



ЖУРНАЛ ИССЛЕДОВАНИЙ И РАЗВИТИЯ THE JOURNAL OF RESEARCH AND DEVELOPMENT ТАДҚИҚОТ ВА ТАРАҚҚИЁТ ЖУРНАЛИ

ISSN: 3030-3281. Volume I, Issue-9, (September) 2024
Journal homepage: <https://imfaktor.com/index.php/tjrd>

NEMATULLAEVA Muslimakhon Rakhmatullo kizi
Student of the third English language faculty
UzSWLU

IMPACT OF ENGLISH SONGS ON PRONUNCIATION OF LANGUAGE LEARNERS

ANNOTATION

The role of music in language acquisition has garnered increasing attention in recent years, particularly in the context of pronunciation improvement among language learners. This article explores the impact of English songs on the pronunciation skills of non-native speakers, focusing on how musical elements can enhance phonetic awareness, intonation, and rhythm. Through a review of existing literature and an analysis of practical applications in language education, this study aims to provide insights into the effectiveness of using songs as a pedagogical tool for improving pronunciation.

Keywords: language skills, pronunciation, English songs, intonation, engaging activities.

Introduction

Pronunciation is a crucial aspect of language learning that significantly affects communication efficacy. For many language learners, achieving native-like pronunciation can be challenging due to various factors, including phonetic differences between their native language and English. Recent studies suggest that integrating music, particularly English songs, into language instruction can serve as an effective strategy for enhancing pronunciation skills (Murphey, 1992; Katchen, 1996). This article examines the theoretical framework supporting this approach and its practical implications for educators.

◆ *Phonetic awareness.*

Phonetic awareness refers to the ability to recognize and manipulate the sounds of a language. English songs often highlight specific phonetic features, such as vowel sounds and consonant clusters, making them useful tools for improving learners' awareness of these elements. According to Kachru (1992), exposure to varied pronunciations through songs can help learners understand the nuances of English phonetics.

◆ *Intonation and Rhythm.*

Songs possess musical qualities that emphasize rhythm and intonation. The melodic patterns of songs can aid learners in grasping the prosodic features of English. As noted by Celce-Murcia et al. (2010), proper intonation and rhythm are essential for conveying meaning and emotion in spoken language. By mimicking the intonation patterns found in songs, learners can improve their overall pronunciation and communicative competence.

◆ *Vowels*

Vowels are sounds produced with an open vocal tract, allowing air to flow freely without significant obstruction. In English, there are five primary vowel letters (a, e, i, o, u), and diphthongs represent combinations of vowel sounds.

◆ *Consonants*

Consonants are speech sounds produced with varying degrees of closure in the vocal tract. English contains 25 consonant sounds represented by 21 letters (b, c, d, f, g, h, j, k, m, n, p, q, r, s, t, v, w, x, y, z) along with four consonant clusters (ch, sh, th, ng). Scarcell and Oxford (1994) describe consonants as sounds created with some blockage in airflow. Some consonant sounds are voiced while others are voiceless.

Voiced and Unvoiced Sounds

In English, all sounds can be categorized as either voiced or unvoiced. While all vowels are voiced, certain consonants may vary. Nunan emphasizes that pronunciation encompasses the sounds we produce while speaking; effective communication relies on mutual understanding. The Longman Dictionary of Applied Linguistics describes pronunciation as “the manner in which sounds are interpreted by the listener”.

Methods

While conducting this research, qualitative and secondary data analysis methods were utilized to highlight impacts of songs on development of language learners’ pronunciation. Numerous studies have explored the effectiveness of music in enhancing language teaching and learning outcomes across various age groups (Lin, 2010; Yen, 2004). With the advent of multimedia and modern technologies, many English popular songs can be incorporated into language instruction.

Research has consistently demonstrated the benefits of using songs in the classroom for learning English (Liu, 2002). Motivation is recognized as a crucial factor in successful second language acquisition (Budden, 2003). Gardner (1993) asserted that individuals with higher motivation are more inclined to learn languages, enjoy the process, and strive to understand the target language. More recently, linguist Alison Wray (1998) and anthropologist Steven Mithen proposed that there is a shared origin between music and language, which they termed “music language”.

This concept emphasizes teaching through messages rather than just words (Mithen, 2005). Lin advocated for the use of storytelling and singing activities to enhance pronunciation and listening skills. Sukket (2007) conducted a study on song activities and their impact on improving English speaking abilities and vocabulary knowledge among first-grade students. The research employed lesson plans focused on song activities, in addition to assessments of speaking skills and vocabulary knowledge.

The results indicated that after being taught through songs, students achieved a moderate level of speaking ability (3%) and met the criteria for success, while their vocabulary levels were rated as very good (59.38%) and good (34.38%), also meeting the established criteria. Additionally, Nunan (2003) notes that the approach to teaching pronunciation and its role in ESL/EFL classrooms has evolved significantly over the past 50 years. Research has shown the benefits of using English songs for language acquisition among learners (Hsu 2002; Lo, 2002; Yen, 2004) and the motivation of young learners when incorporating songs into English teaching (Chen & Chen, 2009).

Results

Teachers can effectively motivate students through music, as highlighted by Phillips (2003), who noted that songs encourage active participation during learning activities. It’s rare to find someone who dislikes music; while opinions on art, movies, or singing may vary, almost everyone enjoys at least one genre of music. According to Chris Brewer, music synchronizes mental, physical, and emotional rhythms, fostering deep concentration and enabling the processing of substantial amounts of information.

Teachers have various ways to incorporate music into their classrooms, as discussed by Lieberstein (1996). They can use background music or lyrics as a foundation for lessons, but it’s crucial to understand how to utilize music effectively in English language instruction. My observations in class revealed that listening to specific types of music or teaching sections of children’s books through music offers additional advantages for both teaching and learning.

However, it is important for teachers to recognize that using music just once in the classroom will not yield significant benefits. Many educators may try music once but fail to integrate it consistently into their lessons. It takes time for both teachers and students to acclimate to learning with music. Once this adjustment occurs, incorporating music can be a powerful tool for achieving success among English learners, as noted by Molinsky (2000). Research indicates that music:



For optimal results, students should be familiar with the vocabulary of the songs and exposed to specific songs multiple times. Nevertheless, many English teachers fail to incorporate engaging activities for practicing speaking skills, resulting in poor student performance in these areas. Consequently, implementation of creative strategies centered around English songs has been decided to assess their impact on students' spoken language skills, motivation, and classroom participation.

Discussion

The statistical analysis of both the experimental and control groups indicated that using English songs to teach pronunciation significantly impacts learners. Throughout this research, it became evident that the choice of activities played a crucial role in achieving positive outcomes. When teachers select appropriate activities to accompany the songs, they are likely to yield better results. Conversely, poorly chosen activities can lead to failure. Thomas & Clarke (2013) emphasized that teachers who utilize activities engaging multiple senses, sight, sound, touch, and even taste and smell, enable students to learn more effectively.

This multisensory approach allows learners to absorb information with less difficulty by observing others, imitating actions, and exploring independently. Students in the control group struggled with pronunciation due to their unfamiliarity with English sounds and a lack of connection to the target language's phonetics. In contrast, the experimental group made fewer errors because they were educated about syllabification and word stress. The songs provided them with a framework to relate to English pronunciation.

Through practice with songs and related activities, including reading aloud, these students could assess their pronunciation and compare it with native speakers, allowing them to identify their mistakes independently. As Murphy (2002) noted, improving pronunciation involves honing one's listening skills and imitative abilities; listening to English songs can help learners accurately replicate the sounds of the lyrics.

Another critical aspect to consider is the selection of songs. It is essential to choose songs that students find enjoyable and engaging for the activities, as this fosters deeper involvement in their practice. The chosen songs should align with the students' comprehension levels and challenges. Using songs not only enhances English pronunciation but also expands students' vocabulary. There is a clear relationship between English songs, vocabulary acquisition, and pronunciation improvement. When students listen to songs repeatedly, they not only learn to pronounce correctly and fluently but also become adept at using new words.

Farmand & Pourgharib (2013) noted that songs help keep students alert during learning and practice sessions. Music appeals to people of all ages and preferences, positively affecting mental, physical, and emotional well-being. Incorporating music into the classroom allows learners to connect more deeply with the language, enabling them to concentrate on large amounts of information and process it efficiently.

Conclusion

Based on the findings presented, it can be confidently stated that this study successfully demonstrated the positive effects of English songs on learners' pronunciation. It is clear that incorporating songs into pronunciation lessons can bring beneficial outcomes. Not only do they enhance results, but they also transform the classroom environment and boost motivation for learning. This approach makes the educational experience more enjoyable and engaging. Utilizing English songs proves advantageous as it not only improves pronunciation but also enriches vocabulary. This creative method of teaching pronunciation offers numerous opportunities for learners to practice and develop their speaking skills.

REFERENCES:

1. Millington, N. T. (2011). "Using Songs Effectively to Teach English to Young Learners". *Journal of Language Education in Asia*, 2011, 2(1), 134-141. Japan: Ritsumeikan Asia Pacific University.
2. Nunan, D. (1999). *Second language teaching & learning*. Boston: Heinle & Heinle publishers.
3. Ramelan. (1985). *English phonetics*. Semarang: IKIP Semarang Press.
4. Ismatova S. M., & Mukhamedjanova, N. D. (2023). TEACHING ENGLISH IN INCLUSIVE EDUCATION BASED ON SMART TECHNOLOGY. *Results of National Scientific Research International Journal*, 2(2), 101–106. Retrieved from <https://academics.uz/index.php/rnsr/article/view/1899>
5. Maftuna A. (2023). Developing EFL Students Speaking Skills through Task-Based Instructions, Importance of Role Plays on EFL Students Speaking Skills. *JOURNAL OF SCIENCE, RESEARCH AND TEACHING*, 2(3), 77–79. Retrieved from <https://jsrt.innovascience.uz/index.php/jsrt/article/view/87>
6. <https://doi.org/10.5281/zenodo.10829547>
7. <https://jurnal.usk.ac.id/EEJ/article/view/14700>
8. https://www.researchgate.net/publication/379295995_The_Impacts_of_English_Songs_on_the_Pronunciation_of_ESL_Learners
9. <https://www.cambridge.org/core/journals/language-teaching/article/abs/narrative-research-in-language-teaching-and-learning/6C84FBDBA3C84B5E5CE781AAB8687075#sec0>