HOW DOES LISTENING TO ENGLISH SONGS HELP STUDENTS IMPROVE THEIR PRONUNCIATION?

Musaxanova Gulsanam Sherxon qizi Student at Namangan State Institute of Foreign Language named after Is'hakhan Ibrat Email:
musohonovaguliii@gmail.com

Abstract: Pronunciation is one of the most difficult parts of learning English. Many students know words and grammar rules, but they still find it hard to speak clearly. This study looks at how listening to English songs can help Grade 6 students at School Number 58 in the Namangan district improve their pronunciation. The research included 13 students and used a mixed methods approach, combining both qualitative and quantitative tools to collect data. The data were gathered through interviews, questionnaires, and classroom observations. The findings show that listening to English songs had a positive effect on students' pronunciation, especially in areas such as word stress, rhythm, and sound production. Students also became more confident when speaking English. Overall, this study suggests that English songs are an effective and enjoyable tool that teachers can use to support pronunciation development in the classroom.

Keywords: pronunciation; English songs; listening; rhythm; word stress; EFL; action research; Grade 6

1.Introoduction

Pronunciation is an important part of speaking a language clearly. When students ***cannot pronounce words correctly, other people Aprel find it hard to understand*** them, even if they use the right words and grammar. For many EFL learners, pronunciation is one of the most difficult skills to develop, because English has many sounds that do not exist in their first language. During my teaching practice at School Number 58 in the Namangan district, I noticed that many Grade 6 students were shy about speaking English out loud. When I asked them to read or repeat words, they often spoke very quietly or made many pronunciation mistakes.

Some students told me they felt embarrassed because they were not sure how to say words correctly.

I began to think about how I could help them in a fun and easy way. I noticed that some students already listened to English songs outside of class and that they could remember words from songs quite easily. This gave me an idea: could listening to English songs help students improve their pronunciation? Research supports this idea. Songs provide natural and repeated examples of how words are spoken, including stress, rhythm, and connected speech. When students listen to and sing along with songs, they practice pronunciation without feeling the pressure of a formal lesson. This study was designed to explore that idea with real students in a real classroom.

2. My teaching context

This study was carried out at School Number 58 in the Namangan district, Uzbekistan. The class had 13 Grade 6 students aged 11-12 years old. I am a third-year student at the Namangan State Institute of Foreign Languages named after Is'hakhan Ibrat, group XTA-MM-23, and this research was part of my teaching practice. The students had English lessons several times a week and had been learning English since Grade 1. However, their speaking skills, especially pronunciation, were still quite weak. Most lessons followed a traditional format, with the teacher explaining and students repeating. There was little chance for students to practice speaking in a natural or creative way. Before starting the study, I observed that students had trouble with specific sounds, word stress, and natural rhythm when they spoke English. I believed that using English songs could give them more natural and repeated exposure to these features. Songs are also enjoyable, which can lower students' stress and make them more willing to try.

3. Literature Review

Many researchers have studied how songs can help students learn to pronounce English better. Their findings show that songs are not just for fun - they

can also be a useful tool in the language classroom. Engh1 explained that songs give students a chance to hear English in a natural way. Unlike textbook exercises, songs show how words are stressed and connected in real speech. He argued that when students listen to songs regularly, they begin to notice how English sounds and start to copy those sounds more correctly. Ludke, Ferber, and Overy 2 compared two groups of students - one group used songs, and the other used only speaking activities. The results showed that the song group made better progress in producing correct sounds and remembering phrases. The researchers explained that melody helps the brain hold onto language patterns, making it easier to repeat them accurately.The emotional side of learning also matters. Çelik and Arkan3 found that songs helped students feel more relaxed and less afraid of making mistakes. When students feel comfortable, they are more willing to try new sounds. Songs create a safe space where students can practice without feeling embarrassed.

Brum and Kouicem4 found that after using songs regularly, students' stress and intonation patterns clearly improved. Students who sang along with English songs began to follow the natural rhythm of the language more closely, which helped them sound more natural when speaking.

4. Research Questions

This study was guided by three main questions:

1) In what ways does listening to English songs influence your pronunciation of English words and sounds?

2) How does singing along or repeating lyrics from English songs help you notice and correct your own pronunciation?

3) What specific pronunciation features (such as stress, rhythm, or intonation) have you improved through listening to English songs?

1 Engh, D. (2013). Why use music in English language learning? A survey of the literature. *English Language Teaching, 6*(2), 113–127.
2 Ludke, K. M., Ferber, S., & Overy, K. (2014). Singing can facilitate foreign language learning. *Memory and Cognition, 42*(1), 41–52.
3 Çelik, S., & Arkan, A. (2012). Using songs to reduce foreign language anxiety. *Procedia — Social and Behavioral Sciences, 46*, 3016–3019.
4 Brum, C., & Kouicem, K. (2026). The effect of songs on EFL learners' pronunciation. Arab World English Journal, 8(3), 245-258.

5.Exploratory Phase

1.Methods of Data Collection

Three tools were used to collect data throughout the study:

a. Interviews

Short interviews were held with students before and after the intervention. Students were asked about their experience with English songs and how they felt about their pronunciation. This gave useful personal information that numbers alone could not show.

b. Questionnaires

Questionnaires were given to all 13 students before and after the study period. They included simple questions about students' confidence, their feelings about pronunciation, and how much they felt songs had helped them. The answers were used to compare changes over time.

c. Classroom Observations

The researcher observed lessons where English songs were used as a teaching tool. Notes were taken about how students responded, how actively they participated, and any changes in their pronunciation during speaking activities.

6. Exploratory Research Findings

The data from all three tools showed clear and positive results. Students who listened to and practiced with English songs showed improvement in several areas of pronunciation.

Table 1. Interview Results

Finding	Details
Students fell more confident	After using songs regularly, students felt more confident in their pronunciation.
Better stress and rhythm	Students began to follow English

	stress and rhythm patterns more naturally.
More active participation	Students replaced incorrect sounds with more accurate pronunciation over time.

Source: interview data

Table 2. Questionnaire Results

Finding	Details
Songs had a positive effect	Most students reported that listening to English songs had a positive effect on their pronunciation.
Songs helped them learn sounds	Many learners stated that songs helped them learn the pronunciation of difficult words and sounds.
Increased speaking confidence	Students mentioned that songs helped them remember how words should sound, making them more willing to speak aloud.

Source: questionnaire data

Table 3. Classroom Observation Results

Finding	Details
More active pronunciation	Students became more active when practising pronunciation during song-based activities.
Better sound production	Teachers noted that students

	gradually improved their production of difficult sounds and words.
Improved accuracy over time	Students' pronunciation accuracy improved over the observation period, especially in stress and intonation.
More confident practice	Students felt more comfortable to practise and self-correct when working with songs.

Source: classroom observation data

7. Action Plan

Based on the findings, I made an eight-week plan to help students improve their pronunciation through English songs. The plan had four main steps: plan, act, observe, and reflect.

Using Songs in Lessons

Every lesson, I chose one or two simple songs that matched the students' level. Before listening, I explained new words. Then students listened two or three times. After that, we talked about how words were stressed and how sounds were connected.

Singing Along

After listening, students sang along together as a class. I did not ask anyone to sing alone, so students felt safe. Over time, they became more confident and sang more clearly. Repeating the same songs helped students become familiar with the sounds.

Pronunciation Activities

After singing, I used short activities to practise specific sounds from the song. Students listened, repeated, and checked each other in pairs. These activities were short - about five to ten minutes - so students stayed focused.

Reflection and Feedback

At the end of each week, I asked students simple questions such as: Did you feel-more confident? Which sounds felt easier? I also wrote short notes after each lesson about what I observed and what needed to change.

8. Results

After eight weeks, the results showed clear improvement in students' pronunciation. Data from interviews, questionnaires, and classroom observations all gave positive results.

Interview Results

After the intervention, students said they felt more confident when speaking English. Many told me that listening to songs helped them remember how words should sound. Some students also said that singing along made it easier for them to notice their own mistakes and try to correct them.

Questionnaire Results

Most students reported that songs had a positive effect on their pronunciation. They said they felt less nervous when speaking English out loud. Many also said that they enjoyed the song activities and wanted to continue using songs in class.

Table 1. Students' Responses Before and After the Intervention

Statement	Before (%)	After (%)
I feel confident when speaking English	23%	71%
I can pronounce English words correctly	18%	65%
I enjoy speaking English in class	30%	78%

Source: questionnaire data

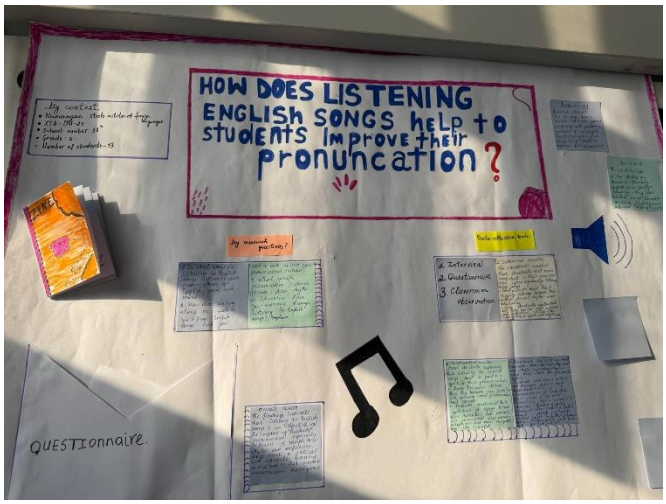
Classroom Observation Results

During lessons, I noticed that students became more active over time. In the first weeks, most students were quiet and did not want to repeat words aloud. By

the final weeks, almost all students were singing along and practising sounds with more confidence. Their stress and rhythm also improved - they began to sound more natural when speaking.

9. Discussion of Findings

The findings show that listening to English songs helped students improve their pronunciation. Songs were useful in three main ways: students learned to say words and sounds more correctly, they began to feel the stress and rhythm of English more naturally, and they felt more comfortable and confident when speaking. Students who used songs regularly showed clear improvement during the study. They also said they felt less nervous when speaking English out loud.



9. Conclusion

a. What I Learned

This study showed that English songs can be a simple and powerful tool for improving pronunciation in an EFL classroom. Students do not need special equipment or a lot of extra time. They just need regular contact with songs and the chance to listen, repeat, and practice. I also learned that when students enjoy an activity, they work harder and improve more quickly. Songs made pronunciation practice feel less like a lesson and more like something fun, which helped students stay interested and motivated.

b. Challenges

Some challenges were finding songs that matched the students' language level and managing time during lessons. A few students were still shy about singing along. However, these problems were small, and overall the results showed that songs were a helpful and valuable addition to the classroom

References

Brum, C., & Kouicem, K. (2017). The effect of songs on EFL learners' pronunciation. *Arab World English Journal*, *8*(3), 245–258.

Çelik, S., & Arkan, A. (2012). Using songs to reduce foreign language anxiety. *Procedia — Social and Behavioral Sciences*, *46*, 3016–3019.

Engh, D. (2013). Why use music in English language learning? A survey of the literature. *English Language Teaching*, *6*(2), 113–127.

Haidari, S. M., & Mohamadi, Z. (2021). The impact of digital songs on young EFL learners' pronunciation and motivation. *Journal of Language and Education*, *7*(2), 89–102.

Ludke, K. M., Ferber, S., & Overy, K. (2014). Singing can facilitate foreign language learning. *Memory and Cognition*, *42*(1), 41–52.