

Exploring the Efficacy of English Songs in Enhancing English Pronunciation Skills among Charmo University's English Department Students

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Abstract:

Developing proficiency in pronunciation is crucial when acquiring a new language, as errors in pronunciation can lead to miscommunication and breakdowns in communication. The utilization of songs as an innovative approach for teaching pronunciation and enhancing the pronunciation skills of English as a Foreign Language (EFL) learners has gained momentum. Moreover, the present study was undertaken to ascertain the potential ramifications of integrating English songs into the subject for foreign learners at Charmo University, while concurrently assessing the viability and efficacy of employing songs for enhancing pronunciation in a university context. The research methodology encompassed a mixed-methods strategy, integrating both quantitative and qualitative data collection techniques. The study comprised 48 participants representing diverse semesters within the English department, in addition to two instructors. Data acquisition entailed the distribution of questionnaires to 44 students, supplemented by interviews conducted by the researcher with four distinct students. The outcomes of this study underscore the prevailing belief among the majority of students regarding the beneficial impact of employing songs for the improvement of their pronunciation abilities. Furthermore, several participants conveyed notable enhancements in their pronunciation attributed to consistent engagement with English songs. Consequently, the researcher recommends that instructors incorporate English songs into their pronunciation teaching practices, as it can yield significant benefits in improving learners' pronunciation abilities.

Keywords: Pronunciation, Proficiency, English Songs, Teaching Practice, Subject.

الملخص:

يعد تطوير الكفاءة في النطق أمراً بالغ الأهمية عند اكتساب لغة جديدة، حيث أن الأخطاء في النطق يمكن أن تؤدي إلى سوء الفهم وانتهيار التواصل. اكتسب استخدام الأغاني كنهج مبتكر لتعليم النطق وتعزيز مهارات النطق لدى متعلمي اللغة الإنجليزية كلفة أجنبية (EFL) زخماً. علاوة على ذلك، تم إجراء هذه الدراسة للتأكد من التدايعات المحتملة لدمج الأغاني الإنجليزية في الموضوع للمتعلمين الأجانب في جامعة جرمو، مع تقييم جدوى وفعالية استخدام الأغاني لتعزيز النطق في سياق الجامعة. وتضمنت منهجية البحث استراتيجية مختلطة الأساليب، تدمج تقنيات جمع البيانات الكمية والنوعية. ضمت الدراسة 48 مشاركاً يمثلون فصولاً دراسية متنوعة في قسم اللغة الإنجليزية، بالإضافة إلى مدرسين اثنين. استلزم الحصول على البيانات توزيع الاستبيانات على 44 طالباً، مكتملة بالمقابلات التي أجراها الباحث مع أربعة طلاب الآخرين. تؤكد نتائج هذه الدراسة على الاعتقاد السائد لدى غالبية الطلاب فيما يتعلق بالأثر المفيد لاستخدام الأغاني لتحسين قدراتهم على النطق. علاوة على ذلك، نقل العديد من المشاركين تحسينات ملحوظة في نطقهم تُعزى إلى التفاعل المستمر مع الأغاني الإنجليزية. وبالتالي، يوصي الباحث بأن يقوم المعلمون بدمج الأغاني الإنجليزية في ممارسات تدريس النطق الخاصة بهم، حيث يمكن أن يؤدي ذلك إلى فوائد كبيرة في تحسين قدرات النطق لدى المتعلمين.

الكلمات المفتاحية: النطق، الكفاءة، الأغاني الإنجليزية، ممارسة التدريس، الموضوع.

پوخته:

په پښتانه لېهاتوویې له دهر بریندا زور گرنه کاتیک زمانیکې نوئ فیردهبین، چونکه همله له دهر بریندا دمپته همله تیگشتن په پوهندی و تیکچوونی په پوهندی. به کار هینای گورانی و مک ریگیاهیکی داهینه رانه بو فیرکردنی دهر برین و باشترکردنی توانای دهر برین له زمانی نینگلیزی بو فیرخووانی زمانیکې بیانی (EFL) نهوژمی به دسته پناهوه. له گمل نهو شدا، لیکولینهوهی نیستا نهجامدراوه بو دلنابوون له لقه شیاومکانی به کخستن گورانیبه نینگلیزیبهکان له گمل بایه ته که بو فیرخووانی بیانی له زانکوی چرموو، له ههمان کاتدا هلسهنگاندن بو ژیان و کاریگری به کار هینای گورانیبهکان دهکات بو باشترکردنی دهر برین له چوارچیوهی زانکودا. میتودی توژیینهوه که ستراتیژی میتوده تیکه له کانی له خو گرتوه، که همدو ته کنیکې کوردهوهی زانیاری چندایمتی و جورایمتی تیکه له دهکات. لیکولینهوه که له 48 به شداربوو پیکهاتبوو که نوینه رایمتی و مرزی جوراو جور دهکن له بهشی نینگلیزیدا، جگه له دوو ماموستا. به دسته پنهانی زانیاری بریتی بوو له دابه شکردنی پرسیمکان بوسر 44 خویندکار، که تهواوکرا به چاوپیکهوتنهکان که له لایهن توژیمرهوه نهجام دراوه له گمل چوار خویندکاری جیاواز. نهجامهکانی نه لیکولینهوهیه جهخت دهکاتمه له سسر باومری به ردهوام له نیوان زورینهی خویندکاراندا سهارمت به کاریگری سوودبهخشی به کار هینای گورانی بو باشترکردنی توانای دهر برینان. له گمل نهو شدا، چند به شداربوویک باشترکردنی بهرچاویان به خویندانهوه بینبوه له دهر برینه کیهاندا له کاتی گواستهوهی زمان که بو به شداریکردنی به ردهوام سوودی هه بووه له گمل گورانیبه نینگلیزیبهکان. له نهجامدا، توژیمره پیشنیاری نهوه دهکات که ماموستاکان گورانی نینگلیزی تیکه له بکن له کردار مکانی فیرکردنی دهر برین، چونکه دهوانیت سوودیکې بهرچاو به دست به نیت له باشترکردنی توانای دهر برینی فیرخووان.

کلپه وشه: دهر برین، لېهاتوویې، گورانی نینگلیزی، کرداری فیرکردن، بابهت.

1. Introduction

Language functions as a crucial channel for communication in the everyday existence of people, regardless of their origin or linguistic heritage. Its application encompasses both written and spoken modalities, enabling the articulation of concepts and notions. Pronunciation, constituting an essential element of any language, notably enhances the lucidity and intelligibility of verbal expression. As non-native speakers engage in the pursuit of mastering the English language, they are confronted to achieve competence in all four language domains: reading, writing, listening, and speaking. Among these proficiencies, speaking often emerges as the most outwardly noticeable.

The aptitude of English learners to effectively communicate orally is evaluated through criteria encompassing fluency, vocabulary usage, grammatical accuracy, and pronunciation. Pronunciation assumes a paramount position in the process of acquiring a new language, as adherence to the phonetic rules signifies the speaker's linguistic prowess (Hasibuan and Yusriati, 2019: 235). Moreover, foreign learners are required to possess linguistic competence in enunciating sounds, amass a substantial vocabulary repertoire, and acquire a firm grasp of grammar conventions, as highlighted by Nunan (cited in Rahmawati and Ertin, 2014: 203).

In educational settings, educators employ diverse methodologies when incorporating music, as cited by Lieberstein (1996 in Amin and Soh, 2020: 190). Among the array of teaching approaches, leveraging songs emerges as a favourable choice for stimulating student engagement (Gürbüz, 2010 cited in Cinkara and Saldıraner, 2021: 120). When teachers are made aware of the benefits accompanying the integration of songs within the classroom, they are unlikely to overlook this powerful tool. Songs foster active participation among learners during practice sessions, and their universal appeal contributes to enhancing language skills. It is widely acknowledged that music and intelligence are interconnected, particularly among young individuals.

Songs prove exceptionally valuable in augmenting students' pronunciation within foreign language classes, while simultaneously offering an avenue for developing overall language proficiency. Engaging with songs, whether through listening or active participation, creates a comfortable and conducive environment for maximizing the educational experience. However, mastering English pronunciation is not a simple task, primarily due to the disparity between written and spoken forms. Language possesses various idiosyncrasies, and songs encompass lyrical components that contribute to the vocal expression of words.

English language learners in Kurdistan encounter challenges within the learning system, as their exposure to English vocabulary and pronunciation is often limited. The issue at hand pertains to how the rhythmic attributes of songs captivate students' engagement with English music, as indicated by Zaraysky's (2009) assertion that songs inherently incorporate melodic elements conveyed through verbalization. This suggests a concern about how the rhythm in songs influences students' interest in listening to English songs and its potential impact on language learning and engagement. Given the inquisitiveness demonstrated by non-native students towards English songs, songs emerge as an exceptional medium for enhancing English pronunciation.

The primary aim of this study is to ascertain the efficacy of employing songs as a pedagogical tool for enhancing and refining the pronunciation skills of English department students. Furthermore, this investigation elucidates the feasibility and advantages associated with integrating songs into the instructional practices of educators.

The research is delimited in its scope, focusing on gathering data from students enrolled in the English department across the academic stages at Charmo University. This inquiry unveils the potential and merits of utilizing songs as a medium for instruction, advocating for their incorporation into the English department subject within university settings.

The significance of the study can be explained as follows; firstly, it focuses on the limited pronunciation proficiency exhibited by Kurdish foreign learners in the English language who study at the English department of Charmo University. Secondly, it highlights the prevalent use of traditional pronunciation teaching methods among educators, often overshadowing the potential benefits of incorporating songs. Consequently, when students solely engage with songs or other audiovisual materials, they may lose motivation and interest in language learning, as they perceive their English proficiency to be lacking.

2. Literature Review

2.1 The Concept of Pronunciation

English currently stands as one of the predominant languages worldwide, transcending geographical boundaries and permeating various cultures (Baratta, 2019). Comprising four essential facets—listening, speaking, writing, and reading—the English language necessitates a comprehensive grasp of pronunciation alongside these skills. Pronunciation, the vocalization of words, assumes a pivotal role in language expression and is elucidated by the Oxford English Dictionary (1989) as the articulation of language, specific words, or sounds. Otlowski (1998) further posits that pronunciation entails the adept and appropriate delivery of utterances.

Pronunciation surpasses its perceived importance as a mere component of communication, for it serves as the gateway to all spoken aspects of language, facilitating the conveyance of ideas and thoughts through sound, to be comprehended by attentive listeners (Pennington et al., 2019). The acquisition and refinement of pronunciation present more challenges to learners than the mastery of the four core language skills, as emphasized by García (2007, as cited in Gilakjani, 2012), who asserts that English pronunciation demands substantial dedication and effort.

Disregarding the significance of pronunciation within communication, relegating it to a lower priority, seems inherently flawed, as it serves as a means of distinguishing between the words conveyed in a message. Saldiraner (2020) contends that language, in its entirety, must be harnessed as a powerful tool for effective communication and oral expression. Regrettably, Tegge's survey of educators highlighted the underutilization of songs in promoting pronunciation, with a mere 56% of teachers focusing on pronunciation compared to 69% who concentrated on vocabulary enhancement (Tegge, 2018: 280).

2.2 The Concept of English Songs

A song embodies a concise assemblage of melodic sounds comprising words and music, often corresponding to a poetic composition. Fitch and Popescu (2019: 944) explain that the concepts collectively contribute to the multifaceted nature of songs and their impact on individuals and societies; moreover, they illustrate the concepts as lyrics, melody, harmony, rhythm, structure, emotion, communication, cultural context, performance, entertainment, identity, and memory. It is recognized as a musical texture that encompasses vocal components, harmoniously accompanied by instrumental accompaniment (Merriam-Webster, 1828). Furthermore, a song can be defined as a collection of verses or a brief poem that harmoniously converges into a melodic arrangement, intended to be sung (Hornby, 1995, as cited in Sobari, 2021).

Given the pivotal role of English as a lingua franca in global communication, its acquisition has become paramount, permeating various dimensions of life, including education and business. However, numerous learners encounter challenges in mastering the English language as a whole, particularly in the realm of word enunciation (Tafreshi et al., 2013).

The abundance of English songs renders them highly advantageous for fostering fluency, as their rhythmic qualities, genre variations, and structural characteristics contribute significantly to the enhancement of language skills. Integrating songs into teaching methodologies is a creative approach,

as it catalyzes motivating learners to engage more rapidly with the English language. Ultimately, songs foster an enjoyable environment, transforming the perception of English from a complex language into an accessible domain of exploration (Barrett, 2005). Music and songs are inseparable facets of culture, representing vital elements of human existence. The inherent rhythm in songs alleviates pressure and stress for learners, thereby fostering an enhanced language acquisition milieu (Piri, 2018).

Employing English songs as a medium for improving language skills serves as a valuable resource, instilling learners with a sense of optimism toward English while simultaneously acquainting them with the language's cultural nuances. This unique instructional atmosphere, facilitated through the utilization of songs, cultivates lively and energetic student engagement (Sobari, 2021).

The interconnection between language and songs holds significant importance, as each facet complements and enhances the other, particularly in the realm of pronunciation. Thus, the harmonious synergy present within songs enables the human mind to proficiently engage with language (Piri, 2018).

2.2.1 Genres of Songs

English language learners can derive substantial benefits from immersing themselves in English songs, as this practice can significantly enhance their pronunciation skills. A plethora of song genres are available, allowing learners to tailor their musical preferences to optimize their language development.

Commencing with pop music, its concise and repetitive nature offers a wealth of easily pronounceable and memorable words. The lyrics of pop songs generally comprise straightforward and uncomplicated vocabulary, devoid of intricate tongue twisters or idiomatic expressions, making it an ideal genre for honing pronunciation skills. Furthermore, pop music boasts a broad appeal, transcending specific ideologies, as Sobari affirms that it aims to captivate a wide-ranging audience, rather than catering exclusively to a particular group.

Another genre worthy of exploration is R&B, renowned for its incorporation of slang, dialectical expressions, and unconventional vocabulary usage. Similar to pop music, R&B simplifies English language articulation and facilitates accurate pronunciation for foreign learners, as it avoids convoluted linguistic structures. Folk music, with its utilization of concise stanzas and melodious refrains, constitutes yet another invaluable genre in fostering pronunciation development. The rhythmic nature of folk songs aids in memorizing words and their corresponding pronunciation, thereby facilitating language acquisition. Lastly, the hip-hop genre can be deemed the quintessential music genre for mastering pronunciation. Although comprehending the lyrics in this genre may pose a slight challenge due to its deployment of intricate linguistic constructs, it proves exceptionally beneficial for advanced and intermediate foreign learners seeking to refine their pronunciation skills. (Alić, 2017).

In conclusion, the process of developing pronunciation need not be arduous or monotonous for students and foreign learners, particularly within the English Department of Charmo University. By incorporating songs into the learning journey and selecting genres that align with their preferences, the path to pronunciation mastery can become a vibrant and enjoyable endeavour.

2.2.2 Structure of Songs

Songs are meticulously crafted to captivate and allure listeners with their enchanting melodies. This intrinsic appeal is intricately tied to the mechanics of song composition. Stoubis outlines the rudimentary structural elements of a song, encompassing the introductory section, verses, pre-chorus, chorus, and bridge (n.d.). Furthermore, Murphy posits that the allure of a song lies in its groove, emotional resonance, and overall vibe (2022). However, it should be acknowledged that numerous songs deviate from the aforementioned structural conventions. To circumvent potential frustrations, Ludke (2014), emphasizes the significance of selecting songs with accessible melodies and rhythms for pronunciation practice and improvement. Even though it may be enticing to engage in singing more intricate songs, it is preferable to opt for compositions where the lyrics are introduced gradually. Ludke also highlights that adhering to the original song structure enhances the enjoyment of listeners, inciting movement and dance, with teachers occasionally joining in such activities. The song structure may also empower learners to compose their songs and derive pleasure from them as homework assignments (Ibid).

In the year 2014, Moradi and Shahrokhi undertook a study involving a cohort of young learners, aimed at exploring the potential impact of music on pronunciation and intonation. The participants were segmented into two distinct groups: one of these groups exclusively read and sang the lyrics without any accompanying musical backdrop, while the second group engaged in singing accompanied by music. Upon close examination, the analysis unveiled that the group exposed to music demonstrated heightened prowess in pronunciation abilities. (Moradi and Shahroki, 2014, 133)

While some studies suggest that employing songs in teaching may not be particularly effective, it is essential to consider how songs are chosen for instructional purposes. In certain studies, it is mentioned that songs might divert students' focus away from the targeted teaching points (Azadi, 2015 as cited in Cinkara et al., 2021). The divergent findings of these studies may stem from the selection criteria for songs implemented in the teaching methodology. Conversely, numerous studies advocate for the affirmative impact of using appealing and well-curated songs in aiding students' pronunciation improvement.

2.3 The Connection between Songs and Pronunciation

English language learners often encounter challenges when it comes to pronouncing words correctly in English. The absence of definitive rules for English word pronunciation adds complexity to the task of articulating terms accurately. In some cases, incorrect pronunciation can alter the intended meaning of an entire sentence.

Songs play a crucial role in enhancing English pronunciation, serving as a valuable medium for learners. Songs naturally imitate sounds, enabling learners to develop a deeper understanding of phonetics and precise word articulation. English pronunciation is often problematic, as the written

form does not always align with the spoken form. For instance, in the word "Knight," the /K/ sound is silent, illustrating a simple example (Supeno, 2018). Consequently, songs aid in memorization and facilitate the recognition of correct pronunciation. Regular exposure to songs proves effective, as the music and melody energize learners and create an enjoyable atmosphere, promoting engagement with the words. This indicates that songs have an impact on both short-term and long-term memory in the brain (Millington, 2011 cited in Rais et al., 2019).

Throughout history, sounds have been utilized in various learning contexts. Songs familiarize learners with suprasegmental features in the language, such as pronunciation, stress, intonation, tone, and connected speech. This underscores the effectiveness of using songs to improve pronunciation. Even individuals unfamiliar with the language can sing popular English songs and accurately pronounce the words, thereby facilitating better comprehension of native speakers (Asmaradhani et al., 2018). A study conducted by researcher Manik in Indonesia examined 24 students in the eighth semester of the English Department at Nommensen University. The research findings demonstrated that students achieved higher scores on the post-test, indicating that English songs can enhance students' mastery of pronunciation. The relationship between songs and pronunciation is interconnected. Proficiency in pronunciation contributes to effective communication (Rais et al., 2019). Songs assist learners in cementing initial word pronunciation in their minds. Furthermore, engaging in enjoyable activities like singing helps learners become accustomed to speaking fluently.

2.3.1 Accent

Distinctive accents arise from variations in speech sounds and speech patterns within a language, and these differences can provide insights into the speaker's cultural and personal identity (Rawlings et al., n.d.). While pronunciation holds greater significance than accent, understanding unfamiliar accents can pose challenges for listeners. By exposing oneself to various songs, one can become acquainted with diverse accents, thereby enhancing listening and comprehension skills.

Furthermore, Goh's research revealed that ESL learners themselves recognize the significant impact of accents on their understanding. Approximately 66% of the learners indicated that the accent of the speaker is one of the primary factors affecting their comprehension (1999). To fully comprehend native speakers and achieve native-like fluency and accent in English, foreign learners must possess the ability to mimic their desired accent. Christiner and Reiterer suggest that learners must effectively combine perceptual, motor planning, and working memory skills to successfully imitate an accent (2013). Therefore, engaging in listening to English songs and committing the lyrics to memory can greatly benefit learners in terms of accent acquisition and comprehension of accented speech. The rhythmic nature of songs facilitates word memorization and aids in capturing the nuances of pronunciation.

2.3.2 Speed

Connected speech refers to the continuous flow of spoken language. As Nordquist points out, the pronunciation of individual words often differs from their pronunciation when they occur in conjunction with other words. The phenomenon of connected speech, characterized by syllable clipping, stress variation within words, and word blending, contributes to faster speech delivery (2019). Songs serve as a valuable tool for improving pronunciation by targeting various aspects of speech. Stanculea emphasizes that these aspects encompass sound concentration, word concentration, and connected speech. Some sounds may be unfamiliar to learners due to their absence in their native language, requiring physical production. Through the assistance of songs, mastering these sounds can lead to increased speech rate and fluency (2015).

2.3.3 Sound Elimination

Sound elision involves the omission of specific sounds within a word, resulting in different pronunciations. The unique characteristics of music influence the processing of speech. Words become connected to the melody, causing sounds to blend and certain sounds to be omitted in the process (Nasrulloh, 2019). It is important to consider that sound elision does not occur straightforwardly, as there is no precise rule to determine which sound in a word may be omitted. Typically, elision occurs with unstressed vowels, consonants, or syllables. This phenomenon is more common in rapid communication, whereas in normal speech, these sounds are pronounced in their entirety. For example, in the phrase "Iced Tea," the "-ed" is pronounced as /t/, but the sound is elided when followed by the /t/ sound, resulting in "Ice tea" (Nordquist, 2020).

In 2015, a researcher named Carlsson conducted an experimental study at Lund University in Sweden, exploring the use of singing as a tool for improving English pronunciation. The study involved twelve Swedish learners between the ages of 16 and 17. The results indicated that while some students' pronunciation improved, others experienced a decline. This research highlights that using songs may not always be an effective method for enhancing pronunciation. Regarding consonants, individuals or groups of consonants can be elided during speech (Kenworthy, 1987). For instance, in the song 'Be Me' by 'Black Alley', terms such as 'climbing up', 'trying to change', and 'going to stay' are combined, with the sound carrying over to the beginning of the next word. In the song, these words become 'climbinup', 'trynnachange', and 'gonstay'.

Many English language learners aspire to enunciate naturally like native speakers. Songs, particularly pop music, play a crucial role in practising connected speech, where certain sounds are dropped. Pop songs provide an enjoyable avenue to engage with elided sounds due to their repetitive nature and ease of memorizing the omitted sounds. An example can be found in Beyoncé's 2008 song 'Single Ladies', where 'Single Ladies' becomes (/sɪŋgə'leɪdiz/) (Boyd, 2018). Sound elision is commonly observed in rapid speech by native speakers. When foreign language learners aim to communicate like natives, songs can be advantageous in familiarizing them with the omission of sounds.

2.4 Advantages of Engaging with English Songs

EFL instructors often rely on conventional and uninspiring methods for teaching pronunciation, which students find uninteresting. According to Krashen, teachers should consider adopting a preferable medium, such as songs, for teaching pronunciation (1982). Language is not learned, but rather acquired, making the use of songs as a tool for teaching pronunciation is beneficial (ibid). An article published in a journal by Cinkara and Saldıraner (2021) provides evidence of the benefits of using songs to teach pronunciation to young EFL learners. The study employed an experimental research design to investigate the impact of using songs on pronunciation improvement. The experimental group, consisting of 37 participants, was taught using six different songs, while the control group (n=35) received text-based instruction. Native speakers evaluated the participants' pronunciations before and after the teaching sessions. The findings revealed that the post-test scores of the experimental group showed significantly greater improvement compared to those of the control group. These results suggest that songs can greatly enhance EFL learners' pronunciation skills.

Introducing songs as a tool for teaching pronunciation in classrooms can lead to a more enjoyable learning experience for students. The language used in songs is memorable and rhythmic, facilitating the acquisition of new grammatical rules and enhancing overall language comprehension. Moreover, the rhythm in songs not only contributes to improved pronunciation but also aids in developing intonation and fluency. When learners sing along to their favourite songs, they engage in pronunciation practice by imitating native speakers, leading to better and more accurate pronunciation. A relevant study conducted by Raudyatuzzahra (2020) aimed to investigate and describe students' perceptions of whether the use of English songs aids in learning English pronunciation. The study employed a qualitative approach and took place in an informal learning institution in Mataram, West Nusa Tenggara. The participants included two female and one male student from different English proficiency levels. The findings indicated that students believe listening to English songs can improve their pronunciation and enhance their motivation to learn. According to Harmer (2000), music can effectively transform the classroom atmosphere and prepare students for new activities. Additionally, it entertains and amuses students, bridging the gap between learning and leisure.

The repetitive nature of songs contributes to their effectiveness in developing pronunciation skills. As students enjoy listening to English songs and find them entertaining, they tend to listen to them repeatedly, leading to the acquisition of correct word pronunciation. Angraini and Yusmita conducted a study in Negara in 2017, selecting a group of students for an experimental study. The results showed a significant improvement in pronunciation among students who were taught English songs compared to those who were not. This study supports the effectiveness of English songs for pronunciation development. Another quantitative study published in a journal by Basri et al. (2015) employed a true experimental research design with cluster random sampling to select the sample. The study demonstrated that using songs as a medium can enhance the pronunciation abilities of EFL students. The researchers found that eighth-grade junior high school students showed significant improvement in pronouncing English words after incorporating English songs into their learning.

2.5 Challenges Faced by Learners

Attaining proficient pronunciation is crucial for effective communication on a global scale. Conversely, lacking this ability creates a communication gap between speakers and listeners (Mohammed and Idris, 2020). Achieving mastery and improvement in pronunciation is a formidable task for most individuals, with each person encountering unique problems and difficulties that vary from one learner to another. All these difficulties stem from the underlying assumption that pronunciation is taken for granted. Ahmed asserts that the belief deeming pronunciation less important than other aspects of the English language, coupled with insufficient attention, has resulted in learners neglecting its significance. Learners should recognize that mispronouncing words can lead to misinterpretation in communication. When teaching English as a foreign language, the primary objective is to enable learners to communicate effectively with others. Unfortunately, pronunciation has been an overlooked area of instruction. Teaching proper pronunciation and emphasizing its importance benefits both speakers and listeners (2017). Second language pronunciation, a practical subject, has regrettably fallen out of favour for an extended period (Gilakjani et al., 2011).

Another challenge lies in the lack of motivation. Motivation is a term used in both educational and research contexts, though its meaning remains consistent. Researchers and teachers have extensively regarded motivation as one of the crucial factors influencing the rate and success of second or foreign language learning. Motivation serves as the foundation for initiating second language acquisition and acts as a driving force in the long run. Moreover, nearly every aspect of L2 acquisition necessitates motivation in various instances (Mohammed and Idris, 2020). As Gilakjani suggests, motivation varies among individuals and influences pronunciation, rendering it a cognitive skill (2011). Numerous studies confirm the positive impact of using songs in teaching mood and motivation. Farmand and Pourgharib conducted a review involving a group of students, and the students themselves acknowledged that songs uplifted their mood and motivated them (cited in Cinkara et al., 2021).

Adult learners often encounter difficulties in attaining native-like pronunciation due to age-related factors, which is not the case for children or individuals of a younger age. According to Lenneberg, the critical age threshold lies at around 12 years old; individuals beyond this age are more likely to struggle with mastering pronunciation (1967 as cited in Gilakjani, 2011). Lenneberg further contends that language is acquired most successfully during a critical period, starting from early infancy until puberty. He also asserts that individuals who learn English from an early age are more inclined to think naturally in English (ibid).

The influence of spelling on pronunciation holds significant importance, as English spelling often diverges from the actual pronunciation of words. English spelling is so intricate that even native speakers sometimes face difficulties in learning it. This poses a substantial challenge for learners since their native language associates sounds and letters in terms of pronunciation and phonetic correspondence (Mohammed and Idris, 2020). As noted by Forel and Puskás (2005), English spelling significantly deviates from English pronunciation (cited in Mohammed and Idris, 2020). In a study conducted by Farrah and Shehadeh in 2016, investigating the impact of songs on pronunciation and vocabulary, a positive effect of songs on learners' achievements was observed (cited in Cinkara et al., 2021).

2.6 The Role of Music in Kurdish Culture

Music and songs have held a significant place in Kurdish culture from an early age. The Kurds have embraced songs as an integral part of their lives, encompassing customs, tragedies, and aspirations. Within Kurdish culture, songs serve as a medium to convey the meanings of unspoken ideas and express the sentiments and dreams specific to each region in Kurdistan. The musical traditions of the Kurdish people are shaped by social, cultural, environmental, and religious influences. Music evokes emotions of love, mystical spirituality, and solace for individuals (Soltani, 2015).

Folk songs are widely embraced in Kurdish culture, often transmitted orally through generations, narrating historical events and presenting lyrical poetry (Kurdish Music, n.d.). This highlights the enduring presence of songs in Kurdish culture since ancient times. However, it is worth noting that religiously, Kurdish people follow Sunni Islam, which has placed certain restrictions on the listening of songs. In the past, Kurdish songs encompassed historical phenomena and religious and spiritual themes. However, in contemporary times, the content of songs predominantly revolves around themes of love, betrayal, popularity, and rap music. Religious and cultural norms allow listening to songs that contain appropriate content.

Throughout Kurdish history, songs have consistently remained an integral part of the culture, even as the present generation has become more engaged in listening to songs. This has extended to embracing foreign songs from other countries as a means to understand their cultures and learn their languages. Consequently, the use of songs for language learning, be it English or other languages, has become commonplace among Kurdish people, particularly children. This underscores the notion that songs represent the fastest and most practical technique to acquire language skills and speak fluently.

2.6.1 Religiously

According to a study conducted by the Pew Research Centre in 2011, it was revealed that the overwhelming majority of Iraqi Kurds adhere to the Islamic faith (Mohamed, 2014). The discourse surrounding music, a subject of profound contention within Islam, evokes a range of viewpoints among Kurds. Within the Muslim community, a faction staunchly considers music unequivocally forbidden, while another faction ardently challenges this stance, asserting that music is entirely permissible (Alias & Tajudin, 2019). However, the prevailing perspective among Muslims, including Kurds, aligns with the position of Sheikh Yusuf al-Qaradawi, a contemporary scholar. In his seminal work, 'The Lawful and the Prohibited,' Sheikh al-Qaradawi asserts that music is not inherently prohibited unless it steers individuals towards activities that are deemed impermissible (Scholars and musicians hotly debate whether music is permissible or not, 2006).

Considering these varying perspectives, the majority of Kurds regard listening to songs as a commonplace practice. This is particularly pronounced among the younger generation, who deeply immerse themselves in songs, seamlessly integrating them into their everyday lives. Consequently, this active engagement with songs has significantly contributed to substantial enhancements in their proficiency in the English language.

2.6.2 Culturally

In Kurdish culture, music assumes a distinctive and significant role, serving as a profound medium that fulfills essential social functions. Virtually all forms of lyrical poetry and literary compositions, including epics, are intended to be sung within the Kurdish cultural context. This inclination arises from the fact that the history of the Kurdish people is rife with periods of oppression, necessitating the oral transmission of their historical accounts from one generation to the next. Utilizing music and songs facilitated the memorization and passage of these texts (Nezan, n.d.). An earlier pertinent investigation relevant to this study was conducted by Arjomad and Yazdanimoghadam (2015) in the form of a scholarly journal article. The objective of their research was to explore the potential impact of music listening on the pronunciation skills of Iranian Kurdish learners of English as a foreign language (EFL). Employing an experimental design, the study administered a test to 90 adult learners comprising both genders. The findings revealed that incorporating songs in teaching allowed instructors to closely monitor the class and correct students' errors effectively. Furthermore, it was observed that songs exerted a positive influence on participants' memory, leading to improved retention. Consequently, listening to songs can have a significant effect on the pronunciation abilities of EFL learners (Arjomad and Yazdanimoghadam, 2015).

3. Methodology

3.1 Research Methodology

To thoroughly investigate the tangible impact of songs on students' articulation, this study employed a combination of questionnaires and interviews as research tools, facilitating the acquisition of thorough and dependable data. The amassed information revealed the favourable influence of English songs on students' pronunciation or conversely, how pronunciation influenced their choice of songs. The questionnaire adopted quantitative methodologies, capturing numerical and statistical data that enabled the researcher to discern respondents' preferences and viewpoints. Conversely, the interview, a qualitative methodology, provided the researcher with profound insights and personal perspectives, thereby enhancing the study with detailed and comprehensive information.

3.2 The Principles of the Paper

Heale and Twycross (2015) assert that the concept of validity in research revolves around the extent to which a quantitative study accurately captures a concept. Moreover, Fraenkel et al. (2012) characterize validity as the authenticity, appropriateness, utility, and significance of the collected data in achieving the research objectives. This study's outcomes are underpinned by two types of validity, external and internal, which are instrumental in ensuring the credibility and relevance of the findings.

Cuncic (2021) elaborates that internal validity delves into the study's structure and its ability to establish a credible cause-and-effect relationship concerning the measured concept. This study exclusively examines how students' pronunciation can improve through songs, without the use of other media, it can be confidently deemed internally valid. Furthermore, external validity pertains to the applicability of study results across different settings, individuals, and circumstances. Considering this study's focus on how English learners can elevate their pronunciation through songs, coupled

with the global prevalence of English learning and song consumption, it also exhibits strong external validity.

The reliability of this research rests on its capacity to yield consistent and dependable results, aligning seamlessly with the tenets of research methodology. In this context, the questionnaire and interview questions hold the potential for versatile application in various contexts and at different points in time, owing to the researcher's meticulous attention to students' proficiency levels and backgrounds.

Beyond validity and reliability, this research is marked by originality, embodying authentic information and assessment. The data collection methods, along with all utilized sources, have been meticulously tailored to align with the study's objectives, further substantiating the research's authenticity and originality, thereby underscoring the researcher's credibility and innovation (How can I make my research more authentic, 2021).

According to the Cambridge Dictionary (1999), practicality is defined as the quality of suitability for a particular occasion or purpose. In this light, this research can be confidently regarded as practical, as it furnishes substantial data that substantiates the merits of employing songs as a medium for honing the pronunciation skills of English language learners.

3.3 Setting and Participants

The investigation was undertaken within the confines of the English Department at Charmo University, situated specifically in Chamchamal. The process of collecting data encompassed active involvement from both educators and students affiliated with Charmo University. The study comprised a total of 48 participants, striking an equilibrium with an equal distribution of 24 male and 24 female students partaking in the research. These students presented a mosaic of educational backgrounds; a fraction had attended private high schools, while the bulk had completed their secondary education in public high schools. Furthermore, the lion's share of participants hailed from Sulaymaniyah, with a minority representing different cities within the Kurdistan region. Moreover, in a bid to supplement the insights possibly omitted by the questionnaire, four students and two instructors from Charmo University were meticulously chosen for comprehensive interview sessions.

3.4 Research Questions

Three questions were formulated for this paper:

- What is the significance of pronunciation in effective communication?
- To what extent do songs facilitate enhancement in pronunciation skills?
- How does the utilization of songs in language instruction offer valuable contributions?

4. Results and Analysis of the Data

Within this section, the findings of the data collection are presented through an examination of the questionnaire, which comprises 12 statements, as well as the insights gained from interviews conducted with both teachers and students. To ensure clarity and obtain precise data, pie charts and a Likert Scale questionnaire were employed.

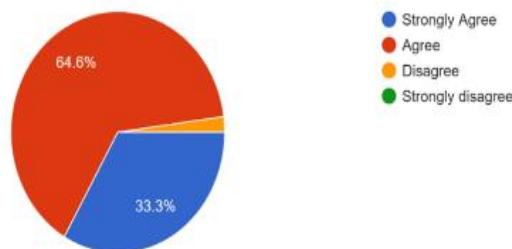
4.1 Questionnaire Data Analysis

4.1.1 Statement One

Concerning statement one, which pertains to the belief that improving pronunciation skills enhances communication and confidence, a significant majority of participants (64.6%) agreed with this notion. Conversely, a mere 2.1% of participants disagreed, and there were no respondents who strongly disagreed (0%). Additionally, 33.3% of participants indicated their agreement with the statement.

1. Pronunciation subject will help me to communicate better and with more confidence.

48 responses

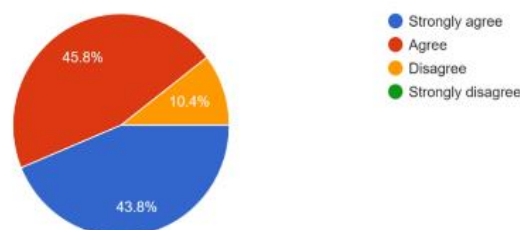


4.1.2 Statement Two

When examining statement two, it becomes evident that a majority of students hold the belief that enhancing their pronunciation skills will contribute to their proficiency in the English language. Out of the participants, 43.8% strongly agreed with this notion, while 45.8% chose to agree. On the other hand, 10.4% expressed disagreement with the statement, and there were no respondents who strongly disagreed (0%).

2. I will be able to excel in the English language while I talk with better pronunciation.

48 responses

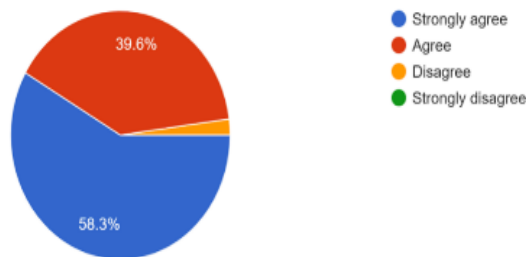


4.1.3 Statement Three

When considering the third statement, which suggests that having good pronunciation can captivate listeners' interest and establish the speaker as effective, it is noteworthy that a significant majority of participants are in agreement. Out of the respondents, 39.6% chose to agree, while a notable 58.3% expressed strong agreement. On the contrary, a small percentage (2.1%) disagreed with the statement, and there were no participants who strongly disagreed (0%).

3. Good pronunciation will create an interest in listeners to hear the topic and I will be seen as an effective speaker.

48 responses

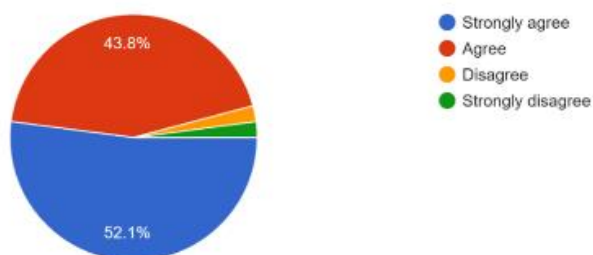


4.1.4 Statement Four

When considering statement four, which suggests that enhancing pronunciation skills can positively impact listening abilities, the findings indicate that a majority of participants hold a favourable view. Specifically, 52.1% of respondents strongly agreed with the statement, while 43.8% agreed. In contrast, a minimal proportion (2.1%) strongly disagreed, and an equal percentage (2.1%) chose to disagree.

4. Improving my pronunciation will also lead to improving my listening ability.

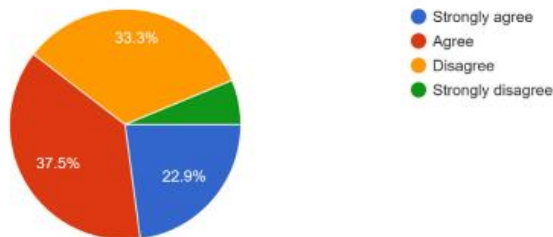
48 responses



4.1.5 Statement Five

Regarding the fifth statement, which suggests that listening to English songs daily contributes to improving fluency and proficiency, the participants' responses varied. Approximately 22.9% of respondents strongly agreed with the statement, while 37.5% agreed. In contrast, a significant proportion of participants (33.3%) disagreed with the statement, and a smaller percentage (6.3%) chose to strongly disagree.

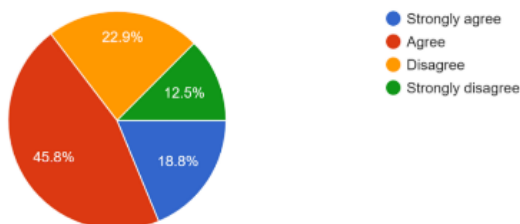
5. I listen to English songs daily to improve my fluency and adequacy.
48 responses



4.1.6 Statement Six

Regarding this statement, which asserts that regular listening to English songs assists in uttering words with accurate pronunciation, the participants' responses varied. Approximately 18.8% of the students strongly agreed with the statement, while 45.8% agreed. On the other hand, a notable proportion of participants (22.9%) disagreed with the statement, and a smaller percentage (12.5%) strongly disagreed.

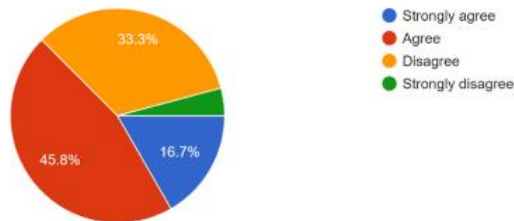
6. I believe that listening to English songs will regularly help me to utter the words with accurate pronunciation.
48 responses



4.1.7 Statement Seven

About statement seven, which suggests that the rhythm of songs aids in remembering the pronunciation of English words, participants' responses varied. Approximately 45.8% of the participants agreed with the statement, while 33.3% disagreed. A smaller percentage, 4.2%, strongly disagreed, whereas 16.7% of the participants strongly agreed with the statement.

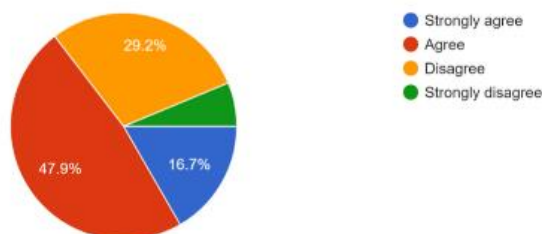
7. I can remember the pronunciation of English words because of the rhythm of the song.
48 responses



4.1.8 Statement Eight

Concerning this statement, which suggests that utilizing English songs is an innovative approach to improving pronunciation, participants expressed varied opinions. Out of all the participants, 47.9% agreed with the statement, while 29.2% disagreed. A smaller percentage, 6.3%, strongly disagreed, whereas 16.7% of the participants strongly agreed with the statement.

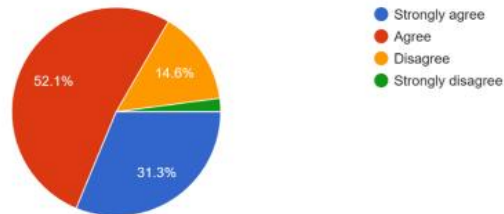
8. Using English songs is an innovative technique to enhance my pronunciation.
48 responses



4.1.9 Statement Nine

To this statement, a majority of the participants (52.1%) agreed, and a significant percentage (31.3%) strongly agreed, suggesting that they anticipate the inclusion of English songs in the subject to enhance their learning experience with added enjoyment. Conversely, a smaller proportion (14.6%) disagreed, and only 2.1% strongly disagreed with the statement.

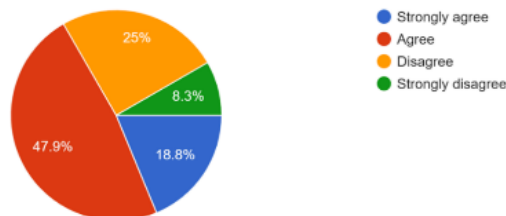
9. English songs in the curriculum help us to learn more with fun.
48 responses



4.1.10 Statement Ten

With this statement, concerning the availability of space, media, and resources in the target university for learners to derive benefits from songs in sound labs, a notable portion of the students (47.9%) agreed, with a considerable percentage (18.8%) strongly agreeing. However, a significant number (25%) disagreed, and a smaller proportion (8.3%) strongly disagreed with the statement.

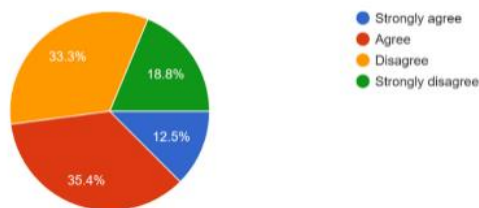
10. The space, media, and tools in the target universities allow the learners to get benefit from songs in the sound labs.
48 responses



4.1.11 Statement Eleven

About statement eleven, it becomes apparent that the utilization of songs as a teaching method is overlooked and experiences a low adoption rate. A notable percentage of students (33.3%) disagreed, while a significant portion (18.8%) strongly disagreed. Conversely, (35.4%) ticked agree, and (12.5%) chose to strongly agree with the statement.

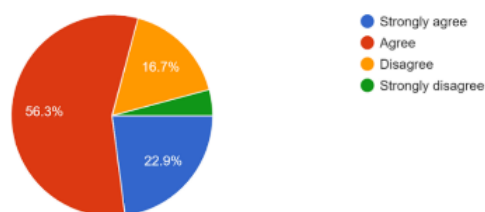
11. Using songs as a way of teaching has been experienced in my class and confirmed positively.
48 responses



4.1.12 Statement Twelve

Concerning statement twelve, a majority of the participants (56.3%) expressed agreement that employing songs as a teaching method would be beneficial and enjoyable for enhancing their pronunciation skills. Additionally, a considerable percentage (22.9%) strongly agreed with this notion. However, some respondents held a different perspective, with (16.7%) disagreeing and (4.2%) strongly disagreeing with the statement.

12. I will find using songs as a method of teaching useful and enjoyable to help me improve my pronunciation.
48 responses



4.2 Interview Analysis

4.2.1 Teachers' Interview

Upon inquiring about how students can enhance their pronunciation through movies or songs, one of the teachers offered valuable advice by stating, “The foremost recommendation I provide to my students is to immerse themselves in English by listening as much as possible.” Furthermore, the teacher emphasized the benefits of cultivating a habit of listening to songs, citing their entertainment value and their ability to familiarize learners with diverse forms of the English language.

When the researcher sought additional suggestions for improving pronunciation, another teacher highlighted the usefulness of watching cartoons and drew a connection to songs, noting the advantages they both offer. Moreover, an experienced teacher remarked, “Not every teacher holds an interest in incorporating songs and movies into their instruction.” Subsequently, when questioned about the challenges teachers may encounter while using songs for teaching pronunciation in the classroom, one of the interviewed teachers emphasized that “Not all songs are suitable for in-class learning.” The researcher also inquired whether the interviewed teachers knew individuals who had improved their pronunciation through listening to songs, to which one teacher responded, “Yes, I am acquainted with several individuals who have enhanced their pronunciation through the practice of listening to songs and/or watching movies.”

4.2.2 Students' Interview

During the interview conducted with the students, the researcher inquired about the methods they employed to enhance their pronunciation skills. One student responded, “I frequently watched YouTube videos like vlogs and movies, and listened to songs.” Another student expressed songs' positive impact on their pronunciation, mentioning their influence from a young age. Elaborating further, a student stated, “Constantly listening to songs helps develop a recognition of word pronunciation and aids in remembering them when encountered.” When asked if they believed that listening to English songs would improve pronunciation, another student confidently affirmed, “Absolutely! It is an easy and impactful method as songs serve as authentic and readily accessible examples of spoken English. The rhymes in songs offer repetitive exposure to similar sounds, which is key to learning.”

The students embraced the notion of integrating songs into their subjects, especially in their phonetics and phonology subjects, and when queried regarding their perspectives on this matter, one student commented, “It would be a fantastic idea to make it mandatory for students to listen to songs and express their thoughts as part of the subject.” Another student shared the opinion that such an approach would create a lively and exciting classroom environment conducive to self-expression. The students revealed their daily practice of listening to English songs, with pop music being the predominant genre, often selected based on their mood. One student admitted, “My mood determines the genre I choose.” When asked if they knew anyone who had improved their pronunciation through listening to songs, one student replied, “Most likely myself, and have also witnessed some of my friends acknowledging their improvement through songs.” Another student mentioned that many of her friends had experienced pronunciation improvement through this practice. Additionally, a student

cited her sister as an example and expressed being inspired by her sister's motivation to listen to songs.

5. Discussion of the Data

This section is provided to answer the research questions of the paper

5.1 The Significance of Pronunciation in Communication

The data analysis reveals that a significant majority of students (50% to 60%) acknowledge the importance of mastering pronunciation. They recognize that accurate utterance is crucial for effectively conveying ideas and thoughts, instilling confidence in English-speaking interactions. Significantly (65%) of the respondents agree with this notion, while (33%) strongly affirm it. Specifically, (44%) of the learners strongly agree that advanced pronunciation enhances their understanding of English speakers, generating interest in attentive listening. Conversely, only (10%) of the respondents disagree with this statement. Furthermore, precise pronunciation plays a pivotal role in becoming an articulate speaker. A majority of students, comprising (52%) of the participants, strongly agree that pronunciation contributes to the development of their listening skills. While a minority, less than (10%) of the respondents, do not find pronunciation effective in daily English communication. Within this study, (58%) of the respondents emphasize the importance of focusing on improving pronunciation during English language learning to avoid language misunderstandings. This finding aligns with Tegge's research, where teachers' effectiveness in utilizing songs with students was examined (2018, as cited in Cinkara, E et al., 2021). The survey outcome reveals that (69%) of the teachers prioritize vocabulary, while (56%) place emphasis on pronunciation when using English songs.

Answering the current research question will underscore the critical importance of addressing pronunciation and listening skills in educational settings. Neglecting these aspects of communication can lead to significant challenges for non-native speakers, hindering their ability to convey messages accurately and potentially impeding their academic and professional success. Therefore, educational institutions must incorporate targeted instruction and support in pronunciation and active listening to empower students, particularly non-native speakers, to become more effective communicators. Thus, pronunciation stands as a fundamental element of effective communication. The researcher supports this notion by stating that communication and speaking are fundamental methods widely employed in the language (Saldıraner, 2020). This underscores the pivotal role of pronunciation in successful communication. Regularly listening to songs serves as a practical means of improving pronunciation and becoming acquainted with English utterances. During the qualitative data analysis, one of the interviewed teachers asserts, "When it comes to improving English pronunciation, the number one advice I give to my students is: listen to English as much as you can. Movies and songs are excellent resources for familiarizing oneself with diverse English variations, encompassing various regions and a wide range of topics." Learning pronunciation through the study of phonetics and phonology significantly aids students in their academic language acquisition. The interviewed teacher further explains, "They elucidate the workings of pronunciation and the underlying mechanisms involved in producing each sound, which greatly assists learners in correctly pronouncing sounds absent in their first language."

Moreover, a student highlights the effectiveness of pronunciation in English communication, elevating the language to a higher level. During the interview, the student emphasizes, “Listening to songs consistently develops an awareness of word pronunciation, aiding in remembering them upon encountering them. So, listen to songs until every word becomes ingrained in your muscle memory. Personally, songs also affect my mood and my reactions to certain situations, compelling me to familiarize myself with the lyrics.”

Overall, these findings underscore the importance of pronunciation in effective communication and provide insights into practical approaches, such as incorporating songs, to enhance pronunciation skills. As this can be proved by the works of Supeno (2018) and Asmaradhani et al. (2018).

5.2 Enhancing Pronunciation through Songs: An Effective Approach

The data analysis indicates that around (40%) of the participants recognize the significance of using songs as a valuable tool for improving English pronunciation. They agree that daily exposure to English songs aids in developing fluency in the language. Moreover, (46%) of the students acknowledge that the rhythm and tone of words in songs enable them to recognize the pronunciation of English words, with (19%) strongly agreeing that it is highly beneficial. Piri’s work supports this notion, emphasizing that songs offer a valuable avenue for acquiring word pronunciation through their rhythmic patterns, facilitating memorization (2018). The research data confirms that (46%) of the students believe that regularly listening to English songs contributes to accurate pronunciation. They emphasize the importance of exploring different genres of songs. Additionally, (19%) of the respondents strongly agree with this perspective. Alić (2017) lends support to this concept, explaining that pop songs, in particular, feature simple language and vocabulary, making them an effective tool for pronunciation development. Another source by Rais et al. (2019) further affirms the benefits of listening to songs, highlighting their ability to enhance learners’ enthusiasm and aid in word retention.

While a previous study suggested that songs might be distracting during the learning process (Azadi, 2015 as cited in Cinkara et al., 2021), the responses from this research contradict that viewpoint. (48%) of the students agree that using English songs is a resourceful approach for enriching fluency and pronunciation in the English language, with (17%) expressing strong satisfaction. The qualitative data of this research reinforces the usefulness of songs as a medium for developing English pronunciation. One teacher highlights their interesting nature, contrasting them with other potentially tedious learning sources. The teacher suggests that learners can improve their pronunciation and understanding by watching movies and listening to songs, emphasizing the importance of consistency and repetition. Another teacher advises students to expose themselves to English as much as possible, even if they do not comprehend the entire speech, as it helps familiarize them with phonetic and phonological features such as sound pronunciation, stress patterns, and intonation.

Likewise, one of the interviewed students shares, “I have many friends who are singers and songwriters. They have honed their English pronunciation through continuous practice for their artistic pursuits. This is the result of listening to songs and their drive to communicate through music. Even when one is not actively paying attention to the lyrics, the mind still absorbs a significant number of words.” Another student emphasizes the ease and quick impact of improving pronunciation

through songs, noting that songs provide authentic examples of spoken English and offer repeated exposure to similar sounds, which is essential for effective learning. Thus, both the qualitative and quantitative data affirm that English songs can serve as a powerful tool for enhancing learners' pronunciation daily.

5.3 The Efficacy of Songs in Language Instruction

Given the difficulties foreign learners face in accurately pronouncing English words, their utterances often lose their intended meaning within a given context. Therefore, it becomes crucial to adopt effective methods for teaching pronunciation. One innovative approach that has shown promise is incorporating songs, as it can lead to smoother conversations in the English language and this agrees with the work of Rais et al. (2019). Analyzing the questionnaire responses, the researchers discovered that a significant majority of respondents, accounting for (83%) of the participants, believe that incorporating songs into the subject would make learning more enjoyable. Only a minority of (16%) respondents disagreed with this notion. These findings strongly support the idea that most foreign learners would derive pleasure from improving their pronunciation through song-based instruction. Furthermore, (62.5%) of the respondents agreed that the rhythm of songs aids in remembering the pronunciation of words, while only (33.3%) expressed disagreement.

Although the questionnaire revealed that the respondents had not experienced song-based instruction in their classes, with (52.1%) confirming this, a considerable majority expressed their positive anticipation of enjoying the pronunciation improvement process if songs were incorporated into the subject. Remarkably, (79.2%) of the respondents exhibited a favourable outlook on using songs as a pedagogical tool for teaching pronunciation. Conversely, only a small portion, comprising (16.7%) of the participants, held a negative perception regarding the positive impact of songs on pronunciation improvement. These findings align with a study conducted by Raudyatuzzahra (2020), which explored the attitudes of foreign learners in an informal learning institution. The results of that study also demonstrated the positive perspective of learners regarding the influence of English songs on enhancing pronunciation skills and motivation. Furthermore, one student attributed the improvement in their pronunciation to listening to music from an early age. Expressing an opinion on integrating songs into the subject, the student remarked, "Songs within the subject might be a captivating and joyful addition." Similarly, another English department student was asked about his/her preference for including songs in the subject, and s/he responded, "It would be highly beneficial to make it obligatory for students to listen to songs and express their thoughts about them as part of the subject."

In conclusion, the use of songs as an instructional tool in language teaching demonstrates its potential to engage and motivate learners while facilitating pronunciation improvement.

6. Conclusion

As a recommendation, the paramount aim of this investigation was to evaluate the efficacy of incorporating English songs as a means to augment the pronunciation proficiency of foreign language learners, all while appraising its suitability as an instructional approach seamlessly woven into the educational framework. Drawing upon comprehensive data collection, responses from questionnaires, and insights from interviews, the researcher concluded that the incorporation of songs can indeed contribute to strengthening the pronunciation proficiencies of English as a Foreign Language (EFL) learners. Additionally, both educators and students expressed a positive perspective towards employing songs in their subjects daily to learn the language faster. The integration of songs into their subjects holds substantial promise in optimizing the effectiveness and quality of pronunciation enhancement among Kurdish EFL students. Furthermore, future research endeavours could delve into the impact of utilizing songs across diverse cultures and countries, thereby extending the benefits to English language learners on a global scale.

The researcher faced various challenges while writing and conducting this research paper, including time constraints and unresponsiveness from some students at the University, limiting their data collection. Additionally, the lack of available interview spaces necessitated conducting interviews with teachers and students in small spaces and rooms. Initially, the researcher had intended to survey a larger number of English department students for more robust data, but the limited response led to a smaller sample size in the survey. The researcher proposes that students incorporate song listening into their routine to enhance their pronunciation abilities. Furthermore, they advocate for the integration of songs as a pedagogical tool in teaching pronunciation to English as a Foreign Language (EFL) learners.

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