

INTERGRATING MUSIC DURING THE ENGLISH LESSONS TO DEVELOP ENGLISH ACQUISITION SPEAKING COMPREHENSION

Qodirova Mavluda Rustamjon qizi

Teacher of University of Business and Science, Namangan region
Philology faculty, English language and literature department

kadirovamavluda007@gmail.com

+998996949599

Xolboyeva Gulchiroy Mo‘minjon qizi

First-year student of University of Business and
Science, English philology faculty

Abstract: *Music is the tool which can make the lessons more appealing. Music not only makes the lessons interesting, but also develops learners' pronunciation, fluency, vocabulary, intonation, accents, use of expressions in a daily speech. On the other hand, it is not advisable to use music on a daily basis. Because the main of the lessons should be taken into consideration, and using music for learning a foreign language is not for all types of learners.*

Key words: *songs, music, mimicking, natural speech patterns, speaking proficiency, listening comprehension.*

Annotatsiya: *Musiqa darslarni jozibador qilish uchun vositadir. Musiqa nafaqat darslarni qiziqarli qiladi, balki o'rganuvchilarning talaffuzi, ravonligi, lug'ati, intonatsiyasi, aksenti va kundalik nutqda ifodalardan foydalanishini rivojlantiradi. Biroq, musiqa har kuni ishlatilishi tavsiya etilmaydi. Chunki darslarning asosiy maqsadi inobatga olinishi kerak va chet tilini o'rganishda musiqa barcha turdagi o'quvchilar uchun mos emas.*

Kalit soʻzlar: *qoʻshiqlar, musiqa, taqlid qilish, tabiiy nutq naqshlari, soʻzlashish mahorati, tinglab tushunish.*

Аннотация: *Музыка — это инструмент, который может сделать уроки более привлекательными. Музыка не только делает уроки интересными, но и развивает у учеников произношение, беглость речи, словарный запас, интонацию, акценты, использование выражений в повседневной речи. С другой стороны, не рекомендуется использовать музыку ежедневно. Поскольку основная цель уроков должна учитываться, и использование музыки при изучении иностранного языка подходит не для всех типов учеников.*

Ключевые слова: *песни, музыка, подражание, естественные речевые модели, уровень говорения, понимание на слух.*

Introduction

English serves as a global lingua franca, essential for international communication in contexts such as the Association of Southeast Asian Nations (ASEAN), and offers access to employment and higher education (Franco & Roach, 2018; Kirkpatrick, 2012; Suoc et al., 2025). [1] Al Zoubi and Keomany said that, still, oral communication in English remains a challenging process that needs for immersive, communicative atmosphere to develop. [2] [3] The Affective Filter Hypothesis (Krashen, 1985) supports the idea that enjoyable and low-anxiety activities—such as using songs—can reduce emotional barriers like anxiety and increase motivation, thereby enhancing language acquisition.[4] Empirical studies have shown that songs improve vocabulary, pronunciation, listening comprehension, and learners' confidence in speaking (Astuti & Parmawati, 2022; Khan, 2024; Palupi et al., 2022; Saldiraner & Cinkara, 2021; Zhang et al., 2023). [5][6]

Methodology

The effectiveness of using music during the lessons was analyzed in three steps, pre, while, and post. In pre-test, students just listened to the song and told the general meaning of the song. Songs are often used as a filler and serve to change the mood of the lessons positively. Songs can support oral fluency by integrating vocabulary, grammar, pronunciation, and listening. Pronunciation can also be developed by using songs. Listening to songs enhances authentic input, comprised of expressions and connected speech. Using songs during the lessons enables making lessons more intriguing and fun for the learners, together with the development of language acquisition. There are some effective approaches on how to integrate the songs for the lessons with balance. Firstly, music should be flexible for all students' ages, aims, vocabulary demands, cultural relevance and interests. In a while-test, students listen to thematic songs, like 'This is the Way, What are you doing, Beautiful Sunday, Do not Cry Joni, then word choice, sentence accuracy, and general fluency exercises will be done as a communication tool. In the first week, students did a pre-speaking test using sequence pictures. Then the lessons were organized for ten-week period through combining English songs. A post-test was administrated after instructions of the pre-test. All tests were recorded and analyzed. During the research, listening to songs enabled to development of speaking accuracy. Speaking accuracy was analyzed by the number of errors and error-free clauses. In addition to this, speaking fluency was evaluated through the meaningful words spoken per minute, which was based on long pauses, fillers, repetitions, and incomplete sentences. The three-step process was deeply practical together with fellows, and easy to flow.

Discussion and results

This study analyzed the advantages of integrating music to develop English acquisition and speaking comprehension, especially lexical complexity, accuracy and fluency. The remarkable results recorded between pretest and post-test showed noticeable development in students' language acquisition and speaking comprehension. Using songs not only improved speaking comprehension and language acquisition, but also accuracy, fluency, vocabulary and daily expressions. English language accuracy was increased through the reduction of errors and increase errors-free clauses. The social aspects of classroom singing further reduce communicative anxiety and encourage participation, particularly in culturally diverse settings (Mobbs & Cuyul, 2018; Saldiraner & Cinkara, 2021).[7] [8] Fluency was observed through the most pronounced impact of the intervention. Students were orally productive and able to carry on speech with fewer hesitations through word count, and pruned speech. During the research, students do not only develop their language acquisition, but also increase their social and collaborative skills, which effected noticeably to gain better results at the end.

Conclusion

The study offers strong proof of using songs during English lessons to develop language acquisition and speaking ability, especially in grammar accuracy, fluency, and accents. The pre-test, post-tests not only developed as short-term results, but also as long-term growth. Moreover, integrating songs creates an inclusive, low-anxiety learning environment for students, and gives a chance for oral participation. Last but not least, teachers are encouraged to select songs strategically, match learners' proficiency, cultural awareness, and curriculum goals.

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