



INVESTIGATING CHALLENGES FOR LEARNING ENGLISH THROUGH SONGS

Nurhidayah Muhamad,

Noor Hanim Rahmatⁱ

Akademi Pengajian Bahasa,
Universiti Teknologi MARA,
Shah Alam, Malaysia

Abstract:

Teachers teaching in the 21st century find classroom teaching and learning more challenging than it used to be. Generation Y are known to have problems with communication and generation Z are known to prefer learning tasks that contain the use of technology and activities that include the elements of fun. The use of songs has been successfully used in the teaching of English as a second/foreign language. Songs are known to motivate learners in the classroom. However, some language teachers report facing problems when they use English songs as teaching materials. This pilot study explores the challenges teachers face when they use of English songs in the English classrooms. Respondents were chosen from a public university in Malaysia. The instrument used is a questionnaire. Findings of the study revealed that teachers and learners face challenges such as pronunciation and meaning when English songs are used in the English classrooms.

Keywords: classroom teaching, learning, challenges, pronunciation, meaning

1. Introduction

1.1 Background of the Study

Teachers have liberty to make language classes as effective as possible. According to Rahmat (2019), language teachers should consider using conducive environment combined with appropriate strategies to enhance learning. The use of songs for language learning helps to create a less threatening learning climate among learners.

Nevertheless, understanding English songs will be more difficult if learners have poor command of English. They will encounter some difficulties and problems while listening. Issues such as pronunciation and meaning of songs, listening skills, accent of the singers and the use of blending sounds has cause problems among people who listen

ⁱ Correspondence: email hidayah12342@gmail.com, patanim@gmail.com

to songs that are not in their native language. The first problem non-native speakers of English encounter when they listen to English songs is pronunciation. Wrong pronunciation may lead to miscommunications among the singer and listener.

Besides, understanding the meaning of songs might be difficult to some ESL learners if they are not familiar with the language used. It is because some of the songs are varied with complex vocabularies, sentence structure and the most important thing is the pace of the songs is too fast. For example, a song called 'One Week' by Barenaked Ladies. It is hard to sing any of the words even the chorus of the song is a little bit complicated. Some difficult lyrics are, "*Gonna get a set of better clubs, gonna find the kind with the tiny nubs, just so my irons aren't always flying off the back-swing. Gotta get in tune with Sailor Moon, 'cause that cartoon has got the boom anime babes that make me think the wrong thing.*" "One Week" (Toponlinecolleges, 2012).

Another problem is listening skills. Listening skills are closely related to pronunciation. Communication may be impossible if the listening skills of a person is bad (Apin 2013). This is because when people listen to English songs, people use listening skills to comprehend the lyrics correctly so that the correct pronunciation is formed and uttered. However, sometimes it is difficult to catch every single word in the songs if the level of listening skills is low. There are some unfamiliar words that the students will hear and if their listening skill is low, they might have a problem in guessing the meaning of the sentence. This will lead to errors in pronunciation especially when students listen to songs that are too fast in terms of rhythm and songs that are not clear and the lyrics that are not easily understandable.

Apart from that, the accent used by the singers whether it is American accent or British accent poses another problem to the learners (Apin, 2013). This is because native speakers' aspects of speech such as intonation, stress and rhythm, vowels, consonants and voiced and voiceless are different from Malaysians. For example, in Malay language, the letter 'a' is pronounced as /ʌ/ but in RP, 'a' may be pronounced as /ʌ/, /ɑ:/, /e/, /ə/, /eɪ/ or even /æ/. Because of these differences, students are likely to be confused and make pronunciation errors when learning to pronounce English sounds and words especially when they listen to English songs because songs contain a lot of aspects of pronunciation (Shak, Chang & Stephen, 2016).

Blending sounds like assimilation and intrusion which are usually used by singers in English songs are also the problems faced by the students or second language learners. This is something that some Malaysians are not familiar with as they are only taught to speak without joining or linking two words to become like one. For example, the word 'don't you'. Malaysian speakers will pronounce it without linking the two words. When the /t/ and /y/ assimilate, the sounds merge into the 'ch sound' /tʃ/. This causes the phrase "don't you" /**dountyu**/ to be pronounced as "donchou" /**dountʃu**/.

Thus, this study examines the major problems faced by students in understanding English songs which are pronunciation, and meaning of the songs.

1.2 Research Objectives and Research Questions

Generally, explores the challenges language learners face when they listen to English songs. Specifically, this this looks into the influence of pronunciation and meaning of songs among ESL learners. This study is done to answer the following questions;

- 1) How does pronunciation influence the listening of songs among ESL learners?
- 2) How does meaning of songs influence the listening of songs among ESL learners?

2. Literature Review

2.1 The Advantages of Listening to English Songs

Using English songs as a platform for the listener to learn the language gives positive effects to the learners not only listening skill but also speaking skills as well. Without listening ability, communication is impossible. Some researchers believe that the most important elements in communication are listening and attending. Usually, students become bored when it comes to listening; however, listening to a song is fun and less monotonous because of the rhythm and melody. Some songs, such as *Hello*, contain common expressions and can be used as good listening activities. According to Millington (2011), songs indirectly help in improving learners' listening skills because songs provide students with different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. It is believed that some songs work on short-and long-term memory and indirectly engrave itself into brains. Another study was conducted by Abbas & Mohammad Reza (2011) and they found that listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50% which is the highest among the other skills which are speaking (25%-30%), reading takes up 11-16%; and lastly writing, only about 9%. It is because, when a learner listens to a particular song, he or she will try to focus on the lyrics word by word. However, if a person is not familiar with one or two words, he or she might not be able to understand the meaning of the whole song and indirectly unable to improve the language. In this context, if the learner's listening skill is high, there is high possibility that his or her speaking skill will be high too. When listening to songs, the learners will be able to find out new or unfamiliar words in the lyric of the songs which may be used in improving the writing skill in advance.

Other than that, understanding and listening to English songs help in motivating students. According to Chen & Chen (2009), one of the keys to be succeed in learning the language is motivation. It is believed that motivated ESL learners with positive attitudes towards the target language perform better and well than others. Motivation can be divided into intrinsic and extrinsic motivation. Intrinsic motivation involves no apparent reward in return, but extrinsic motivation is anticipation of a reward from outside. According to Chen & Chen (2009), students are more likely to possess both intrinsic and extrinsic motivations in succeeding their English courses. Learning motivation comes from learners' direct interest that they generate in their minds. In the study conducted by Chen & Chen (2009), sixth grade Cypriot students who have higher task motivation perform better than others. In learning second language, songs are the most essential and

effective medium in language learning. It is because students will feel more relax and fun instead of learning the language through traditional style which is talk and chalk. This can be supported by Millington (2011), who stated that songs play an important part for young children to learn a second language. Stanculea (2015) added that music is one of the ways for non-native speakers to be familiar with different types of English such as Standard English, American English, British English and other types of English from all over the world including Malaysian English. In choosing songs, it is a must for the learners to choose songs that make them relax and enjoy first as they may also be one of the ways in helping students to develop emotional attitude towards learning English pronunciation (Farmand and Pourgharib, 2013).

Improving vocabulary is another advantage of using English songs in language learning. For instance, the song, 'Head, Shoulders, Knees and Toes' is used to review body parts. Most children's songs are characterized by monosyllabic words, where most of the parts are frequently repeated (Millington, 2011). This repetition offers greater exposure to these words and indirectly help to improve vocabulary acquisition. In complementing the target vocabulary, the song and the lyrics need to be selected carefully and thoroughly.

The most obvious advantage in using English songs in learning the language for ESL learners is that they are enjoyable. The varieties included in the songs help the learners to reach higher levels of achievement that can stimulate learners' interest and attention. Students are no longer feeling bored as songs provide the excitement from its rhythm, melody and tone.

2.3 Challenges when Listening to English Songs

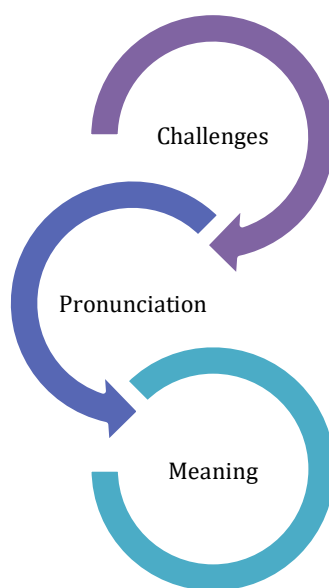


Figure 1: Theoretical Framework of the Study

Figure 1 above shows the theoretical framework of the study. Some challenges language learners face when they listen to English songs are (a) pronunciation and (b) meaning. Often, failure to understand the pronunciation may result to failure to understand the meaning of lyrics in the songs.

2.4 Pronunciation

Among some common problems in pronunciation include:

2.4.1 Short and Long Vowels & Consonants

Pronunciation plays an important role in our communication. There is no doubt that a person with a good pronunciation is more likely to be understood even if they make few grammatical errors in some areas because the first thing that people look at is the pronunciation (Farmand & Pourgharib, 2013). They stated that there are several attention to the aspects of speech which include intonation, stress, rhythm, vowel and consonants, voiced and voiceless' sounds. However, there are some difficulties and problems faced by the listener when learning second language especially when using songs as a medium. The problem faced when listening to English songs is mostly related to the aspects of speech or also known as features of pronunciation including the vowels and consonants used in the lyric of the songs. A study was discovered by Shak, Chang & Stephen (2016) regarding this problem where one of the reasons students have difficulties in learning pronunciation is because they are not been exposed to the importance of pronunciation as well as the teachers do not have the right tools to help their students from learning proper pronunciation. This can be supported by a study from Suhaila Sulong (n.d.) where she discovered that the differences in Malaysian English which is also known as ME and Received Pronunciation (RP) is in terms of the length produced by the speakers of native varieties is one of the reasons why the listeners have problems in term of pronunciation.

According to Shak, Chang & Stephen (2016), some researchers believe that the differences between one's mother tongue and the target language is the reason why pronunciation is getting difficult for them to learn. According to Zaidan (2014), in RP, there are 25 vowels at least which can be divided into 12 pure vowels, 8 diphthongs and 5 triphthongs. However, Malaysian English (ME) is different from RP where in ME, it has a smaller vowel inventory compared to American or British English, since some researches indicate that Malaysian English tend not to discriminate and separate between long and short vowels. Although English and Malay share the same alphabet system, but the pronunciation of these alphabets and phonemes between these two are different from a contrastive analysis point of view (Shak, Chang & Stephen, 2016). For instance, in ME, 'a' is pronounced as /ʌ/ meanwhile in English, 'a' may be pronounced as /ʌ/, /ɑ:/, /e/, /ə/, /ei/ or even /æ/.

The same study was conducted by Wan Aslynn (n.d.) where it has been claimed that speakers of ME do not differentiate long and short vowels in terms of the length where they do not contrast between both vowels like /ʊ/, /I/ and /ʊ/, /Y/ vowels. Therefore, words which contain these monophthongs, such as 'bit' and 'beat' as well as 'pull' and 'pool' are said to be homophones where in fact, there is a difference in length between

both vowels. Due to these differences, students are more likely to be confused and make pronunciation errors when learning to pronounce English sounds and words by listening to English songs.

However, another study showed that students have problems in pronouncing fricatives which contain /v/, /θ/, /ð/, /z/ sounds, plosives (/t/, /d/, /g/), affricates (/dʒ/) and silent consonant which is /w/ as well as diphthongs (/eɪ/, /aɪ/, /əʊ/) (Shak, Chang & Stephen, 2016). Based on the data and findings, they found that among the problems they faced in pronunciation, participants were more likely to make mistakes in pronouncing fricatives consonants. Analysis of the errors indicated that among the problematic sounds were the voiced th /ð/ and voiceless th /θ/ sounds. It is proven that these are sounds that are not found in Malay. Therefore, learners are a bit difficult to pronounce words that contain those sounds. Similarly, according to Shak, Chang & Stephen (2016), both th sounds (/ð/ and /θ/) are not found in the sound inventory of any local languages in Malaysia. Hence, the mistakes made by the learners is because of they are not familiar with the sounds; therefore, problems will occur when they were asked to pronounce those unfamiliar sounds.

2.4.2 Accent

Accent is another problem faced by a listener when listening to English songs. Accent is a person's particular way or style in pronouncing a language where it is due to some factors that influence the person. According to Rudgard (2015), in some cases, many British singers put on different accent from like American accent to their songs even though they are not using that particular accent. For example, a well-known singer called Adele has a distinctly London accent when she speaks, but in the song called *Someone Like You*, the singer lengthens the 'I' sound to make it sound like 'ahhh'. From this example, some people who are familiar with American accent might not think that it is a problem at all to them but not for people who have been using British accent all this while.

According to Beare (2017), both accents which are American and English have different features. This is supported by Hosseinzadeh, Kambuziya & Mansour Shariati (2015), who found that there are some phonetic varieties between both vowels where American vowels differ in length. For example, the word 'box'. In British English, the vowel that they use is the short vowel /ɒ/ whereas in American English, long vowel /ɑ:/ is used to pronounce the word.

However, a study by Honeycutt (2013) discovered that the factor that affects the pace of singer's delivery and the accent that they use is the pace of the music. A person's accent is easily noticeable when they are speaking at normal speed but when it comes to singing, the pace is often slower. It is because words are drawn out and more powerfully pronounced and the accent becomes more neutral. Therefore, that is the reason why the British singer usually use American accent in their songs as American accent is more neutral compared to British accent.

2.4.4 The Use of Connected Speech in Songs

A study conducted by Stanculea (2015) discovered that one of the problems faced by the listeners when listening to songs is when the connected speech is used in the songs which may be hard for the non-native speakers to understand. According to Nordquist (2016), connected speech or also known as connected discourse is defined as a language that used in normal conversations. Connected speech includes assimilation, elision, weak forms and contractions. Most English songs use assimilation in their lyrics (Stanculea, 2015). For example, the word 'don't you'/'didn't you' is pronounced as tʃ sound and 'could you' with the dʒ sound. Assimilation can create confusions when the listener is trying to interpret the lyrics which later on can be a big problem for them including mispronounce the words in the lyric. For example, there is a popular example of song which uses this type of connected speech which is "Purple Haze" by Jimmy. In the lyric, it is found that most listeners misheard the line '*Scuse me while I kiss the sky*' to '*Scuse me while I kiss this guy*' due to the assimilation of the /k/ in the word '*sky*' to a /g/ "Purple Haze" (Stanculea, 2015).

Other than that, in this article, the researcher found that another type of connected speech which is elision is used. For example, the word 'of' in the lyric '*my soul is painted like the wings of butterflies*' is the elision of /v/ before the consonant /b/ whereas in line '*fairy tales of yesterday*', is pronounced as /ə/ "The Show Must Go On" (Stanculea, 2015).

Contractions is defined when two words are combined into one word such as would've, can't, wanna and gotta. For example, contraction of want to is used in the song "Unfaithful" by Rihanna in the line '*I don't wanna do this anymore*'. The use of contractions in the pronunciation is a bit difficult as Malaysian speakers are not introduced well in this aspect as they are focusing more on the basic and formal context of speaking. Among all the features of connected speech, contractions are given the most amount of attention because they are represented differently in writing and speaking (Stanculea, 2015).

Based on these studies on the problems faced by the listeners when listening to English songs, most researchers believe that the differences in the vowels and consonants between ME and RP or RP and GA are the main reasons for having problems in the pronunciation.

2.4 Meaning of Songs

Understanding meaning of songs is really important for ESL students. However, the students will face difficulty and encounter some problems in analyzing the meaning of songs. One of them is that the literal meaning of song lyrics is often hard to establish and interpret because elements like idioms and metaphors are used in many songs. Songs usually enriched with allusion, suggestion, and implied meanings. On top of that, the way a song is performed contributes a great deal to its meaning. For example, a song performed at a dance tempo is defined as something different from the same song performed as a ballad. Understanding the meaning of songs require full concentration and passion to make sure that the message delivered in the lyrics can be received and interpreted correctly.

A study was done by Tegge (2015) to investigate the influence of popular songs in language learning; specifically, lexical (vocabulary) learning. This study investigated the lexical characteristic of teacher-selected songs and the vocabulary learning opportunities they offered. A corpus of 635 songs were analysed. Results found that these songs bore repetitive and relatively undemanding vocabulary learning opportunities

2.5 Past Studies

A study was conducted by Kanlayanee (2012) on Form 4 students where she used 10 songs from textbooks that were related to teaching pronunciation. The study showed that many songs were designed to create a feeling of enjoyment and relaxation among the students which will help in helping students to develop their motivation in learning pronunciation (Kanlayanee, 2012). A similar study was conducted by a group of researches. According to Farmand and Pourgharib (2013), studies showed that using English songs give positive effects in improving language and Second Language Learners' motivation in English teaching. There is no doubt that songs give positive energy to everyone who listens to it especially when we are learning our second language. It is because when a person listens to music, he or she is more likely to feel motivated and Chris Brewer once said that *"Music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus on which large amount of content information can be processed and learned"*. Choosing learners' favourite songs can help them in increasing their motivation as well as helping them to relax in learning English. Study was conducted by Farmand and Pourgharib (2013) to know whether student's favourite songs help in improving their pronunciation or not. They found that students were able to get rid of some problems that the students often faced when learning to speak English such as lack of confidence and anxiety as they love their songs, lyrics and melodies. Therefore, many researchers agreed that whatever songs that make the learners feel motivated are the best songs in learning English.

Another study was conducted by Chen and Chen (2009) to explore the effect of English popular songs in the language classroom. The study looked at 131 respondents' reaction towards the use of four English popular songs in the class. The instrument used was a questionnaire. Findings revealed that using songs in the language classroom increased motivation of the learners. The students also improved their listening abilities. However, some learners found it difficult to understand some lyrics; while some found they memorized without understanding the meaning of the songs not helped in improving pronunciation of English words.

3. Methodology

3.1 Research Design and Sampling

This research is designed to be using quantitative method. Quantitative method is a numerical representation of data gathered for the purpose of explaining the topic that is observed by the researcher. A questionnaire is divided into four sections which are Section A, Section B, and Section C . D. Section A is personal details. Section B is

pronunciation's part that includes 12 questions meanwhile Section C is related to the meaning of songs that have 13 questions. The questionnaire (with three likert scale) is distributed to a public university students randomly from different universities who are still studying in Matriculation/Foundation, Diploma, Degree, Master or PHD level through WhatsApp, one of the popular social networks used by Malaysians. The age of the students must be from 18 years old.

3.3 Data Collection Procedure

In collecting the data for this research, quantitative method was used which is a set of questionnaire. A total of 20 participants were invited to fill out the survey though online website that was used which is Google Form that can be accessed through (<https://www.google.com/forms/about/>). The researcher distributed the link of the online survey through WhatsApp mobile application. The questionnaire designed is to have the biographical information of the participants. The survey questionnaires were to be obtained from the respondents to justify the findings. The results are calculated in the form of percentages and presented in the form of bar charts.

4. Results and Discussion

4.1 Result

In this sub section, the results of this work are presented by answering the two research questions.

4.2 Pronunciation

Research Question 1: How does pronunciation influence the listening of songs among ESL learners?

For problems with fricatives, (Figure 2), it can be seen that majority of students, 12 students which is about 60 percent have chosen 'Sometimes' as their answer for question 'I have problems pronouncing fricatives'. It is followed by the second highest answer, 'Never' which is only 5 students (25 %) and the least answer chose by students is 'All the time' which is only 3 students (15%). According to Shak, Chang & Stephen (2016), they have found that participants were more likely to make mistakes in pronouncing fricatives consonants where the errors come from problematic sounds, voiced th /ð/ and voiceless th /θ/ sounds. It is because these sounds are not found in Malay. Therefore, students are a bit difficult to pronounce words that contain those sounds as they are not familiar with them, leading to problems in pronouncing those unfamiliar sounds.

Figure 2 shows that 11 students (55%) have answered 'Sometimes' for the question, 'I have problems pronouncing '-ed' form. About 40 percent of students which is 8 students have chosen 'Never' as their answer meanwhile only 1 student (5 %) agreed that he or she has difficulty in pronouncing '-ed' form all the time. Native speakers are more likely to have clear pronunciation in pronouncing '-ed' form compared to non-native speakers like Malaysian learners. For example, the word 'walked' is supposed to pronounce as /wɔ:kt/ in American and /wɔ:kt/ in British English but Malaysian ESL

learners tend to pronounce only the root word which is /wɔ:k/ as long as the word pronounced is clearly understood. Therefore, when students are not familiar in pronouncing certain words based on American English or British English, they might have difficulty in understanding English songs as the way they pronounce '-ed' form is different with ours. This is also agreed by Chen & Chen (2009) who felt that learning language from songs can be difficult if the pronunciation creates a problem to the learners.

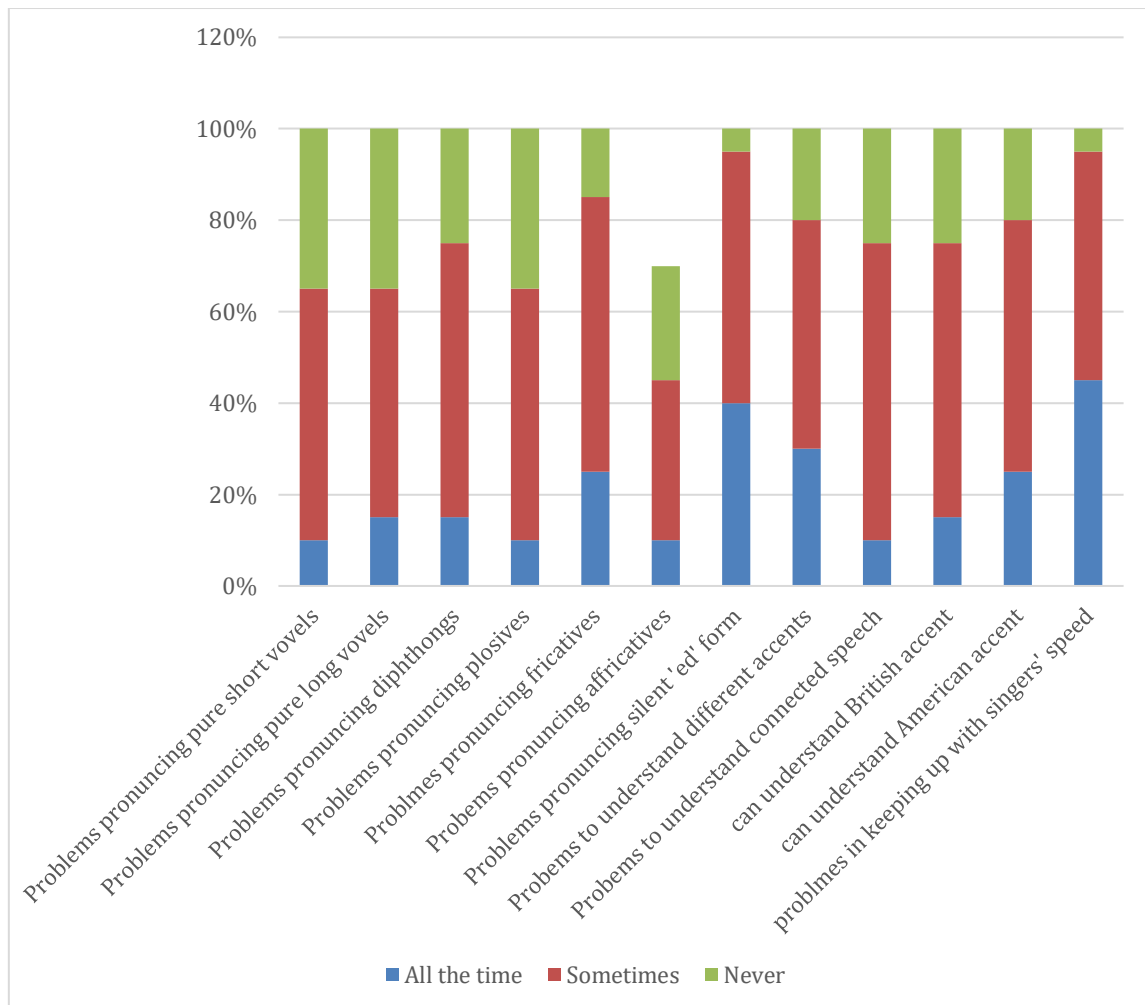


Figure 2: Bar Chart showing Percentage for Pronunciations

4.3 Meaning

Research Question 2: How does meaning of songs influence the listening of songs among ESL learners?

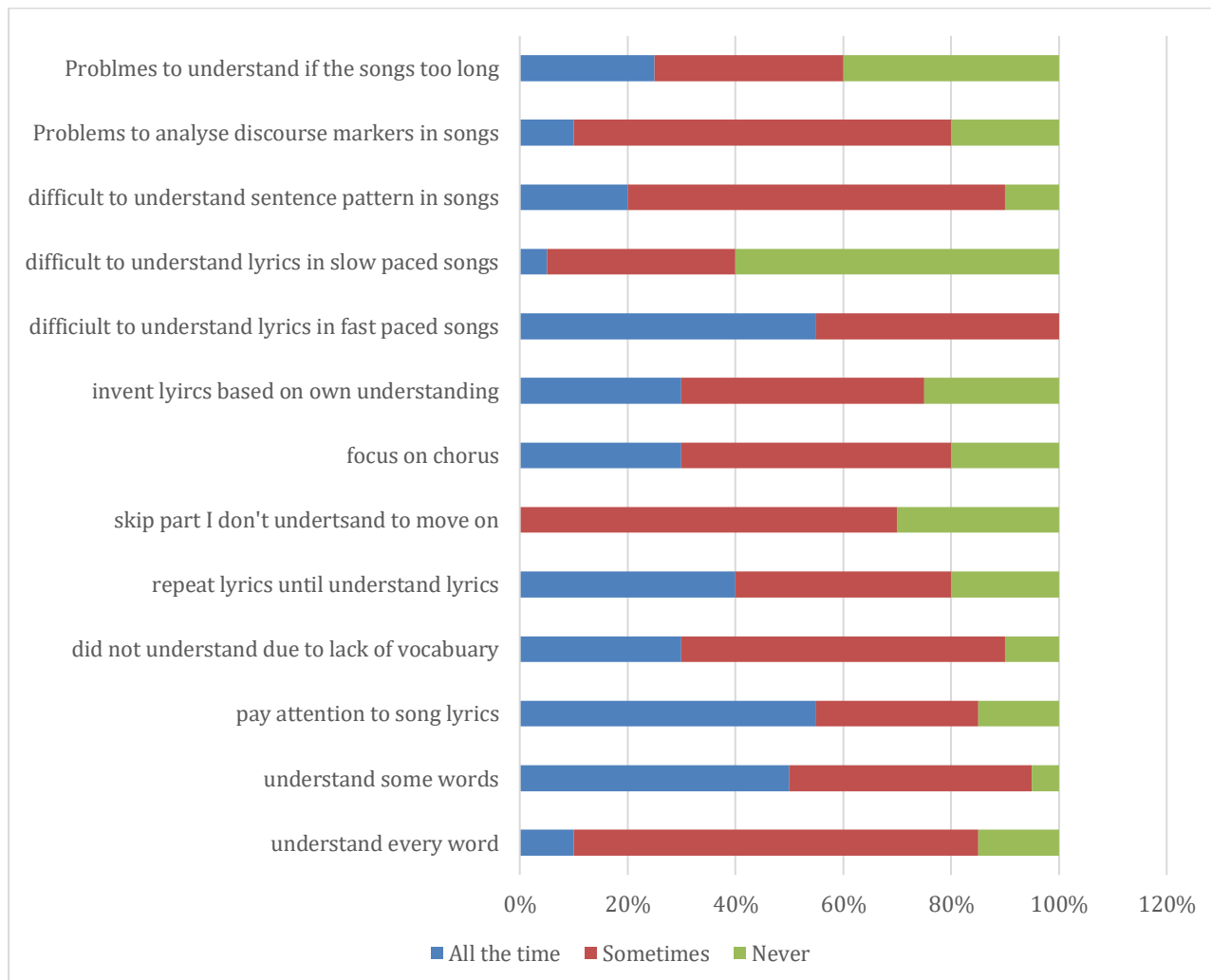


Figure 3: Bar Chart showing percentage for Meaning

In the bar graph-figure 3, it shows that 9 students (45%) have answered 'Sometimes' for the question, 'I invent the lyrics based on my own understanding'. About 30 percent of students which is 6 students believe that they invent the lyrics all the time when listening to English songs based on their understanding meanwhile the rest, 5 students (25 %) agree that they never invent the lyrics based on their understanding. The problems happen for the students due to some reasons which are difficulty to understand some vocabularies, the singers have poor pronunciation and the pace of the songs is too fast which harden the listeners to comprehend the lyrics. This finding is in accordance with the study by Tegge (2015) who also found that one of the barriers to understanding songs is limited vocabulary.

5. Conclusion

Based on the findings, it can be concluded that students have two major problems in understanding English songs which are pronunciation, and the meaning of songs. It was also found that the most common errors produced by the students in pronouncing words in English are fricative consonants, pure vowels, connected speech and diphthongs. The findings of this study also show similarities with the findings of research done previously. For instance, Shak, Chang & Stephen (2016) found that fricative consonants were the main problems encountered by Malaysian students when pronouncing words in English. Other than that, the pace of the songs, understanding singers' accent when they use different accent from them, keeping up with the singers' speed as well as the quality of medium used are also affect students understanding when listening to English songs.

Conflict of Interest Statement

The authors declare that there is no conflict of interest towards the publication of this article.

About the Authors

Nurhidayah Muhamad is an undergraduate student of professional communication at Universiti Teknologi MARA, Malaysia.

Noor Hanim Rahmat is an associate professor at Universiti Teknologi MARA, Malaysia for the past 26 years. Her research interest includes TESL methodology, academic writing, and educational psychology.

References

- Abbas & Mohammad Reza (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, Vol. 2(5), 977-988. Retrieved from <http://www.academypublication.com/issues/past/jltr/vol02/05/05.pdf>
- Apin, H. (2013). The use of songs in teaching students' listening ability. *Journal of English and Education* 2013, 1(1), 21-29. Retrieved from <http://ejournal.upi.edu/index.php/L-E/article/view/322/211>
- Beare, K. (2017). Differences Between American and British English. Retrieved from <https://www.thoughtco.com/differences-between-american-and-british-english-1212216>
- Chen, Y., C., & Chen, P., C. (2009). The Effect of English Popular Songs on Learning Motivation and Learning Performance. *An Interdisciplinary Journal*, 56, 13-28. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.466.725&rep=rep1&type=pdf>

- Farmand, Z. & Pourgharib, B. (2013). The Effect of English Songs on English Learners Pronunciation. *International Journal of Basic Sciences & Applied Research*, Vol., 2 (9), 840-846. Retrieved from <http://www.isicenter.org/fulltext/paper-169.pdf>
- Honeycutt, D. (2013). Why British Singers Lose Their Accents When Singing. Retrieved from <http://www.todayifoundout.com/index.php/2013/08/why-british-singers-lose-their-accent-when-singing/>
- Hosseinzadeh, N., M., Kambuziya, A., K. Z., & Mansour Shariati (2015). British and American Phonetic Varieties. *Journal of Language Teaching and Research*, Vol. 6(3), 647-655. Retrieved from <http://www.academypublication.com/ojs/index.php/jltr/article/view/jltr0603647655/200>
- Kanlayanee, P. (2012). The Effect of Teaching English Pronunciation through Songs of Prathomsuksa 4 Students at Watratchaphatigaram School. Retrieved from [http://thesis.swu.ac.th/swuthesis/Tea_Eng_For_Lan\(M.A.\)/Kanlayanee_P.pdf](http://thesis.swu.ac.th/swuthesis/Tea_Eng_For_Lan(M.A.)/Kanlayanee_P.pdf)
- Millington, N. T. (2011). Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*, 2(1), 134-141. <http://dx.doi.org/10.5746/LEiA/11/V2/I1/A11/Millington>
- Nordquist, R. (2016). Connected Speech. Retrieved from <https://www.thoughtco.com/what-is-connected-speech-1689790>
- Nur Syahida & Zairil Azmir Zaiyad (2017). Pronunciation Problems among KUIS Students. Retrieved from <http://conference.kuis.edu.my/npreus/2017/document/10-Nur%20Syahida%20Mohd%20Yazid.pdf>
- Rahmat, N. H. (2019). Cycle of Fear in Learning: The Case for Three Language Skills. *American Journal of Social Sciences and Humanities*. Vol 4(1), pp 151-162. Retrieved from <http://www.onlinesciencepublishing.com/welcome/htmlarticle/22/324/>
- Rajadurai, J. (2006). Pronunciation Issues in Non-Native Contexts: A Malaysian Case Study. *Malaysian Journal of ELT Research*, 2. Retrieved from <http://journals.melta.org.my/index.php/majer/article/view/170/84>
- Rudgard, O. (2015, July 6). Why You Put on an American Accent when You Sing. *Telegraph UK*. Retrieved from <http://www.telegraph.co.uk/culture/music/rockandpopmusic/11720137/Why-you-put-on-an-American-accent-when-you-sing.html>
- Shak, P., Chang, S. L., & Stephen, J. (2016). Pronunciation Problems: A Case Study of English Pronunciation Errors of Low Proficient Students. *International Journal of Language Education and Applied Linguistics (IJLEAL)*, Vol. 4, 25-35. Retrieved from http://ijleal.ump.edu.my/images/volume4/IJLEAL004.SHAK_et_al.pdf
- Stanculea, A. N. (2015). Teaching Pronunciation Through Songs. *Journal Plus Education*, Vol. 12(2), 177-184. Retrieved from <http://www.uav.ro/jour/index.php/jpe/article/viewFile/584/644>

- Suhaila Sulong (n.d.). A Closer Look at Malaysian English Vowels: English Meets Malay Dialects. Retrieved from http://wwwa.urv.cat/deaa/PaPI2011/poster_session_W_files/A%20Closer%20Lohok%20a%20Malaysian%20English%20Vowels.pdf
- Toponlinecolleges.com (2012). One Week. *Stunt*. Retrieved from <http://www.toponlinecolleges.com/blog/2012/10-songs-with-lyrics-that-are-impossible-to-understand/>
- Tegge, F. A. G. (2015). Investigating Song-Based Language Teaching and its Effect on lexical Learning. PhD Thesis from Victoria University of Wellington. Retrieved from <http://researcharchive.vuw.ac.nz/xmlui/bitstream/handle/10063/4577/thesis.pdf>
- Wan Aslynn (n.d.). Vowel Length Discrimination among Malay Speakers of Malaysian English an Instrumental Study. Retrieved from https://research.ncl.ac.uk/ARECLS/volume_4/wan.pdf
- Zaidan, A. J. (2014). English and Malaysian English Vowels: Theoretical and Applied Perspectives. *Journal of ELT and Poetry* , Vol. 2(1), 5-11. Retrieved from https://www.academia.edu/6029464/ENGLISH_AND_MALAYSIAN_ENGLISH_VOWELS_THEORETICAL_AND_APPLIED_PERSPECTIVES

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions, and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of English Language Teaching shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).