

Improving Pronunciation through the Use of Karaoke in an Adult English Class

RENGIFO, A. R. Improving pronunciation through the use of karaoke in an adult English class. **Profile Issues in Teachers' Professional Development**, Bogotá: Universidad Nacional de Colombia, no. 11, jan./abr. 2009. Disponível em http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902009000100007. Acesso em: nov. 2020.

Summary by Wagner Nogueira (TEAM member). Jan. 12, 2021.

In his article "Improving Pronunciation through the Use of Karaoke in an Adult English Class", Andrés Roberto Rengifo (2009) mentions the use of karaoke in English language classes. Rengifo organizes his article basically in four aspects of his research: the problem, the method, the theory, and the result.

The author points out his main question for his project: "to what extent can the use of karaoke help students improve their pronunciation skills in the English classroom?". Rengifo states that Davis and Pearse (2000)¹ consider communication as the main goal of language courses, and that English should be used for real communication as much as possible; as a consequence of this communicative perspective, most activities are related to speaking activities in modern classrooms.


The method used in the research reported in the article is Action Research. Kemmis and McTaggart (1982, p. 8)² say that "action research is trying out an idea in practice with a view to improving or changing something, trying to have a real effect on the situation." This method is organized into four moments: planning, acting, observing, and reflecting. The main point of the article is never going to the next step before analyzing and discussing each moment.

As stated in the article, pronunciation is the main problem faced by students, therefore the theory that grounded the research was based on language in use. According to this theory, a person's main goal when learning a language is to communicate, and since students report that listening comprehension is a major issue, Rengifo uses karaoke as a tool to try to solve such issue.

Finally, in the end of the article Rengifo shows that the students expressed that the most difficult aspects related to their understanding were unknown vocabulary, linked sounds, contractions, minimal pairs, and other aspects such as intonation. Also,

¹ DAVIES, P.; PEARSE, E. **Success in English teaching**. Oxford: Oxford University Press, 2000.

² KEMMIS, S.; McTAGGART, R. **The action research planner**. 2. ed. Waurin Ponds, VIC: Deakin University School of Education, 1982.



the students reported that they were very worried about the pronunciation of new words and they discovered that minimal pairs were their favorite subject to practice. Rengifo also discovered that the use of karaoke in classroom creates a good environment and meets students' needs, which is essential to learn any language.

