphasizes the importance of specific instances or examples in language learning, which could have implications for understanding how songs impact pronunciation learning.

In addition to this, Dzanic and Pejic (2006) state how songs and rhymes play a crucial role in the classroom for young learners for several reasons. These musical elements contribute to the development of listening comprehension, instructing pronunciation, intonation, and stress naturally. Songs effectively teach the vocabulary and language structures embedded within the lyrics. By enabling children to actively participate regardless of their English proficiency, songs contribute to building confidence and fostering group dynamics.

In summary, this chapter is needed to encourage the use of songs in teaching the English language as a useful way of teaching pronunciation. Future research could explore the acoustic features of songs, the impact of songs on second language pronunciation acquisition, and the potential benefits of using songs in language learners with specific language-related challenges. Additionally, research on the relationship between music-based interventions and speech development could further our understanding of the role of songs in pronunciation learning.

2.1 Literature Review

2.1.1 Main features of the International Phonetic Alphabet and pronunciation.

The International Phonetic Alphabet works as individual speech sounds, including vowels, consonants, and suprasegmental features like stress and intonation that are represented by a set of symbols in the International Phonetic Alphabet (IPA). Based on *A Handbook on International Phonetic Alphabet* (2019), the Roman alphabet serves as the base for the IPA, which additionally incorporates letters and additional symbols from a variety of other sources. There are numerous uses for the IPA. For example, it may be used as a way of explaining pronunciation in a dictionary, to form the basis of a writing system of a language, and for annotating acoustic and other displays in speech analysis.

As mentioned by Bush, C. (2021) The International Phonetic Alphabet is the name given to the phonetic notation system that was created to represent the sounds that occur in real speech utterances, and it has been universally standardized. A variety of phonetic notation systems use certain sound symbols in common with the IPA. The usage of phonemic brackets, //, for enclosing representations of phonemes, and phonetic brackets [] to enclose transcriptions of speech utterances is the most visible difference between phonemic and phonetic transcriptions. Schmeiser, B. (2023) delimits the use of this alphabet to two despite its many benefits: it is the most universal alphabet, and it tries to represent each sound with only one symbol. Unfortunately, most students studying English as a second language are not introduced to the International Phonetic Alphabet in their classroom. Few emphasize the significance of the IPA, even though it is essential.

Sekhar, D. and S, A. (2018) state that the International Phonetic Alphabet has been used to transcribe the entry words to improve comprehensibility, accuracy, and consistency. However, in the later stages, it was correctly identified that word pronunciations provided in IPA notation would only be helpful to a small population, as many dictionary users are not familiar with this

style of sound representation. However, most ESL students are taught to pronounce things according to their spelling, which results in miscommunication and poor pronunciation. It is understood that effective communication requires comprehensible word pronunciation.

Sekhar, D. and S, A. (2018) agree that somebody who is not familiar with the International Phonetic Alphabet system may find it problematic. This draws attention to a significant issue: a lot of students concentrate only on spelling, which might cause misunderstandings and incorrect pronunciation. Based on this, effective solutions for pronunciation improvement should go beyond traditional dictionary formats. This emphasizes the need for creative methods to close the gap between spelling and precise spoken language for ESL learners, such as incorporating the IPA in an early stage of the learning process.

Now, talking about pronunciation, Levis, M. (2018) states that when we refer to "pronunciation," we imply an interconnected system of sounds and prosody that communicates information through individual variations and categorical contrasts that can identify differences like gender, age, and origin. Because of this, the divisions serve only as a means of understanding specific aspects of the system, even while each component interacts with the others in ways that often make it difficult to distinguish between their individual effects.

Pronouncing consonants, stress patterns, and intonation patterns correctly are all part of accurate pronunciation. Pronouncing words guarantees that listeners can understand the speaker. Proper stress patterns and sound articulation help to communicate the intended message without confusing the listener. Also, being aware of cultural aspects related to pronunciation, including variations in accents and dialects, helps in adapting pronunciation to different contexts. This cultural awareness contributes to effective communication in diverse linguistic environments. We desire an emphasis on practicing pronunciation in the classroom and how to approach pronunciation instruction more successfully.

The International Phonetic Alphabet is a significant resource for correct pronunciation and communication between languages. Many English courses don't even mention its existence, despite its universality and efficacy. IPA education should be included in ESL programs as an option for the solution of inaccurate pronunciation. By doing this, students would be able to correctly interpret pronunciation and eventually communicate clearly and understandably. Additionally, learning about cultural differences of pronunciations such as accents and dialects would help students modify their speech to function in a variety of contexts.

2.1.2. Introducing the concept of phonemes as individual speech sounds.

A general definition of phonemes is that they are the fundamental elements of sound in a language that are used to distinguish words and communicate meaning. These are the smallest sound units that people utilize to automatically identify and distinguish between words. In the study of phonology, an understanding of phonemes as separate speech sounds is essential. A phoneme is a minimal unit of sound that can distinguish words in a particular language. It is an abstract and mental representation, a cognitive construct that speakers use to recognize and produce distinct words. Pulvermüller and Fadiga (2010) suggest that sensorimotor circuits serve as a cortical basis for language and are involved in active perception, which is essential for processing phonological information.

To represent a language's phonemes, linguists employ a phonemic transcription method that is frequently based on the International Phonetic Alphabet. They can record the fundamental phonological structure of words thanks to this system. We cannot write sounds. Therefore, they came up with the solution of representing these sounds with letters. Phonemes are the building blocks of spoken language, acting as the smallest units of sound that distinguish words and convey meaning. These abstract mental categories, rather than just physical sounds, allow speakers to recognize and produce distinct words within their language.

Dubois, D et al (2021) mention in their book that based on a definition they provide, phonemes are not just sounds, but categories of sounds that exist only in the minds of speakers of the language. An example of this is the phonemes /p/ and /b/, which are distinct types of speech sounds in English since they are different phonemes of this language. An English speaker would recognize that the words "pin" and "bin" have different meanings because the first phoneme is considered a different category of speech sound. Some readers might find this obvious as /p/ and /b/ "just sound different," however this distinction only becomes noticeable when listening to a certain sound system. They represent mental categories that speakers use to distinguish words within their language. While this categorization might seem intuitive for native speakers, it highlights the complex interplay between the physical sounds we produce and the mental systems we use to organize and interpret them.

Given the abstract nature of phonemes, effective phoneme instruction demands a planned and interesting teaching methodology. It is important to emphasize that phonemes are essential for word recognition and meaning transmission in spoken language. Another example: the English word "through" is made up of three phonemes: the first "th" sound, the "r" sound, and the "oo" vowel sound. Note that this word, along with many others in the English language, does not always have a phoneme that matches the letter used to spell it.

The quantity and arrangement of phonemes in English differ throughout dialects and rely on the researcher's interpretation. Based on C. S, (2019) consonant phonemes are typically counted up to 24 or more. There are more variations in the number of vowels, in General American, there are 14–16, and in Australian English, there are 20–21. There are generally considered to be 44 sounds in English, as mentioned it can vary. Consonants and vowels are the two main groups into which the 44 English sounds can be separated. Based on this, when a sound is created, the airflow is either entirely or partially stopped, resulting in a consonant sound. On the other hand, a vowel sound occurs when airflow flows freely during sound production.

Linguists utilize phonemic transcription, often based on the IPA, to represent a language's phonemes. This system allows us to capture the core sound structure of words, overcoming the limitations of written language in accurately reflecting spoken sounds. Given their abstract nature, effective phoneme instruction requires a well-designed and engaging teaching approach. Understanding phonemes is crucial for spoken language comprehension and meaning transmission.

To conclude, phonemes are fundamental to spoken language, and a grasp of their nature is essential for effective communication and language learning.

2.1.3. IPA chart as a tool for better pronunciation and listening.

Learners of English as a second language across the world start by learning the language mainly in written form. For those learners, the fact is that modern North American English spoken and written English sound very different. Depending on the environment in which the sounds occur, different letters have different sound correspondences. Brown and Crowther (2022) explain how due to the existence of these letter-sound differences, learners who have acquired written language skills may end up speaking it and sounding like books when they attempt oral communication. When they hear actual spoken English, they struggle to understand it.

While students frequently attribute their inability to understand to native speakers saying that native speakers speak too fast, evidence suggests that their comprehension issues are more often caused by a lack of exposure to the oral forms of North American English speech that are used in daily interactions. (Brown & Crowther, 2022)

Reed, M. and Levis, J. (2019) enlist an infrastructure to support the expansion of pronunciation teaching that was set up by the International Phonetic Association in the 1890s. Some of the

points are findings of phonetics were applied to language teaching and teacher training, formation of pronunciation teachings second wave through the use of analytic-linguistic instructional techniques, the IPA chart served as a classroom tool for teaching pronunciation, and instruction focused explicitly on sound segments (consonants and vowels) and some others. We can write a word exactly as it sounds thanks to IPA. As an example, the IPA symbol /f/ in English can stand for the gh in enough, the ph in phone, and the f in fun. Because students are becoming more aware of IPA, teachers may introduce students to the basic symbols.

Every distinguishing sound in a language can be represented precisely and consistently with the help of the IPA chart. Every symbol represents a distinct speech sound, giving a precise depiction of pronunciation. Additionally, it helps students recognize different sounds that might not be present in their original tongue. For students who are struggling with new phonemes or phonetic distinctions, this is especially helpful. Furthermore, when students get used to the IPA symbols and the sounds they represent, their listening comprehension improves, and they are better able to comprehend phonetic transcriptions. This ability helps students understand spoken language better since they can interpret written forms of it.

In conclusion, language learners can improve their listening and pronunciation skills with the help of the IPA chart, which is a flexible tool. It is a priceless tool for students trying to become fluent in the phonetics of a foreign language since it offers a methodical and consistent way to represent speech sounds.

2.1.4. Effectiveness of music in language learning.

The integration of music into the world of language learning is not a new idea or area of interest. Rather, it has emerged as a pedagogical strategy of considerable efficacy. Thanks to its multifaceted components, music is uniquely positioned to access dimensions of language learning that are simply unavailable to traditional methodologies. We will explore the profound impact of music on language acquisition and invite other educators to consider this methodology. The

Information Resources Management Association (Ed.) (2022) explains how listening to music while learning a language might help students feel relaxed and less anxious. Teachers, parents, and children who are aware of this can notice its numerous advantages in terms of general growth, classroom satisfaction, and helping in language acquisition but for various reasons, many people in the field of early childhood education view music as a specialized talent unrelated to general instruction. This occurs when people question if young children should be exposed to music due to cultural and theoretical beliefs. It's frequently restricted to art classes, and the misunderstanding is that teaching or learning music requires specialized knowledge or abilities.

What is perhaps the most immediate advantage of learning language through song, is the exposure it provides learners to authentic pronunciation and articulation as well as to much more natural expressions. Also, it will help in memorization and retention through rhythm and melody and create an engaging and enjoyable learning experience.

Dressman, et al (2023) states that four elements make songs useful for language learning: First, learners are introduced to speech intonation patterns through the rhythm of the lyrics and music. Second, the repetition of a song's chorus offers chances to work on grammar, vocabulary, and pronunciation. Thirdly, songs' shortened vocabulary makes them comparatively simple to learn and repeat. Finally, the "coolness" of a popular musician or band that is famous or in trend. For many young students, it serves as inspiration, and they can listen to their favorite music repeatedly while studying and learning in this way.

By harnessing the power of music, educators can enrich language learning environments. Helping students truly get and enjoy the language and culture is what this approach is all about. It fits right in with current teaching methods that emphasize the value of using various interesting approaches to make language learning more effective. While traditional methods of language learning employ textbook dialogues undertaken in language labs, lyrics of songs bring learners into contact with the full range of vocal tones, accents, and colloquial expressions that are particular to all languages.

For example, according to Huertas C. and Gomez M. (2020) recent research has shown that musicianship is linked to the growth of foreign languages, including verbal memory and retention, vocabulary knowledge, and the ability to distinguish and analyze foreign speech sounds with one's "good ear." Music offers the chance to express oneself creatively and to create strong channels for imaginative observation, dialogue, and synthesis. There are other social benefits, such as increased self-esteem, interpersonal skills, and general confidence in students who are exposed to music. When you dig into the existing studies and research, it becomes increasingly clear that adding music to language learning is a smart move.

Some other details mentioned about how music is effective in the learning process, by Madya, S; et al. (2018) include how teachers who support the use of songs in listening classes believe that they can help students learn. They consider songs as a useful instrument that can help in the development of a variety of skills in students, including the ability to distinguish between sounds, understand pronunciation, and comprehend phrases, sentences, syntax, and even small cultural differences. Essentially, they think songs might serve as a basis for the improvement of children's language skills, including speaking, listening, reading, and writing.

It is also important to understand how important it is from the teacher's side to be prepared to effectively achieve the effectiveness of their pronunciation classes, no matter what type of technique you are using. Reflective pronunciation teaching starts before teaching ever happens. (Zeraatpishe, M. et al. 2018). Educators must consider their own opinions, past experiences teaching or studying pronunciation, and the goals they have in mind. Also, based on Sardegna, V. and Jarosz, A . (2023) to teach pronunciation correctly, teachers must have a solid basis in a minimum of four areas: a deep comprehension of the pronunciation system of the target language; knowledge of the particular difficulties that second language learners usually encounter when pronouncing various sounds; familiarity with a range of teaching methods and resources; and the capacity to recognize and evaluate learners' pronunciation errors.

Researchers have shown that integrating music into language learning techniques is a great decision, and educators agree. This strategy is in line with contemporary pedagogical approaches that emphasize interesting and practical language learning strategies. Teachers may create engaging learning environments where students can fully understand and appreciate the language and culture it represents by utilizing music.

Students can use music as a starting point to gain a greater comprehension and appreciation of the language and the culture it symbolizes. In addition to making learning more fun, the catchy rhythms and melodies are effective memory boosters that help learners retain vocabulary, grammar, and pronunciation in a fun and engaging way. Additionally, listening to music improves students' general fluency and cultural awareness by exposing them to real pronunciation, intonation, and colloquial idioms.

2.1.5. Selecting appropriate songs and practicing IPA sounds.

Choosing appropriate songs to practice International Phonetic Alphabet sounds requires careful consideration and planning. A few guidelines to follow when selecting music will be to determine the particular IPA sounds students need to practice: vowels, consonants, and certain phonetic elements like stress and intonation.

When selecting music, keep the following things in mind: lyrical clarity, cultural significance, genre, and learner level. Smooth pop songs are great for working on rhythm and stress, but slower ballads could be more appropriate for focusing on certain consonants. The words in the lyrics should be appropriate for the interests and cultural background of your students, and they should be simple to understand. This will guarantee comprehension and increase participation. Lastly, search for resources and recordings that are easily accessible. Students can practice alone and lesson planning will be simplified by finding songs with easily accessible lyrics and internet

recordings. You may choose music that not only successfully targets particular IPA sounds but also helps your student have a happy and fulfilling learning experience.

Dressman, M. (2020) suggests that specific musical properties can support language learning through songs. He mentions the following research that indicates how this ideal choice of music language learning can be achieved: a simple and predictable song structure, like verse-chorus format (Kellaris 2003, 2001; Wallace 1994), can help to learn. Additionally, a symmetrical melodic line, perhaps a rise followed by a fall in pitch (Wallace 1994), can further support retention. Ludke (2009) emphasizes the importance of choosing songs within a comfortable vocal range for learners. Rhyme schemes within lyrics are another element promoting word recall, as evidenced by studies by Wallace (1994), Rubin and Wallace (1998), and Rubin (1995). Finally, Salcedo (2010) with songs that do not overwhelm with too much new vocabulary or grammar at once, as this can lead to frustration and confusion.

A key factor in improving language learning with songs is the careful choice of appropriate music while practicing International Phonetic Alphabet sounds. The songs selected are not chosen randomly; instead, they have a direct impact on the way students learn. Students stand to improve by choosing songs that correspond with their language objectives, in this case, mastering specific IPA sounds in several ways.

Consider choosing songs that contain the sounds we want to focus on more naturally. It is also important to select music performed by people who are fluent in English, this guarantees that students are exposed to authentic intonation and pronunciation patterns. Additionally, it analyzes the lyrics of potential songs to identify examples where the IPA sounds are pronounced. As mentioned by Orlando, M. T. (2023) It's necessary and important that we take into consideration lyrics with vocabulary that is just a little bit over students' capacity. To involve the students in their learning process, she asks the students to pick their songs for their lessons since using the music that they choose improves their motivation.

Teachers give students an enjoyable and useful tool for improving pronunciation, improving cultural awareness, and building a strong bond with the language by incorporating music into the language learning process. In summary, selecting the appropriate music is an important decision that impacts the success of the language learning process.

2.1.6. Activities Using the International Phonetic Alphabet (IPA) to Improve Students' Pronunciation Proficiency in English.

Based on my experience learning pronunciation, specifically with the International Phonetic Alphabet (IPA), it is easy for me to understand that there are a variety of activities that can be employed to enhance students' pronunciation proficiency in English language education through the International Phonetic Alphabet (IPA).

“To use the International Phonetic Alphabet as a tool to create exercises, two aspects are critical: mastery of both IPA and the differences between sounds, and the movement/placement of the jaw. When the jaw is opened too far, the tongue must compensate for that position in order to produce vowels and training is needed to overcome this difficulty (Lirio, 2015) “ Gudmundsdottir, S., et al. "Quote" (Lirio, 2015). *The Routledge companion to interdisciplinary studies in singing, volume II: Education: Volume II: Education.* Routledge. (2022)

It is important to remember that these activities will be for students in fifth grade, so we cannot completely expect them to know how to use or memorize all IPA sounds, however, the idea is to be able to have them understand better the sounds in a more natural way by presenting the IPA as a tool. Based on this we could emphasize the practice of activities that assist on some specific points.

Selecting phrases with unique stress patterns is helpful when it comes to word stress analysis. Teachers can effectively emphasize syllable stress by using the International Phonetic Alphabet symbols. This offers students a visual aid to improve the accuracy of their pronunciation.

Assisting students with specific tasks, including recognizing and imitating different word stress patterns, improves their comprehension and utilization of stress in spoken English. This methodical technique makes it easier to examine the differences in stress between words.

When it comes to comparing sounds and analyzing them, it is important to carefully choose words with similar but difficult sounds. The purpose of this is to address typical pronunciation issues that students run into. Teachers facilitate a focused investigation of small differences by leading students through a process of comparing and contrasting the International Phonetic Alphabet (IPA) symbol associated with these sounds. By focusing on certain sound differentiations, this analytical method helps students improve their pronunciation skills while also increasing their understanding of phonetic variations. Again, the idea is not to have them memorize what the symbols are but to understand the different sounds.

The careful selection of songs with noticeable pronunciation clarity and a variety of sound characteristics will be helpful when analyzing song lyrics for pronunciation improvement. This procedure improves student comprehension and helps them make the connection between musical aspects and speech. By involving students in the analysis of song lyrics, teachers may encourage a comprehensive approach to language learning by integrating the melodic and rhythmic elements of music with the hearing parts of pronunciation.

Creating multisensory pronunciation games will also help when we want to make sure all types of learning are also included based on the students' needs. Creating games that effectively use audio and visual indications, of the International Phonetic Alphabet (IPA) can be an effective educational strategy. Teachers can combine all these different sensory components to create a dynamic and engaging learning environment. Incorporating interactive exercises into the classroom not only helps students appreciate all aspects of pronunciation but also makes learning fun and memorable. In the context of teaching the English language, these games can offer an extensive base on which students may actively engage, developing their auditory, visual, and symbolic awareness of pronunciation variations.

Singing songs while utilizing transcriptions of the International Phonetic Alphabet (IPA) adds a fun and imaginative element to the evaluation process. This exercise helps students practice pronouncing words correctly. By adding IPA transcriptions, teachers can help students become even more proficient at connecting phonetic symbols to actual sounds, which helps them understand pronunciation variations. This methodology not only improves the educational process but also improves the range of evaluation techniques to suit different learning preferences and styles. For example, Orlando, M. T. (2023) also mentions some activities that we can use to incorporate songs into other activities, like giving children incomplete texts and asking them to guess which words go in the blanks. Once they listen to the song multiple times, they will be able to determine if their guesses are correct or incorrect.

I also found that she mentions that students can play very interesting vocabulary bingo. On a bingo grid, the teacher selects words from the original song. Students mark words from the vocabulary as they hear them while listening to the song. The first student to cross off each word on the grid wins.

These IPA-based exercises offer a methodical and planned way to improve student pronunciation skills, but their true strength lies in their adaptability. By incorporating a variety of interactive, analytical, and creative tasks, we are able to adapt to the many learning preferences and styles that are present in any classroom.

For kinesthetic and social learners, imagine the engagement that comes from working in pairs, mimicking minimal pairs (words that differ by only one sound) while acting out their meanings. This not only reinforces targeted IPA sounds but also fosters collaboration and movement. Analytical learners can thrive on tasks like analyzing song lyrics and identifying specific IPA symbols within the words or creating minimal pair flashcards with definitions and corresponding images. Creative minds can be unleashed through composing short poems or raps focusing on specific sounds, or by creating comic strips depicting minimal pairs. Another option is to have students record themselves reading a passage and then analyze their pronunciation using IPA

charts, allowing them to see the connection between sound and symbol. By understanding our students' needs and playing with these different approaches, we can design IPA-based exercises that are not only effective but also enjoyable, fostering a positive learning environment where all students can excel in their pronunciation skills.

2.1.7. Challenges and Considerations

Even though music can be a very useful instrument for teaching pronunciation, using music in the classroom has some issues and concerns, for example, considering the diversity of students' music tastes and learning styles. The reality is that not every student has the same taste in music, individual preferences, life experiences, and cultural background influence their musical tastes. If all students do not connect with the songs chosen, we may encounter resistance or apathy.

Another factor to take into consideration while teaching pronunciation with music is to adjust to different learning styles since students learn in different ways, some are auditory learners while others may prefer to learn through visual or kinesthetic methods. To address this, teachers should incorporate other resources, including interactive games, gestures, or visual assistance, into music-based pronunciation exercises as mentioned in the previous point. Providing students with an interactive learning environment enables them to interact with the content in ways that match their own learning preferences, which encourages deeper understanding.

The potential language barrier that might occur from the selected songs' lyrics is another thing to take into consideration. Students may find certain songs difficult to understand due to their complex vocabulary, use of colloquialisms, or cultural references. Teachers need to choose songs with lyrics that are easy to understand to help students. Additionally, offering extra resources such as translations or lyric sheets might help students get beyond language obstacles and improve their comprehension in general.

In addition, the content's appropriateness is very important. Teachers need to be aware of songs appropriate for their age's context. A good and inclusive learning environment can be achieved by

choosing songs that complement the cultural backgrounds of the students while keeping in mind any potential sensitivities.

In conclusion, there are many advantages when utilizing music to teach pronunciation, but there are also issues that educators must deal with because different students have different musical tastes and learning methods. Through the integration of diverse musical genres, consideration of different methods of learning, ensuring linguistic accessibility, and showing cultural sensitivity when choosing the songs, teachers can establish a balanced and comprehensive approach to using music for pronunciation teaching. This careful integration creates a supportive and stimulating learning environment for all students.

2.1.8. Suggestions for assessing pronunciation classes.

The evaluation of pronunciation classes involves a range of assessment techniques meant to capture the evolution of students' language proficiency. Using diagnostic tests at the beginning of the class allows a more focused understanding of each student's areas of strength and where they need to improve with their pronunciation. Teachers can modify their teaching strategies and interventions to target the unique problems that each student is facing by using this preliminary diagnostic stage as a starting point. By the identification of particular phonetic patterns that could present challenges, teachers can facilitate a more personalized learning environment.

A method to assess students is to watch them in actual communication situations. This offers a comprehensive picture of how well they apply pronunciation rules in real-world situations. Through the use of actual communication scenarios, this practical evaluation gives teachers an idea of how flexible and effective their students are at using their pronunciation abilities in everyday situations. The observations provide valuable insights that help in comprehending the practical application of pronunciation knowledge, enabling students to effectively incorporate these abilities into their daily communication. Additionally, including feedback sessions in the evaluation process gives teachers a more individualized way to offer constructive feedback and focused guidance, allowing students to improve their pronunciation skills throughout the class.

Pennington, M. and Rogerson-Revell, P. (2018) share how the assessment of pronunciation in a classroom setting can use one or more focused tasks as a word or sentence repetition/imitation, picture description, a verbal response to questions, or global tasks as picture description or verbal response to questions. This is to address any of the different elements of pronunciation skill for production (accuracy, fluency, intelligibility, or comprehensibility) or perception (segmental or prosodic). Pronunciation can be assessed in the context of other language skills in the classroom (e.g., overall speaking abilities or other aspects of communicative competence) or as a separate language domain using tasks designed to extract lexical, grammatical, or other specific language knowledge (e.g., by repeating or mimicking minimal pair syllables or nonsense words, as in some tests of pronunciation aptitude).

Recommendations can be developed for the assessment of pronunciation in the classroom setting, taking into consideration the multiple aspects of pronunciation and the variety of assessment approaches accessible. First, the evaluation needs to cover a wide range of pronunciation-related topics, considering both referential and social meanings. These include perception and production, segmental and prosodic qualities, intelligibility, and fluency. Second, a comprehensive analysis requires that pronunciation be evaluated in a variety of tasks and settings. This involves evaluating pronunciation accuracy in the production and perception of speech at various task difficulty levels, as well as its relationship to written and read language. Evaluations should also consider situations in which the speaker's performance revolves around pronunciation, both for known and unknown words.

Levis, J. (2022) also shares an option of self-assessment technique. Self-assessment turns out to be a helpful method that raises learner consciousness. When combined with other evaluation techniques, it forces students to reevaluate how they perceive and comprehend their skills. As a result, learners could use different strategies in their search for knowledge, which could result in better approaches.

Students can self-rate their proficiency about goal features using a variety of self-assessment tool types, from simple checklists to scales on a form. Some self-assessment instruments are highly compatible with traditional techniques used by educators to evaluate their students. Some, on the other hand, take a more introspective and open-ended approach, allowing students to identify their weaknesses and areas for growth.

According to Dlaska and Krekeler (2008), an interesting example of a creative self-assessment instrument focused on 43 German phonemes. This tool involved presenting informative content to help comprehension, followed by students listening to an audio of a native speaker pronouncing example words for each phoneme. Students then recorded themselves pronouncing the given words, compared to the native speaker's pronunciation, and determined whether their pronunciation matched the intended sound. In addition to offering high-quality information, this approach can significantly increase awareness of phonetic details, which will immediately help in speech learning.

In order to assess pronunciation in language classes, a diverse method that takes into account a student's developing ability is needed. Teachers can create efficient pronunciation tests that give valuable insight into students' development and inform individualized instruction by using the suggestions made on this point. All students will eventually have better communication abilities as a result of this.

Chapter III

Methodological Framework

This chapter outlines the detailed methodological framework for investigating the effectiveness of the IPA-music approach. By employing a well-defined research design, data collection methods, and analysis strategies, this study aims to contribute to the field of language learning by providing evidence for the value of this innovative strategy.

3.1 Research Approach

According to Seers (2011), qualitative research is a methodical and rigorous methodology that seeks to address concerns about what something is like, what individuals believe or feel about something that has happened, and why something happened the way it has. This type of research often uses qualitative data, which can take the form of words or text and may include images. This methodological insight provides researchers with a practical approach to analyzing qualitative data in diverse research contexts. Based on this my investigation follows a qualitative research approach.

By employing a qualitative research approach, we seek to gain a deeper understanding of how students perceive and engage with song-based activities. Qualitative research helps us to explore students' subjective experiences, thoughts, and feelings. Through data collection methods such as student questionnaires and teacher observations, we can gather rich, detailed, and contextualized information about the learning process. We can also gain a comprehensive understanding of the impact of what will be applied to their language learning.

There are also quantitative and mixed research approaches. Bhandari, P (2022) states that quantitative is a research methodology that uses statistical analysis and numerical data, while in mixed methods research, quantitative and qualitative research methodologies are integrated into a single research investigation (Palinkas et al., 2015).

3.2 Research Design

Two crucial research approaches that will be included in this investigation are action research and descriptive research designs. Action research involves a systematic inquiry conducted by practitioners within a particular organization to address a specific problem, while descriptive research design focuses on examining actual behavior in terms comparable to normative analyses.

Action design research (ADR) was described by Sein et al. (2011) as an innovative approach to descriptive research design. In order to effectively solve complicated problems in practice, action, and research must be combined, according to ADR. This method, which involves working together

between academics and practitioners to provide creative solutions for current issues, is consistent with the fundamental concepts of action research.

On the other hand, descriptive research design is characterized by its concentration on characterizing the features of a population or phenomenon, without changing variables or seeking to prove cause-and-effect correlations (Bren and Tchetgen, 2022). It is often used to answer questions related to who, what, when, where, and how, and is particularly useful in exploring new topics and generating hypotheses for further research. (Perreault, 2011).

3.3 Information Sources

3.3.1 Primary Sources.

Primary sources offer personal information and proof that may be interpreted and examined to produce fresh understanding. According to Abo et al. (2013), primary sources are important for academic and scientific research since they offer unique facts and information. An example of a primary source is books.

3.3.2. Secondary Sources.

Information from primary sources is interpreted, examined, or synthesized in secondary sources. They don't provide firsthand information or original creations. Primary sources provide firsthand accounts and raw data, while secondary sources offer interpretation, context, and analysis to help researchers make sense of the information. Some examples are scholarly articles, textbooks, reviews and analyses, documentaries, films, news articles, and reports.

3.3.3 Tertiary Sources.

Information sources classified as tertiary sources offer a summary or overview of a subject and frequently combine data from secondary sources. Some common examples of tertiary sources in academic research include:

Encyclopedias: These offer concise summaries of information on a wide range of topics.

Dictionaries: These define words and phrases, providing basic meanings and usage examples.

3.4 Analysis Categories

3.4.1 Pronunciation Accuracy

Pronunciation accuracy refers to the degree to which an individual's spoken production of a language aligns with the established norms and expectations of that language. (Murcia C. et al. 2000)

3.4.2 Phonetic Alphabet

The International Phonetic Alphabet (IPA) is a universally recognized system of symbols used to represent the sounds of spoken language.

3.5 Data collection Instruments

#1 Initial Survey:

The first instrument that will be used is an initial survey to understand better the first impressions and ideas of students about using songs in their English classes.

This survey includes seven different closed-ended questions, the students will be able to answer just one of the options provided. This survey will be used in order to select the songs we will use in classes to practice pronunciation.

#2 PowerPoint Presentation on IPA and Song Analysis

This instrument involves a hands-on approach to teaching the International Phonetic Alphabet (IPA) and its application to pronunciation improvement.

Students can expect to enhance their understanding of the International Phonetic Alphabet and its application to pronunciation, they will develop their pronunciation skills and accuracy, gaining confidence in their ability to produce English sounds correctly.

#3 Pre- and Post-Pronunciation Tests

Will administer a pronunciation test before and after the intervention to measure the improvement of the students.

The pronunciation tests will be scored based on the accuracy of the students' pronunciation. A rubric will be used to evaluate their performance on each task, taking into account factors such as accuracy of articulation, intonation, and rhythm.

3.6 Collection data process and data analysis

This section outlines the data collection and analysis plan for the study. The goal of this plan is to gather qualitative data that will provide insights into the effectiveness of using songs to develop the use of IPA sounds and facilitate the pronunciation learning process.

Three instruments will be used to collect data: an initial survey, observations of student participation in IPA song analysis activities, and pre-and post-pronunciation observations. The data collected will be analyzed qualitatively to identify emerging themes, patterns, and changes in student performance.

Instrument 1: Initial Survey

Data Collection:

The initial survey will be administered to all participating students at the beginning of the intervention. Students will be asked to respond to seven closed-ended questions about their preferences and experiences with using songs in English classes.

Qualitative data analysis will be used to identify emerging themes and patterns in the students' responses. The teacher will analyze the data to understand the students' perspectives, preferences, and any potential challenges or concerns related to using songs in language learning.

Rationale: The initial survey is essential for understanding the students' preferences and tailoring the intervention to their interests. By selecting songs that are popular and relevant, the students are more likely to be motivated and engaged in the learning process.

Appendix: See Appendix 1 for the complete survey.

Instrument 2: Interactive IPA Song Analysis

Data Collection:

Data will be collected through observations of student participation during the IPA song analysis activities. The teacher will observe students' engagement, understanding of the IPA, and ability to apply IPA concepts to pronunciation.

Qualitative data analysis will be used to identify patterns in student engagement, understanding, and pronunciation improvement. The teacher will analyze student responses, interactions, and overall participation to assess the effectiveness of the activities.

Rationale: Observations provide valuable insights into the student's learning process and allow the teacher to identify areas where they may need additional support or guidance. Qualitative data analysis can help to understand the impact of the intervention on student learning and identify areas for improvement.

Appendix: See Appendix 2 to see the PowerPoint Presentation with the songs.

Instrument 3: Pre- and Post-Pronunciation Observations

Data Collection:

The teacher will observe students' pronunciation before and after the intervention. Observations will focus on specific IPA sounds and their accuracy in various contexts.

Qualitative data analysis will be used to compare students' pronunciation before and after the intervention. The teacher will identify changes in accuracy, fluency, and overall confidence in pronunciation.

Rationale: Observations provide a direct assessment of students' pronunciation skills and allow for a detailed analysis of their progress. Qualitative data analysis can help to identify specific areas of improvement and assess the impact of the intervention on students' overall language learning.

Appendix: See Appendix 3 to find the complete Pre and Post-Pronunciation Assessment.

The data collection and analysis plan outlined in this section provides a comprehensive approach to gathering qualitative data that will inform the study of using songs to develop IPA sounds and facilitate pronunciation learning. The three instruments work together to provide a comprehensive understanding of the student's experiences and the effectiveness of the intervention.

The initial survey provides valuable insights into the students' preferences and expectations, allowing the teacher to tailor the song selection and activities to their interests. Observations of student participation offer a direct assessment of their engagement, understanding, and progress. Pre- and post-pronunciation observations provide a baseline and a measure of improvement over time.

By combining these instruments and employing qualitative data analysis, the study will be able to provide a rich and detailed understanding of the impact of using songs on pronunciation development and the overall language learning experience.

Appendix: See Appendix 4 to find the lesson plan that will be used in these lessons.

Chapter IV

Data

Analysis

This chapter presents the data analysis section of the study, focusing on the effectiveness of using songs to enhance learners' acquisition of International Phonetic Alphabet (IPA) sounds and their pronunciation skills. We will examine the impact of song-based instruction on various aspects of pronunciation, including accuracy, fluency, phonological awareness, and overall language learning motivation. By evaluating the data, the idea is to present persuasive evidence for incorporating songs into pronunciation, resulting in more successful and interesting language learning experiences.

The significance of this study lies in its potential to revolutionize language learning by harnessing the power of music to enhance pronunciation acquisition. By demonstrating the effectiveness of song-based instruction, this research aims to provide educators with a valuable tool for improving their students' pronunciation skills and fostering a more engaging and motivating learning environment. Furthermore, the findings of this study could contribute to the development of innovative language learning materials and methodologies that use music as a fundamental component. As Dehnavi and Rezaeian (2023) assert, "By harnessing

the power of music, learners can enhance their memory, improve cognitive skills, and foster a positive and engaging learning experience."

4.1 Analysis and Interpretation of the Results

This section will conduct an extensive examination of the study's data, with a focus on the benefit of utilizing songs to help learners acquire International Phonetic Alphabet (IPA) sounds and improve their pronunciation skills. These tools included an initial survey, observations of student participation in IPA song analysis activities, and pre-and post-pronunciation observations. The data gathered will be analyzed qualitatively to identify emerging themes, patterns, and changes in student performance.

4.1.1 Observations

The observation took place in the group 5-3, at Escuela Benjamin Herrera Angulo. The group consisted of 12 students, 7 girls, and 5 boys, all under the age of 11 and 10 years old. The students were engaged in a grammar activity when the observation began.

The overall classroom atmosphere was relaxed and informal. While the students appeared to be interested in the subject matter, their energy level seemed to be somewhat low. It was evident that they were curious about my presence and the activities planned. To stimulate their engagement, I decided to introduce the topic of music by bringing a guitar and asking about their musical interests.

The students were immediately intrigued and eager to participate. They shared their favorite songs, musical instruments, and experiences with music. Some students expressed a desire to learn to play an instrument, while others simply enjoyed listening to music. The introduction of music created a more lively and interactive atmosphere in the classroom, as the students became more engaged and excited about the lesson.

During the discussion about music, it was possible to observe several key behaviors and interactions among the students. They were enthusiastic and expressive, sharing their thoughts and opinions openly. There was a positive and supportive atmosphere among the group, with students encouraging and listening to each other. However, a few students seemed to be more reserved or shy, requiring additional prompting to participate.

It's important to note that the teacher primarily used Spanish throughout the lesson. While this may be appropriate for the student's language proficiency, it limits opportunities for explicit pronunciation instruction and practice. Incorporating English into classroom activities, particularly when discussing English songs or musical concepts, could provide valuable exposure to target sounds and pronunciation patterns.

Overall, the students in this group displayed positive behaviors and a willingness to learn. The introduction of music proved to be an effective strategy for increasing their engagement and motivation. However, there is potential to enhance the students' pronunciation skills through more explicit instruction and practice in English. The observations provide valuable insights into their strengths and areas for growth, which can inform future interactions and interventions.

4.1.2 Initial Survey

To gain valuable insights into the students' preferences and experiences with learning English, an initial survey was conducted at the beginning of the study. The survey served two key purposes:

Understanding Student Preferences: The survey aimed to evaluate the student's existing exposure to English music, their favorite genres, and their prior experience using songs for

language learning. This information proved crucial in selecting songs that would resonate with their interests and optimize their motivation to learn.

Identifying Potential Benefits and Challenges: The survey explored the students' perceptions of using songs for language learning. It assessed their beliefs about potential benefits like vocabulary acquisition, pronunciation improvement, and overall enjoyment. Additionally, the survey inquired about any concerns they might have with this approach, such as difficulty understanding lyrics or pronouncing words incorrectly.

By analyzing the survey results, we gathered valuable data about the students' perspectives and readiness to embark on a learning journey through music.

How often do you listen to English songs?

Points scored

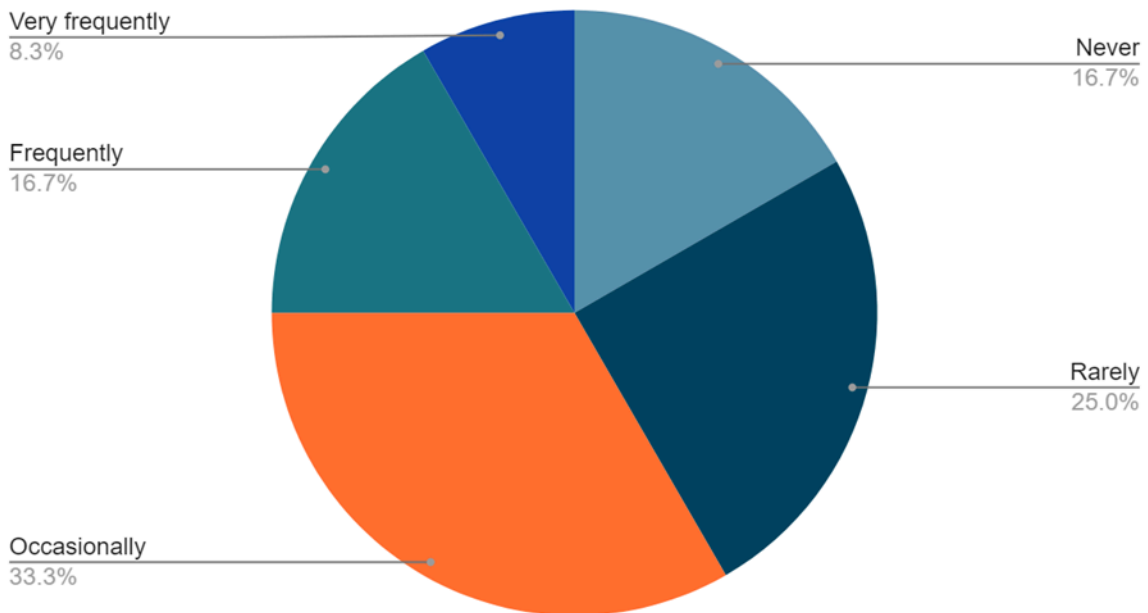


Figure 1. This represents the frequency with which students listen to English songs, which provides insight into their exposure to English music and potential familiarity with English sounds.

Resource: Genesis Araya Ruiz

This information is crucial for understanding their familiarity with the language and their potential for benefiting from song-based instruction.

The majority of students (33.3%) reported listening to English songs occasionally. This indicates that while they may not be frequent listeners, they have some exposure to English music. A smaller percentage (41.7%) of students indicated listening rarely or never to English songs. This suggests that a portion of the group may have limited exposure to English music and may require additional support to develop their listening skills. Only 25% of students reported listening to English songs frequently or very frequently. This suggests that while

some students have a high level of exposure, others may benefit from increased opportunities to listen to English music.

The diversity in listening habits may impact how well students can initially engage with song-based language learning, as frequent listeners might have an advantage in familiarity with English sounds.

What is your favorite genre of English music?

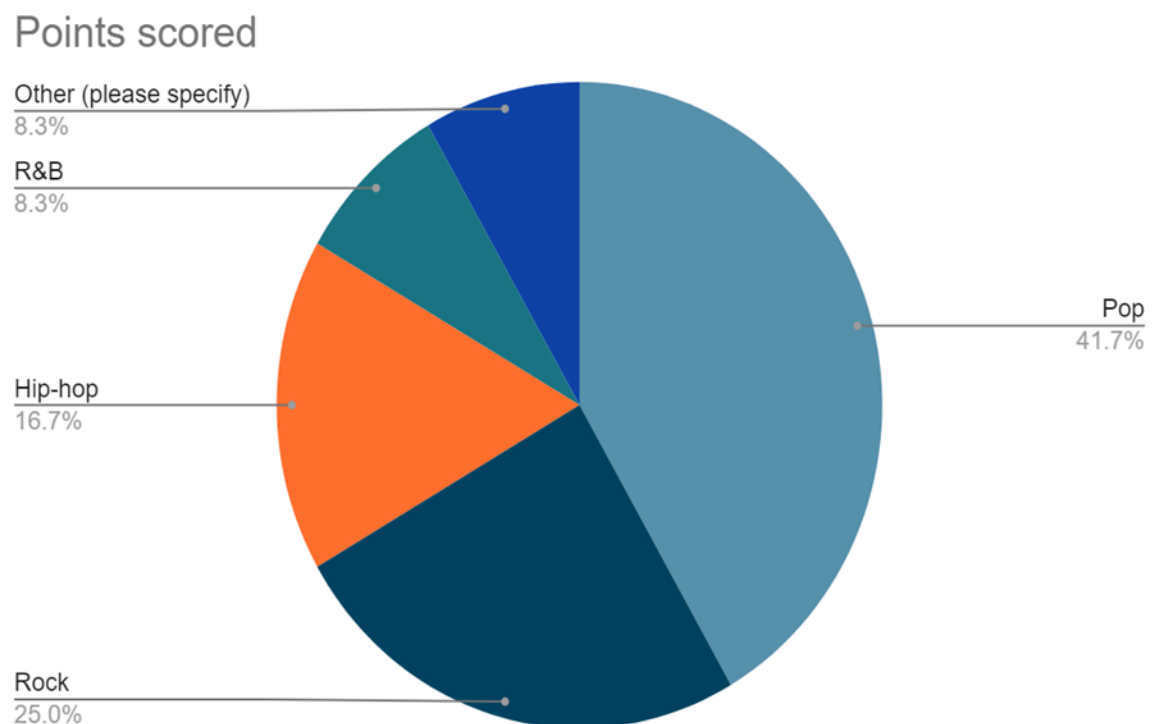


Figure 2. Represents the favorite genres of English music among students, highlighting preferences that can be leveraged to increase engagement with song-based learning activities.

Resource: Genesis Araya Ruiz

This information can be valuable for selecting songs that resonate with their interests and enhance their motivation to learn English.

Pop music was the most popular genre among the students, with 41.7% of respondents selecting it as their favorite. This suggests that incorporating popular songs into the curriculum could be a highly engaging and effective approach. While pop music was the most popular, a variety of other genres were also represented, including rock, hip-hop, R&B, and other unspecified genres. This indicates that the students have diverse musical tastes and that a range of genres should be considered to cater to their preferences.

By understanding the students' favorite genres of English music, we can create a more personalized and engaging learning experience that fosters a positive attitude toward language learning.

Since pop is the most popular genre, including pop songs in English lessons could increase engagement and motivation. Additionally, the variety in genre preferences suggests the potential for diverse musical selections to cater to different interests.

Have you ever used songs to learn English?

Points scored

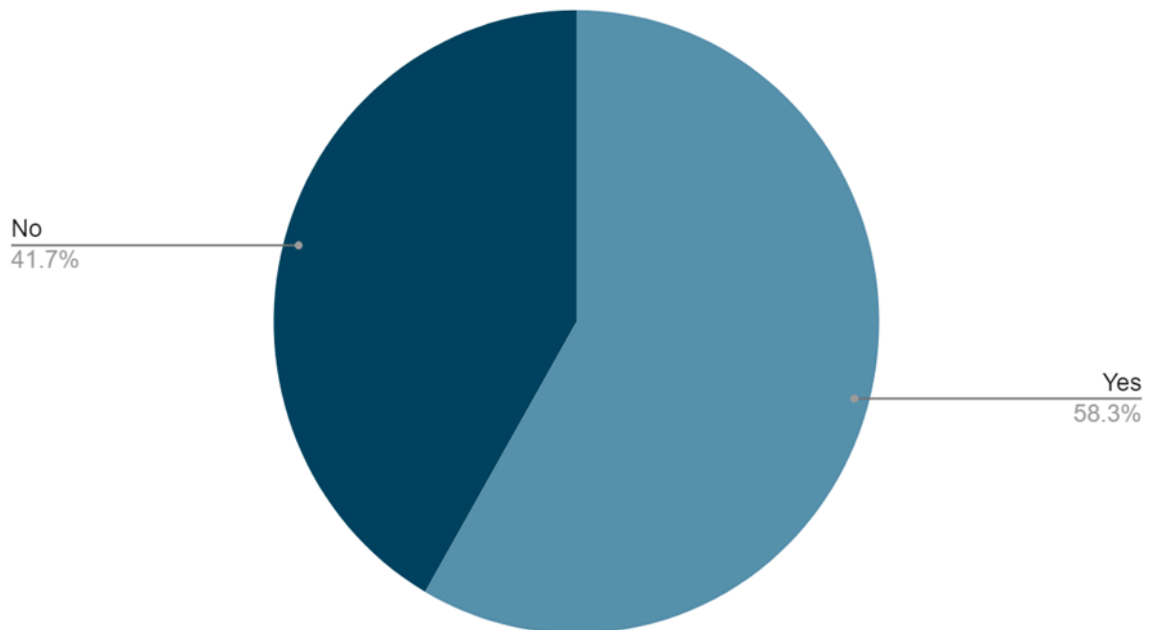


Figure 3. This represents the percentage of students who have previously used songs to learn English, indicating their level of comfort and familiarity with this approach.

Resource: Genesis Araya Ruiz

This information can help determine the level of familiarity and comfort the students have with using songs for language learning.

A significant majority of students (58.3%) reported having used songs to learn English in the past. This suggests that many students are already familiar with this approach and recognize its potential benefits. However, 41.7% of students indicated that they have not used songs to learn English. This suggests that there is a portion of the group that may require additional guidance and support in utilizing this strategy.

The survey results indicate that while many students have used songs to learn English, there is a diversity of experience levels within the group. This indicates prior familiarity for some students, which may ease the integration of songs into lessons. Those with no prior experience may need guidance on how to use songs for effective language acquisition.

If yes, how did you use songs to learn English?

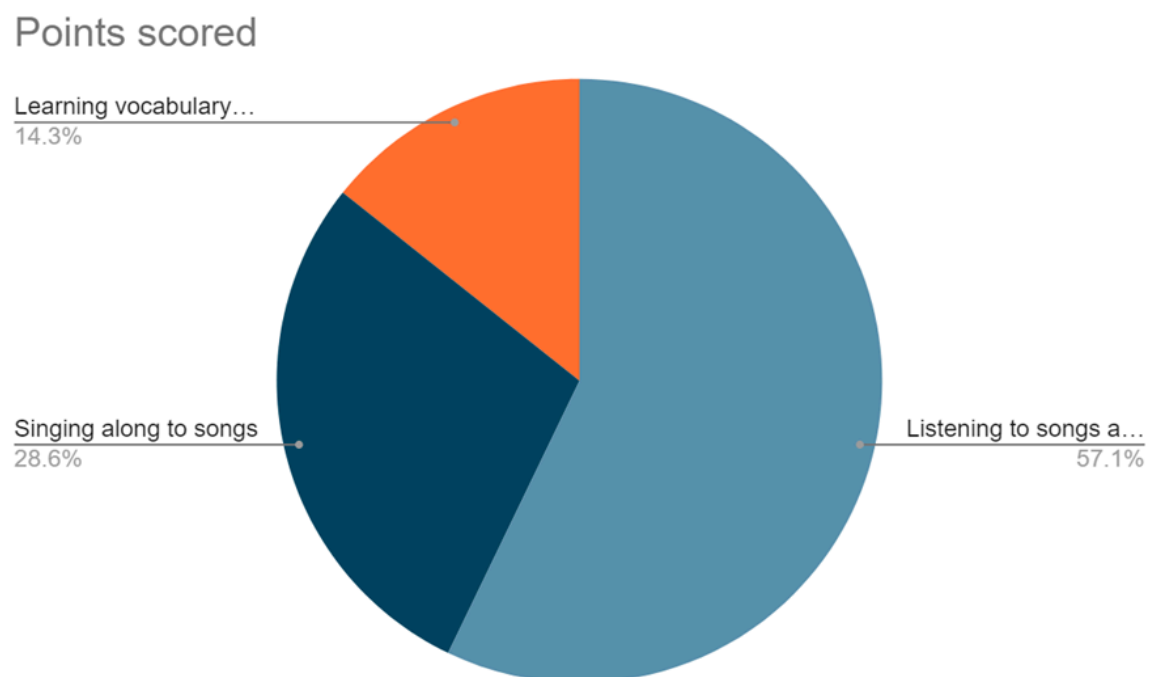


Figure 4. Represents students' reported methods of using songs in English learning, revealing common strategies like listening to lyrics and singing along.

Resource: Genesis Araya Ruiz

This question was included in the survey to explore the specific strategies employed by students who have used songs for language learning. This information can provide valuable insights into their approaches and preferences.

The most common strategy reported by students was listening to songs and trying to understand the lyrics. This suggests that many students find listening comprehension to be a valuable aspect of using songs for learning. A significant number of students also reported singing along to songs. This strategy can help with pronunciation, fluency, and overall engagement with the language. A smaller percentage of students used songs to learn vocabulary and grammar. This indicates that while songs can be a valuable resource for language acquisition, they may require additional support and guidance to effectively target specific language skills.

By understanding how students have used songs to learn English, we can develop more targeted and effective instructional strategies that maximize the benefits of this approach. Listening and singing align well with pronunciation and fluency goals. However, adding vocabulary and grammar-focused activities could make song-based learning more comprehensive.

Is it fun to learn English with songs?

Points scored

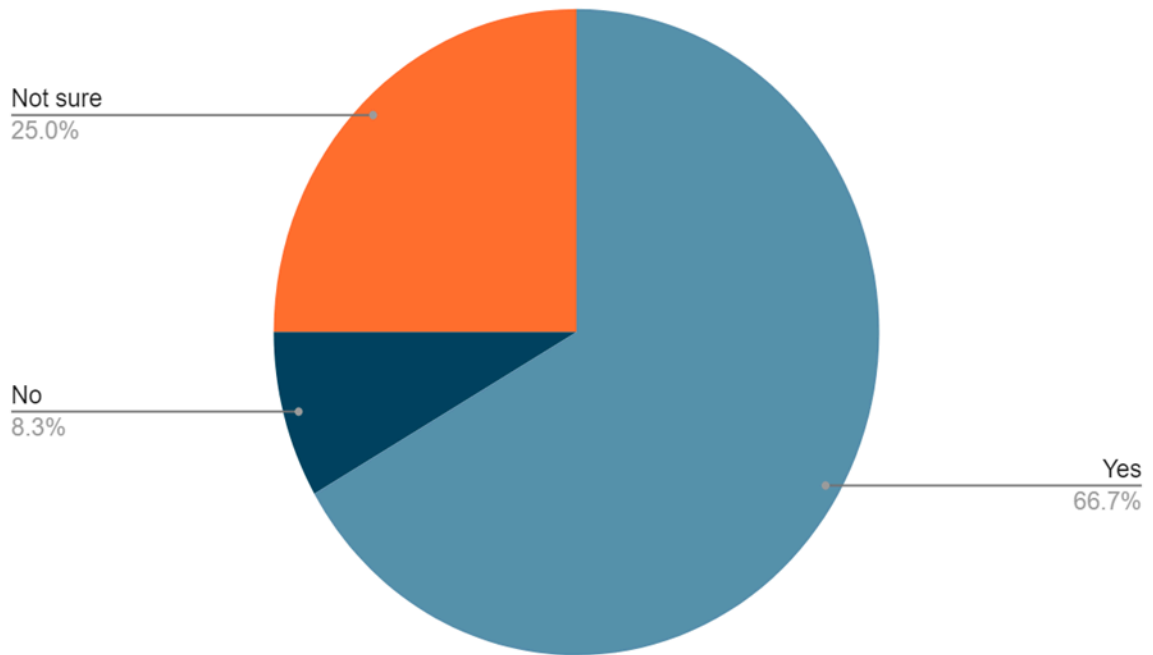


Figure 5. This represents the students' enjoyment levels regarding learning English with songs, which is useful for understanding their attitudes and motivation.

Resource: Genesis Araya Ruiz

Understanding the students' attitudes toward song-based learning is crucial for designing engaging and effective instructional activities.

The majority of students (66.7%) found learning English with songs to be fun. This suggests that songs can create a positive and enjoyable learning environment that fosters motivation and engagement. A small percentage of students (8.3%) did not find learning with songs to be fun, while 25% were unsure. These responses indicate

that while the majority of students enjoy this approach, there may be individual preferences and factors that influence enjoyment.

The survey results demonstrate that song-based learning is a highly enjoyable and motivating approach for many students. By understanding the factors that contribute to enjoyment, the teacher can create a more engaging and effective learning experience for all students. High enjoyment levels indicate that songs can effectively engage students, though addressing the needs of those less enthusiastic could enhance inclusivity.

What do you think are some good things about learning English with songs?

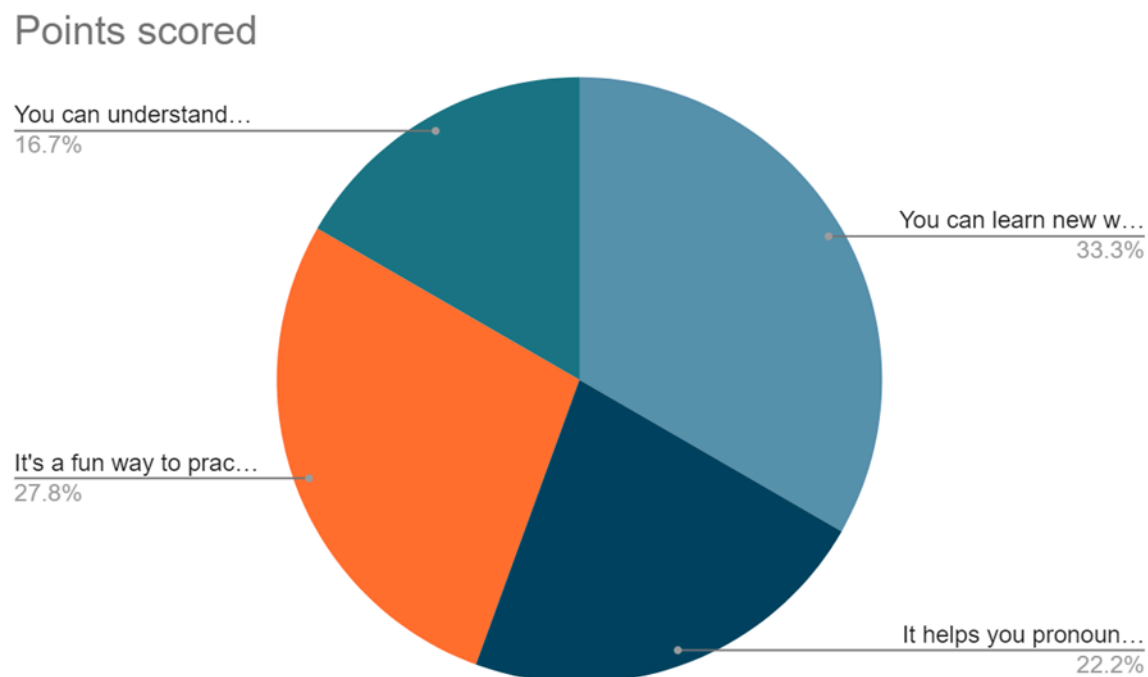


Figure 6. Represents the perceived benefits of learning English through songs, including vocabulary and pronunciation improvement

Resource: Genesis Araya Ruiz

The survey results provide valuable insights into the perceived benefits of learning English with songs.

A significant majority of students believe that songs can help them learn new words. This suggests that songs can be an effective tool for expanding vocabulary. Many students also perceive songs as beneficial for improving pronunciation. This may be due to the repetitive nature of songs, which can help students practice and master target sounds. A large number of students find learning with songs to be a fun

experience. This suggests that songs can create a positive and motivating learning environment.

The survey results demonstrate that students perceive numerous benefits to learning English with songs. These findings support the integration of songs into language learning curricula to enhance student engagement, motivation, and language acquisition. These insights reinforce the use of songs as a supportive tool in language learning, especially for vocabulary and pronunciation improvement.

What are your concerns about using songs to learn English?

Points scored

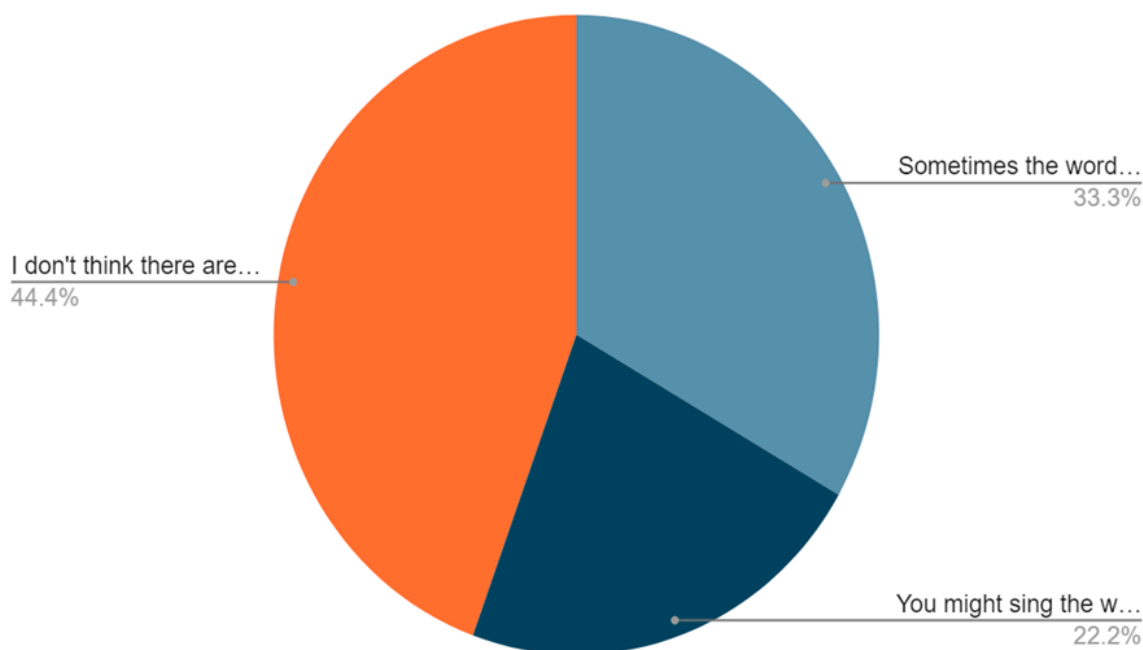


Figure 7. This represents concerns students have about using songs for learning English, which includes understanding lyrics and pronunciation challenges.

Resource: Genesis Araya Ruiz

While the majority of students expressed positive views about learning English with songs, some did express concerns. The most common concerns were: A small percentage of students expressed concerns about understanding the lyrics of English songs. This may be due to factors such as unfamiliar vocabulary, fast-paced delivery, or accents. Some students were worried about singing the words incorrectly. This concern highlights the importance of providing clear pronunciation guidance and opportunities for practice.

By understanding and addressing these concerns, the teacher can create a more supportive and effective learning environment for all students. These concerns highlight the need for clear lyric explanations and pronunciation support, which could be incorporated into the song-based curriculum.

Based on all these results, the song selected for this specific intervention is “Flowers” by Miley Cyrus. The lyrics of "Flowers" explore themes of self-love, independence, and empowerment. These themes align with the broader goals of language learning, which often involve personal growth and self-discovery. As a popular contemporary song, "Flowers" can help students connect with current English-language culture and develop a deeper understanding of the language.

The decision to use "Flowers" was also influenced by the responses to the second question of the survey, which asked about the students' favorite genres of English music. If pop music was a popular choice among the students, selecting a popular pop song like "Flowers" would likely increase their engagement and motivation.

4.1.3 Pre-Pronunciation Observation

The pre-pronunciation observation was conducted to establish a baseline assessment of the students' pronunciation skills before the intervention. This baseline data would provide a

valuable benchmark for measuring the effectiveness of the song-based pronunciation instruction.

Target Words and Phrases:

- **Flowers:** flowers, can buy, myself
- **Write my name in the sand:** write, name, sand
- **Talk to myself for hours:** talk, myself, hours
- **Say things you don't understand:** say, things, understand
- **I can take myself dancing:** take, myself, dancing
- **And I can hold my hand:** hold, own, hand
- **Yeah, I can love me better than you can:** love, better, than

The majority of students scored a 2 or 3 in the "Phonemic Awareness" category, indicating limited knowledge and application of phonemic awareness skills. This suggests that many students may struggle with identifying and manipulating individual sounds within words.

The "Pronunciation Accuracy" category also revealed a moderate level of performance, with most students scoring between 2 and 3. This indicates that while students can produce some sounds accurately, they may encounter difficulties with others.

Despite the challenges in pronunciation and phonemic awareness, most students demonstrated a positive attitude towards learning. The improvement across pronunciation and awareness scores suggests that the song-based intervention positively impacted students' skills and engagement, making a strong case for music's effectiveness in language learning.

Pre-Pronunciation Observation Results

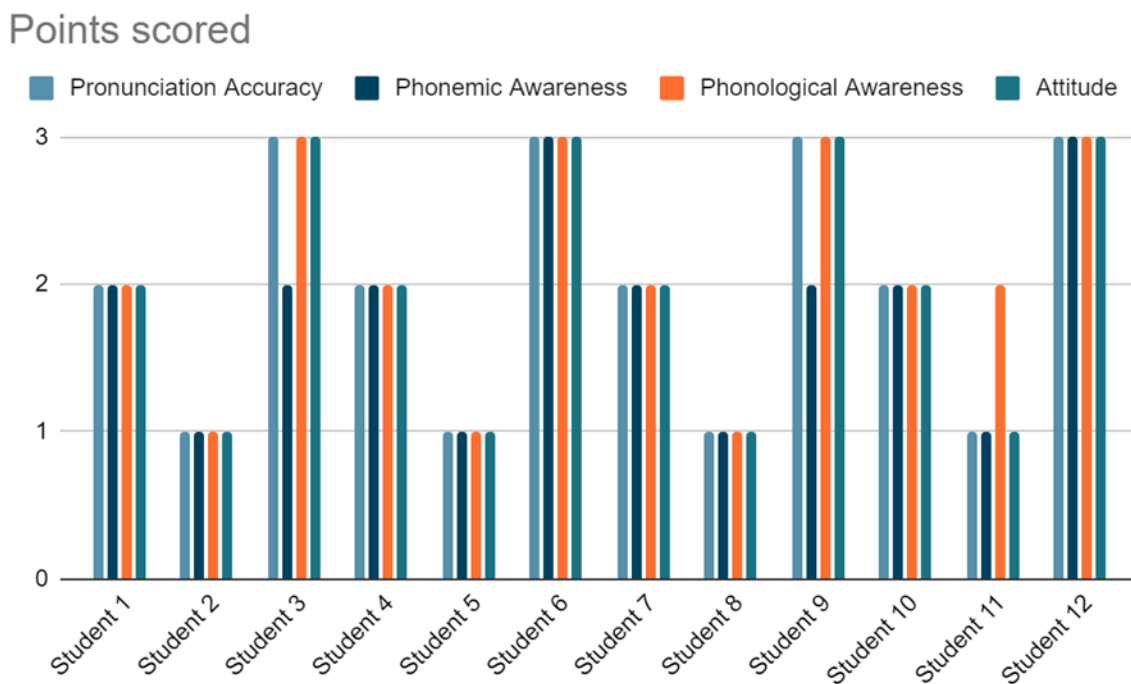


Figure 8. Students' pre-pronunciation observation results, serve as a baseline for their pronunciation skills before intervention.

Resource: Genesis Araya Ruiz

4.1.4 Post Pronunciation Observation

The post-pronunciation observation was conducted to assess the student's progress in pronunciation skills following the intervention of song-based instruction. By comparing the post-observation results to the pre-observation data, we can evaluate the effectiveness of the intervention in improving pronunciation accuracy, phonemic awareness, and phonological awareness.

The post-observation was conducted using the same procedures and criteria as the pre-observation. The students were assessed individually, and their responses were recorded for analysis.

The average pronunciation accuracy score increased from 2.5 to 3.2, indicating a significant improvement in the student's ability to produce sounds accurately. Both phonemic awareness and phonological awareness scores showed substantial gains, suggesting that the song-based instruction effectively addressed these critical areas.

The average attitude score increased from 2.5 to 3.3, demonstrating a positive shift in the student's motivation and engagement with language learning. The improvement across pronunciation and awareness scores suggests that the song-based intervention positively impacted students' skills and engagement, making a strong case for music's effectiveness in language learning.

Post-Pronunciation Observation Results

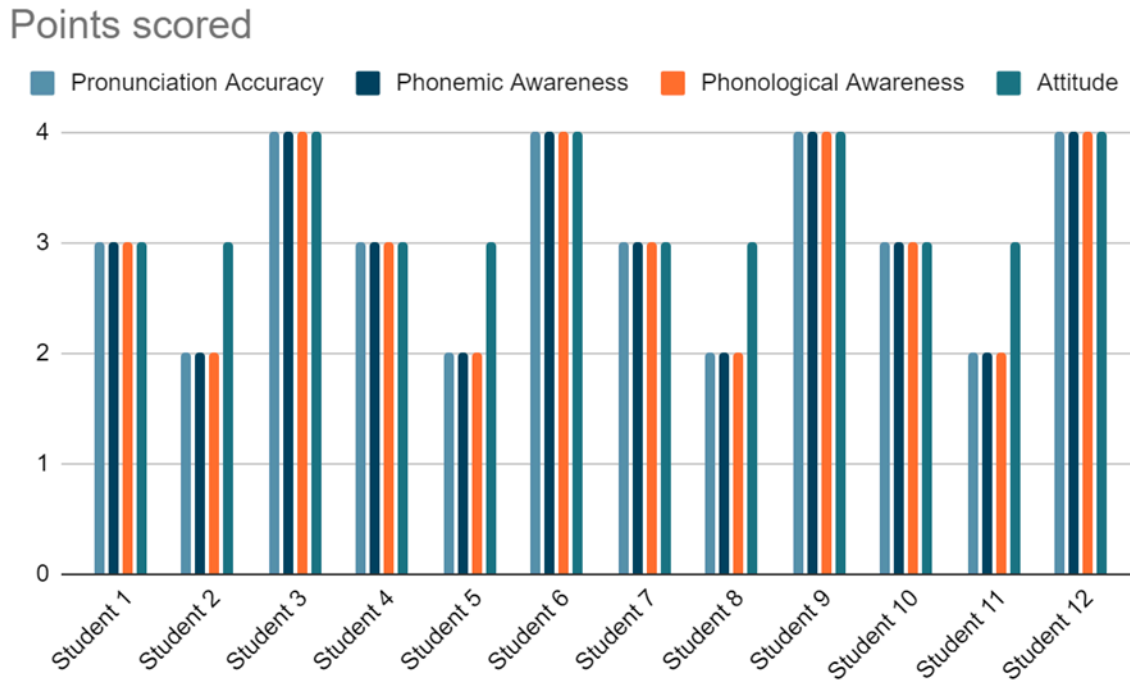


Figure 9. Students' post-pronunciation observation results, showed improvements in pronunciation skills after the intervention

Resource: Genesis Araya Ruiz

In summary, the data analysis underscores the positive impact of incorporating songs into English pronunciation instruction, with notable improvements in both phonemic awareness and pronunciation accuracy among students.

The initial surveys and observations revealed that while students had varied levels of exposure to English music, a majority were receptive to music as a learning tool, finding it both enjoyable and motivational. The intervention confirmed that music not only increased student engagement but also facilitated a supportive environment for practicing challenging sounds. The post-observation results demonstrated meaningful progress in pronunciation

skills, suggesting that song-based instruction can be a powerful and effective method for enhancing pronunciation and phonological awareness.

These findings support the integration of music into English language curricula as a way to engage students more fully and foster a more enjoyable, effective learning experience.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The purpose of this concluding chapter is to synthesize the key findings of the study, discuss their implications for language teaching and learning, and propose recommendations for future research. By revisiting the research questions and objectives, we aim to provide a comprehensive overview of the impact of song-based instruction on students' pronunciation skills, phonemic awareness, and overall language proficiency.

This chapter will also delve into the pedagogical implications of the findings, considering how teachers can effectively integrate song-based activities into their classrooms. Furthermore, we are going to explore potential routes for future research based on the findings of this study.

5.2 Conclusions

This study has provided valuable insights into the effectiveness of a targeted approach to pronunciation instruction. By identifying specific areas of weakness and implementing appropriate pedagogical strategies, significant improvements were observed in students' sound articulation and prosodic features. Future research could explore the long-term effects of such interventions, as well as the

impact of different teaching methodologies on learners' pronunciation development.

The study was guided by three specific objectives:

1. Identifying Pronunciation Weaknesses: To identify specific areas where students struggled with pronunciation and tailor the instruction accordingly.
2. Developing Accurate Sound Articulation: To enhance students' ability to produce IPA sounds accurately through targeted practice.
3. Improving Prosodic Features: To develop students' understanding and production of stress, rhythm, and intonation through song-based activities.

By analyzing the pre- and post-observation data, as well as the qualitative data collected through surveys and interviews, we will discuss the extent to which these objectives were achieved and the implications of the findings for language teaching and learning.

5.2.1 To identify weaknesses in students' pronunciation of different sounds.

The objective of identifying weaknesses in students' pronunciation of various sounds revealed several key challenges in their phonemic and phonological skills. The pre-pronunciation observation identified specific areas where students struggled, particularly with phonemic awareness and sound accuracy. Many students had difficulty distinguishing and accurately articulating individual sounds, as seen in their attempts to produce the /θ/ and /ð/ sounds, which are often challenging for English learners.

The pre-intervention assessment, using target words and phrases from Miley Cyrus' song "Flowers," highlighted frequent errors in students' articulation of the /θ/ and /ð/

sounds. These particular sounds proved challenging, with students often substituting them with more familiar sounds. For instance, many students replaced /θ/ in *things* [θɪŋz] with /s/, leading to mispronunciations like "sings." Similarly, the voiced /ð/ sound in *than* [ðæn] was often substituted with /d/, resulting in pronunciations such as "san" instead of "than" and "dey" instead of "the." Such substitutions indicated limited control over these sounds and an overall difficulty in perceiving the nuances between similar phonemes in English.

The post-pronunciation observation revealed substantial improvements in students' phonemic awareness and pronunciation accuracy. The song-based instruction provided repeated exposure to the target sounds within a meaningful and engaging context, which enabled students to develop familiarity with and accuracy in these challenging sounds. For example, the chorus in "Flowers" — "*I can buy myself flowers*" and "*Write my name in the sand*" — offered students opportunities to practice the /θ/ sound in words like *things* and the /ð/ sound in words like *the*. This focus on meaningful, repetitive practice allowed students to differentiate and produce the sounds more accurately.

The identification of these specific weaknesses and their subsequent targeted practice through song-based instruction underscores the effectiveness of using music in language learning. Not only did the students show improvement in pronouncing the /θ/ and /ð/ sounds, but their overall phonemic awareness and pronunciation accuracy also benefited from the structured, repetitive practice. This approach suggests that integrating music can significantly aid English learners by enhancing their ability to recognize and accurately produce challenging sounds, thereby contributing to their overall language fluency and naturalness in speech.

5.2.2 To enhance students' ability to produce IPA sounds accurately through targeted practice.

In addressing the specific objective of enhancing students' ability to produce IPA sounds accurately through targeted practice, the results from both pre-and post-pronunciation observations provide clear insights into the intervention's impact.

The pre-pronunciation observation aimed to establish a foundational understanding of students' initial proficiency in pronunciation, phonemic awareness, and overall attitude toward language learning. Used the selection of target words and phrases, such as "flowers," "write," "talk," "understand," and "dancing." since each of these words contains IPA sounds that pose specific challenges for learners. For example, *flowers* ['flaʊərz] include the diphthong /aʊ/ and the voiced /z/ sound, while *writing* [raɪtɪŋ] features the diphthong /aɪ/ and the silent initial /w/, both of which require focused phonemic awareness for accurate production.

The majority of students scored between 2 and 3 in "Phonemic Awareness," indicating limited knowledge and application of skills like isolating and recognizing specific IPA sounds. This initial observation suggests that students may face difficulties in identifying and manipulating distinct sounds within words, which likely affects their ability to produce these sounds accurately. Similarly, in "Pronunciation Accuracy," most students also scored between 2 and 3, highlighting an initial challenge in correctly articulating certain sounds. For instance, sounds like the /θ/ in *things* [θɪŋz] or the /ð/ in *than* [ðæn] might have posed specific difficulties.

Following the intervention, the post-pronunciation observation was conducted using identical assessment criteria. The results demonstrated a noticeable improvement across several areas, affirming the effectiveness of song-based instruction in enhancing pronunciation accuracy and phonemic awareness. Specifically, the average pronunciation accuracy score increased from 2.5 to 3.2. This improvement suggests that students have developed greater control over challenging IPA sounds, such as the /dʒ/ in *dancing* ['dænsɪŋ], the diphthongs /aʊ/ in *flowers* ['flaʊərz], and /aɪ/ in *write* [raɪt], and the fricative /θ/ in *things* [θɪŋz].

Additionally, both phonemic awareness and phonological awareness scores showed substantial gains, indicating that students were better able to perceive and replicate complex sound patterns. For example, they likely improved in distinguishing between voiced and voiceless sounds, as well as recognizing vowel contrasts. The gains in these areas were likely influenced by the song-based instruction's emphasis on auditory and repetitive exposure to IPA sounds within meaningful linguistic contexts, which reinforced accurate sound production.

5.2.3 To develop students' understanding and production of stress, rhythm, and intonation through song-based activities.

The pre-pronunciation observation indicated that many students struggled with applying correct stress, rhythm, and intonation. Students often spoke with little variation in pitch, which made their speech sound flat and less natural. For instance, they had difficulty emphasizing key syllables within words or on significant words in sentences, which affected the clarity and expressiveness of their speech.

Additionally, students showed limited understanding of English rhythm, which relies on a flow between stressed and unstressed syllables. Without this rhythm, their speech tended to sound fragmented. Their use of intonation was also inconsistent, with few students using the rise and fall in pitch that can express emotion or highlight important parts of a sentence.

The post-pronunciation observation revealed significant improvement in students' use of stress, rhythm, and intonation. By engaging with Miley Cyrus's song "*Flowers*," students practiced these patterns in a memorable, structured way. The song's rhythm allowed them to experience how stressed and unstressed syllables work together, helping their speech become more fluid and natural. For example, the lines "*Talk to myself for hours*" and "*Say things you don't understand*" provided opportunities to work on stressing specific words and phrases. Students practiced emphasizing words like *myself*, *hours*, and *things* while keeping less important words lighter, which improved their sense of sentence emphasis. This repetitive practice helped them understand which words to stress for clarity and meaning.

The melody also supported improvements in intonation. Singing along helped students learn the rise and fall in pitch naturally. In particular, the line "*I can take myself dancing*" offered a chance to practice rising intonation, as well as a playful rhythm, which helped students express emotion and intention more clearly. With practice, they were better able to convey meaning and mood through pitch changes, adding life and nuance to their spoken English.

The use of song-based activities was highly effective in achieving the objective of enhancing students' understanding of stress, rhythm, and intonation. The song provided a structured yet engaging way for students to internalize these speech patterns. By practicing with music, students improved their speech flow, making it sound more natural and expressive. This approach highlights the benefit of using songs to teach key pronunciation features, showing that music can be a powerful tool for developing natural-sounding speech in English learners.

5.3 Restatement of the Research Question

The primary research sought in this study was to investigate how songs could be used as a technique to increase fifth-grade students' understanding of IPA sounds and support the overall pronunciation learning process at Benjamin Herrera Angulo School. Specifically, the question was: *How can we use songs to develop IPA sounds and enhance the pronunciation learning process for fifth-grade students at Benjamin Herrera Angulo School?*

Through this research, it became evident that songs provide an engaging and practical method for teaching pronunciation. By integrating songs, students were exposed to authentic language patterns and natural sound production in a way that made learning both memorable and enjoyable. The rhythmic and repetitive nature of songs allowed students to practice challenging IPA sounds, such as /θ/, /ð/, and vowel diphthongs, within meaningful linguistic contexts. Songs also facilitated the learning of suprasegmental features, such as stress, rhythm, and intonation, by enabling students to internalize these patterns intuitively and enjoyably.

The study's findings indicate that song-based instruction can be a highly effective method for enhancing pronunciation skills in young English learners. Through songs, fifth-grade students at Benjamin Herrera Angulo School were able to make significant progress in their understanding and production of IPA sounds, particularly with sounds that are often

challenging for learners. Moreover, the musical elements of songs—such as melody, rhythm, and repetition—supported the acquisition of key pronunciation skills like stress and intonation, which are essential for fluent and expressive speech.

In conclusion, this research demonstrates that incorporating songs into the pronunciation learning process can be a powerful tool for developing students' phonetic skills in a way that is both effective and motivating. By using songs as a medium, educators can provide students with repeated, meaningful exposure to authentic language sounds and patterns, thus fostering a deeper understanding and mastery of English pronunciation.

5.4 Unexpected Results

An unexpected result of the study was the high level of engagement and enthusiasm students showed toward singing as part of their pronunciation practice. Initially, it was anticipated that fifth graders might feel self-conscious or reluctant to sing in front of their classmates, especially when focusing on specific pronunciation targets like IPA sounds. However, students demonstrated an unexpectedly high willingness to participate, showing enthusiasm for singing along and engaging with the song lyrics.

Rather than struggling with self-consciousness, most students appeared energized by the activity, embracing the opportunity to sing even during pronunciation drills. This strong engagement not only made the activity more enjoyable but also led some students to practice outside of designated class time, repeating lyrics and practicing sounds independently. This enthusiasm, while positive, occasionally led to minor classroom management challenges, as students' excitement sometimes resulted in them focusing more on the enjoyment of singing than on accurate pronunciation practice.

This outcome suggests that song-based instruction may bring an unexpectedly high level of engagement, which can serve as both a motivation booster and, at times, a distraction from targeted pronunciation goals. To harness this enthusiasm effectively, future implementations might include structured singing practice followed by focused reflection on pronunciation, and balancing enjoyment with pronunciation accuracy for optimal learning outcomes.

5.5 Recommendations

Based on the findings of this study, the following methodological and future research recommendations are proposed to enhance song-based pronunciation instruction for fifth-grade students.

Methodological Recommendations:

1. **Incorporate a Variety of Songs:** To ensure comprehensive exposure to diverse phonetic patterns, educators should use a selection of songs that highlight a range of IPA sounds, improving students' mastery across different pronunciation challenges.
2. **Integrate Supplementary Activities:** Complement song-based learning with targeted pronunciation drills, such as phonemic awareness exercises and sound discrimination tasks, to reinforce sounds not emphasized in the selected songs.
3. **Balance Accuracy with Enjoyment:** Establish a structured approach to singing activities by clarifying pronunciation goals before singing sessions and following up with focused reflection. This balance ensures students enjoy the activity while making precise pronunciation improvements.

4. **Utilize Technology and Multimedia:** Leverage technology tools like karaoke apps or educational platforms for pronunciation practice, which provide engaging, interactive feedback to enhance learning outcomes.
5. **Encourage Peer Feedback and Collaboration:** Facilitate a collaborative environment by having students practice in pairs or groups, allowing for supportive peer feedback that fosters pronunciation awareness and confidence.
6. **Regularly Monitor and Adapt Instruction:** Use ongoing assessments to gauge progress, adapting lessons to provide additional support to students requiring further practice.
7. **Foster a Positive Classroom Atmosphere:** Continue creating an inclusive environment where students feel comfortable with singing activities, celebrating their progress to build confidence and encourage a positive attitude toward language learning.

Recommendations for Future Research

1. **Explore Long-term Impacts of Song-based Instruction:** Future studies should examine the long-term effects of song-based pronunciation training to assess sustained improvements in pronunciation and phonemic awareness over time.
2. **Investigate Diverse Music Genres and Learner Engagement:** Further research could explore the effects of different music genres on student engagement and pronunciation outcomes, potentially tailoring music selections to diverse learner preferences.

3. **Assess the Role of Song-Based Learning in Other Linguistic Skills:** Research could extend beyond pronunciation to investigate how song-based instruction impacts vocabulary acquisition, grammar comprehension, and overall language fluency.
4. **Examine Cross-Cultural Applications of Music in Language Learning:** Since music resonates universally, future studies could examine the effectiveness of song-based methods across different cultures, exploring its adaptability to various language-learning contexts.

By implementing these methodological and research-based recommendations, educators and researchers can build on this study's findings to improve pronunciation teaching strategies and explore broader applications of music in language learning.

In conclusion, the findings of this study highlight the effectiveness of song-based instruction in enhancing young learners' pronunciation skills and phonemic awareness. Through structured, repetitive, and engaging musical practice, students showed significant improvements in their ability to recognize and produce challenging sounds, as well as in their overall engagement with language learning.

The methodological recommendations outlined here aim to optimize the integration of songs into language instruction by ensuring a balanced focus on enjoyment and accuracy, supported by varied and targeted activities.

Additionally, the recommendations for future research underscore the potential for further exploration into the long-term impacts, broader linguistic applications, and cross-cultural relevance of song-based learning. Together, these insights contribute to a growing body of evidence supporting music as a powerful tool for language acquisition, inviting educators and

researchers to continue exploring innovative approaches to teaching pronunciation and fostering student motivation.

Appendices

Appendix 1. Initial Survey

Initial Survey

Purpose: We want to make learning English even more fun! Can you help us by telling us what you think about the following questions? Your answers will help us choose songs that you'll enjoy and that will make learning English easier.

Instructions: Please select only one option for each question.

1. How often do you listen to English songs?

- A. Never
- B. Rarely
- C. Occasionally
- D. Frequently
- E. Very frequently

2. What is your favorite genre of English music?

- A. Pop
- B. Rock
- C. Hip-hop
- D. R&B
- E. Other (please specify)

3. Have you ever used songs to learn English?

- A. Yes
- B. No

4. If yes, how did you use songs to learn English?

- A. Listening to songs and trying to understand the lyrics
- B. Singing along to songs
- C. Learning vocabulary and grammar from songs

5. **Is it fun to learn English with songs?**

- A. Yes
- B. No
- C. Not sure

6. **What do you think are some good things about learning English with songs?**

- A. You can learn new words.
- B. It helps you pronounce words correctly.
- C. It's a fun way to practice English.
- D. You can understand English better.

7. **What are your concerns about using songs to learn English?**

- A. Sometimes the words are hard to understand.
- B. You might sing the words wrong.
- C. I don't think there are any problems.

Appendix 2. Interactive IPA Song Analysis

CONSONANTS (NON-PULMONIC)

Clicks	Voiced implosives	Ejectives
◌͡ Bilabial	ɓ Bilabial	ʼ Examples:
Dental	ɗ Dental/alveolar	pʼ Bilabial
! (Post)alveolar	ɟ Palatal	tʼ Dental/alveo
IPA SOUNDS	SONGS	kʼ Velar
Alveolar lateral	ɠ Uvular	sʼ Alveolar fric

WHAT ARE THE IPA SOUNDS?

The International Phonetic Alphabet (IPA) is a special set of symbols used to represent sounds in all languages. It's like a secret code that helps us understand and pronounce words correctly, no matter where they come from!

Vowels

- /ɪ/ AS IN "CAT"
- /E/ AS IN "BED"
- /I/ AS IN "SIT"
- /O/ AS IN "HOT"
- /U/ AS IN "BOOK"

Consonants:

- /p/ as in "pen"
- /b/ as in "bat"
- /t/ as in "ten"
- /d/ as in "dog"
- /k/ as in "cat"
- /g/ as in "go"
- /m/ as in "mat"
- /n/ as in "not"
- /s/ as in "sun"
- /z/ as in "zoo"

LET'S PRACTICE WITH SOME SONGS

DANCING QUEEN
BY ABBA

jʊ kən dæns jʊ kən dʒaɪv
You can dance, You can jive
'hævɪŋ ðə taɪm əv jər laɪf
Having the time of your life

Puedes bailar, puedes moverte al ritmo,
pasándola de lo mejor de tu vida

u si ðæt ɡɜːl wɒtʃ ðæt sɪn
Ooh, see that girl, watch that scene
'dɪɡɪŋ ðə 'dænsɪŋ kwɪn
Digging the dancing queen

Ooh, mira a esa chica, observa esa
escena, disfrutando de la reina del baile

'fraɪ,deɪ naɪt ənd ðə laɪts ər loʊ
Friday night and the lights are low

'lʊkɪŋ aʊt fər ə pleɪs tə ɡoʊ
Looking out for a place to go

Es viernes por la noche y las luces
están tenues, buscando un lugar a
donde ir

9

wɛr ðeɪ pleɪ ðə raɪt 'mju:zɪk
Where they play the right music

'ɡeɪɪŋ ɪn ðə swɪŋ
Getting in the swing

Donde tocan la música adecuada,
entrando en el ambiente

10

jʊ kʌm tə lʊk fər ə kɪŋ
You come to look for a king

Vienes buscando a un rey

11

FLOWERS

By Miley Cyrus



12

aɪ kən baɪ maɪ'self 'flaʊərz
I can buy myself flowers

raɪt maɪ neɪm ɪn ðə sænd
Write my name in the sand

13

tɔk tə maɪ'self fər 'aʊəz
Talk to myself for hours

seɪ θɪŋz jʊ doʊn ʌndə'stænd
Say things you don't understand

14

aɪ kən teɪk maɪ'self 'dænsɪŋ
I can take myself dancing

ən aɪ kən hoʊld maɪ oʊn hænd
And I can hold my own hand

15

jæ, aɪ kən lʌv mi
Yeah, I can love me

'betər ðən jʊ kæn
better than you can

16

kən lʌ mi 'bɛrər
Can love me better
 aɪ kən lʌ mi 'bɛrər 'beɪbi
I can love me better baby (x2)

17

AS IT WAS

Harry Styles



18

ɪn ðɪs wɜːld ɪts dʒʌst ʌs
In this world, it's just us

En este mundo, solo somos nosotros

19

jʊ nəʊ
You know
 ɪts nɒt ðə seɪm əz ɪt wəz
it's not the same as it was

Tu sabes que no es igual a cómo era

20

'ɑːnsə ðə fəʊn
Answer the phone
 'hæri jʊə nəʊ ɡʊd ə'ləʊn
"Harry, you're not good alone..."

Contesta el teléfono
 "Harry, no estas bien solo..."

21

wai ə jʊ 'sɪtɪŋ ət
...why are you sitting at
 həʊm ɒn ðə flɔː?
home on the floor?

...por qué estas sentado en casa
 en el piso?

22

wɒt kaɪnd əv pɪlz ə jʊ ɒn
What kind of pills are you on?"

¿Qué tipo de pastillas estas tomando?

23

Don't Stop Me Now

• By Queen



24

Tonight
Esta noche

I'm gonna have myself a real good time
Me la voy a pasar muy bien

I feel alive
Me siento vivo

And the world I'll turn it inside out, yeah
Y al mundo... lo "pondré de cabeza", si

25

I'm floating around in ecstasy
Estoy flotando alrededor en éxtasis

So, (don't stop me now)
Así que no me detengas ahora

(Don't stop me)
No me detengas

'Cause I'm having a good time
Porque me la estoy pasando bien,

26

I'm a shooting star
Soy una estrella fugaz

leaping through the sky
Saltando por el cielo

Like a tiger defying the laws of gravity
Como un tigre desafiando las leyes de gravedad



27

Did you like these songs?

WHAT OTHER SONGS WOULD LIKE TO STUDY THIS WAY?

28

Appendix 3. Pre- and Post-Pronunciation Observations

OBSERVATIONS

Student: _____

Rating	Student's pronunciation accuracy.	Student's knowledge and application of phonemic awareness.	Student's phonological awareness skills.	Student's attitude towards learning
4	Can say words very clearly with almost no mistakes.	Knows a lot about sounds and can use them correctly.	Is very good at hearing and playing with sounds, words, and rhymes.	Loves learning and is always excited to try new things.
3	Can say words clearly with a few mistakes.	Knows a little about sounds but has trouble using them correctly.	Is good at hearing and playing with sounds, words, and rhymes, but sometimes needs help.	Likes learning and is always willing to try new things.
2	Can say words clearly but makes a lot of mistakes.	Knows a little about sounds but has trouble using them correctly.	Is okay at hearing and playing with sounds, words, and rhymes, but finds it hard.	Sometimes likes learning but can get bored.
1	Can't say words clearly and makes a lot of mistakes.	Doesn't know much about sounds and can't use them correctly.	Is not good at hearing or playing with sounds, words, and rhymes.	Doesn't like learning and doesn't want to try new things
Total				

Appendix 4. Lesson Plan

LESSON PLAN.

Institution: Benjamin Herrera Angulo

Teacher: Genesis Araya Ruiz

Topic: IPA SOUNDS AND SONGS

Time: 80 min

Grade / Level: 5th grade

Objectives	Activities	Procedures	Materials	Time	Evaluation
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<p>ease awareness of sounds: Students be able to identify and name non IPA sounds.</p>	<p>ing Survey</p>	<p>students a shortal Survey</p>	<p>5</p>	<p>the</p>
<p>Develop phonetic transcription skills: Students will be able to transcribe English words using IPA symbols.</p>	<p>Pronunciation Observation</p>	<p>ey with questions about their favorite songs and whether they think songs can be learned with learning aids. Collect lyrics and analyze results to choose songs that students will enjoy.</p>	<p>minutes</p>	<p>vention tively nce students' ty to use IPA ds to rove their unciation?</p>
<p>Improve pronunciation accuracy: Students be able to pronounce English words more accurately using IPA guide.</p>	<p>IPA with</p>	<p>the students say the words from the list you plan to use. Listen carefully and take notes on their pronunciation, focusing on accuracy, clarity, and fluency.</p>	<p>Observation ment</p>	<p>ughout the ities? the use of s create a ive and yable ning ronment?</p>
<p>Develop a positive attitude towards language learning: Students will develop greater appreciation for the English language and a desire to improve pronunciation.</p>	<p>Pronunciation Observation</p>	<p>Write a song and show students the lyrics with IPA symbols. Explain each IPA symbol and how it relates to the sound in the song. Practice singing the words with correct IPA symbols.</p>	<p>Point entation</p>	<p>ere there any enges or s for rovement tified during evaluation ess?</p>
<p>Apply IPA knowledge to real-world contexts: Students be able to use IPA to analyze and improve their pronunciation in everyday situations, such as singing along to songs or watching</p>	<p>Pronunciation Observation</p>	<p>the students say the words from the list and record their pronunciation</p>	<p>Observatio essment</p>	<p>minutes (per cent)</p>

<p>ish-language a.</p>		<p>rvation. Listen fully and take s on their unciation, sing on accuracy, cy, and dence. Compare pronunciation to pre-observation to how much they improved.</p>			
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