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Videoke: Enhancing Learners' English Pronunciation Skills

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Abstract

The Department of Education ensures that no child will be left behind when the school year ends. Thus, after the assessment of 30 Pupils during the DepEd's oral verification assessment, they got a rate of frustration, which means they have difficulty recognizing the word and pronunciation skills. The researcher gave an Intervention Program using Videoke to enhance the pronunciation skills of the pupils. This study tested its effectiveness for La Carlota Elementary School pupils, where the participants were divided into controlled and experimental groups. The Controlled Group did not receive an intervention, while the Experimental Group received an intervention. The research design used was True Experimental Research Design. The researcher

gave a pretest to the pupils before the intervention. After it, the researcher had the intervention with the Experimental group, and a post-test was given to determine its effectivity. The result shows that students in the experimental group during the post-test indicated improvement in their performance compared to those in the controlled group. This post-test was conducted after the intervention program, where students were given a couple of weeks to have a video session to aid enhancement. There is a significant difference in the experimental groups' Pre-test and Post-test results. Thus, teachers may integrate Videoke sessions as part of their intervention program to aid students in enhancing their pronunciation skills in reading.

Keywords: Oral Verification Assessment, Pronunciation Skills, Videoke

Introduction

In a study by Bender (2012)^[2], he reported that even those who are perceived to be brilliant as their peers but struggle with reading comprehension do not advance as quickly as their peers. The records show that every child completes elementary school. Even those pupils who struggle with reading comprehension can succeed. As a result of their inability to read at grade level, they experience anxiety and sadness throughout their academic careers. They frequently believe that they have failed because of their formal schooling. Their lessons consequently encounter adoption challenges (Bender, 2012)^[2].

Every year, La Carlota SPED Integrated School in elementary was struggling because of the increase in frustration-level readers. This Oral Verification assessment is composed of word recognition, comprehension, and pronunciation skills based on the learner's grade level. Thus, different reading interventions must be given according to the needs of each learner.

Reading was sometimes taken for granted in today's quickly changing world and technological landscape, yet it is undeniable that the majority of Filipino children lack the skill and desire to read, 2010 article in the Philippine Star.

More interventions are given to enhance Pupils' word recognition and comprehension. These components in reading are given so much concentration since it is easy to design a program, activities, and intervention to enhance such skills. However, we seldom design interventions to enhance pupils' Pronunciation skills which are very important in Reading and Communication. Pronunciation is one of the most crucial parts of learning English as a second language since it affects learners' ability to carry on conversations. It is entirely normal for English speakers learning the language as a second language to have pronunciation issues. Seom (2021)^[23] stated that a learner's mother tongue, age, amount of exposure, phonetic skill, attitude, and motivation all have an impact on how well they pronounce words. The pronunciation of students is impacted by the many local dialects in the Philippines due to the influence of their other languages.

The teacher's delivery and development of the lesson are crucial for effective education and learning English pronunciation. To create a more lively, energizing, and engaging classroom environment, the teacher used numerous effective media (Mulyani, 2010)^[15].

Multimedia is largely accepted to have had a substantial impact on language learning. It greatly aids many groups of language learners in their language-learning process (Ali & Segaran, 2013^[1], as cited in Tamburini & Paci).

Videoke is a popular form of entertainment where a performer sings live to an instrumental backing track using an on-screen lyric video and is popular among Filipinos. In the Philippines, it is a kind of entertainment in which novice singers or anybody with an interest in singing sing along with recorded music using a microphone.

In an article published by Sood (2011) ^[24] she stated that it is an understatement to say that Filipinos love Videoke. Almost every Filipino home has a Videoke machine. In the Philippines, singing has become an important component of pop culture. It is a family-friendly activity throughout the country.

According to studies, songs are a useful tool for providing context, meaning, and motivation to EFL (English Foreign Language) learners because their components, such as melody, harmony, timbre, rhythm, tempo, and lyrics, can help break down effective barriers and make students feel more at ease (Karsono, 2019) ^[8]. The elements described above also enhance motivation, recall, and memory, as well as language skills, according to Pardede (2019) ^[19]. Songs' repeating structure and inherent supra-segmental qualities make them effective aids for pronunciation improvement, according to Lems (2001) ^[10] and Wong & Perrachione (2006). According to a 2009 survey by Renfigo, language learners enjoy karaoke (Videoke) and think it helps with their growth.

Thus, this study wants to find out how videoke helps improve pupils' pronunciation skills using Experimental Research.

Statement of the Problem

1. What are the results of the pronunciation skills of Grade III learners of LCC SPED-IS considered as the control and experimental group in the Pre-test?
2. What are the pronunciation skills of Grade III learners of LCC SPED-IS considered as the control and experimental group in the post-test?
3. Is there a significant difference in the pronunciation skills of control and experimental groups pre and post-test?
4. Is there a significant difference in the pronunciation skills of the control and experimental post-tests?

Theoretical Framework

The theoretical basis of the study is based on Mayer's Cognitive Theory of Multimedia Learning and constructivist learning theory. According to Mayer (2002) Cognitive Theory of Multimedia Learning, people process information through two different channels: the verbal channel, which processes audio and textual components, and the visual channel, which processes graphically displayed materials (Mayer, 2001).

Mayer's (2001) cognitive theory of multimodal learning, given by Ali and Segaran, is supported by three assumptions (2013) ^[1]. The first premise is that multimedia learning consists of visual-pictorial and auditory-verbal dual-channel activities. The second assumption is that each channel in the human cognitive system has a limited capacity for processing information. The third premise is that learners engage in active processing in the channels, which involves media selection (words and images), arranging the media into the verbal and pictorial mental model, and connecting them with prior knowledge, resulting in significant schema acquisition. This occurs when related verbal and visual

representations are simultaneously stored in working memory (Mayer, 2002). In Videoke learning situations, combining visual and auditory information to preserve it in long-term memory is crucial. The information gained through sensory memory (listening to and seeing the Videoke screen) and working memory (integrating Videoke and the uttered word) may be stored in long-term memory and used accurately.

Using this Videoke approach, the learners have the pleasure of learning at their speed and any location. The Videoke machine is a simulation of a real teacher; therefore, it can be associated with the constructivist theory, as the constructivist approach enables students to relate the knowledge and skills they obtain from the device to similar situations in the teaching-learning process in the classroom. The pronunciation experience acquired by the learner singing in the Videoke may be implemented in the actual world when they must pronounce identical words.

Scope and Limitation

This study focused on the significant effect of Videoke as part of the intervention program in enhancing learners' pronunciation skills. These 30 pupils were at the Frustration level during the assessment and are enrolled in the summer class program of La-Carlota Elementary School. The research used a Videoke App uploaded on cell phones using English songs provided by the researcher. The independent sample t-test was used whether there existed a significant difference in the learners' pronunciation skills during the post-test.

Review of Related Literature

The identified literature arranged by themes shed light on the understanding of the study.

Young Learners and Their Characteristics

According to Ur (2014), referenced by Hosni (2014) ^[26], the young learners' perspective is based on how many people seem to speak the local language naturally. That children are naturally more adept learners would seem to be the logical conclusion from this experience. One of the reasons behind this is that younger children learn pronunciation more easily. According to Ur cited by Hosni (2014) ^[26], when students are studying a foreign language, there are some components of vocabulary, such as form, pronunciation, and spelling, that must be taught or mastered by the students. This implies that the student must be familiar with both the way a word is pronounced as well as how it is written (spelling).

Teaching Pronunciation must begin in the early stages of young learners as stated by Reid (2016) ^[21] on Teaching English to different age groups, from the beginning of English language instruction, emphasis should be placed on pronunciation instruction. In the English language, pronunciation instruction is often neglected or overlooked. However, good pronunciation is without a doubt a crucial aspect of effective communication in the English language.

Pronunciation skills of the English Language in the Philippines

The Philippines is an Archipelago composed of different islands. Each island has a different Mother tongue language that makes it unique. Thus, Filipinos are not born to be English speakers, leading to some problems in their pronunciation skills.

According to Osorio *et al.* (2018), one of the problems of Filipinos is that some of the English letters are not available in the Filipino Alphabet. The Filipino alphabet does not have these letters (c, f, j, q, v, x, z) which makes it hard for Filipinos to pronounce English words correctly. Filipino speakers possess what is sometimes referred to as a "Filipino accent". The reason behind the confusion is that people often make up consonants and vowels in spoken English, making it very difficult for native listeners to comprehend.

According to Osorio *et al.* (2018), Filipinos swap the /p/ I word for /f/. This becomes challenging when those sounds occur in proximity. For instance, perform, be helpful, cop, and perfect. Filipino speakers frequently confuse the / and the /b/b/ confused. For instance, November and very big. On Friday evenings, Filipinos frequently visit "Moo bees" rather than the movies.

Susan (2009) also stated that Filipino English is somewhat distinct from American English. Thus, no one is to blame for that since Filipinos are not native speakers. Filipinos may have considerable difficulty understanding American English. Examples of pronunciation issues include the schwa vowel sound, how to pronounce voiced consonant sounds such as the /z/, /b/ & /v/ sounds, and the articulation of the /th/sounds.

The Importance of Teaching and Pronunciation skills

As a worldwide language, English facilitates communication in several countries throughout the globe.

In the Philippines, not only is English employed as a foreign language but it is also required to learn because it is used as the medium of instruction in many subjects in elementary, junior, and senior high school as well as at the university level.

There are so many reasons why teaching and developing a learner's pronunciation is not something that should be taken for granted by teachers in school. According to Paul Rogers (2017) [20], students who master the principles of pronunciation via phonics will increase their speaking abilities and improve their listening comprehension. In other words, children will be able to "hear" the difference when someone says "Tree" and "Three" to them when they can correctly pronounce these words. Additionally, pronouncing words correctly is vital for developing reading skills. When we read, we recite the words. Unfortunately, many English words seem identical but have various pronunciations and meanings. Consequently, teaching students these distinctions will improve their reading abilities.

According to Pardede (2019) [19], the incorporation of music and songs has several good effects. First, they enhance language acquisition because their motivating aspects create a more comfortable learning environment, and their cognitive and linguistic features enhance vocabulary and language learning. Second, they assist teachers in fostering creativity through a variety of learning activities. Using music and songs in foreign languages provides teachers with additional creative opportunities for motivating and engaging pupils. Thirdly, the repeated use of music in language learning offers a refreshing method to enhance the development of various language abilities, as well as a refreshing way to give students with exciting and unique classroom opportunities.

According to Harmer (2000) [5], who discusses the use of songs to teach pronunciation, music is a powerful motivator

for student engagement since it speaks to everyone's emotions while allowing them to use their brain to analyze. He also stated the reasons why songs are good for pronunciation teachings. Aside from using songs for fun, they encourage mimicry, gestures, etc. linked with the meaning. They are suitable for teaching suprasegmental phonetics (stress, rhythm, and intonation). Using songs encourages students to participate actively. They may also be used for levels of understanding. This is very easy to use since songs are available for all levels and ages. Using a variety of songs facilitates students to learn English very easily through echoing memory.

Hammer (2000) [5] contends in his study that music communicates directly to emotions while allowing us to evaluate it and its effects if we so desire, making it a powerful stimulus for student involvement.

The result conducted by Jessica *et al.* (2015) [7] concluded that using songs in English can help students improve their pronunciation.

In the study conducted by Miyake (2004) [13] he concluded that songs are useful in the learning process, particularly for pronunciation and stress reduction among English learners. Mirza (2015) [14] has also found that using pronunciation learning strategies was highly effective in improving students' pronunciation. He suggested that it is definite that more time is needed to help students improve their pronunciation, knowing that they do not practice it at home.

Methodology

Research Design

This study used the True Experimental method of research. According to the Coalition for Evidence-based Policy (2003) [4], true experimental research designs need to be regarded as the standard for determining the effect of an intervention. Moreover, a true experiment is a type of experimental design and is regarded as the most accurate form of experimental study. This is because a true experiment uses statistical analysis to support or reject a hypothesis (Williams, 2002).

True experimental research was the accurate method to use in this study since the researcher wanted to determine the effectiveness of using Videoke in developing reading skills by conducting pre-test and post-test. Thus, it justifies whatever results may come from the pretest and post-test.

Participants

The participants were composed of thirty (30) Grade 3 learners of La Carlota Elementary School enrolled. Each participant was given fictitious names and was informed that all information given was used for the particular research study. After the Conduct of Oral Reading Assessment done at the beginning and end of the school year, it was found that 30 pupils were considered under Frustration which means they have poor reading fluency, reading comprehension, and reading pronunciation. The research used purposive sampling because students who got low scores on Oral Reading Assessment are subjected to attend summer classes to prepare them for the face-to-face classes. The researcher was able to coordinate with the teacher adviser in getting the list of participants. The list of pupils' names was written on the box regardless of their sex. The fishbowl method was used in selecting participants in the experimental group and participants in the control group.

Research Instruments

The three (3) pages reading tool was made by the researcher to measure the reading pronunciation skills of the learners during the pre-test and post-test. The reading tool was divided into three (3 parts), words with first stressed syllables (7 item word), second stressed syllable (7 item word), and another stressed syllable (6 item word), a total of twenty (20 words) as the perfect score. Words were taken from Disney songs since their songs are very familiar to the participants and the lyrics are written in the English language. Elements of Pronunciation by Miryani was the basis for choosing the word. Stress is one of the components of pronunciation which was the focused element of the researcher (Miryani, n.d.)^[12] The researcher provided each participant with a three pages-reading tool.

Validity

The questionnaire used in this study was subjected to content validation by subject-matter experts using the criteria of Good and Scates (1972). The criteria used are based on the range of mean 16-20 as Very good, 11-15 as Good, 6-10 as Poor, and 0-5 as Very Poor. Three Validators were asked to validate the tool used. Rater 1 is a Former English Supervisor CID chief, division of Victorias City. Rater 2 is Head Teacher 3 MEED English. Rater 3 is Principal 1 of Batuan Elementary School. A result of 4.13, interpreted as excellent, was yielded from the validation process.

Reliability

The reliability of the research instrument was determined using the test-retest method that evaluates a construct's consistency and accuracy over time. Essentially, test-retest reliability measures the stability of scores across time. The test was administered to 20 La Carlota North Elementary School learners, one of the schools in the Schools Division of La Carlota City. It showed a result of 0.831, indicating that the instrument is reliable over time.

Statistical Data Analysis

The researcher used the appropriate statistical treatments to address the various statements of the problem posed in this study.

To determine the performance of the learners in their pronunciation skills of the controlled and experimental groups during the pretest and post-test, descriptive statistics such as the mean and standard deviation were used.

To assess if there is a significant difference in the pronunciation skills of the controlled and experimental groups during the pre and post-test, the two-sample related or dependent t-test was used.

Lastly, to show the significant difference in the pronunciation skills of control and experimental posttests, the two samples' independent t-test was used.

Ethical Considerations

The researchers considered some ethical considerations in the conduct of this study. Bryman and Bell (2007)^[3] suggested that researchers should pay attention to other ethical considerations such as data protection legislation related to the confidentiality of information. Thus, the researchers will ensure the confidentiality and privacy of research participants to avoid prejudices and biases. The respondents' participation must be voluntary to stipulate the

purpose of the research. The researchers will explain the purpose of the study and will discuss the risks and discomforts before giving out the booklet to the parents. The participant's right to refuse and withdraw at any time would not impact their relationship with the researcher.

Findings and Results of the Study

This section presents the analysis and interpretation of the data collected from the experiment conducted. This includes the pronunciation skills of students and the significant difference between the control and experimental group.

The performance of the learners in their pronunciation skills in the pre-test shows the mean and standard deviation of learners' pronunciation skills in the pre-test. Data shows that learners in the control group have a mean of 5.67 with an SD = 3.374, interpreted as poor. This means that learners have been able to pronounce six words on average, correctly. On the other hand, the experimental group got a lower mean score of (M = 5.20 and SD = 3.076) interpreted as very poor. It means that learners in this group can correctly pronounce only 5 words on average.

The result indicates that pupils have difficulty pronouncing although they can read English. This leads to very poor scores in the controlled and experimental groups.

Considering that most Filipinos do not speak English as a first language, an online article claims that they experience little trouble speaking grammatically accurate English (Barcelon, 2015). According to another online report, the Philippines is an English-speaking nation, but that does not guarantee that every English speaker will understand everything we say. Speaking a language is one thing, but pronouncing English words correctly is quite another (100 English Words Commonly Mispronounced by Filipinos 2018).

The performance of the learners in their pronunciation skills specifies the mean and standard deviation of learners' pronunciation skills in the post-test. Data shows that learners in the control group have a mean of 6.80 with an SD = 2.957, interpreted as poor. This means that learners have been able to pronounce seven words on average. On the other hand, the experimental group got a higher mean score of (M = 12.93 and SD = 2.915) interpreted as good. It means that learners in this group can correctly pronounce 12 words on average after the intervention of listening and signing in the videoke.

The result implies that the students' pronunciation skill in the control group which haven't received any intervention program has the same result which is poor during the pre-test and post-test. The experimental group which got the lowest rating of very poor during the pre-test is now interpreted as good during the post-test.

The results support the study by Panggabean and Batubara (2022)^[18] that using Karaoke apps has assisted English Foreign Language students and improved their pronunciation skills. The student participants in their study have consistently gained the advantage of experience in enhancing their pronunciation skills.

Results of the two-sample related t-test showed no significant difference in the control group's pre and post-test with (t = -1.645, p-value = 0.122). It means that the mean pronunciation skills remained almost the same for this group or did not improve at all.

Also, it shows the two-sample related t-test results in the experimental group's pre and post-test with (t = -8.622, p-

value < 0.01), which means that there is a significant difference in the mean pronunciation scores after the videoke intervention. It means that the mean pronunciation skills improved in the post-test, with the listening and singing in the videoke of learners.

The result of the study conforms to the result of Jessica *et al.* (2015)^[7] who revealed that the application of English songs is effective to be used to improve the student's ability in learning pronunciation. Additionally, Karsono (2019)^[8] in his study concluded that students showed an increase in English pronunciation after the application of karaoke activities intervention in teaching. He also added that the use of karaoke activities could motivate and encourage students' interest in learning English. The data supports supporting the study conducted by Lee (2021) states that karaoke teaching materials were motivating and perceived as effective. It was also supported by Mulyani *et al.* (2019)^[16] in their study which revealed that students' ability in English pronunciation has significantly improved through the use of video media.

The two-sample independent t-test results in the control and experimental group's post-test with ($t = -5.721$, p -value < 0.01), which means that there is a significant difference in the mean pronunciation scores of the control group and experimental group with the videoke intervention. It means that the mean pronunciation skill is significantly higher in the post-test of the experimental group, with the learners singing in the videoke.

The findings of Jessica *et al.* (2015)^[7], who found that using English songs to teach pronunciation to pupils improved their proficiency supports the results. The information is supported by the research conducted by Lee (2021), which indicates that karaoke teaching materials were stimulating and well-received. It was also supported by Mulyani *et al.* (2019)^[16], who found that video media considerably positively impacted students' English pronunciation skills.

Conclusions and Recommendations

Pupils have difficulty in pronunciation skills thus resulting in poor and very poor results of controlled and experimental groups during the pre-test. It was found that using Videoke as an intervention program aids to improve the skills of pupils in pronunciation which resulted from very poor during the pre-test to good during the post-test of the experimental group. While pupils who haven't received any of the said intervention programs remained poor and even got a lower result from a standard deviation of 3.374 on the pre-test and 2.97 during the post-test.

There is a significant difference in the result of the experimental group, pre-test, and post-test which rated as highly significant with a t -value of -8.622 and p -value of < 0.01 . On the contrary, the pre-test and post-test of the controlled group were rated as not significant.

Recommendations

That the Curriculum planners and stakeholders may encourage them to include similar activities in planning and developing an effective curriculum for the learners.

School Heads, Administrators, and Managers. They may use these results in validating statistical tests to determine the levels of improvement, further enhance the strategy, and ensure strict implementation to reach goals successfully.

Teachers. They can further explore and develop other interesting techniques to motivate students to improve their

pronunciation skills in English and to break the monotony of the teaching-learning process. Also, teachers might consider other elements of pronunciation skills in designing an intervention program together with the instrument to be used.

Parents. Encourage them to be involved in educating their children and appreciate the effectiveness of using media platforms in their child's education process.

Future Researchers. The researcher recommends conducting a parallel study on a bigger population to obtain a more profound and thorough analysis of the effectiveness of Videoke activities to enhance the pronunciation of language learners, with other elements of pronunciation to be considered.

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