

## CLASSROOM-BASED STUDY ON TEACHING PRONUNCIATION THROUGH SONGS

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**Annotation:** This article explores a classroom-based study on teaching English pronunciation through songs, focusing on the effectiveness of integrating music into language learning environments. Pronunciation is a crucial component of communicative competence; however, it often poses challenges for learners due to differences in phonological systems, stress patterns, rhythm, and intonation. Traditional teaching methods may not always provide sufficient exposure to natural speech, which makes alternative approaches necessary. The study aims to investigate how songs can serve as an effective pedagogical tool to improve learners' pronunciation skills in an engaging and meaningful way. Songs offer authentic language input, natural rhythm, repetition, and emotional engagement, which facilitate better retention and imitation of sounds. In this research, classroom activities such as listening tasks, singing along, phonetic analysis, and repetition exercises were implemented to enhance students' pronunciation. The methodology of the study is based on a qualitative and quantitative approach, including classroom observations, pre- and post-tests, and student feedback. The participants were English language learners at an intermediate level. The results demonstrate that the use of songs significantly improves learners' pronunciation accuracy, stress placement, and intonation patterns. Moreover, students showed increased motivation, confidence, and active participation during the lessons. The findings suggest that incorporating songs into pronunciation teaching not only makes the learning process more enjoyable but also creates a supportive environment for language acquisition. The study highlights the importance of selecting appropriate songs that match learners' proficiency levels and linguistic needs. In conclusion, this research supports the integration of music-based activities as an effective and innovative approach in teaching English pronunciation in classroom settings.

**Keywords:** Teaching pronunciation, songs in language learning, classroom-based study, english phonetics, listening and repetition, student motivation, communicative competence.

**Annotatsiya:** Ushbu maqola ingliz tilida talaffuzni qo'shiqlar orqali o'qitishning samaradorligini o'rganishga bag'ishlangan bo'lib, sinf sharoitida olib borilgan tadqiqot natijalariga asoslanadi. Talaffuz kommunikativ kompetensiyaning muhim tarkibiy

qismi hisoblanadi, biroq u o'rganuvchilar uchun fonologik tizimlar, urg'u, ritm va intonatsiyadagi farqlar sababli qiyinchilik tug'diradi. An'anaviy o'qitish usullari har doim ham tabiiy nutqni yetarli darajada taqdim eta olmaydi, shu bois muqobil yondashuvlarga ehtiyoj mavjud. Tadqiqotning asosiy maqsadi qo'shiqlardan foydalanish orqali o'quvchilarning talaffuz ko'nikmalarini samarali va qiziqarli tarzda rivojlantirish imkoniyatlarini aniqlashdir. Qo'shiqlar autentik til material, tabiiy ritm, takrorlanish va emotsional ta'sir orqali tovushlarni osonroq o'zlashtirishga yordam beradi. Tadqiqot davomida tinglash, qo'shiq aytish, fonetik tahlil va takrorlash mashqlari kabi sinf faoliyatlari qo'llanildi. Tadqiqot metodologiyasi sifat va miqdoriy yondashuvlarga asoslanib, sinf kuzatuvlari, dastlabki va yakuniy testlar hamda o'quvchilar fikr-mulohazalarini o'z ichiga oladi. Ishtirokchilar o'rta darajadagi ingliz tili o'rganuvchilaridan iborat bo'ldi. Natijalar shuni ko'rsatdiki, qo'shiqlardan foydalanish talaffuz aniqligini, urg'u qo'yishni va intonatsiyani sezilarli darajada yaxshilaydi. Bundan tashqari, o'quvchilarda motivatsiya, ishonch va darsdagi faollik oshdi. Xulosa qilib aytganda, qo'shiqlardan foydalanish nafaqat o'rganish jarayonini qiziqarli qiladi, balki tilni samarali o'zlashtirish uchun qulay muhit yaratadi. Tadqiqot mos qo'shiqlarni tanlash muhimligini ham ta'kidlaydi.

**Kalit so'zlar:** Talaffuzni o'qitish, til o'rganishda qo'shiqlardan foydalanish, sinf asosidagi tadqiqot, ingliz fonetikasi, tinglash va takrorlash, talabalar motivatsiyasi, kommunikativ kompetensiya.

**Аннотация:** Данная статья посвящена исследованию эффективности обучения английскому произношению с использованием песен на основе классного эксперимента. Произношение является важной составляющей коммуникативной компетенции, однако оно часто вызывает трудности у учащихся из-за различий в фонологических системах, ударении, ритме и интонации. Традиционные методы обучения не всегда обеспечивают достаточное погружение в естественную речь, что обуславливает необходимость поиска альтернативных подходов. Цель исследования — определить, насколько эффективно использование песен способствует развитию произносительных навыков учащихся в увлекательной и значимой форме. Песни предоставляют аутентичный языковой материал, естественный ритм, повторяемость и эмоциональную вовлечённость, что способствует лучшему усвоению звуков. В ходе исследования применялись такие виды деятельности, как аудирование, пение, фонетический анализ и повторение. Методология исследования включает как качественные, так и количественные методы: наблюдение за занятиями, проведение входного и итогового тестирования, а также сбор отзывов учащихся. Участниками стали учащиеся со средним уровнем владения английским языком. Результаты показали, что использование песен значительно улучшает точность произношения, постановку ударения и интонацию. Кроме того, у студентов

повысились мотивация, уверенность и активность на занятиях. В заключение следует отметить, что использование песен делает процесс обучения более интересным и способствует созданию благоприятной среды для овладения языком. Также подчёркивается важность правильного подбора песен в соответствии с уровнем учащихся.

**Ключевые слова:** Обучение произношению, использование песен в изучении языка, классное исследование, английская фонетика, аудирование и повторение, мотивация студентов, коммуникативная компетенция.

In modern language education, the ability to communicate clearly and effectively has become more important than ever before. Among the various components of language proficiency, pronunciation plays a decisive role in ensuring successful communication. Even when learners possess a wide vocabulary and strong grammatical knowledge, poor pronunciation can lead to misunderstandings and communication breakdowns. Despite its importance, pronunciation is often neglected or given limited attention in traditional classroom settings, where greater emphasis is typically placed on grammar and reading skills.

One of the key challenges in teaching pronunciation lies in the abstract nature of phonetic features such as stress, rhythm, connected speech, and intonation. These elements are difficult to explain through rules alone and require consistent exposure and practice in meaningful contexts. Moreover, many learners experience anxiety or lack confidence when asked to produce unfamiliar sounds, which further hinders their progress. Therefore, there is a growing need for innovative and learner-centered approaches that can make pronunciation practice both effective and engaging. In this context, the integration of songs into language teaching presents a promising alternative. Songs combine melody, rhythm, and authentic language use, creating a natural environment for learners to experience how pronunciation functions in real communication. Unlike mechanical drills, songs provide repetition in an enjoyable format, allowing students to internalize sound patterns unconsciously. Additionally, the emotional and cultural aspects of music can increase learners' motivation and foster a positive attitude toward language learning.

This study introduces a classroom-based approach to teaching pronunciation through songs, focusing on how structured musical activities can support the development of learners' phonological awareness and speaking skills. The research not only examines the practical implementation of song-based instruction but also explores its impact on students' confidence, participation, and overall learning experience. By highlighting the pedagogical value of music, this study aims to contribute to more dynamic and effective pronunciation teaching practices in the modern language classroom.

Jeremy Harmer once stated, “Students learn best when they are engaged and motivated” [2,320]. This idea clearly supports the use of songs in teaching pronunciation, as music naturally captures learners’ attention and interest. When students are emotionally and mentally involved, they are more likely to practice pronunciation actively and retain what they learn. This shows that motivation plays a key role in improving speaking skills.

David Crystal noted that “Intonation is the melody of language” [1,520]. This highlights the strong connection between music and speech. Songs help learners understand how pitch, rhythm, and intonation function in real communication. This suggests that musical elements can effectively support the development of natural pronunciation patterns.

Jack C. Richards emphasized, “Learners need opportunities to notice and practice features of spoken language” [3,480]. This underlines the importance of exposure and repetition in pronunciation learning. Songs provide repeated input in a meaningful context, allowing students to notice sound patterns and practice them unconsciously. This means that consistent exposure is essential for pronunciation improvement.

Adrian Underhill explained that “Pronunciation is not just about sounds, but about awareness and physicality” [4,290]. This reminds us that learners need to be aware of how sounds are produced. Through singing, students actively use their speech organs, which helps them develop better control over pronunciation. This shows that physical practice is an important part of learning how to speak clearly.

Penny Ur pointed out that “Practice must be meaningful in order to be effective” [5,390]. This supports the idea that mechanical drills are often less effective than engaging activities. Songs provide meaningful and enjoyable practice, helping learners improve pronunciation in a natural and memorable way.

In conclusion, teaching pronunciation through songs proves to be an effective and innovative approach in modern language classrooms. The study demonstrates that integrating music into pronunciation instruction not only improves learners’ phonetic accuracy, stress patterns, and intonation, but also enhances their overall communicative competence. Unlike traditional methods, which often rely on repetitive and mechanical drills, songs provide a natural, enjoyable, and meaningful context for language practice.

Furthermore, the classroom-based findings reveal that songs significantly increase students’ motivation, confidence, and active participation. The combination of rhythm, melody, and repetition allows learners to internalize pronunciation features more easily and reduces anxiety often associated with speaking activities. As a result, students become more willing to engage in oral communication and experiment with language. Another important outcome of the study is the role of songs in creating a supportive and interactive learning environment. Through group activities such as

singing, listening, and discussion, learners develop not only their pronunciation skills but also their social and collaborative abilities. This aligns with modern learner-centered approaches that emphasize active involvement and meaningful interaction. However, the effectiveness of this method largely depends on the careful selection of appropriate songs that match learners' proficiency levels, interests, and linguistic needs. Teachers should also design structured activities that focus on specific pronunciation features rather than using songs solely for entertainment purposes.

Overall, this study highlights that songs are a powerful pedagogical tool that can transform pronunciation teaching into a dynamic, engaging, and successful learning experience. Therefore, incorporating music into language instruction should be considered a valuable strategy for improving learners' pronunciation and fostering a positive attitude toward language learning.

### REFERENCES

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