LEARNING FOREIGN LANGUAGES USING SONGS: STUDYING ENGLISH THROUGH MUSIC

Keshfedinova Elvina Rustemovna

Student of Uzbekistan state world languages university

elvinakesfedinova@gmail.com

Ziyodullayeva Aziza Akmalevna

Teacher of UzSWLU, philology faculty

Azizaziyad63@gmail.com

Abstract: Learning a second language is a multidimensional process that involves exposure to authentic materials, interaction, and regular practice. Traditional approaches frequently emphasize grammatical drills and textbook exercises, which may not completely capture the complexities of language learning. According to recent studies, songs can be an effective technique for enhancing vocabulary acquisition, pronunciation, and motivation in language learning. This study looks at how music, specifically English-language songs, improves the learning process by increasing retention, strengthening listening abilities, and encouraging emotional involvement. The study consists of a review of existing material as well as a small-scale study comparing students who learn English through songs to those who use traditional techniques. The results show that including songs into language learning greatly enhances language acquisition and engagement.

Key words: vocabulary, authentic materials, nuances, conventional methods, listening skills, pronunciation, consistent practice, motivation, engagement.

Introduction: Language learning encompasses cognitive, social, and emotional variables that determine how well students learn new words and structures. Traditional approaches frequently include rote memorization, grammar exercises, and textbook-based reading. While successful, these strategies can be time-consuming and do not always engage learners emotionally. In contrast, music has been demonstrated to

improve language learning because of its repeating structure, natural intonation patterns, and engaging character (Medina 3). Songs provide a rich language environment in which learners can hear genuine speech patterns, enhance their pronunciation, and acquire idiomatic terms in context. According to research, lyrics can improve memory retention by stimulating a variety of cognitive processes, including auditory and emotional memory.

Furthermore, music is inextricably linked to emotion, which is essential for learning. According to research, good emotional connections to learning materials promote motivation and retention (Ludke, Ferreira, and Overy 200). Given the ubiquitous availability of English-language music on sites such as YouTube, Spotify, and TikTok, incorporating songs into English education is a practical and effective technique.

This study aims to address the following research questions:

1. Does learning English through songs improve vocabulary retention?

2. Can music-based learning enhance pronunciation skills?

3. How does using songs affect student motivation compared to traditional methods?

By addressing these questions, this paper aims to highlight the benefits of using songs as a pedagogical tool for learning English.

Methods

Participants

The study included 30 university students enrolled in an EFL program. Participants ranged in age from 18 to 25 and spoke English at an intermediate level. They were grouped into two categories:

The experimental group of 15 pupils learned English through song.

The control group (15 students) used typical textbook approaches.

Procedure

The experiment lasted six weeks. The experimental group was exposed to five English songs per week, which were carefully picked for their clear pronunciation, common vocabulary, and grammaticality. Activities included:

Listening comprehension tasks (e.g., fill-in-the-blank exercises).

Pronunciation practice (repeating lyrics).

Lyric analysis (understanding meaning and context).

Sing-along activities to reinforce learning.

Meanwhile, the control group studied the same vocabulary and grammar through textbooks, reading comprehension exercises, and writing assignments.

Data Collection

Data was collected through:

Pre-tests and post-tests for vocabulary, pronunciation, and listening comprehension.

Before and after the study, students completed surveys to assess their motivation and involvement.

Instructors keep observation records to track student involvement and enthusiasm.

Results:

Vocabulary Acquisition

The experimental group improved their vocabulary test scores by 35%, whereas the control group only improved by 18%. Many students in the experimental group indicated that the repeated pattern of song lyrics helped them learn new words more quickly.

Pronunciation and Listening Skills

Pronunciation accuracy increased by 25% in the experimental group versus 10% in the control group. Many students said that hearing native pronunciation through songs helped them reproduce speech patterns better than textbook-based phonetics activities.

Motivation and Engagement

The survey results showed that 87% of students in the experimental group felt more interested and competent in their English study. In comparison, only 42% of control group students said they enjoyed their lessons. Some experimental group students began listening to English music outside of class, which resulted in extra exposure.

Discussion: These findings are consistent with earlier research demonstrating that songs improve vocabulary retention, pronunciation, and motivation (Murphey 774). Several fundamental aspects can explain why music is beneficial in language learning:

1. The Function of Music in Memory Retention

Music has been related to better memory recall, particularly when repeated. According to Medina, songs stimulate both auditory and emotional memory, making it easier for students to store and retrieve new words (5). The rhythmic character of songs makes it easier for students to predict word patterns and memorize knowledge.

2. Pronunciation and Intonation Advantages

Songs expose students to natural intonation, rhythm, and stress patterns, which are essential for improving pronunciation. Unlike textbooks, which frequently provide isolated phonetic transcriptions, songs present words in their natural spoken context.

3. Emotional Engagement and Motivation

Music is intimately linked to emotion, and happy emotions improve the learning experience. According to research, learners are more likely to remember words and phrases when they have an emotional connection to (Ludke et al. 200). The high levels of motivation found in this study lend weight to the notion that music make language learning more fun and engaging.

4. Potential Limitations and Considerations

While the advantages of learning English through music are obvious, certain problems remain. Lyrics may contain slang or informal language that confound students. Some pupils may focus on the tune rather than the text, which reduces learning efficacy.

Teachers should carefully choose songs that match their students' competency levels.

Future research should look into how different music genres affect learning outcomes and whether long-term exposure to songs results in better retention than short-term studies.

Conclusion: This study suggests that employing English-language songs as a learning technique improves vocabulary acquisition, pronunciation, and motivation. The findings show that music is not only an entertaining medium, but also an excellent instructional method for language acquisition.

Given the ease of access to English-language music through digital platforms, instructors should consider introducing music-based learning activities into EFL

curriculum. Future studies could look into how varied genres, music-based storytelling, and interactive digital apps influence language acquisition.

Students can build stronger linguistic skills in a fun and productive way by incorporating songs into their learning process.

References:

1. Ludke, Karen M., Fernanda Ferreira, and Katie Overy. "Singing Can Facilitate Foreign Language Learning." Memory & Cognition, vol. 41, no. 2, 2013, pp. 197-206.

2. Medina, Suzanne L. "The Effects of Music upon Second Language Vocabulary Acquisition." National Network for Early Language Learning, 1990, pp. 1-9.

3. Murphey, Tim. "Song and Music in Language Learning." TESOL Quarterly, vol. 25, no. 4, 1992, pp. 773-774.

4. Salcedo, Claudia S. "The Effects of Songs in the Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal." Journal of College Teaching & Learning, vol. 7, no. 6, 2010, pp. 19-30.

5. Engh, Dwayne. "Why Use Music in English Language Learning? A Survey of the Literature." English Language Teaching, vol. 6, no. 2, 2013, pp. 113-127.

6. Paquette, Kelli R., and Sue Rieg. "Using Music to Support the Literacy Development of Young English Language Learners." Early Childhood Education Journal, vol. 36, no. 3, 2008, pp. 227-232.

7. Patel, Aniruddh D. "Language, Music, Syntax and the Brain." Nature Neuroscience, vol. 6, no. 7, 2003, pp. 674-681.

8. Schon, Daniele, et al. "Songs as an Aid for Language Acquisition." Cognition, vol. 106, no. 2, 2008, pp. 975-983.

9. Gardner, Robert C., and Wallace E. Lambert. Attitudes and Motivation in Second-Language Learning. Newbury House, 1972.

10. Dörnyei, Zoltán. "Motivation and Second Language Acquisition." Annual Review of Applied Linguistics, vol. 21, 2001, pp. 43-59.