

## STUDENTS' ATTITUDES TOWARD USING SONGS IN ENGLISH LANGUAGE TEACHING CLASSROOMS

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**Annotation.** *This article examines students' attitudes toward using songs in English Language Teaching (ELT) classrooms. The study explores how songs influence learners' motivation, participation, confidence, and language skill development. Songs are considered effective educational tools because they create an enjoyable and interactive learning environment while supporting vocabulary acquisition, pronunciation, listening comprehension, and speaking skills. The article reviews previous studies related to music-based language learning and discusses both the advantages and challenges of using songs in English classes. The findings indicate that most students have positive attitudes toward song-based activities because songs reduce anxiety, increase classroom interaction, and make lessons more engaging. The study also emphasizes the practical importance of integrating songs into ELT classrooms to improve students' overall language learning experience and encourage communicative competence.*

**Keywords:** *English language teaching (ELT), songs in education, students' attitudes, language learning, motivation, classroom interaction, vocabulary acquisition, pronunciation, listening skills, communicative competence, EFL learners, music-based learning.*

In recent years, the role of music in education has attracted increasing attention, particularly in the field of English Language Teaching (ELT). Songs are considered one of the most effective and enjoyable tools for enhancing language learning because they combine entertainment with educational value. In many English language classrooms, teachers use songs to create a relaxed atmosphere, improve learners' motivation, and develop various language skills such as listening, speaking, pronunciation, vocabulary, and grammar. Since songs contain authentic language, rhythm, and repetition, they help students remember words and expressions more easily and encourage active participation in classroom activities. Students' attitudes toward using songs in English language teaching classrooms play an important role in determining the effectiveness

of this teaching method. Positive attitudes can increase learners' confidence, interest, and willingness to communicate in English, while negative attitudes may reduce participation and learning outcomes. Therefore, understanding how students perceive the use of songs in language learning is essential for teachers who aim to create engaging and student-centered lessons. Furthermore, songs can support emotional and cultural learning by introducing students to different cultures, traditions, and real-life language use. They also reduce anxiety and make the classroom environment more interactive and enjoyable. Especially for young learners and English as a Foreign Language (EFL) students, songs provide opportunities to practice pronunciation, intonation, and listening comprehension in a natural way.

This article investigates students' attitudes toward using songs in English language teaching classrooms. It aims to explore learners' opinions, interests, and experiences related to song-based activities in ELT classes. The study also examines how songs influence students' motivation, participation, and overall language learning process. By analyzing students' attitudes, the article seeks to provide useful insights for English teachers and educators who wish to integrate music effectively into their teaching practices.

The use of songs in English Language Teaching (ELT) has been widely discussed by researchers and educators because of its positive influence on language learning. Many scholars argue that songs create an enjoyable learning environment and help learners develop different language skills simultaneously. Music has become an important teaching resource, especially in English as a Foreign Language (EFL) classrooms, where students often need motivating and interactive learning activities. According to Stephen Krashen, language acquisition becomes more effective when learners experience low anxiety and high motivation. His Affective Filter Hypothesis explains that relaxed and enjoyable classroom activities, such as songs, reduce stress and increase language acquisition. Songs help students feel comfortable and confident while learning English, which improves participation and communication in the classroom.

Murphey emphasized that songs support memory and pronunciation because rhythm and repetition make language easier to remember. Learners can unconsciously acquire vocabulary, sentence structures, and pronunciation patterns through repeated listening. Murphey also stated that songs remain in learners' minds for a long time, which contributes to long-term language retention. Similarly, Paul Brewster, Gail Ellis, and Denis Girard noted that songs are highly motivating for language learners because they introduce authentic language in an interesting way. Authentic materials expose students to natural pronunciation, intonation, and everyday expressions that are commonly used by native speakers. As a result, students become more familiar with real-life communication.

Research conducted by Eken demonstrated that songs can be used to teach grammar, vocabulary, listening comprehension, and speaking skills. Songs encourage learners to interact actively in classroom activities through singing, discussions, and group work. Eken also argued that songs increase students' creativity and critical thinking skills. Furthermore, Medina found that students remember vocabulary more effectively when words are presented through music rather than through traditional memorization techniques. The combination of melody and language helps learners process information more naturally. This finding is especially important for young learners and beginner-level students.

Several studies have also focused on students' attitudes toward using songs in ELT classrooms. Most findings indicate that learners generally have positive attitudes toward song-based learning activities. Students often report that songs make lessons more enjoyable, reduce boredom, and increase motivation to learn English. In addition, songs help shy learners participate more actively because musical activities create a supportive classroom atmosphere. However, some researchers point out that there may be challenges in using songs effectively in language teaching. Teachers sometimes face difficulties selecting appropriate songs that match students' age, language level, and cultural background. Fast lyrics, slang expressions, or unclear pronunciation may also create comprehension problems for learners. Therefore, careful song selection and well-planned classroom activities are necessary for successful implementation.

Previous studies show that songs are valuable tools in English language teaching. They improve language skills, increase learner motivation, reduce anxiety, and create positive classroom experiences. The reviewed literature suggests that students generally respond positively to the use of songs in ELT classrooms, making music an effective strategy for supporting language learning. The practical significance of this study lies in its contribution to improving English language teaching through the effective use of songs in the classroom. The findings of the study can help English teachers understand students' attitudes toward song-based learning activities and encourage them to use music as an educational tool more confidently and effectively.

First, the study provides practical guidance for teachers on how songs can be integrated into English lessons to develop students' listening, speaking, pronunciation, vocabulary, and grammar skills. Teachers can use songs to create interactive classroom activities such as gap-filling exercises, pronunciation practice, role plays, discussions, and vocabulary games. These activities increase student participation and make language learning more enjoyable.

Second, the study highlights the motivational value of songs in ELT classrooms. Since many students feel nervous or shy while speaking English, songs can help reduce anxiety and create a relaxed learning environment. Teachers can use music to increase learners' confidence, encourage communication, and improve classroom interaction.

This is especially beneficial for EFL learners who have limited opportunities to practice English outside the classroom.

Third, the results of the study may assist curriculum developers and educational institutions in designing more student-centered and creative language learning programs. Incorporating songs into teaching materials and classroom practices can make lessons more engaging and culturally meaningful for learners. Songs also expose students to authentic language use, helping them understand pronunciation, intonation, and real-life expressions more naturally.

Furthermore, this study can serve as a useful resource for future researchers who are interested in innovative teaching methods in English language education. The findings may encourage additional research on music-based learning strategies, students' motivation, and communicative language teaching approaches.

In conclusion, the practical importance of this study is that it demonstrates how songs can be used not only for entertainment but also as effective pedagogical tools that improve students' language skills, motivation, participation, and overall attitudes toward learning English.

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