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Department of English**

**Investigating the Impact of Songs on Vocabulary
Learning and Pronunciation in Primary School EFL
Classrooms**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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Statement of Originality

I declare that the research presented in this dissertation is my own work and has not been copied from others' works. Any idea taken from other resources has been properly cited and acknowledged .

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Date : 01/06/2025

Signature :

Dedication

This work is dedicated to the steady light of my life, my beloved parents, whose love and prayers always strengthen me.

To my brothers 'Mohammed El Amine' and ' Zohir', and my sister 'Amina' , whose supports have accompanied me throughout this journey.

To the soul of Palestinian martyrs - may Allah have mercy on them.

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Abstract

The integration of songs into English language teaching has received much attention when teaching a foreign language. In the context of Algerian primary school education, English textbooks contain a collection of songs that can support different language aspects. This study aims to explore the effectiveness of using songs as a pedagogical tool in the English foreign language classroom. It seeks the impact of songs on vocabulary acquisition and pronunciation among Algerian primary school learners. To reach this end, an experimental case study was conducted with a fourth-year primary school classroom. The mixed-method approach was adopted to collect both quantitative and qualitative data, using classroom observation and a pre- and post-test for both pronunciation and vocabulary. The results obtained revealed that learners' vocabulary retention and pronunciation improved after listening to songs many times. In addition, this learning tool was well perceived by pupils and increased their motivation to learn. Accordingly, the findings confirm that using songs significantly boosts primary school learners' vocabulary acquisition and pronunciation skills. Therefore, it is recommended that the Algerian educational system should equip schools with the necessary materials to effectively enable teachers to deliver song-based lessons and provide an effective instruction of English as a foreign language .

Table of Contents

Statement of Originality	I
Dedication	II
Acknowledgements	III
Abstract	IV
Table of Contents	V
List of Tables.....	VIII
List of Abbreviations and Acronyms	IX
General Introduction	1
Chapter One : Literature Review	5
1.1 Introduction	8
1.2 Vocabulary	9
1.2.1 Definitions of vocabulary	9
1.2.2 Types of vocabulary	10
1.2.3 Aspects of vocabulary	11
1.2.4 The importance of vocabulary	12
1.2.5 Teaching vocabulary to young EFL learners	13
1.2.6 Techniques for teaching vocabulary	15
1.2.6.1 Using objects	15
1.2.6.2 Drawing objects	15
1.2.6.3 Using illustrations and pictures	16
1.2.6.4 Contrast	16
1.2.6.5 Enumeration	16
1.2.6.6 Mime, expressions, and gestures	16
1.2.6.7 Guessing from context	17
1.2.6.8 Eliciting	17
1.2.6.9 Translation	17
1.2.7 Challenges in teaching and learning vocabulary	18
1.3 Pronunciation	200
1.3.1 Definitions of pronunciation	20
1.3.2 Components of pronunciation	21
1.3.2.1 Intonation	21
1.3.2.2 Stress and rhythm	22

1.3.2.3 Vowels	23
1.3.2.4 Consonants	23
1.3.2.5 Voiced and voiceless sounds	24
1.3.3 The importance of pronunciation	24
1.3.4 Teaching pronunciation	25
1.3.5 Techniques for teaching pronunciation	26
1.3.5.1 Drilling	26
1.3.5.2 Tongue twisters	27
1.3.5.3 Storytelling	27
1.3.5.4 Rhymes and songs	27
1.3.6 Factors influencing pronunciation learning	28
1.3.6.1 Mother tongue interference	28
1.3.6.2 Age	29
1.3.6.3 Exposure	29
1.3.6.4 Motivation	30
1.4 Incorporating Songs in the Primary School EFL Classrooms	31
1.4.1 Definitions of songs	31
1.4.2 Types of songs	32
1.4.2.1 Art songs	32
1.4.2.2 Folk songs	32
1.4.2.3 Popular songs	33
1.4.3 Benefits of songs	33
1.4.4 The impact of songs	35
1.4.4.1 Vocabulary retention	35
1.4.4.2 Pronunciation improvement	36
1.4.5 Research on the use of songs in the EFL classrooms	37
1.5 Teachers' Role in the EFL Classrooms	38
1.6 Conclusion.....	40
Chapter Two: Research Design, Results and Recommendations	41
2.1 Introduction	43
2.2 Situation Analysis	44
2.2.1 Setting and participants	44
2.2.2 Description of vocabulary and pronunciation teaching	44

2.3 Research Design	45
2.3.1 Type of research	46
2.3.2 Research instruments	46
2.3.2.1 Classroom observation	47
2..3.2.2 Tests	48
2.4 Data Analysis	49
2.4.1 Classroom observation	49
2.4.1.1 Results of classroom observation	50
2.4.1.2 Interpretation of classroom observation results	57
2.4.2 Tests	59
2.4.2.1 Results of vocabulary tests	59
2.4.2.2 Results of pronunciation tests	61
2.4.2.3 Interpretation of the tests results	63
2.5 Discussion of the Main Findings	63
2.6 Recommendations and Suggestions	65
2.6.1 Teacher training	65
2.6.2 Access to technological resources	65
2.6.3 Time allocation	65
2.6.4 Teaching materials	66
2.6.5 Reducing class size	66
2.7 Conclusion	66
General Conclusion	68
Bibliography	72
Appendices	83
Appendix A : Approval from the Director of Education	84
Appendix B : Classroom Observation Check-list	85
Appendix C : Vocabulary Pre-Test & Post-Test	88
Appendix D : Pronunciation Pre-Test & Post-Test	90

List of Tables

Table 2.1: Results of observation on lesson procedure.....	51
Table 2.2 : Results of observation on classroom environment.....	52
Table 2.3: Results of observation on teacher’s behaviour.....	53
Table 2.4: Results of observation on pupils’ motivation.....	54
Table 2.5: Results of observation on pupils’ vocabulary retention.....	55
Table 2.6: Results of observation about pupils ’ pronunciation.....	56
Table 2.7: Results of observation on assessment of learning	57
Table 2.6: Results of pre and post-test of vocabulary.....	60
Table 2.9 : Results of pre and post-test of pronunciation.....	62

List of Abbreviations and Acronyms

ALM : Audio-lingual Method

EFL : English as a Foreign Language

ELT : English Language Teaching

ESL : English as a Second Language

FL : Foreign Language

L1 : First Language / mother tongue

L2 : Second or Foreign Language

General Introduction

General Introduction

After World War Two, the world witnessed significant developments in various fields such as economics, trade, and technology due to globalization, which contributed to the dominance of a single language to facilitate communication and interaction among people from diverse linguistic backgrounds. Then the English language gained its prominence as a *lingua franca*, serving as a bridge for international communication. Its fundamental function leads to its widespread use in many countries around the world, where English is taught either as a second or foreign language in many countries around the world, including Algeria.

In Algeria, English was taught as a foreign language starting from middle school. In July 2022, the Algerian president Abdelmadjid Tebboune made a decision to implement English at an early learning stage. As a result, English was officially incorporated into the third year primary school curriculum. At this level, the teachers are required to help learners develop different language skills and sub-skills, including vocabulary and pronunciation. Both of which play a significant role for successful communication. Therefore, to ensure efficient language acquisition, attention must turn to the strategies used in teaching such skills. Many EFL teachers use flashcards to teach vocabulary and drilling to foster pronunciation. However, learners at this level need more engaging and interactive activities that foster an innovative learning environment where they feel motivated to learn in an enjoyable and stimulating way. One way of doing this is implementing songs in the classroom which has been identified as an effective teaching tool to enhance foreign language learning, particularly vocabulary and pronunciation. Understanding the significant role songs play can contribute to the field of foreign language education, providing insights for EFL/ESL educators and Algerian curriculum designers, and can enable them to effectively adopt the strategies for teaching these sub-skills to young EFL learners.

The present study aims to explore the impact of using songs as a pedagogical tool in primary school EFL classrooms and to demonstrate their effectiveness in boosting young EFL learners' vocabulary acquisition and pronunciation skills. To achieve these objectives, the researcher addresses the following research questions :

General Introduction

Q1 : Does the use of songs improve vocabulary acquisition of primary school EFL learners?

Q2 : Does the use of songs improve pronunciation of primary school EFL learners?

The above-mentioned research questions led the researcher to set the following hypotheses :

H1: The use of songs improves vocabulary acquisition of primary school EFL learners.

H2 : The use of songs improves pronunciation of primary school EFL learners.

To confirm or reject these hypotheses, the present study uses an experimental case study. This relies on the use of a classroom observation which takes place with one fourth-year class in BENSaid Rabeh primary school. Furthermore, tests for vocabulary and pronunciation were administered with twenty pupils of the same class.

The present work consists of two chapters. The first chapter includes the literature review. It consists of three main sections. The first section highlights the concept of vocabulary, including its main definitions, types, aspects, importance in learning a foreign language in addition to the techniques used to improve this language aspect. The second section discusses the concept of pronunciation, highlighting several areas, including its definitions, components, importance as well as the techniques used to support learners' pronunciation. The third section is devoted to the use of songs in the EFL classrooms, presenting some definitions of songs, its types, benefits and impact. It also sheds light on previous studies conducted on these areas to provide insights into how songs positively improve young learners' vocabulary and pronunciation .

The second chapter deals with the practical part of the research. This chapter gives more details about the research design and the research methodology. It includes the research instruments used for data collection which took place in BENSaid Rabeh primary school- Remchi. Then, It presents the findings and discusses them to confirm or reject the hypotheses. At the end, this chapter provides some suggestions and recommendations for an effective vocabulary and

General Introduction

pronunciation teaching and learning in the EFL classroom at the level of primary schools.

Chapter One:

Literature Review

1.1 Introduction

1.2 Vocabulary

1.2.1 Definitions of vocabulary

1.2.2 Types of vocabulary

1.2.3 Aspects of vocabulary

1.2.4 The Importance of vocabulary

1.2.5 Teaching vocabulary to young EFL learners

1.2.6 Techniques for teaching vocabulary

1.2.6.1 Using objects

1.2.6.2 Drawing objects

1.2.6.3 Using illustrations and pictures

1.2.6.4 Contrast

1.2.6.5 Enumeration

1.2.6.6 Mime, expressions and gestures

1.2.6.7 Guessing from context

1.2.6.8 Eliciting

1.2.6.9 Translation

1.2.7 Challenges in teaching and learning vocabulary

1.3 Pronunciation

1.3.1 Definitions of pronunciation

1.3.2 Components of pronunciation

1.3.2.1 Intonation

1.3.2.2 Stress and rhythm

1.3.2.3 Vowels

1.3.2.4 Consonants

1.3.2.5 Voiced and voiceless sounds

1.3.3 The importance of pronunciation

1.3.4 Teaching pronunciation

1.3.5 Techniques for teaching pronunciation

1.3.5.1 Drilling

1.3.5.2 Tongue twisters

1.3.5.3 Storytelling

1.3.5.4 Rhymes and songs

1.3.6 factors influencing pronunciation learning

1.3.6.1 Mother tongue interference

1.3.6.2 Age

1.3.6.3 Exposure

1.3.6.4 Motivation

1.4 Incorporating Songs in the Primary School EFL Classrooms

1.4.1 Definitions of songs

1.4.2 Types of songs

1.4.2.1 Art songs

1.4.2.2 Folk songs

1.4.2.3 Popular songs

1.4.3 Benefits of songs

1.4.4 The impact of songs

1.4.4.1 Vocabulary retention

1.4.4.2 Pronunciation improvement

1.4.5 Research on the use of songs in the EFL classrooms

1.5 Teachers' Role in the EFL Classrooms

1.6 Conclusion

1.1 Introduction

In the 21st century, English remains the most widely used language (Chaingam & Suriyatham, 2020). It has been widely utilized by individuals for communication (Sari & Aminatun, 2021 as cited in Isnaini & Aminatun, 2021). Therefore, It is crucial to begin teaching English in early childhood. Language learning is an integral part of young learners' overall development as it fosters their cognitive and social growth. It is a complex process that encompasses the mastery of several skills and aspects, including vocabulary and pronunciation. The latter can be considered as the cornerstone of any foreign language as they help in achieving the communicative competence, literacy, and the overall language proficiency. This theoretical chapter aims to gather insights from various aspects and domains to review previous studies written about the researcher's topic of investigation on the impact of songs on vocabulary acquisition and pronunciation particularly for primary school EFL learners. This chapter consists of three main sections. In the first section, the researcher highlights the concept of vocabulary and its fundamental role in English language learning. Then, she moves on to discussing the aspect of pronunciation and its impact on learners' communication. In the third section, she discusses the incorporation of songs as a teaching tool and its impact on both vocabulary and pronunciation.

1.2 Vocabulary

Learning a foreign language necessitates the mastery of the four language skills in addition to crucial components such as grammar, spelling, pronunciation and vocabulary (Kuśnierek, 2016). According to Karami and Bowles (2019), vocabulary is considered as one of the most vital and complex sub-skills of language learning. Similarly, Susanto (2017, p.182) states that " The learning of vocabulary is an important part in foreign language learning". He asserts that it is a fundamental aspect of foreign language acquisition and is critical for language learners, as it constitutes one of the first elements they should master when learning a new language (Susanto, 2017). In the same vein, Shakerian et al (2016) emphasize its importance in enhancing learners' language proficiency.

1.2.1 Definitions of vocabulary

Broadly defined, vocabulary refers to the words used in a particular language. While it may seem as a straightforward concept, however, defining such a wide term is not an easy task. The concept of vocabulary has been tackled by several authors in different ways, each of these provides his own perspective. According to Neithanantan and Hua (2023, p.1949) "Vocabulary is generally defined as the knowledge of words and word meaning". It involves knowing the words in addition to understanding its appropriate use in various situations. Other authors provide other additional definitions to enrich the understanding of the term. Kamil and Hiebert (2005) consider vocabulary as a collection of words that learners need to acquire in order to understand difficult texts and improve the overall reading comprehension, while Ur (1996, p.60) states that " Vocabulary can be defined as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word". In this definition Ur sheds light on one of the most common beliefs about vocabulary, stating that it is commonly referred to as individual words taught in a foreign language. However, it can involve two or multiple words combined together to convey individual meaning. In the same vein, Scrivener (2005) supports Ur's view. He states that vocabulary often refers to single

words. However, it also extends to include both single words and specific combinations of words that frequently occur together and have unique meaning in a particular context. Additionally, Azzizah (2016) considers vocabulary as a fundamental component that has to be mastered while learning a foreign language. It involves using a set of words with their meanings that are used to express thoughts and ideas in the target language. Similarly, Purba (2023) states that vocabulary refers to words needed to engage and participate in various forms of communication. Moreover, Laufer (1997, as quoted in Murphy, 2020) states that, “vocabulary is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language”. Despite their varying perspectives on how to define the term, many authors ultimately agreed on a common idea, which is that vocabulary plays a vital role in facilitating the learning and communication in the foreign language (Azzizah, 2016; Shakerian et al., 2016; Susanto, 2017; Karami & Bowles, 2019; Laufer, 1997 as quoted in Murphy, 2020; Purba, 2023) .

1.2.2 Types of vocabulary

Vocabulary is a key element in any language, including English (Purba et al ., 2023). It can be categorized into different types based on its usage. Vocabulary is typically categorized into: active and passive vocabulary. Harmer (1991, as cited in Elmahdi and Hezam, 2020) distinguishes between these two types. Active vocabulary refers to the words that students have learned and are expected to use in their speech or writing. Passive vocabulary, on the other hand, includes words that students can recognize when they come across them, but they may not be able to pronounce or use them in communication.

According to Kamil and Hiebert (2005), vocabulary is a multifaceted process that consists of different types. They are classified into oral and print, considering oral vocabulary as a collection of words that a person is familiar with and can comprehend when speaking and listening. However, print vocabulary refers the

words whose meanings are understood when reading and writing. Furthermore, prominent researchers in this area generally agree on dividing vocabulary knowledge according to their use in the four skills. Thus, vocabulary is further classified into receptive and productive (Laufer,1998; Laufer & Paribakht, 1998 ; Hwnriksen, 1999 ; Nation, 2001 ; Read, 2000 ; Schmitt, 2014 as cited in Masker & Baharudin, 2016). “Receptive vocabulary includes words that we recognize when we hear or see them”(Lehr et al.,2004 ,p.5). This means that this kind refers to the words that an individual can understand when listening or reading (Kamil & Hiebert, 2005; Nation, 2001). Conversely, “productive vocabulary includes words that we use when we speak or write” (Lehr et al., 2004, p.5). Similarly, Kamil and Hiebert (2005) tackle this concept and explain it as the word that can be actively understood when using the language in spoken and written form.

1.2.3 Aspects of vocabulary

Vocabulary is a crucial aspect of learning a foreign language. It is often highlighted in spoken forms and in verbal communication. It is essential for language teaching and it is fundamental for language learners (Susanto,2017). A lack of vocabulary can lead to significant difficulties for learners (Mardianawati, 2012). Thus, Lado (1972, as cited in Mardianawati, 2012) gives five key aspects through which learners can acquire English vocabulary: meaning, spelling, pronunciation, word classes, and word use; as will be explained below.

Understanding the **meaning** of words is vital for building independence in vocabulary learning. To achieve this, teachers can ask questions or provide examples that help the learners grasp the meaning. This approach strongly encourages active participation and fosters deeper understanding.

Spelling is crucial since it reinforces the relationship between sounds and letters, supporting both reading and writing skills. Mastery of high-frequency words is particularly beneficial for enhancing reading fluency. To promote written expression, it is important to create a supportive learning environment where

learners feel comfortable with spelling, minimizing anxiety about making errors. Since English spelling often differs from pronunciation, teachers should emphasize common spelling patterns and pronunciation rules, enabling learners to develop accurate spelling and pronunciation skills.

Pronunciation refers to the way words are spoken. It plays a crucial role for effective communication. Clear pronunciation enhances clarity between the listener and the speaker. It also aids in the retention of vocabulary during listening and reading activities. However, English pronunciation is challenging due to its inconsistent correspondence with spelling. Therefore, effective instruction in pronunciation should emphasize phonetic awareness and listening practice, enabling learners to develop an accurate and intelligible speech.

Word classes categorize words based on their grammatical functions, including nouns, verbs, adjectives, adverbs, and prepositions. Understanding word classes helps students use words correctly in sentences. Activities like categorizing words and using them in different contexts help learners grasp the word functions.

Word use refers to the way words, phrases, or concepts are applied in contexts. It encompasses an understanding of semantic meaning, grammatical structure, and the appropriate context for usage. Analyzing word usage helps learners recognize patterns of regional or social variations and enhance their ability to use words accurately in different contexts. Effective instruction in word use involves activities such as exploring collocations, examining word morphology and etymology and analyzing grammatical functions, all of which contribute to a deep understanding of word use.

1.2.4 The importance of vocabulary

Imagining life without words seems almost impossible (Kuśnierek, 2016). In language teaching, particularly in the context of Teaching English as a Foreign language, vocabulary is considered as a vital component for learners, as it plays a crucial role in their proficiency across the four core language skills: reading,

listening, speaking, and writing. A strong vocabulary foundation directly influences their ability to perform well in these areas (Sorta, 2018). Moreover, vocabulary is especially important in a foreign language, as it serves as a connection between the four main skills, enhancing overall language acquisition and fluency (Huyen & Nga, 2003). According to Sullivan and Alba (2010, as quoted in in Dakhi and Fitria, 2019, p.16) “without grammar very little can be conveyed; without vocabulary nothing can be conveyed”. That is even if an individual does not master grammar, he may manage to communicate using some expressions and useful words, especially when going abroad (Kuśnierek, 2016). Additionally, Utami (2015, p.8) states that “someone can say very little with grammar, but without words someone cannot say anything at all”. Utami (2015) underscores the significance of vocabulary by noting that despite the fundamental role grammar plays in providing the necessary framework for building correct sentences, vocabulary is more important as it enables individuals to share their thoughts and express themselves. Moreover, learning vocabulary can have a positive impact on individuals academic success, particularly in science. This argument is highly supported by Snow’s work which has been conducted to explore the role of academic language in academic literacy. In the article, Snow (2010) underscores students challenges when reading scientific texts due to the formal and technical language used, highlighting the necessity to grasp the complex and the scientific terms in order to help them become familiar with specialized vocabulary used in their field. This shows how mastery of vocabulary contributes in helping students engage with scientific knowledge .

1.2.5 Teaching vocabulary to young EFL learners

Young learners are commonly regarded as children aged between five and twelve years old (Bakhsh, 2016). Harmer (2003, as cited in Putra, 2016) highlights that young learners understand meaning holistically rather than focusing on individual words. They often learn indirectly, absorbing information from their environment, and learn best through what they see and what they hear. They are

curious, enthusiastic, and need individual attention and approval from the teachers. According to Surman (2008, as cited in Putra, 2016), young learners demonstrate vocabulary mastery when they can recognize words in both spoken and written forms, recall them when needed, relate them to real objects or concepts, spell them correctly, pronounce them accurately, and use them appropriately in sentences. At this critical stage, vocabulary is essential for developing their language competence. Mastering this aspect is crucial for enhancing one's language competence (Anwar, 2017). Similarly, Kamil and Hiebert (2005) argue that having a rich vocabulary repertoire is essential for comprehending complex texts and enhancing the overall reading comprehension.

The approach to teaching vocabulary varies significantly depending on learners' age. Unlike adults, teaching young learners is more challenging (Bakhsh, 2016). Learners at this stage have distinct characteristics such as high energy and limited attention which teachers must consider when planning the lessons (Anwar, 2017). According to Sorta (2018), teaching vocabulary requires more than presenting and describing new words. It involves using various techniques to help learners effectively acquire and expand their vocabulary. Techniques include a range of exercises, activities or tasks that align with a teaching method and approach (Brown, 2001 as cited in Sorta, 2018). According to Supriatin and Rizkilillah (2018), teachers should select relevant techniques and strategies to teach vocabulary to young EFL learners since they are better language learners than adults due to their natural ability to absorb languages (Bakhsh, 2016). Therefore, selecting age-appropriate methods is crucial for effective vocabulary teaching, including visual aids like flashcards as well as interactive activities such as games and songs which help learners retain and understand new vocabulary effectively (Fadel, 2011). Additionally, Manandhar (2009, as cited in Putra, 2016) outlines a variety of techniques for teaching vocabulary to young learners. These strategies include the use of realia, where actual objects are introduced in the classroom to illustrate the meaning of words, and matchstick figures, which are simple drawings used to represent vocabulary. Pictures are also employed to depict objects that

cannot be easily identified. Games like crosswords or deafened activities can be incorporated, and audiovisual aids such as recordings or video games provide dynamic ways to present vocabulary.

1.2.6 Techniques for teaching vocabulary

Teaching vocabulary can be done in different ways, with some teachers focusing on direct instruction for better retention, while others prefer incidental learning. Teachers decide how vocabulary is taught based on learners' needs and often combine vocabulary with other subjects. Brewster et al. (1992, as cited in Elmahdi and Hezam, 2020) suggest some techniques for teaching vocabulary as outlined below.

1.2.6.1 Using objects

This technique involves using realia, visual aids, or demonstrations to help learners remember new vocabulary more effectively as human's memory for visual objects is strong. Objects can be shown in the classroom to clarify meanings, particularly for concrete nouns. For instance, presenting the word "ball" while holding one allows the learners to connect the word directly with the object. This approach is effective for beginners or younger learners, as it helps them visualize words and associate them with real-life items.

1.2.6.2 Drawing objects

Drawing is another teaching technique that helps in enhancing vocabulary acquisition. Words can be represented by drawing items on a blackboard or preparing flashcards. The latter can be reused in various contexts, aiding in vocabulary retention. These visual aids help young learners easily grasp and recall the key concepts through imagery and repetition .

1.2.6.3 Using illustrations and pictures

These techniques are considered as powerful tools for teaching vocabulary. Pictures help learners connect the new vocabulary with their prior knowledge. They serve as effective tools for explaining unfamiliar words. To implement such a technique in the EFL classroom, teachers can use a wide variety of visuals, such as posters, flashcards, magazine cutouts, or photographs in order to make the meanings of words clearer. Therefore, this visual support enhances memory and understanding.

1.2.6.4 Contrast

Using contrast to teach vocabulary involves presenting words alongside their opposites. For example, "good" and "bad" or "white" and "black". Some words are best explained by comparing them to their opposites. This method helps students understand new words by recognizing the differences between similar terms. However, for gradable words, like colours, contrasts might include a range of shades (e.g., "white" and "black" could be contrasted with "gray").

1.2.6.5 Enumeration

An enumeration is another helpful technique which can be used to explain a difficult concept of a category by listing examples when a word is difficult to be visually explained. This involves listing examples or related items to clarify the meaning. For example, explaining the word "clothes" by listing different items such as shirts, trousers, and dresses. This technique provides clarity and specificity, particularly for abstract nouns like "vegetables".

1.2.6.6 Mime, expressions, and gestures

This technique requires the use of gestures or facial expressions in order to help learners understand the words, especially adjectives like "happy" or "sad". Gestures can also aid in communication, especially for beginners, by giving visual

clues to meaning. Research shows that gestures can improve comprehension and memory for vocabulary, particularly for young learners. It can make the lesson more dynamic and aid in classroom management .

1.2.6.7 Guessing from context

Learners can deduce the meaning of unfamiliar words by using contextual clues within the text. There are two types of contexts: specific (within the text) and general (background knowledge). This technique encourages learners to take risks and build self-confidence, helping them figure out word meanings on their own through context. It can occur during reading, conversations, or listening activities. Effective contextual guessing requires certain elements: the learner, the text, unknown words, and contextual clues .

1.2.6.8 Eliciting

Instead of simply giving learners a list of words to learn, this method involves prompting them to recall words from memory. This active strategy is more motivating and makes the learning process more engaging and memorable for learners. To put it into practice, teachers can use questions, prompts, or visual cues to transform vocabulary learning from passive reception into an interactive experience, fostering both motivation and involvement in the lesson.

1.2.6.9 Translation

Although translation may not always create motivation or need for deep thought, it can be effective in some situations. Teachers can use translation to check comprehension, quickly clarify meaning, pointing out differences between the first and the second or foreign language. This technique is particularly useful for handling incidental vocabulary or complex terms as it saves time when necessary and reduces confusion among learners.

1.2.7 Challenges in teaching and learning vocabulary

Teaching vocabulary to EFL learners presents several challenges that stem from various factors. One of the primary difficulties is learners' limited exposure to the target language outside the classroom, which reduces incidental learning opportunities and slows their progress. Consequently, teachers must rely heavily on direct instruction, which alone is often insufficient for substantial vocabulary growth. To address this, teachers must make strategic decisions about word selection, adopt effective teaching methods, and manage limited classroom time efficiently (ElMahdi & Hezam, 2020).

In addition to these constraints, teachers also struggle with students' limited understanding of word meanings and pronunciation, as well as poor memorization skills and low motivation. These challenges are further compounded by time constraints that hinder comprehensive coverage of essential content. Moreover, some teachers may lack adequate knowledge of effective vocabulary teaching strategies, which impacts the overall effectiveness of their instruction (Sari & Wardan, 2019).

Choosing appropriate vocabulary adds another layer of complexity, given the vast number of English words and the diverse proficiency levels of students. This task becomes even more challenging when students are disengaged, exhibit disruptive behaviour, or display passivity, all of which hinder the learning process. Additionally, assessing vocabulary comprehension is difficult, as many students either do not respond or provide incorrect answers. These obstacles highlight the need for tailored instructional strategies to foster student engagement and enhance their vocabulary acquisition (Suradi & Sakhi, 2019).

Furthermore, effective classroom management is crucial but challenging, as maintaining control can be difficult, leading to reduced student focus and participation. This issue is closely linked to the challenge of motivating learners, many of whom show little enthusiasm for vocabulary learning. The situation is

further complicated by limited teaching resources, particularly printed materials like textbooks, which restrict instructional possibilities. Collectively, these challenges create significant barriers to effective vocabulary instruction, emphasizing the need for strategic solutions (Kamsina et al., 2021).

Besides teachers, language learners also face several challenges in vocabulary acquisition. Pronunciation is a significant obstacle, particularly when words are difficult to articulate (Thornbury, 2004). Spelling adds to the difficulty, especially with mismatches between sounds and letters or silent letters. Although word length and complexity are generally less problematic, shorter, high-frequency words are typically easier to learn. Limited vocabulary knowledge and poor pronunciation skills can hinder reading comprehension, while memorization techniques and low learning motivation make it challenging to retain new words (Sari & Wardani, 2019). Additionally, difficulties in pronouncing English words can impede communication skills, and challenges in spelling and writing correctly further complicate vocabulary acquisition. Learners also struggle with understanding grammatical forms, such as inflections, and selecting appropriate word meanings when they overlap. Using words accurately in context and understanding idiomatic expressions add further layers of complexity (Rahmatillah, 2017). For elementary school learners, translating words between English and their mother tongue, understanding word meanings, and proper pronunciation are common challenges. Misspellings frequently occur due to confusion between English and native language alphabets, and vocabulary is often forgotten due to insufficient practice and repetition. External factors, such as inadequate learning facilities, lack of motivation, and negative peer influence, further hinder vocabulary acquisition (Ryan et al., 2024). Additionally, anxiety may arise from traditional testing methods that do not accurately reflect vocabulary skills in real-life contexts (Nasirov, 2024). Recognizing these challenges is crucial for designing effective vocabulary instruction that supports learners in overcoming these obstacles and achieving better language proficiency.

1.3 Pronunciation

The post-World War Two era witnessed the growth of English as the dominant global language in various fields such as communication and commerce (Rouaghe, 2023). As a result, English became essential for both native and non-native speakers, with understandable pronunciation playing a crucial role in ensuring effective communication (Gilakjani, 2012). English pronunciation presents distinct challenges due to its unique phonetic system which differs from that of other languages. Mastering such a skill plays a crucial role in communication, even when learners make errors in grammar or vocabulary (Gilakjani, 2012). Therefore, this section aims to provide a comprehensive overview about the concept of pronunciation, including its components, importance and factors that influence its learning and the methods used for teaching pronunciation.

1.3.1 Definitions of pronunciation

Pronunciation is a crucial aspect of mastering any language, including English (Astina, 2020). It has often been regarded as the "Cinderella" of language teaching (Kelly, 1969 as cited in Zhang, 2009). Pronunciation refers to the manner in which words are articulated, encompassing both individual sounds (phonemes) and suprasegmental features (Chounane, 2018; Gilakjani & Ahmadi, 2011). According to Hornby (1995, as cited in Samir, 2017), pronunciation specifically refers to how an individual utters a word or language, emphasizing the importance of sound production in communication. However, pronunciation extends beyond the articulation of individual sounds. Celce-Murcia (1987, as cited in Samir, 2017) broadens the concept by noting that it also involves the production of sounds that convey meaning. In addition to phonemes, it incorporates intonation, stress, phrasing, rhythm, timing, voice quality, and even gestures that are associated with speech. These elements work together to enhance the clarity and effectiveness of communication. Nunan (2003, as cited in Samir, 2017) further underscores the significance of pronunciation by highlighting that it is often perceived as the sounds made when speaking. For communication to be effective, speakers must be able to

understand one another, which makes pronunciation essential in conveying meaning accurately. This is reinforced by the idea that effective pronunciation ensures that words are articulated in a way that is clear and comprehensible within a specific linguistic context (Farmand¹ & Pourgharib, 2013). Beyond phonemes, pronunciation includes broader suprasegmental features that are critical for conveying meaning in communication. These features, such as intonation, stress, rhythm, phrasing, and timing, along with non-verbal cues like gestures and facial expressions, play a significant role in communication (Gilakjani, 2012). Therefore, pronunciation involves both individual sounds and the larger patterns that contribute to mutual understanding. Hornby (1987, as cited in Ma'lah, 2016) proposes that pronunciation also encompasses the overall speech patterns of an individual. This broader interpretation of pronunciation highlights its role in verbal communication, ensuring that language is expressed effectively, intelligibly, and contextually. Although these definitions vary, they all highlight the multifaceted characteristics of pronunciation, including its significance for effective communication. Thus, pronunciation is a multifaceted skill that goes beyond sound articulation to include rhythm, stress, and other communicative features (Chounane, 2022; Gilakjani & Ahmadi, 2011).

1.3.2 Components of pronunciation

Mastering English pronunciation requires EFL learners to develop a comprehensive understanding of its fundamental components. Pronunciation encompasses several key components that are essential for effective communication (Gilakjani, 2012 ; Farmand¹ & Pourgharib, 2013 ; Samir, 2017). These components go beyond simply the articulation of sounds, including :

1.3.2.1 Intonation

Intonation, as described by Kelly (2000, as cited in Králová, 2011), is a fundamental aspect of how individuals convey meaning through changes in pitch. It refers to the variations in pitch throughout speech, involving the rise and fall of the voice when speaking (Farmand¹ & Pourgharib, 2013). Intonation aims at conveying

grammatical functions, emotional tone, and informational structure in spoken language (Samir, 2017; Králová, 2011). Roach (2009) outlines four key functions of intonation: attitudinal (conveying emotions or attitudes), accentual (emphasizing stressed syllables), and other functions related to meaning and emphasis. Firth (1992, as cited in Farmand & Pourgharib, 2013) emphasizes the importance of using appropriate intonation patterns, such as raising pitch for yes-no questions and a falling pitch for wh-questions, to enhance meaning and facilitate effective communication. Intonation patterns can differ, with variations like rise-fall-rise or fall-rise-fall, and are essential for effective communication (Králová, 2011).

1.3.2.2 Stress and rhythm

Stress involves emphasizing certain syllables or words to signal their relative importance within a sentence, ensuring clearer comprehension (Farmand & Pourgharib, 2013; Samir, 2017). For instance, in English, a stress-timed language, stress is placed at regular intervals, often resulting in the shortening of unstressed syllables. However, in Czech, a syllable-timed language, where both stressed and unstressed syllables are pronounced with full vowel quality, which can pose challenges for Czech learners of English, especially in reducing unstressed syllables. Word stress refers to the emphasis placed on one syllable in polysyllabic words by increasing loudness, lengthening the vowel sound, and articulating the consonants more clearly. This stress can be on the first, middle, or final syllables, as seen in words like "technical", "banana", and "understand". Sentence stress highlights the relative importance of parts of a sentence, with content words typically receiving emphasis. This helps convey the main message of the sentence (Králová, 2011). The rhythm in a language is shaped by the alternation between stressed and unstressed syllables, contributing to the natural flow of speech. This rhythm is crucial in making speech easier to follow and comprehend (Pimwan, 2012; Farmand & Pourgharib, 2013).

1.3.2.3 Vowels

Vowels in English are speech sounds produced without significant constriction in the vocal tract and can be categorized based on several distinctive features. English comprises five primary vowel sounds (a, e, i, o, u) as well as diphthongs, which are combinations of two vowel sounds pronounced within a single syllable (Farmand & Pourgharib, 2013). Vowels can be classified according to three main characteristics: height, which includes four degrees—close, close-mid, open-mid, and open; backness, which classifies vowels as front, central, or back; and lip-rounding, which indicates whether the lips are rounded, spread, or neutral. Additionally, vowels in English can be short or long. Short vowels include /ɪ/, /e/, /æ/, /ʌ/, /ɒ/, and /ʊ/, while long vowels, which are generally pronounced for a longer duration, are represented with the length marker [ː] and include /iː/, /ɛː/, /ɒː/, /ɔː/, and /uː/ (Roach, 2009).

1.3.2.4 Consonants

Consonants are sounds produced by partially or completely blocking airflow in the vocal tract, some are voiced and others are voiceless (Samir, 2017). English features 25 consonant sounds, including 21 individual consonant letters and 4 consonant clusters (Farmand¹ & Pourgharib, 2013). Kelly (2000, as cited in Králová, 2011) categorizes consonants based on three features: manner of articulation (the interaction between articulators and airstream), place of articulation (the specific articulators used, such as bilabial or velar), and force of articulation (fortis for strong, voiceless sounds and lenis for weak, voiced ones). According to Roach, consonants can be classified into several types: plosives (such as p, t, k, b, d, g), which are either fortis (voiceless) or lenis (voiced); fricatives (like f, s, v, z); affricates (tʃ, dʒ); nasals (m, n, ŋ); laterals (l, with clear and dark variants); and approximants (r, j, w). These categories help describe how consonants are articulated in speech.

1.3.2.5 Voiced and voiceless sounds

In English, all vowel sounds are voiced, meaning that the vocal cords vibrate during their production. In contrast, consonants can either be voiced or voiceless (Farmand¹ & Pourgharib, 2013). Understanding this distinction is crucial for an accurate pronunciation. However, it can be challenging for learners from other languages that do not make such a distinction (Samir, 2017).

1.3.3 The importance of pronunciation

Pronunciation is a fundamental aspect of language acquisition (Gilkajani & Ahmadi, 2011). It plays a crucial role in mastering English, particularly in the context of globalization, where English has become an essential language for international interactions. As English is central to fields like education, business, and advertising worldwide, fluency in the language becomes indispensable for non-native speakers (Farmand & Pourgharib, 2013). Proper pronunciation is integral to language acquisition, influencing speaking, listening, and reading abilities (Astina, 2020). Effective pronunciation ensures that speakers are clearly understood and minimizes the chances of miscommunication, which is crucial for building strong communication skills (Harmer, 2001, as cited in Pourhossein Gilkajani, 2016). It does not only enhance communicative effectiveness but also fosters more advantageous social and professional engagements, contributing to improved self-esteem and mutual respect among speakers (Kobilova, 2022). Moreover, accurate pronunciation helps boost learners' self-confidence, allowing them to feel more assured in their ability to communicate effectively (Harmer, 2001 as cited in Pourhossein Gilkajani, 2016). Prashant (2018, p.15) further emphasizes the importance of pronunciation, stating that "Learners with good communication skills are likely to be understood even though they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect". Mispronunciations can cause confusion, particularly when subtle differences in sounds or intonation are not observed, leading to frustration and hindering

effective communication. Therefore, mastering correct pronunciation is vital, not only for improving clarity and comprehension but also for building confidence in both social and professional contexts (Prashant, 2018). Additionally, Samir (2017) highlights that good pronunciation facilitates clear communication, which is essential for leaving a favorable first impression and positively influencing how others perceive one's linguistic competence. Furthermore, Khan (2023) argues that pronunciation is a key aspect of speaking proficiency, and deficiencies in pronunciation can lead to miscommunication, preventing the audience from fully grasping the intended message. Srakaew (2021) supports this idea, emphasizing that good pronunciation is essential for effective communication, as it ensures clarity, reduces misunderstandings, and facilitates the accurate transmission of the intended message. Furthermore, proficient pronunciation skills are closely linked to enhanced self-confidence, enabling learners to engage more effectively in conversations and interactions. It is a key factor in promoting clear communication, supporting social integration and creating positive first impressions (Srakaew, 2021). For instance, when interacting with an individual learning English as a second or foreign language, individuals may instinctively judge their language proficiency if their pronunciation is accurate (Palupi et al., 2022). Besides, pronunciation contributes to overall success in both academic and social contexts (Srakaew, 2021). Prashant (2018) asserts that clear pronunciation plays a crucial role in professional settings, as it can affect career advancement and employment opportunities, given its value as a key skill in the workplace. Thus, learners should prioritize pronunciation alongside grammar and vocabulary, devoting sufficient time to refine their pronunciation skills, as this will bridge cultural and linguistic gaps, fostering personal and career development (Prashant, 2018).

1.3.4 Teaching pronunciation

It cannot be denied that learning a foreign language has become crucial in today's world, with English serving as the global language for communication. Consequently, English has been introduced as a compulsory subject in primary

schools (Skočdoplová, 2012). Mastering the language requires the development of various skills and sub-skills, including grammar and pronunciation (Kuśnierek, 2016). The latter is considered as an integral component of language; pronunciation must be taught alongside other linguistic features such as grammar and lexis (Houdek, 2020). However, this aspect is often neglected due to its perceived lower priority compared to vocabulary, a lack of specialized teachers, and the assumption that it is acquired naturally through imitation (Skočdoplová, 2012; Wei, 2006; Perdana et al., 2019). Since the primary goal of learning a foreign language is communication, achieving intelligibility should be a fundamental aim of language instruction (Skočdoplová, 2012). According to Gilkajani (2012), Intelligibility refers to the recognition of sounds, comprehensibility to understanding meanings, and interpretability to discerning speakers' insights. Many experts argue that pronunciation instruction should start early, as younger learners are generally more receptive to acquiring sounds and pronunciation patterns (Skočdoplová, 2012). Nixon and Michael (2005, as cited in Skočdoplová, 2012) support this view in their book *Primary Pronunciation Box*, stating that children under the age of twelve are less self-conscious than older learners, making them more open to pronunciation learning. They further assert that it is easier to teach and correct pronunciation at an early stage than to address mistakes later in development. However, learners at this stage require careful guidance. Learning pronunciation is a complex task that can be facilitated by a structured approach involving both teachers and learners (Dwiningrum, 2016).

1.3.5 Techniques for teaching pronunciation

The EFL/ESL teachers may employ several methods which can be used in teaching pronunciation such as drilling, tongue twisters, and songs (Astina, 2020) as well as story telling and games (Houdek, 2020)

1.3.5.1 Drilling

Drilling is a teaching technique commonly used in the EFL instruction. It originates from the Audio-Lingual Method, a widely recognized method for

teaching vocabulary and speaking skills in English (Mulyonoet al., 2023). According to Setiyadi (2006, as cited in Siahaan et al., 2024), the drilling method is divided into several types, including repetition, substitution, transformation, response, cued response, replacement, rejoinder, completion, expansion, contraction, integration, and translation drills. These types of drills focus on improving vocabulary, pronunciation, and sentence formation by providing learners with a range of practice activities (Siahaan et al., 2024).

1.3.5.2 Tongue twisters

This technique refers to a set of words that are hard to pronounce quickly and accurately. Even native English speakers have trouble saying the tongue-twisters quickly (Carmen, 2010). Tongue-twisters have their roots in oral tradition. They have been utilized throughout history for different purposes, ranging from instructional to more unconventional ones. They are often employed to improve pronunciation (Prošić-Santovac, 2009). They were once seen as an ideal pronunciation exercise due to their repetition of sounds, stress, rhythm, and intonation, have maintained their didactic use into the modern age, while also being adopted as a speech correction technique for native speakers (Celce-Murcia, 1996 as cited in Prošić-Santovac, 2009).

1.3.5.3 Storytelling

The storytelling process for young learners includes choosing familiar stories, presenting them in an engaging way, and incorporating post-story activities to reinforce learning. Teachers should adapt the language based on Krashen's Input Hypothesis and use visual aids and gestures to aid comprehension. After the story, the teacher can employ comprehension tasks or retelling activities to improve speaking skills (Houdek, 2020).

1.3.5.4 Rhymes and songs

From a young age, children are drawn to songs, beginning with lullabies sung by parents and later progressing to rhymes and chants that help them engage

with the world. In the context of foreign language learning, songs and chants are indispensable tools for teaching pronunciation (Houdek, 2020).

1.3.6 Factors influencing pronunciation learning

Pronunciation is widely acknowledged as one of the most difficult components of second language acquisition. Good pronunciation can help learn the language, while bad will worsen it greatly. Native-like pronunciation is a goal for many EFL/ESL learners. However, many of them struggle with pronunciation; this is usually due to various influencing elements (Zhang, 2009). The acquisition of English pronunciation in the EFL context is influenced by a variety of factors that shape the learning process, these factors interact in complex ways to affect learners' ability to produce accurate sounds (Gilkajani & Ahmadi, 2011; Rosyid, 2016 ; Hassan, 2014 ; Astina, 2020) .

1.3.6.1 Mother tongue interference

The interference of a learner's L1 is a major factor affecting pronunciation in L2 acquisition, as phonetic and rhythmic patterns from the native language often transfer to English, resulting in errors in stress, intonation, and pronunciation (Astina, 2020). For instance, Arabic speakers frequently confuse the sounds /p/ and /b/ due to the absence of the /p/ sound in Arabic (Hassan, 2014), while speakers of languages such as Sunda or Javanese may face difficulty with sounds like /v/, /θ/, /ð/, and /dʒ/ (Rosyid, 2016). These phonemic variations, which are inherent to each language, often contribute to the presence of a foreign accent. For example, the inability to distinguish between sounds like [ɪ] and [i] may lead to an accent that reflects the phonetic features of the learner's native language. Since language is inherently connected to culture, mother tongue interference is an unavoidable and influential factor in shaping the pronunciation of a target language (Şenel, 2006).

1.3.6.2 Age

Age plays a significant role in pronunciation development, with younger learners, particularly children, generally having a greater ability to acquire native-like pronunciation due to their enhanced capacity for sound replication (Astina, 2020; Gilakjani & Ahmadi, 2011). Research by Kenworthy (1987, as cited in Králová, 2011) and Ur (1991, as cited in Králová, 2011) suggests that children who start learning English at an early age tend to develop better pronunciation and a more native-like accent compared to adults. However, Ur also points out that it is not accurate to claim that young learners are inherently better at language acquisition overall, as older children, particularly adolescents, may excel in learning other aspects of the language, despite encountering challenges with pronunciation. Kenworthy (1987, as cited in Králová, 2011) also introduces the idea of a "sensitive period" for language learning, suggesting that biological changes in the brain between the ages of 10 and 13 may limit the ability to acquire language. Yet, Ur (1991, as cited in Králová, 2011) argues that there is insufficient empirical evidence to support the existence of a critical period for language acquisition, agreeing with Snow's assertion that age twelve is an optimal time to start learning a foreign language (Králová, 2011). Moreover, research indicates that children exposed to multiple languages before puberty tend to learn them more effectively, as they are generally more capable of language acquisition than adults, with immigrant children often developing a native-like accent when immersed in an environment with native speakers (Şenel, 2006).

1.3.6.3 Exposure

Exposure to the target language is essential for developing proper pronunciation, as limited practice or insufficient exposure to real-world English situations can hinder learners from acquiring accurate pronunciation patterns, such as connecting sounds (Rosyid, 2016). Learners in English-speaking countries benefit from more opportunities to practise in authentic contexts, while those in non-English-speaking countries may primarily practise in classroom settings, which

can slow their progress. However, exposure alone is not enough; the way learners engage with the opportunities they have also plays a key role in their language development (Şenel, 2006). In addition to exposure, psychological factors like attitude and motivation significantly influence pronunciation. Learners with a positive attitude and a willingness to accept correction tend to improve more quickly, as they are more likely to actively seek feedback and engage in their learning (Astina, 2020; Gilakjani & Ahmadi, 2011). Moreover, it is important to establish proper pronunciation habits early, particularly in children, to prevent the development of incorrect patterns that may be difficult to correct later (Astina, 2020).

1.3.6.4 Motivation

Motivation plays a vital role in language learning, particularly in pronunciation development, as it influences both the rate and success of acquiring a new language (Dörnyei, 1998 as cited in Zhang, 2009). It is often seen as an internal drive, emotion, or desire that motivates individuals to take action. High motivation can accelerate language learning, while low motivation may slow progress (Zhang, 2009). Motivated learners are more likely to pay attention to pronunciation, engage in practice, and actively work to improve their pronunciation. Brown (1997, as cited in Şenel, 2006) categorizes motivation into global, situational, or task-oriented types, all of which drive learners toward different goals. Factors such as intelligence, aptitude, and self-confidence also affect motivation, with more intelligent learners often being easier to motivate. Motivation can be divided into instrumental (e.g., career advancement or translation) and integrative (e.g., a desire to integrate into the target language culture) types, both contributing to the drive to improve pronunciation (Şenel, 2006). Beyond motivation, the educational atmosphere and the quality of instruction are also crucial. Teachers who focus on both individual sounds and supra-segmental elements, such as stress, intonation, and rhythm, can significantly improve learners' intelligibility and pronunciation (Gilakjani & Ahmadi, 2011).

1.4 Incorporating Songs in the Primary School EFL Classrooms

In the context of teaching a foreign language to elementary learners, teachers should use a variety of innovative strategies to effectively support language learning, including storytelling, videos, and visual aids (Yuliana, 2003). Teaching English at the elementary level requires patience and effective methods, as the process differs from teaching adults. Since English is often the second or foreign language for elementary learners, they have limited knowledge of the language, making teaching techniques that are both simple and engaging crucial (Intani, 2012). Some studies suggest that using songs in L2 classrooms can enhance EFL learners' listening abilities (Ghanbari & Hashemian, 2014). Incorporating songs into EFL classrooms is widely used as an effective teaching strategy, especially for young learners (Shehadeh, 2014). This approach has its roots in the ALM, which was used between the 1950s and 1970s. During this period, songs were introduced in language teaching to reduce the boredom often caused by repetitive drills (Kanel, 2000). Additionally, they have the ability to refresh language classes, making them more engaging and less overwhelming (Shen, 2009). Children's song lyrics, specially designed for young learners, often feature simple intonations and forms that make them easier for children to understand and acquire language. This section will highlight the benefits of songs and its fundamental impact on vocabulary retention and pronunciation development .

1.4.1 Definitions of songs

The term songs has been defined by authors in several ways. According to Webster's Dictionary (1976, as cited in Yulianto, 2010), songs were considered as a short musical arrangement consisting of both melody and words. However, ADELLA (2023) defines songs as literary works that incorporate rhyme, a tune, and structured lines within stanzas. Similarly, Griffie (1992) describes songs as musical pieces that include lyrics. Songs consist of music and lyrics, with the music being inherently associated with rhythm. Without melody, words alone do not qualify as a

song (Yulianto, 2010). The English song is a short musical composition with lyrics in English that are sung (Anggraini & Bhuana, 2022) .

In language education, songs are particularly effective because they are enjoyable and engaging. They often include elements such as gestures and mimicry, which are connected to the meaning of the words, making songs an effective teaching tool, particularly in the EFL classrooms (Anggraini & Bhuana, 2022). Classroom songs are songs specifically designed and used in the classroom to help teach English as a foreign language. This teaching method has become more popular in recent years, as it is recognized as a valuable tool to support language learning and improve the overall educational experience for students (Guerrouf, 2022).

1.4.2 Types of songs

Yulianto (2010) divides songs into three different forms, including art songs, popular songs and folk songs .

1.4.2.1 Art songs

Art songs are musical pieces created specifically for performance, often accompanied by piano, though they may also feature orchestras or string quartets. This kind of songs is always written down and usually has a known composer and lyricist. Since they require precise interpretation, singers often need vocal training. The lyrics are generally written by poets or lyricists while music is composed by a musician.

1.4.2.2 Folk songs

Folk songs refers to the traditional songs which originate from anonymous sources. They often passed down orally through generations. They play a crucial role in preserving cultural and national heritage. Over time, some art can evolve into folk songs when their original creatures are no longer recognized. While these songs

are historically transmitted through oral tradition, modern advancements have enabled them to be recorded and shared in written forms. Folk songs are a fundamental part of almost every culture worldwide.

1.4.2.3 Popular songs

Modern popular songs are mainly distributed as recordings and broadcast on the radio, along with other audio-based mass media. Their level of popularity is typically measured by factors such as significant record sales, radio station, network ratings, and concert ticket sales for the performing artists. In some cases, a popular song may transform into a modern folk song when listeners learn it from recordings and pass it on to others. The term "pop songs" is often used as a shorter form, though pop music as a whole is considered a commercially successful genre within popular music.

1.4.3 Benefits of songs

Incorporating music, particularly English songs, into language lessons offers several benefits that enhance the overall learning experiences (Farmand¹& Pourgharib, 2013). As Schoepp (2001) notes, songs capture learners' attention, making the process more enjoyable and encouraging active participation. They also help build an emotional connection, allowing learners to engage with the language in a personal and meaningful way. This emotional bond not only boosts motivation but also makes the learning process more engaging and effective (Phillips, 2003 as cited in Farmand¹& Pourgharib, 2013). Integrating songs has been shown to significantly increase student involvement and motivation, both of which are crucial for second language acquisition. Motivated learners are more likely to actively participate and enjoy the learning process (Budden, 2003; Gardner, 1993 as cited in Farmand & Pourgharib, 2013).

Songs also introduce learners to diverse cultural contexts and nuances, deepening their understanding of the language and its complexities (Schoepp, 2001). According to Shen (2009), songs expose learners to cultural references, idiomatic

expressions, and social elements that are essential for achieving fluency in English. The themes and lyrics of songs help learners better understand the culture of English-speaking countries, enriching their language skills beyond grammar. Shen (2009) further argues that incorporating songs allows educators to create a more dynamic and stimulating learning environment, moving away from traditional methods that may be perceived as boring or uninspiring.

In addition, songs are effective tools for enhancing pronunciation and listening skills (Gardner, 1993; Lin, 2010; Yen, 2004 as cited in Farmand & Pourgharib, 2013). Research shows that song-based activities improve vocabulary knowledge and speaking proficiency (Sukket, 2007 as cited in Farmand & Pourgharib, 2013). They provide authentic listening practice, helping with pronunciation, intonation, and rhythm (Schoepp, 2001). Their repetitive nature aids vocabulary retention and the learning of phrases in context (Schoepp, 2001). Songs also support phonemic awareness and speech development (Abbott et al., 2007 as cited in Farmand & Pourgharib, 2013).

Furthermore, the regular use of songs improves learners' memory, concentration, and motivation while reducing stress levels (Farmand & Pourgharib, 2013). Their familiar and enjoyable nature helps alleviate anxiety, creating a relaxed atmosphere that encourages active participation (Schoepp, 2001).

By integrating songs into lessons, teachers promote active learning through activities such as lyric analysis, singing, and rewriting lyrics. These activities encourage creativity and emotional expression, strengthening students' connection to the language (Shen, 2009). Songs engage multiple intelligences, particularly musical and verbal, stimulating both sides of the brain and making language acquisition more intuitive (Shen, 2009). The rhythmic elements of songs also aid memory retention, helping students better understand vocabulary and grammar structures.

In primary school classrooms, songs create a fun and relaxed environment, turning language practice into an enjoyable activity rather than a task (Parker, 1969; Millington, 2011 as cited in Diakou, 2013). They stimulate creativity and intellectual growth, keeping students engaged while fostering enthusiasm and confidence (Gan & Chong, 1998 as cited in Diakou, 2013). Popular songs and rhymes are valuable tools for engaging young learners and enhancing language retention (Ara, 2009).

1.4.4 The impact of songs

Songs are a listening tool that can be highly beneficial for English language learners. They are enjoyable and highly memorable for various reasons. As learners engage with songs, they can enhance their pronunciation and expand their vocabulary Knowledge (Yulianto, 2010). Teaching English in elementary schools is designed to inspire learners and increase their confidence in learning the language. The instruction primarily involves presenting vocabulary and pronunciation, as these learners are being introduced to English for the first time (Burhayani, 2013).

1.4.4.1 Vocabulary retention

“Listening to English songs easily embed new vocabulary and grammatical structures in learners’ both conscious and unconscious memory” (Shen, 2009, p.93). The use of songs in language teaching and learning, particularly in enhancing vocabulary acquisition has been widely recognized as an effective pedagogical tool. Songs play a crucial role in vocabulary acquisition and retention as it gives learners the opportunity to assimilate the commonly used phrases and acquire high-frequency vocabulary that helps in reinforcing language proficiency (Ara, 2009). This opportunity arises as a result of the repetitive structure of songs, particularly children’s songs with its monosyllabic words that foster vocabulary acquisition by exposing learners to new terms multiple times in context (Millington, 2011). Burhayani (2013) supports Ara’s view, stating that learners can easily acquire new

words while engaging with songs due to the combination of melody, rhythm and repetition which enhance the ability to store and recall information .

Moreover, Kocaman (2016) states that learning through songs can occur through both explicit instruction and incidental exposure. Schmidt (1994, as cited in Kocaman, 2016) defines incidental learning as the unconscious acquisition of knowledge that occurs unintentionally while pursuing another goal, such as communication. Additionally, Krashen (1985, as cited in Diakou, 2013) states that learners who engage with lyrics through singing and acting, often strengthen new vocabulary in a fun and a memorable way.

Furthermore, songs foster young learners' cognitive development and contribute to language learning experience. Research shows that songs highly support learners' linguistic and cognitive growth, enabling them acquire vocabulary in a meaningful context (Griffie, 1995 as cited in Kocaman, 2016). For instance, songs such as 'Head, Shoulders, Knees and Toes' reinforce body parts, while 'I Can Sing a Rainbow' teaches the names of colours (Millington, 2011). Thus, teachers need to ensure that vocabulary teaching is matched to the students' level and choose appropriate techniques that make learning enjoyable. This study emphasizes the importance of developing vocabulary through engaging activities such as singing, as it enhances memory retention and supports language skills (Intani, 2012).

1.4.4.2 Pronunciation improvement

Effective pronunciation is essential for clear and comprehensible communication in a foreign language (Saldıraner & Cinkara, 2021). This proficiency can be achieved through the use of songs which has been considered as a preferred choice for teaching pronunciation. Due to its engaging nature which reduces anxiety, fosters motivation and creates a relaxed classroom atmosphere that allows the optimal language acquisition (Shen, 2009). Singing activities, especially those with rhymes play a significant role in supporting the development of auditory discrimination, syllable segmentation, and word pronunciation (Richards as cited in

Mohammed, 2011). This idea is further supported by research conducted by scholars in the field such as Shehadeh and Ferrah (2016), who state that the significant impact of songs on pronunciation is substantial. In their study, they highlight that the use of songs in language learning offers a unique auditory experience that enhances learners' phonological awareness and pronunciation skills. Similarly, Millington (2011) states that songs can also enhance listening skills by offering students practice with various forms of intonation and rhythm. Since English has a stress-timed rhythm, songs can help students develop a sense of it. In addition to this, the musical qualities of songs such as rhythm and intonation help learners to grasp the nuances of English sounds in a playful and a memorable way. Moreover, singing along encourages learners to practise proper articulation of the natural flow of speech, allowing them to internalize correct pronunciation through repetition and melody. Furthermore, songs often include rhymes and phonetic patterns that make it easier for learners to recognize sounds and syllable structures thereby improving their ability to produce these sounds correctly (Shehadeh & Ferrah, 2016).

1.4.5 Research on the use of songs in the EFL classrooms

The topic discussed in this research is similar to previous research studies conducted on young learners. For instance, Shehadeh (2014) explores the effectiveness of songs in EFL classrooms for 4th graders, highlighting the limitations of traditional teaching methods and ultimately demonstrating that songs can improve both vocabulary and pronunciation. Additionally, Çevikbaş et al (2018) conduct a study in Istanbul, Turkey, entitled '*Effects of Songs on the Development of Vocabulary Among First Grade EFL Learners*'. This study aims at evaluating the impact of songs on vocabulary development in first-grade EFL students through pre and post-tests to measure vocabulary knowledge in addition to gathering data about teacher reflections. Results indicated that most students improved their vocabulary knowledge, with songs positively influencing their learning experience, although a few students showed no improvement. Overall, the findings suggest that using

songs can be an effective method for enhancing vocabulary acquisition in young learners. Additionally, Kuśnierek (2016) carried out a research about the role of music and songs in teaching English vocabulary to students. The results suggest that songs can boost learners' motivation and engage them visually and cognitively, making vocabulary acquisition subconscious and enjoyable. As their curiosity about meaning of songs drives them to actively interact with words. Thus, they naturally discover and acquire new vocabulary. Similarly, Saldıraner and Cinkara (2021) made studies on pronunciation skill. They investigated the effectiveness of using songs to teach pronunciation to young EFL learners through which the researchers assess learners' pronunciation before and after the teaching, indicating that there is a notable improvement in the experimental group's post test scores, highlighting the positive impact of songs on pronunciation improvement .

1.5 Teachers' Role in the EFL Classrooms

EFL teachers play a pivotal role in shaping the process of teaching English language skills, particularly pronunciation and vocabulary by acting as facilitators who provide scaffolding, model correct pronunciation, offer continuous feedback on their performance, and create a supportive learning environment (Pourhossein & Gilakjani, 2016).

According to Harmer (2001), teachers are often referred to as facilitators in learner-centered lessons, however, this term does not fully capture the various roles teachers adopt. Depending on the context, teachers may also function as prompters who offer subtle hints or encouragement to students when struggling. Instead of directly providing the answer, the teacher helps them find their own solutions by nudging them with questions or prompts.

They further act as resources as they always provide guidance and information to students when needed, particularly in activities like group work or independent tasks. Teachers act as a source of information, answering questions, suggesting resources, and pointing students toward useful materials.

Additionally, teacher can be considered as controllers by taking a more authoritative approach, directing the flow of the lesson and managing the classroom activities. This role involves giving instructions, setting tasks, and maintaining structure in the lesson.

Furthermore, they can act as tutors where they give more individualized attention to students or small groups, focusing on specific needs or difficulties that students face when learning new words. This kind of teachers helps clarify concepts, provides extra support, and ensures that all students receive tailored guidance to better understand the learning material.

Moreover, teachers can be regarded as organizers who structure the learning process and arrange the activities to ensure that they run smoothly. This includes preparing materials, dividing tasks, setting clear objectives, and helping students organize their work to actively involve in classroom tasks alongside the students, such as group work, discussions, or practical tasks. This involvement fosters collaboration and offers students a chance to learn through direct interaction with the teacher, creating a more engaging and inclusive learning environment.

Besides, the teacher serves as an assessor who evaluates and measures the learners' progress and performance. This involves providing feedback on assignments, tests, and overall participation. He assesses the students' understanding and skills, offering constructive feedback to help them improve and further their learning.

Last but not least, the teacher can take on the role of an observer who takes a step back and watches the learners' interactions, behavior, and learning process. This role allows the teacher to assess how students are working together, how they approach tasks, and where they may need additional support. Although all teachers' roles ultimately aim to enhance learning, Harmer (2001) suggests that using more precise terms is beneficial for a clearer understanding of his responsibilities in fostering learning and maintaining the classroom order.

1.6 Conclusion

In this chapter, the researcher highlights two fundamental components of the English language, including vocabulary and pronunciation. The latter plays a vital role as they provide accuracy and intelligibility for effective communication. Strong grasp of vocabulary and pronunciation enables learners to express themselves clearly, communicate fluently and comprehend both spoken and written texts effectively. To achieve this proficiency, EFL teachers should implement diverse interactive methods, including songs. The latter has been proven by some researchers to be one of the effective tools for boosting vocabulary and enhancing pronunciation, particularly for young learners. By incorporating such a tool into primary school EFL classrooms, educators can make the process of teaching and learning enjoyable and accessible, ultimately improve learners' language skills .

Chapter Two:

Research Design, Results and Recommendations

2.1 Introduction**2.2 Situation Analysis****2.2.1 Setting and participants****2.2.2 Description of vocabulary and pronunciation teaching****2.3 Research Design****2.3.1 Type of research****2.3.2 Research instruments****2.3.2.1 Classroom observation****2.3.2.2 Test****2.4 Data Analysis****2.4.1 Classroom observation****2.4.1.1 Results of classroom observation****2.4.1.2 Interpretation of classroom observation****2.4.2 Tests****2.4.2.1 Results of vocabulary tests****2.4.2.2 Results of pronunciation tests****2.4.2.3 Interpretation of the tests results****2.5 Discussion of the Main Findings****2.6 Conclusion**

2.1 Introduction

Nowadays, teaching English at Algerian primary schools has gained a great interest among researchers in the field of education. Because of the significant role English plays in today's era, EFL teachers should maintain their teaching methods in order to help EFL learners develop their language aspects, including vocabulary and pronunciation. The previous chapter went through the theoretical part of this study. Therefore, this chapter is going to consider its practical part. It aims to investigate the impact of songs on the acquisition of vocabulary and the improvement of pronunciation skill among pupils at BENSaid Rabeh Primary School in Sidi Bounouar - Remchi . The study seeks to explore the effectiveness of using songs as a pedagogical tool to enhance primary school pupils' vocabulary and pronunciation.

First of all, it will present and describe the research methodology employed by the researcher, including the type of research and its approach, the sample population, the research instruments used for gathering data in addition to the methods used to analyze the findings for answering research questions and determine whether the hypotheses are confirmed or rejected. Finally, the chapter will interpret the results, discuss the main findings and provide some suggestions and recommendations.

2.2 Situation Analysis

To provide a clearer understanding of the research context, the following sub-sections will examine the study's participants, its setting, the presentation of vocabulary and pronunciation in the fourth-year textbook entitled ' My Book of English', and the instructional methods used to present these aspects in the classroom.

2.2.1 Setting and participants

The investigation took place at BENSaid Rabeh primary school, during the academic year 2024/2025 in February, March and April. The mentioned school is located in the area of Remchi. It opened its doors for more than 30 years. It consists of 13 classrooms in addition to a stadium, a yard, a small space for administration staff as well as a canteen for pupils. The teaching process is supervised by 21 teachers, including 16 Arabic teachers, 3 French teachers, one sport teacher and one English teacher. There are 500 pupils in this school, including three fourth-year classes. However , the current study was conducted with only one class of them.

The research participants are fourth- year pupils, aged between 9 and 10 years old due to the presence of some repeaters. The class contains 34 pupils, 20 of them are males and 14 are females. The number was discovered with the help of their English teacher who provided the researcher with the list. The Sample has started learning English in the 3rd year primary school. Instruction is provided two times per week, amounting to a total number of one hour and a half. Their current proficiency level is categorized as beginners.

2.2.2 Description of vocabulary and pronunciation teaching

The fourth- year primary school textbook consists of eight units, each of these includes lessons for vocabulary and pronunciation. The latter are introduced in a variety of ways. In the book, vocabulary is introduced in the form of pictures and illustrations accompanied with words. During its instruction, the teacher may begin by pronouncing the target words and ask them to repeat after him/her using

only pictures and illustrations. In contrast, the teacher may introduce the lesson by presenting the target words without illustrations and asking learners to read and pronounce them out-loud .

In addition to vocabulary, the textbook also includes pronunciation lessons, which are introduced in a similarly structured manner. The book presents short texts that contain words with the target sounds, allowing learners to encounter these sounds in a meaningful context. Within the lessons of pronunciation, the teacher may read the whole text and encourage learners to do the same activity, regarding the target words the teacher may use segmentation, where learners are encouraged to break down the target words into individual sounds then pronounce the words as a whole. This activity helps learners develop their phonetic awareness which ultimately helps them develop their speaking abilities.

2.3 Research Design

The research design is the roadmap the researchers follow throughout their investigation. According to Khanday and Khanam (2019, p.367), it is “a procedural plan that is adopted by a researcher to answer questions in a valid way”. Creswell (2009) provides a distinct definition of research design, characterizing it as the framework that outlines both broad theoretical assumptions and the detailed methods used for data collection and analysis. Additionally, Ary et al (2010, p.426) define research design saying that it “ is the researcher’s plan of how to proceed to gain an understanding of some group or some phenomenon in its context”. Conducting research without a structured plan is comparable to sailing an ocean without a compass. Thus, having a research plan is crucial for establishing the study’s direction, helping the researcher to outline the tasks to be undertaken, the methods to be applied, and the time frame for each step (Khanday & Khanam, 2019). Somasundaram (2022) highlights the significance of strong research design, viewing it as essential for research success by ensuring the validity, reliability and accuracy of their research findings.

The present study is based on the use of two different research instruments : classroom observation and tests for fourth-year EFL pupils at BENSaid Rabeh primary school in order to assess the contribution of using songs in enhancing both vocabulary retention and pronunciation improvement. The researcher uses quantitative and qualitative methods for analyzing the data. According to Dawadi et al (2021), employing mixed-methods can offer a more comprehensive understanding into the research topic, as it captures insights that may not be fully represented by qualitative or quantitative methods independently .

2.3.1 Type of research

The current study requires the researcher to use a case study for the sake of exploring the effect of using songs as a tool for teaching vocabulary and pronunciation to fourth year primary school pupils. According to Coombs (2022), case study is a methodological research approach used to gain a comprehensive understanding of a specific issue within a particular field. It involves an in-depth investigation of an individual, group or event to comprehend real life phenomena. This approach is commonly used in the social sciences and humanities as case studies are effective in exploring intricate issues and offer valuable insights into particular situations. In the current research, the researcher studies the case of fourth-year pupils at BENSaid Rabeh primary school during which she relies on an experimental case study for the sake of building an understanding of the phenomenon being examined and uncover insights that help the researcher answer her research questions and test the previously proposed hypotheses through an empirical testing and investigation (Chopard & Przybylski, 2021) .

2.3.2 Research instruments

To conduct this study, the researcher uses two different research instruments: a classroom observation with a fourth-year class as well as a pre /post tests with twenty EFL pupils in BENSaid Rabeh primary school. The researcher chooses these instruments in order to gather valid and reliable data on the effects of songs on both vocabulary and pronunciation.

2.3.2.1 Classroom observation

In order to collect data, the researcher relies on the classroom observation as a qualitative data collection tool. According to Moyles (2002), observation serves as a powerful research method, providing direct insights into social behaviour and physical settings. It supports other research tools by adding more depth and accuracy. With its flexible techniques and broad applicability, it helps researchers explore a wide range of research questions. Additionally, Mackey and Gass (2005,p.175) highlight the value of observation, stating that :

Observations are useful in that they provide the researcher with the opportunity to collect large amounts of rich data on the participants' behavior and actions within a particular context. Over time and repeated observations, the researcher can gain a deeper and more multilayered understanding of the participants and their context.

This research instrument allows the researcher to gain insights into the process of teaching English to fourth-year primary school pupils and to identify the lesson procedures the teacher goes through to teach vocabulary and pronunciation. This instrument makes her closer to fourth-year pupils and enables her to explore whether the use of songs can enhance pupils' vocabulary acquisition and pronunciation skills in a more effective and engaging way.

Classroom observation was done with one fourth-year class where the researcher attended 10 sessions; 7 sessions of 45 minutes and three sessions of 35 minutes as they took place in the month of Ramadhan; therefore, the timing is exceptional. The researcher receives permission to observe the classroom from the Directorate of Education and the director of BENSaid Rabeh primary school. The observation is done in a period of five weeks.

In this study, the researcher chooses non-participant observation to freely observe the learners' and the teacher's behaviour in the classroom to maintain objectivity. During the observation, she relies on a grid as a guide. The latter is filled and helps the researcher record the observable events. The observation grid is

divided into seven parts. The first part is about observing the lesson procedure in which the researcher has to take into consideration all the techniques used by the teacher when incorporating songs. The second part is about the classroom environment, where the researcher observes a variety of aspects, including organization, noise level and distraction management. The third part is about observing the teacher's behaviour when interacting directly with learners during the sessions. The next category involves learners' motivation, here the researcher observes the learners' motivational levels and interests throughout the lesson. The fifth part involves observing pupils to determine whether they could remember vocabulary and use them in contexts. Then, the sixth part of the grid is dedicated to observe the clarity and correctness of the pupils' pronunciation. It involves the observation of the articulation of specific words, word stress and intonation patterns. The last section deals with the assessment of learning. It is included to observe how the teacher assesses his learners' retention of vocabulary and pronunciation accuracy (See the observation grid in appendix B).

2..3.2.2 Tests

The test is a tool used for both research and professional applications. In research, it is used to study and understand psychological or behavioral phenomena, while in professional settings, it informs decisions that affect individuals (International Test Commission, 2014).

In this study, the researcher used a pre-and post-test for vocabulary and pronunciation. The latter are administered to twenty pupils in order to assess their vocabulary acquisition and pronunciation skills. The pre-tests took place before introducing the sequence which consists of the target song. The pre-test of vocabulary comprises two different activities; the first one is a matching exercise, through which the test-takers match each word with its corresponding picture while the second is a reordering activity which consists of pictures with scrambled letters. However, the pre-test of pronunciation consists of five words from the target song and the test-takers are required to pronounce them. Then, after five weeks, that is,

once the sequence has been completed, they sit for a post-tests through which the researcher assesses their vocabulary retention and pronunciation after listening to the song programmed for the sequence, following the same structure of the pre-tests (see appendix C and D) .

It is worth to highlight that before distributing the test, the researcher piloted it to evaluate its validity and reliability. According to Renuse (2024), pilot testing is an essential methodological approach that underpins successful project execution. By uncovering latent issues in the early stages, it reduces implementation risks and provides a basis for systematic enhancements. Additionally, all the words mentioned in both tests were a mixture of what has already been seen previously and what has not.

2.4 Data Analysis

The study employs two research instruments: classroom observation and tests for pupils. The collected data are analyzed using the mixed methods approach which refers to the integration of both qualitative and quantitative approaches within a single study (Creswell & Creswell, 2018). While quantitative analysis was applied to tests, focusing on measuring issues by generating numerical data or statistics, qualitative methods, which is considered exploratory, aiming to uncover patterns in opinions and perspectives (Abuhamada et al., 2021). Within this study, the researcher uses qualitative analysis for analyzing the data gathered from the classroom observation .

2.4.1 Classroom observation

Classroom observation is done in ten sessions, with two sessions conducted per week. It takes place in a fourth-year class at BENSaid Rabeh school. The observation grid is divided into seven parts as previously mentioned. After having a period of observation which lasted one month and a half, several facts were discovered.

2.4.1.1 Results of classroom observation

The following table presents the results obtained from the classroom observation on the lesson procedure. It provides insights about the technological tools used by the teacher to deliver the lesson. Additionally, it highlights the frequency and the appropriateness of the song which was incorporated into the lessons. In this section, the researcher gives a particular attention to the target vocabulary, observing whether it was introduced prior to song exposure. She also considers learners' engagement with the song, highlighting its pacing during the lesson, in addition to the presence or absence of vocabulary activities after listening. Furthermore, she sheds light on the variety of instructional materials used throughout the lesson as well as the teacher's time management across different stages of the lesson.

Table 2.1

Results of observation on lesson procedure

Observed Item	Results
Which tools are used to present the lesson?	The teacher always uses his smart phone and a speaker to present and play the song.
How many times is the song played during the lesson?	The teacher plays the song five times during the first session and twice in the following sessions.
Is the song age-appropriate ,level-appropriate and relevant to the lesson objective?	Yes, the song is about healthy food which seems interesting for them, thus it helps learners identify and name them in an engaging way.
Are target words introduced before playing the song?	No, the target words are always introduced after listening to the song.
Are pupils encouraged to interact with the song ?	Yes, the teacher encourages them to sing along, using their gestures.
Are post listening activities provided to practise vocabulary?	Yes, the teacher presents the vocabulary related to the sequence and encourages pupils to either name the pictures or read the words.
Is the song introduced at an appropriate pace to allow understanding and participation?	Yes, the song is slow which makes it appropriate for the learners level.
Does the teacher rely solely on the textbook or integrate other resources?	The teacher does not use the textbook to present his lessons,he always integrates other resources like pictures and flashcards.
Is adequate time allocated for each phase of the lesson?	Yes, the teacher always starts his lesson by the song of the sequence, moving to practice the vocabulary and at the end of the session, he makes an oral assessment to assess his learners understanding and retention of the new words.

Chapter Two Research Design, Results and Recommendations

After the first section of classroom observation, the researcher moves beyond, observing the classroom environment. In this part, she explores the classroom arrangement in addition to the strategies the teacher uses to keep his learners focused on the lesson .

Table 2.2

Results of observation on classroom environment.

Observed Item	Results
Is the seating and overall arrangement comfortable and well-structured?	Yes, the classroom is clean and well-structured.
Is the sound level suitable for all learners?	Sometimes, since the teacher relies on his smartphone and one speaker, which reduces the sound level particularly when pupils are noisy.
Does the teacher minimize distractions to keep learners focused on the lesson ?	Yes, the teacher always minimizes distractions, using a set of classroom management strategies. For example whenever the class gets noisy, the teacher says, ‘ Hocus pocus! ’ and the pupils respond, ‘ Everybody focus! ’

The following table clarifies some of the teacher's behaviour in the classroom. It uncovers the teaching strategies used to foster understanding such as visuals aids, gestures and translations. It further highlights the significant role the teacher plays in motivating learners. Additionally, it focuses on whether the teacher always provides regular feedback on pupils' pronunciation as well as the way to enhance such a skill.

Table 2.3**Results of observation on teacher's behaviour.**

Observed Item	Results
Does the teacher create a supportive learning environment for all pupils?	Yes, the teacher consistently motivates his pupils by offering positive reinforcement, such as verbal praise or reward cards, to encourage continued effort and engagement.
Are visual aids, gestures and translations used to aid understanding ?	Yes, the teacher always uses his body language, pictures to explain new words. He sometimes uses the mother tongue to foster understanding.
Does the teacher provide immediate feedback on pronunciation and vocabulary use?	Yes, the teacher always provides feedback on learners' pronunciation and encourages them to use vocabulary in sentences such as: my favourite fruit is apple .
Does the teacher model correct pronunciation before and alongside the song	The teacher models correct pronunciation while singing the song and asks learners to sing along with him.

Throughout this section, the researcher focuses on observing several areas, including learners' motivation and enjoyment while incorporating songs. In addition, their participation in the classroom activities like singing as well as their interest in the theme.

Table 2.4

Results of observation on learners' motivation.

Observed Item	Results
Do learners appear motivated and enthusiastic about the lesson?	yes, particularly in the first lesson of the sequence where the new song is introduced for the first time .
Do learners enjoy using songs as a learning tool?	Yes, they do.
Do all or most learners actively participate in singing or related activities ?	Yes, all of the learners participate in singing, even those who do not retain all the lyrics of the song.
Do learners show interest in the theme or the topic of the song?	Yes,the learners are engaged with the song because its theme revolves around food, which is a familiar part of their daily lives. This connection makes the content more relatable and enjoyable, encouraging active participation.

The table below illustrates data on learners vocabulary retention, highlighting their ability to recall words from both the target song and the previous ones. Additionally, it evaluates the pupils' capacity to quickly remember vocabulary and the ability to use them appropriately in contexts.

Table 2.5

Results of observation on learners' vocabulary retention.

Observed Item	Results
Do learners repeat words from the song?	Yes, they could repeat some words from the song after the third listening . Afterward, progress was noted, with improvement starting from the second session as they are exposed to the song for several times.
Do they retain new vocabulary quickly?	Yes, however they sometimes struggle to remember some words like vegetables, strawberry, lamp meat.
Do they retain new vocabulary from previous songs?	Yes, they even use them during classroom participation. For instance: I <u>love</u> eating fruits. The verb love has been learnt from the song of 'I Love my School'.
Do learners attempt to use new vocabulary in sentences during class discussions?	Yes, the teacher always encourages learners to apply the new vocabulary in sentences when answering during class discussion. For instance: Banana is a fruit. It is a healthy food.
Do learners apply vocabulary from the song to other contexts, such as writing or speaking?	Yes, they always apply vocabulary from the song in speaking context.

In this part, the researcher focuses on learners' pronunciation of specific English words and their application of correct stress patterns. It also examines their ability to pronounce clearly and to mimic the song's intonation, assessing whether learners can accurately reproduce specific sounds introduced in the song.

Table 2.6

Results on observation about learners' pronunciation.

Observed Item	Results
Do learners mimic the songs' intonation?	Yes , they do.
Is their pronunciation of the target words clear and correct ?	Yes, their pronunciation is clear but they often struggle to pronounce the word 'vegetables'.
Do they apply correct stress to words?	Yes, they do.
Are the learners able to follow the rhythm of the song while singing ?	Yes,they are .
Do learners recognize and replicate specific sounds introduced in the song?	Sometimes.

Last but not least, this section encourages the researcher to bring his attention to assessment due to its vital role in both teaching and learning. She focuses on assessment methods, particularly whether they include corrective feedback on both vocabulary and pronunciation

Table 2.7

Results of observation on assessment of learning.

Observed Item	Results
Does the teacher check understanding of the vocabulary through informal or formal methods?	Yes, the teacher always makes an oral assessment at the end of the lesson in a form of games such as 'What we miss?' where the teacher removes pictures from the board and asks them to guess which ones are missed. He also does chain drilling and asks them to read a short passage.
Does the teacher assess learners' pronunciation of target words, focusing on clarity, stress and intonation?	Yes, he does.
Does the teacher provide corrective feedback on pronunciation to help learners improve?	Yes, the teacher always provides feedback on pronunciation to improve their English fluency.

2.4.1.2 Interpretation of classroom observation results

The classroom observation covers seven categories which provide a comprehensive overview of teaching and learning of vocabulary and pronunciation using songs in a fourth-year primary school EFL classroom. The results obtained indicate that the use of such a tool has a positive impact on the young EFL learners as they enable them retain the new words quickly and they produce an accurate pronunciation.

The results obtained from the lesson procedure category reveal that the lessons are well-structured since the EFL teacher of BENSaid Rabeh primary

school demonstrates effective teaching practices. He presents his lessons, adhering the time allocated for each phase. Additionally, he incorporates songs in his instruction to introduce the theme of the sequence and encourages his learners to interact with it in order to enhance their pronunciation and support retention of the lyrics.

Concerning the classroom environment and the teacher's behaviour, the former was observed to be comfortable and well- structured, with the teacher consistently minimizing distractions to keep learners focused on the lesson. However, the results obtained from the latter underscore that the teacher is always eager to create a supportive learning environment that enables learners perform without being anxious. Furthermore, the data show that the teacher also uses some of the classroom management strategies to capture his learners' attention and maintain their focus with the lesson. In addition to this, he plays an active role in the classroom as he offers scaffolding, models correct pronunciation, encourages learners to use the vocabulary acquired in meaningful sentences and provides corrective feedback when necessary.

In terms of learners' vocabulary retention and pronunciation, the results underscore that the use of songs positively impact these two language aspects. It helps learners refresh their memory, particularly when they could repeat some words from the song after a short while. Besides this, they could retain words from previous songs and apply them in meaningful contexts. For instance the verb 'love' has been learned from the song of ' Love my school' which has been seen in the first trimester. In addition to vocabulary, the findings of this part indicate that songs encourage learners to practise their pronunciation as they mimic the songs' intonation, following the rhythm and correctly applying the stress of words.

Finally, in assessment of leaning,the findings reveal that the teacher is eager to assess these sub-skills in order to enhance their language competence, recognizing that vocabulary mastery and pronunciation are essential for effective communication. He notes that many learners often face difficulties in this area,

because of the confusing nature between English spelling and pronunciation. Overall, the observation findings highlight the instructional value of integrating songs into EFL vocabulary and pronunciation teaching, emphasizing their potential to enhance engagement, reinforce vocabulary acquisition, enhance pronunciation and create a more engaging classroom atmosphere.

2.4.2 Tests

In the present study, the pre and post-tests are used to determine if the pupils remembered the vocabulary they learned and pronounce the target words before and after being exposed to the song similarly and not.

2.4.2.1 Results of vocabulary tests

The results of the pre and post-test of vocabulary are presented in the table below :

Table 2.8

Results of pre and post-test of vocabulary.

Participants	Pre-test Grades /10	Post-test Grades /10	Evaluation
1	4	10	+
2	6	8	+
3	6	8	+
4	6	6	=
5	0	4	+
6	6	10	+
7	6	6	=
8	6	10	+
9	8	10	+
10	6	6	=
11	0	6	+
12	6	8	+
13	2	8	+
14	6	10	+
15	8	8	=
16	0	4	+
17	6	8	+
18	4	10	+
19	2	8	+
20	2	6	+
Mean score	4.5	7.5	

The mean score= Total of the all the marks / number of the pupils

The final outcome reveal that the mean score of the pre-test of vocabulary is 4.5 while that of the post is 7.7, indicating that the pupils' performance in the vocabulary test progressed after listening to the song.

2.4.2.2 Results of pronunciation tests

The results of the pre and post-test of pronunciation are presented in the following table :

Table 2.9

Pre and post-test of pronunciation.

Participants	Pre-test Grades /10	Post-test Grades/10	Evaluation
1	4	8	+
2	6	10	+
3	0	8	+
4	8	10	+
5	2	6	+
6	6	8	+
7	6	8	+
8	4	10	+
9	6	10	+
10	4	8	+
11	2	6	+
12	2	6	+
13	6	8	+
14	4	10	+
15	4	8	+
16	6	8	+
17	4	8	+
18	4	6	+
19	4	8	+
20	4	6	+
The mean	4.3	8	

The mean score = Total of the all the marks / number of the pupils

The final outcome reveals that the mean score of the pre-test of pronunciation is 4.3 while that of the post-test is 8, denoting that the pupils' performance in pronunciation progressed after listening to the song.

2.4.2.3 Interpretation of the tests results

The analysis of the pre and post- test results shows a clear improvement in learners' performance in both vocabulary and pronunciation. In vocabulary, the mean score increases from 4.5 in the pre-test to 7.7 in the post-test. Out of 20 participants, 80% of pupils improve their scores while the remaining 20% maintain the same level as in the pre-test, showing no measurable progress.

In pronunciation, the mean score rises from 4.3 in the pre-test to 8 in the post-test. All pupils show progress in the post-test of pronunciation. These findings underscore the significance of providing additional support or implementing other alternative strategies for learners because not all pupils learn in the same way or at the same speed. Therefore, teachers are required to create an inclusive environment where all learners have the opportunity to succeed and participate in the learning process. Overall, the results confirm that the majority of learners benefited from the instruction using songs, particularly in teaching both vocabulary and pronunciation among the majority of pupils .

2.5 Discussion of the Main Findings

The current study aims at exploring the impact of songs on vocabulary acquisition and pronunciation skill among primary school EFL learners. To determine this impact, the researcher turns into discussion of the main findings based on the research hypotheses which hold that the use of songs improves vocabulary acquisition and pronunciation .

The data obtained from the classroom observation show that using songs in the classroom creates a relaxed atmosphere where pupils feel at ease. In addition, it enhances their motivation and enthusiasm .This emotional comfort can significantly facilitate the process of storing and recalling information more effectively,

supporting Krashen's affective filter hypothesis (1982). The results further indicate that songs help in creating a supportive learning environment and encourage learners to engage in the related activities to practise either vocabulary or pronunciation, using words from the previous songs. Additionally, they encourage learners to mimic the song's intonation and follow the rhythm, indicating that the melodic aspect of songs contribute to raise phonological awareness.

Besides classroom observation results, the tests conducted before and after the implementation of songs in the EFL classroom show an important improvement of pupils' results in the post-tests. The post-test results of vocabulary show a significant progress in their scores, while most of pupils achieve better results, except few of them who maintain the same level of proficiency as in the pre-test. This lack can be remedied by providing additional support. Similarly, the post-test of pronunciation indicates that all pupils' scores improved significantly. The findings of this study align with research conducted by Çevikbaş et al. (2018) in a one of the schools in Istanbul, Turkey. The study found that songs significantly support vocabulary development in learners and are considered an effective teaching tool by teachers. Similarly, the study carried out by Palupi et al, (2022) in a one of the elementary schools revealed noticeable improvement in learners' pronunciation skills along with increased motivation to learn when using songs in English lessons.

Therefore, the results obtained from both instruments highlight the pedagogical value of using songs in the primary school EFL classrooms. They further disclose that most fourth-year pupils embrace affirmative stances towards learning vocabulary and pronunciation through songs. Thus, the obtained results confirm the two research hypotheses which stipulate that the use of songs improves vocabulary acquisition and pronunciation of the primary school EFL learners, and support the idea that songs is an effective pedagogical tool to be implemented in the EFL classrooms.

2.6 Recommendations and Suggestions

In the light of the obtained results from the present study, the following section will provide some suggestions and recommendations to support future research and improve primary school EFL pupils' learning outcomes.

2.6.1 Teacher training

The professional development of teachers and the learners' academic success are inherently connected. Teachers' training plays a significant role in implementing any teaching tool, including songs. It equips teachers with the pedagogical knowledge and the practical skills to effectively deliver song-based lessons, aligning them with the broader learning goals and learners needs. Therefore, the teacher training programs and workshops are required to integrate the practical strategies for effectively incorporating songs in the primary school EFL classrooms.

2.6.2 Access to technological resources

Active learning is an instructional approach that aims at engaging learners in the learning process through a set of activities. This approach is closely tied to the availability of educational aids like laptops, tablets, speakers and projectors in the schools. For the context of implementing songs in the primary school EFL classrooms, the Algerian educational systems can allocate at least a well-equipped room in each primary school, with advanced audiovisual materials, particularly for delivering the lessons of listening. This can help EFL teacher effectively integrate innovative teaching strategies into their instruction and facilitate the process of delivering song-based lessons.

2.6.3 Time allocation

Teaching English as foreign language to young Algerian learners requires time as it involves developing a set of skills that ultimately enable learners use the language in real-life contexts. To achieve this, the EFL teachers are required to use alternative tools like songs in order to make the learning fun .Having more time permits teachers to effectively incorporate a wider variety of teaching tools into

their lessons as well as provide learners with the time they need to fully engage with the material. Therefore, the Algerian educational system can increase the time allotted for an English session to one hour in order to ensure that each phase of the lesson is properly addressed and the teaching tools are effectively used.

2.6.4 Teaching materials

The lack of instructional materials in the educational settings is considered as a heavy burden on many EFL teachers. Thus, providing the necessary materials like flashcards and illustration is essential for effective teaching process as they foster the understanding of the theme of songs programmed for learners by making information more concrete, engaging, and accessible to all of them. Therefore, investing in instructional materials is an important step toward improving the overall quality of education in the Algerian primary schools.

2.6.5 Reducing class size

The overcrowding is one of the issues that prevents teachers from implementing the engaging tools like songs in the EFL classrooms. In such conditions, the teacher gives more attention to managing the classroom efficiently instead of using engaging tools. Therefore, it is necessary to eliminate the overcrowded classrooms by expanding the school construction projects and minimizing the number of pupils in each class to a maximum of 15-20 in order to reduce noise among learners which can hinder the effectiveness of using songs in the EFL classrooms.

2.7 Conclusion

In this chapter, the researcher provides a comprehensive overview of the research process and its findings. First, she outlines the framework of her study by identifying each stage of the research design starting with the type of research conducted, the study setting and sample population. In addition, the researcher describes the research instruments in detail, including the classroom observation and the tests which are used to gather data. Moreover, she highlights the procedures

followed for data analysis. Furthermore, the researcher presents the results obtained from each tool, offering qualitative insights from the classroom observation and the quantitative data from the tests. Then, she moves to discuss the main findings with reference to initial research questions and hypotheses that were ultimately confirmed. Finally, this chapter concludes with some suggestions and recommendations. The latter aim at supporting young EFL learners and improving the quality of teaching English in the Algerian primary schools .

General Conclusion

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As English gains more and more importance in the world, many countries integrate it into the elementary curricula, including Algeria. The latter has implemented English into the primary school curriculum in order to improve learners' foreign language skills at an early stage. Vocabulary and pronunciation are among the core skills that tend to be developed in early language learning due to their significance for effective communication. These sub-skills are often taught using flashcards and drilling. However, the learners at this phase learn better through interactive activities that match their natural energy and make their language learning fun and engaging. Using songs is regarded as one of the powerful tools that help in developing the English vocabulary and enhance pronunciation among primary school EFL learners. The repeating nature of words and phrases in songs consolidate new vocabulary in young learners' long-term memory. Repetition allows for practice without feeling monotonous. Moreover, the melody and rhythm in songs play a significant role in making the learners grasp the natural rhythm, including stress and intonation which ultimately enhance young learners' pronunciation.

This work aims to highlight the positive impact of using songs as a teaching tool. Therefore, the present research was divided into two chapters. The first one dealt with the theoretical background on teaching vocabulary and pronunciation to young EFL learners. It provided a review of previous literature about each of vocabulary and pronunciation, shedding light on their status in foreign language learning in addition to the teaching techniques used to improve such language aspects. It also highlights the use of songs in the EFL classrooms and its impact on learners' motivation which ultimately helps them acquire vocabulary and enhance their pronunciation. This chapter also reviewed previous research that is similar to the researcher's study. Additionally, the teachers' role in the EFL classrooms were also discussed .

The second chapter dealt with the practical part of this work, during which the researcher highlighted her research methodology, the research tools used for gathering data, and the procedures used to analyze the obtained data as well as the discussion of the main findings through which the researcher either confirm or

Genereal Conclusion

reject her hypotheses. At last, some recommendations and suggestions had been introduced in order to enhance the quality of ELT in Algeria .

After conducting the experimental case study, analyzing data obtained from classroom observation and the tests administered to fourth- year pupils, the research hypotheses were confirmed. The results obtained from the classroom observation reveal that song-based lessons create a relaxed atmosphere which helps learners recall the information accurately. Results also indicate that songs encourage learners to imitate the songs' intonation, stress and rhythm, which contribute to the development of their phonological awareness. Besides, results of the post-tests provide strong support for the results obtained from the classroom observation. The findings reveal significant progress in both vocabulary and pronunciation in the post-tests. In the vocabulary post-test, most learners showed improvement, while in the post-test of pronunciation, all learners demonstrated noticeable gains in their post-test results. This suggests that using songs not only supports general language development but also contributes to improving some language aspects, including vocabulary and pronunciation. Therefore, the results obtained highlight the effectiveness of using songs in ELT, and confirm the two research hypotheses that hold that the use of songs improves vocabulary acquisition and pronunciation of the primary school EFL learners .

The research findings highlight the significant role songs play in enhancing primary school EFL learners' vocabulary acquisition and improving pronunciation. These results contribute to understand how interactive techniques can support FL acquisition, particularly in early educational levels. Using songs as a teaching tool aligns with the modern teaching approaches. This helps learners improve their listening and speaking skills, acquire new vocabulary and practise pronunciation in an engaging way. Therefore, these findings offer useful guidance for both EFL teachers and curriculum designers in order to meaningfully incorporate songs in the primary school EFL classroom.

During the research process, the investigator encountered several limitations that affected the process of gathering data. First, the time allotted for the English

General Conclusion

sessions was limited to 35 minutes in the month of Ramadhan which made it insufficient to play the song several times during the lesson. Second, there was a delay in collecting classroom observation data due to the second-term exams, during which the English sessions were allocated to the Arabic teacher to administer the exams. Finally, an additional limitation emerged while working on the theoretical chapter: the difficulty of accessing certain references due to their restricted formats.

Although this study provides valuable insights into the impact of songs on primary school learners' vocabulary acquisition and pronunciation, its scope was limited to specific linguistic components, a particular age group, and a short period of time of no more than two months. These limitations suggest the need for further research covering a broader range of language skills, age levels, and extended instructional periods. Therefore, future research could investigate the impact of songs after an extended period of time. Additionally, further studies could explore the impact of songs on other aspects such as grammar and learners' motivation.

To conclude, it could be argued that teaching young EFL learners is not an easy task and requires sustained efforts from teachers, particularly in fostering essential language aspects such as vocabulary and pronunciation. To facilitate learners' ability to use the target language in real-life situations, EFL teachers are supposed to implement a variety of interactive strategies, including songs. The latter have been proven to be an effective pedagogical tool, as they offer authentic language input in a low-anxiety environment which ultimately foster learners' foreign language skills .

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Appendices

Appendix A : Approval from the Director of Education

الجمهورية الجزائرية الديمقراطية الشعبية
الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التربية لولاية تلمسان
مصلحة التكوين و التفتيش
الرقم: 114/م.ت.ت/2025

تلمسان في: 10 فبراير 2025

مدير التربية
إلى
الطالب(ة): بن ترار إكرام
جامعة أبو بكر بلقايد- تلمسان
كلية الآداب و اللغات الأجنبية
قسم اللغة الإنجليزية

الموضوع: ب/خ القيام بدراسة ميدانية.
المرجع: مراسلة جامعة أبو بكر بلقايد- تلمسان قسم اللغة الإنجليزية المؤرخة في 10/02/2025.

بناء على الطلب المذكور في المرجع أعلاه، و في ظل احترام النظام الداخلي للمؤسسات التربوية
نعلمكم بموافقتنا وبترخيصنا لكم للقيام بهذه الدراسة الميدانية على مستوى:
-إبتدائية بن سعيد رابح، سيدي بولنوار- الرمشي.
وذلك خلال الفترة الممتدة من : 2025/02/16 إلى 2025/05/25 .
و عليه المطلوب منكم الاتصال بمدير المؤسسة المعنية والتنسيق معه لإجراء هذه الدراسة.
ملاحظة: تعتبر هذه المراسلة بمثابة ترخيص للدخول إلى المؤسسة المذكورة أعلاه.

مدير التربية

الولاية تلمسان

مديرية التربية لولاية تلمسان - مصلحة التكوين و التفتيش
البريد الإلكتروني: Serviceformation13000@gmail.com
رقم الهاتف /الفاكس 043418908

Appendix B : Classroom Observation Check-list

Observation Check-list for Songs Used in the Classroom

School : BENSAID Rabeh	Date:
Level : 4 th primary school	Number of Pupils:
Lesson Title :	

Categories	Check-list	Yes	No	Comments
Lesson Procedure	• Technological Tools : Which tools (e.g., audio players, projectors) are used to present the lesson? • Frequency : How many times is the song played during the lesson? • Song Selection: Is the song age-appropriate, level-appropriate, and relevant to the lesson objectives? • Pre-Teaching Vocabulary: Are target words introduced before playing the song? • Learner Interaction: Are pupils encouraged to interact with the song (e.g., clapping, singing along)? • Follow-Up Activities: Are post-listening activities provided to practice vocabulary? • Pacing: Is the song introduced at an appropriate pace to allow understanding and participation? • Materials: Does the teacher rely solely on the textbook or integrate other resources? • Time Management: Is adequate time allocated for each phase (listening, practice, and assessment)?			

Classroom Environment	• Organization: Is the seating and overall arrangement comfortable and well-structured? • Noise Levels: Is the sound level of the song suitable for all learners? • Distraction Management: Does the teacher minimize distractions to keep learners focused on the lesson?			
Teacher's Behaviour	• Inclusive Learning: Does the teacher create a supportive environment for all pupils? • Instructional Support: Are visual aids, gestures, or native language translations used to aid understanding? • Feedback: Does the teacher provide immediate feedback on pronunciation and vocabulary use? • Modelling: Does the teacher model correct pronunciation and stress before or alongside the song?			
Learners' motivation	• Engagement: Do learners appear motivated and enthusiastic about the lesson? • Enjoyment: Do learners enjoy using songs as a learning tool? • Active Participation: Do all or most learners actively participate in singing or related activities? • Engagement with Content: Do learners show interest in the theme or topic of the song?			
Learners' Vocabulary Retention	• Repetition: Do learners repeat the words from the song? • Retention: Do they retain new vocabulary quickly? • Long-Term Memory: Do they recall words learned from previous songs? • Contextual Use: Do learners attempt to use new vocabulary in sentences or during class discussions? • Transfer of Learning: Do learners apply vocabulary from the song to other contexts, such as writing or speaking?			

Learners' Pronunciation	• Imitation: Do learners mimic the song's intonation? • Accuracy: Is their pronunciation of target words clear and correct? • Stress Patterns: Do they apply correct stress to words? • Rhythmic Awareness: Are learners able to follow the rhythm of the song while singing? • Phonemic Awareness: Do learners recognize and replicate specific sounds introduced in the song?			
Assessment of Learning	• Vocabulary Understanding: Does the teacher check understanding of the vocabulary through informal or formal methods (e.g., questioning, mini-assessments)? • Pronunciation Accuracy: Does the teacher assess learners' pronunciation of target words, focusing on clarity, stress, and intonation? • Feedback on Pronunciation: Does the teacher provide corrective feedback on pronunciation to help learners improve?			

Appendix C : Vocabulary Pre-Test & Post-Test

Full Name :

Activity 01: Match each word with its picture

good



Fruits



Healthy



Activity 02: Reorder the letters to get meaningful words



d - o - f - o

.....



V- g- i- e- g- e- s

.....

Full Name :.....

Activity 01: Match each word with its picture

junk food



Fruits



Veggies



Activity 02: Reorder the letters to get meaningful words



d - o - g - o

.....



d - o - y - b

.....

Appendix D : Pronunciation Pre-Test & Post-Test

Read the following words : **Food - Body - Good -Fruits - are.**

Read the following words : **Good - Body - Food - Healthy - Junk food**

يتطلب تدريس اللغة الإنجليزية لتلاميذ المدارس الابتدائية تطبيق مجموعة من الأدوات التي تتماشى مع طبيعتهم النشطة وتجعل عملية التعلم ممتعة ومسلية. تهدف هذه الأطروحة إلى استكشاف فعالية استخدام الأغاني في فصول اللغة الإنجليزية كلغة أجنبية. وهي تبحث في تأثير الأغاني على اكتساب المفردات والنطق بين متعلمي اللغة الإنجليزية الشباب الجزائريين. أجريت دراسة الحالة هذه في مدرسة بن سعيد رابح الابتدائية مع تلاميذ السنة الرابعة. تم تحليل البيانات التي تم جمعها كمياً ونوعياً. تشير النتائج إلى التأثير الإيجابي للأغاني على اكتساب المتعلمين الصغار للمفردات والنطق وتضمن فعاليتها كأداة تربوية في فصل اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، تعليم اللغة الإنجليزية، المتعلمون الصغار، الأغاني، المفردات، النطق

Résumé

Enseigner l'anglais aux élèves du primaire nécessite la mise en œuvre d'outils adaptés à leur dynamisme et rendant l'apprentissage ludique et agréable. Cette thèse vise à explorer l'efficacité de l'utilisation de chansons dans les classes d'anglais langue étrangère (EFL). Elle étudie l'impact des chansons sur l'acquisition du vocabulaire et la prononciation chez les jeunes apprenants algériens d'anglais langue étrangère (EFL). Cette étude de cas est menée à l'école primaire Bensaïd Rabeh auprès d'élèves de quatrième année. Les données recueillies ont été analysées quantitativement et qualitativement. Les résultats indiquent l'impact positif des chansons sur l'acquisition du vocabulaire et la prononciation des jeunes apprenants et garantissent leur efficacité en tant qu'outil pédagogique dans les classes d'anglais langue étrangère (EFL) du primaire.

Mots-clés : EFL, ELT, jeunes apprenants, chansons, vocabulaire, prononciation

Summary

Teaching English to primary school pupils requires the implementation of a set of tools which align with their energetic nature and make the learning process fun and enjoyable. This dissertation aims at exploring the effectiveness of using songs in the EFL classrooms. It investigates the impact of songs on vocabulary acquisition and pronunciation among Algerian young EFL learners. This case study is undertaken at BENSaid Rabeh primary school with fourth year pupils. The data gathered were analyzed quantitatively and qualitatively. The findings indicate the positive impact of songs on young learners' vocabulary acquisition and pronunciation and ensure their effectiveness as a pedagogical tool in the primary school EFL classroom.

Keywords: EFL, ELT ,young learners , songs , vocabulary , pronunciation

