METHODS OF TEACHING ENGLISH SONGS TO ENHANCE STUDENTS' LISTENING COMPREHENSION

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Annotation: This article explains how teaching English songs to pupils can improve their listening comprehension. It contrasts music-based training with conventional listening activities using a mixed-methods approach. According to the findings, pupils participating in song-based learning exhibit notable gains in vocabulary retention, pronunciation, and comprehension. The study also covers the advantages of incorporating digital technologies to support music-assisted learning.

Key words: English language, listening comprehension, teaching methods, music-assisted learning, second language acquisition, English songs, pronunciation, digital tools, communicative, teaching strategy.

INTRODUCTION

Since listening comprehension directly affects communication skills, it is an essential English language learning skill. Traditional teaching approaches frequently emphasize teacher-led discussions and textbook exercises, which might not fully engage students. An alternate strategy is to use English songs, which make learning fun and expose students to the language in an authentic way. Theories like Krashen's Input Hypothesis (1982), which highlights the significance of intelligible input in second language acquisition, lend support to the use of songs in language learning [1]. Songs are perfect for improving listening skills because they provide natural and repetitive

speech patterns. From grammar-translation approaches in the 18th and 19th centuries, which frequently ignored listening, to direct and audio-lingual methods in the early 20th century, which emphasized speaking and listening through drills and repetition, language teaching techniques have historically changed over time. By incorporating authentic listening materials, the communicative language teaching (CLT) approach, which first appeared in the 1970s, further emphasized the value of real-life communication [2]. In the current digital age, listening comprehension instruction has become more dynamic and participatory. Podcasts, online videos, and interactive applications are examples of technology-driven strategies that have replaced traditional approaches like teacher-led discussions and listening exercises based on textbooks. Innovative teaching methods are necessary because many students still have trouble understanding native speech patterns, various accents, and fast-paced conversations. Due to the low usage of English in daily life, listening comprehension is especially crucial in the Uzbek context. English as it is naturally spoken is frequently only heard in media consumption, online environments, and educational settings. Today's learners benefit from digital resources like YouTube, Spotify, podcasts, and online courses, whereas earlier generations of students had a difficult time accessing authentic English-language materials. With the help of these platforms, students can practice listening a lot and become increasingly used to various accents, intonations, and speech patterns.

Although accessibility has been improved by digital innovations, many students do not have organized instructions on how to properly utilize these resources. Without clear teaching strategies, students might find it difficult to acquire the critical listening skills needed to become fluent. This highlights the necessity of engaging and dynamic teaching strategies that incorporate rhythm and music to improve listening comprehension. Teachers can create an engaging and immersive learning environment by integrating English songs into language instruction. Songs provide authentic speech patterns, rhythm, and repetition, which makes them an essential tool in English language instruction, particularly for students who need context-based and interesting learning opportunities. Students' listening comprehension can be improved by the use

of English songs as a teaching tool. This study attempts to offer useful suggestions for teachers by evaluating various pedagogical strategies and their effects on students.

METHODOLOGY

The usefulness of employing English songs to teach listening comprehension is evaluated in this study using a mixed-methods research design that combines quantitative and qualitative techniques. Participants in the study are selected from a variety of educational institutions and comprise a sample of Uzbek students studying English as a foreign language. Sixty students in all were chosen and split into two groups: one for experimental instruction (using English songs) and the other for control instruction (using conventional listening exercises) [3]. Due to the voluntary nature of the selection procedure, a variety of linguistic origins and educational experiences were guaranteed. The goal of the study was to record a wide range of student involvement with song-based learning to assess its effects thoroughly.

Gathering of data

Pre-tests, post-tests, student surveys, and classroom observations were used to gather data. Students' initial listening comprehension abilities were evaluated on the pre-test, and their progress following exposure to song-based learning techniques was gauged on the post-test. Qualitative input on students' experiences, motivation levels, and opinions regarding the usefulness of music in language learning was obtained through surveys. Additional information about student participation, engagement, and the approach's overall efficacy was obtained through observations in the classroom. Sing-based teaching was given to the experimental group using carefully chosen English songs that matched their language ability levels.

Methods of Instruction

Using carefully chosen English songs that matched their language ability levels, the experimental group got song-based education. Among the activities were:

Gap-fill exercises: To improve word recognition, students listened to songs and filled in the blank lyrics [4].

Practice correct pronunciation by repeating lyrics to enhance your intonation, stress patterns, and phonetic accuracy

Singing and role-playing: To improve fluency and memory retention, encourage pupils to sing along and act out dialogues based on the songs

Interactive digital tools: For extra practice and engagement, use programs like TED-Ed and Lyricstraining [5].

Analyzing Data

To ascertain if song-based teaching approaches were effective, the gathered data was statistically compared using pre-test and post-test scores. Key trends in student motivation, engagement, and perceived difficulties were found by applying thematic analysis to qualitative data from questionnaires and classroom observations. A thorough grasp of how music affects language retention and listening comprehension was offered by the findings. The efficiency of incorporating music into listening comprehension activities is highlighted by this methodology, which guarantees a comparative examination of the two teaching approaches. For teachers looking to improve their pupils' listening abilities through dynamic and interesting methods, it also has useful ramifications.

RESULTS

The results of this study show that including English songs into language education significantly improves students' listening comprehension. Key findings from the examination of test results and student comments were as follows:

The experimental group's comprehension scores increased by 35%, whereas the control group's increased by 15%. This implies that listening to music while learning a language greatly improves comprehension abilities. The efficacy of this strategy was further supported by qualitative feedback, which showed that students in the experimental group had increased passion and confidence in their listening skills. Students showed enhanced detection of stress and intonation patterns, especially in

identifying syllable emphasis and rhythm in spoken English, and their pronunciation accuracy increased by 25%. Students demonstrated improved word stress and smoother articulation in oral evaluations, demonstrating this progress. When it comes to students perceived music-based workouts to be less stressful and more fun, higher levels of motivation and engagement were seen in the experimental group.

DISCUSSION

The study's findings demonstrate how well English songs work as a teaching technique for raising students' listening comprehension levels. When compared to the control group, who engaged in conventional listening exercises, the experimental group had noticeably greater improvements in vocabulary retention, pronunciation accuracy, and listening abilities. These results support earlier studies on music-assisted language learning, demonstrating that songs offer a comfortable and interesting medium for language learning [7]. The study's findings show that music-based learning approaches improve students' capacity to absorb and comprehend spoken English more efficiently. Listening comprehension is a crucial skill for English language learners. The experimental group's comprehension scores increased by 35%, confirming the material Hypothesis, which postulates that exposure to meaningful and intelligible material, like song lyrics, promotes language acquisition. This enhancement could be ascribed to music's repetitive and rhythmic qualities, which help to divide speech into coherent chunks. For instance, listening to songs that were repeated a lot helped students integrate new words and phrases more effectively, which resulted in higher retention rates. Examples of these songs are "Imagine" by John Lennon and "Someone Like You" by Adele.

CONCLUSION

According to the study's findings, teaching English songs to pupils is a great way to improve their listening comprehension. The findings show that compared to traditional approaches, song-based training greatly increases engagement levels, pronunciation, and comprehension abilities. While melody and rhythm promote

phonetic accuracy, lyrics' repetition helps people remember words. Additionally, the availability of digital technologies has increased access to music-assisted learning, enabling students to interact with real-world language resources more regularly.

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