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The Influence of Listening to Music to Improve English Oral Learning in Chinese Primary School

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Abstract

Globalization has increased the demand for proficient English speakers in China, especially in oral communication. Despite educational reforms, many primary students still struggle with spoken English. This study examines the effectiveness of integrating English songs—particularly song lyrics—as supplementary materials to enhance oral fluency and pronunciation. Using a mixed-methods approach, the research involved 80 second-grade students from Primary School, selected via stratified random sampling. Data were collected through pre- and post-tests, questionnaires, and semi-structured interviews, and analyzed using statistical and thematic techniques. Findings indicate that music-based instruction significantly improves oral fluency, vocabulary retention, and phonological awareness. Additionally, students showed increased motivation and engagement in class. The use of music created a more enjoyable and inclusive learning environment, suggesting that cultural elements like songs can enrich language education. This study contributes to innovative approaches in English language teaching, particularly in oral skill development, and highlights the pedagogical potential of creative tools. Future research should explore the sustainability and broader applicability of such interventions across various educational settings.

Keywords: Oral English, Music-Based Instruction, Primary Education, Phonological Awareness, Language Motivation

Introduction

With the growing emphasis on international communication brought about by globalization, there has been an increased demand for proficient English speakers in China, particularly in oral communication skills. English has become a key medium for global exchange in fields such as trade, culture, technology, and education, making it essential for Chinese students to develop strong spoken English abilities (Wang, 2023). The lack of proficiency in spoken English among Chinese students has become a significant challenge in the ongoing education reforms. In response, China's Ministry of Education has revised its English Curriculum Standards to emphasize communicative competence from the early stages of education. The 2022 edition of the Compulsory Education English Curriculum Standards explicitly highlights the importance of students learning to "listen and speak with confidence in familiar contexts" (Ministry of Education, 2022). Moreover, assessment reforms such as the updated Gaokao framework further reflect this shift, incorporating listening and speaking

components to assess real-world language use instead of focusing solely on grammar and reading (Lloyd, Seed, Xu, & Hu, 2024).

Despite these reforms, the oral proficiency of Chinese primary school students remains unsatisfactory. Studies have shown that while students are introduced to English at an early stage, classroom practices often emphasize written over spoken skills. Chang (2021) found that students' oral abilities tend to stagnate or regress due to a lack of speaking opportunities, as traditional teaching models prioritize exam performance. Similarly, Li (2022) noted that although China's accession to the WTO encouraged a national focus on spoken English, the actual proficiency levels among students remain low. Wang (2023), through a systematic review, concluded that current English instruction still fails to meet the growing demand for oral competence in China's evolving social and economic landscape. These observations underscore a significant gap in effective pedagogical strategies for improving oral English skills in primary education.The importance of this study is to fill the gap in oral English education in primary schools in China, especially the lack of research on the lower grade student group.

In light of this challenge, there is an urgent need to explore innovative and engaging methods to support oral language development. One such approach is the integration of English music into classroom instruction. Theoretical perspectives, including Krashen's Input Hypothesis, suggest that language acquisition is enhanced through exposure to comprehensible input slightly above the learner's current level (Krashen, 1985). Additionally, Gottfried (2007) emphasized that music can enhance phonological awareness, memory, and engagement. Research by Mashayekh and Hashemi (2011) also found that music lowers the affective filter, reducing anxiety and creating a supportive learning environment. Collectively, these studies provide a strong rationale for investigating how music-based instruction may address the shortcomings of traditional oral English teaching.

This study thus aims to examine the effectiveness of integrating English songs, particularly lyrics, into primary school English instruction as a means to enhance oral fluency and pronunciation. It further seeks to evaluate whether music-based teaching can foster a more inclusive and enjoyable learning environment, particularly for students with varying proficiency levels. By combining quantitative and qualitative methods, this research offers empirical insights into the pedagogical value of music in English language education and contributes to the development of creative, culturally relevant strategies for oral language instruction in Chinese primary schools.This research provides new teaching strategies for educators, enhances classroom interaction and student engagement, and offers innovative teaching approaches for policymakers, contributing to the reform of English education policies.

Literature Review

The integration of music into English language education has gained increasing attention for its potential to enhance language acquisition, particularly in improving oral fluency and pronunciation. Numerous studies, both internationally and locally, have recognized the pedagogical value of songs in language learning. In China, however, traditional English instruction has primarily emphasized written skills, often neglecting the development of oral proficiency (Chang, 2021). This gap has prompted research into alternative instructional strategies, with music emerging as a promising tool.

Songs are not only engaging but also culturally rich resources that offer learners repeated exposure to authentic language. As cultural artifacts, songs can support pronunciation and fluency development through rhythm, melody, and repetition (Hossain, 2023). For example, Anggaira et al. (2022) demonstrated that preschoolers successfully learned vocabulary through song-based instruction, highlighting songs' effectiveness in enhancing memorization and understanding. Similarly, Kumar et al. (2022) found that repeated lyric exposure improves verbal memory, listening skills, verbal association, and phonological processing. These findings align with the broader claim that songs provide a relaxed and supportive atmosphere conducive to language learning.

Empirical evidence further supports the effectiveness of singing over passive listening or rote recitation. A study by Zhang, Baills, and Prieto (2023) compared two groups of adolescent English learners—one taught through singing and the other through recitation—and found that the singing group showed significantly greater improvement in both pronunciation and vocabulary acquisition. Likewise, Busse et al. (2020) showed that singing in a foreign language enhances memory and speaking skills by reinforcing pronunciation patterns. Luo, Kong, and Ma (2022) observed that multimedia-assisted, song-integrated teaching boosted learners' performance across all language domains—listening, speaking, reading, and writing—while Bokiev et al. (2018) emphasized that music increases student engagement and learning outcomes.

Beyond linguistic improvement, songs also contribute to the emotional and social dimensions of language learning. Akbary, Shahriari, and Fatemi (2016) emphasized that songs reduce academic pressure and create an enjoyable classroom environment. In EFL contexts, music-based instruction has been shown to enhance academic achievement, creative thinking, and learner self-esteem (Chen, Mohammadi, & Izadpanah, 2024). Music has also been used effectively with students who have profound and multiple learning disabilities, promoting social interaction and emotional well-being (Rushton, Kossyvaki, & Terlektsi, 2022).

The role of music in fostering inclusive learning environments has been explored through cross-cultural perspectives. Burnard et al. (2008) argued that inclusive pedagogies in music education must align with institutional policies, cultural values, and the wider music community. Case studies from Australia, such as the "Bringing New Styles" program, showed that culturally relevant music experiences increase students' sense of belonging and engagement by connecting school-based instruction with local communities (Burnard et al., 2008). Additionally, songs can serve as entry points for discussing new topics, addressing common learner errors, and encouraging creativity and emotional expression (Kumar et al., 2022).

Several theoretical frameworks support the integration of music into language instruction. Krashen's Input Hypothesis posits that language acquisition occurs most effectively when learners receive comprehensible input just beyond their current level (Krashen, 1985). Songs naturally offer such input through rhythmically structured, contextualized language. Gottfried (2007) emphasized music's role in enhancing phonological awareness, crucial for accurate pronunciation. Moreover, Mashayekh and Hashemi (2011) highlighted that music reduces learner anxiety, thereby lowering the "affective filter" and facilitating more effective language acquisition.

Despite this strong theoretical and empirical foundation, there remain notable research gaps. Much of the existing literature focuses on adolescents or adult learners, with limited attention given to younger children, especially in the Chinese primary school context. Furthermore, while prior studies affirm the benefits of music, few have systematically compared its effectiveness against traditional instructional methods in controlled classroom settings. As such, there is a need for rigorous, classroom-based research exploring music's pedagogical value for oral English instruction in early education.

Methodology

This study employed a mixed-methods research design to comprehensively examine the impact of music-based instruction on the oral English proficiency of Chinese primary school students. Mixed-methods approaches are particularly suitable in language education research, as they integrate measurable outcomes with learners' subjective experiences (Riazi & Candlin, 2014). As Creswell (2015) notes, combining qualitative and quantitative data enhances interpretive depth and improves the validity of findings. This design allows the study to capture both statistical improvements in oral fluency and pronunciation, as well as nuanced insights into learner engagement and perceptions. Additionally, Shadish, Cook, and Campbell (2002) emphasize the value of pre- and post-test designs in evaluating causal effects of instructional interventions, supporting the choice of this methodology.

The participants comprised 80 second-grade students from Primary School in China, a demographic selected due to their developmental readiness for oral language acquisition and strong capacity for imitation and receptive learning. A stratified random sampling strategy was applied to ensure representation across four performance levels—excellent, good, pass, and fail—based on prior English test scores. Twenty students from each level were randomly selected, then evenly assigned to experimental and control groups, with 40 students in each. This approach ensured that both groups were comparable in terms of academic distribution, increasing the reliability of the comparative analyses.

Instructional content for both groups was consistent in terms of targeted language points. However, the delivery methods differed. The experimental group received music-integrated English instruction, including pronunciation drills based on song lyrics, guided singing practices, and vocabulary exploration through lyrics. In contrast, the control group was taught using conventional methods, such as textbook-based pronunciation practice, rote memorization, and scripted dialogues. This distinction allowed for a direct assessment of the pedagogical effect of incorporating music.

Data collection involved both quantitative and qualitative measures. Oral fluency and pronunciation accuracy were evaluated using standardized pre- and post-tests. The rubric assessed speech rate (words per minute), the number of unnatural pauses, and a composite pronunciation score based on clarity, word stress, and intonation. To capture students' and teachers' perceptions, structured questionnaires and semi-structured interviews were administered, offering insights into classroom experiences, enjoyment, and inclusivity.

Quantitative data were analyzed using descriptive statistics, paired-sample t-tests, and independent-sample t-tests to identify within-group improvements and between-group differences. These analyses provided empirical evidence of changes in students' oral

performance. For the qualitative data, thematic and content analysis techniques were applied. Observational recordings were reviewed to detect patterns in student participation and emotional responses to music-based activities, while open-ended questionnaire responses were coded to reveal recurring perceptions related to confidence, engagement, and learning motivation.

To ensure ethical integrity, the study followed several key protocols. All student data were anonymized, and participation was voluntary with the option to withdraw at any stage. The intervention was designed to be engaging and non-disruptive to regular classroom learning. Importantly, participation did not interfere with students' academic performance or assessment.

The study also prioritized validity and reliability through several measures. The oral proficiency tests used were standardized and previously validated. Triangulation was employed by cross-verifying data from multiple sources (tests, interviews, and questionnaires), thereby strengthening the credibility of the findings. A pilot study was also conducted to refine the research instruments and instructional procedures prior to full implementation.

Through this carefully structured methodology, the study sought to generate robust evidence on the effectiveness of music-integrated instruction in improving oral fluency and pronunciation, while also illuminating its influence on learner motivation and classroom dynamics.

Findings and Discussion

Overview

This chapter presents and interprets the results of the study based on both quantitative and qualitative data collected from second-grade students at Primary School. A standardized rubric (see Appendix A) was used to assess students' oral fluency and pronunciation accuracy during the pre- and post-tests, focusing on speech rate, pause frequency, clarity, word stress, and intonation. The findings address the two research questions:

How effective are song lyrics as supplementary educational materials to improve oral English fluency and pronunciation among Chinese primary school students?

How can incorporating music into English language lessons create a more inclusive and enjoyable learning environment?

Overview of the Data

The data collected for this study came from 80 second-grade students at Primary School in China, selected through stratified random sampling to ensure representation across performance levels. Two types of data were obtained: quantitative data through standardized pre- and post-tests, and qualitative data through student and teacher questionnaires and interviews. The quantitative data measured changes in students' oral fluency—specifically speech rate and number of pauses—and pronunciation accuracy using a rubric-based assessment. The qualitative data were derived from two sets of bilingual questionnaires (English and Chinese), which included both closed- and open-ended questions designed to elicit student and teacher perspectives on their experiences with music-integrated instruction.

The triangulation of these two data types provides a comprehensive view of the instructional impact.

Data Presentation and Thematic Findings

This section presents the quantitative results of the study, which aim to measure the effectiveness of music-integrated instruction on students' oral English fluency and pronunciation accuracy. Two primary data sources were used: pre- and post-test scores of students in the experimental and control groups. These tests were assessed using a standardized rubric focusing on speech rate, number of pauses, and pronunciation components including clarity, word stress, and intonation (see Appendix A). Statistical analysis was conducted using paired-sample and independent-sample t-tests to determine both within-group improvements and between-group differences.

Oral Fluency Performance (Pre- and Post-Test)

To assess the impact of music-integrated instruction on students' oral fluency, a standardized speaking assessment was administered to both the experimental and control groups prior to and following the six-week intervention. The assessment focused on two key indicators: speech rate (words per minute) and number of pauses.

A paired-sample t-test was conducted to evaluate within-group changes. As shown in Table 4.1 and Table 4.2, the experimental group demonstrated a statistically significant improvement in both speech rate and reduction in pauses. Specifically, speech rate increased from a mean of 44.52 (SD = 9.05) to 70.15 (SD = 5.96), $t(39) = 37.48$, $p < .001$; and the number of pauses decreased from 9.43 (SD = 2.34) to 3.48 (SD = 2.01), $t(39) = -28.52$, $p < .001$.

Although the control group also showed statistically significant changes—from 44.58 (SD = 9.58) to 49.38 (SD = 14.25) in speech rate, $t(39) = 5.99$, $p < .001$; and from 9.40 (SD = 2.72) to 8.10 (SD = 2.92) in number of pauses, $t(39) = -9.99$, $p < .001$—the magnitude of improvement was considerably smaller.

An independent-sample t-test on the post-test results revealed significant differences between the two groups. The experimental group outperformed the control group in both speech rate ($t(78) = 8.51$, $p < .001$) and number of pauses ($t(78) = -8.24$, $p < .001$), indicating the substantial effect of the music-integrated instruction on fluency development.

These results provide compelling evidence that music-based instruction significantly enhances oral fluency among young English learners. The improvement is likely attributed to repeated auditory input through lyrics and increased student engagement fostered by musical activities, which may lower affective filters and facilitate more fluent verbal output(Krashen, 1985).

Table 4.1
Paired and Independent Sample T-Test Results for Oral Fluency Indicators

Group	Pre-Test M（SD）	Post-Test M（SD）	t	p
Experimental	44.52（9.05）	70.15（5.96）	37.48	< . 001
Control	44.58（9.58）	49.38（14.25）	5.99	< . 001
Between-Groups	—	70.15 - 49.38	8.15	< . 001

Table 4.2
Paired and Independent Sample T-Test Results for Oral Fluency Indicators

Group	Pre-Test M（SD）	Post-Test M（SD）	t	p
Experimental	9.43（2.34）	3.48（2.01）	-28.52	< . 001
Control	9.40（2.72）	8.10（2.92）	-9.99	< . 001
Between-Groups	—	3.48 - 8.10	-8.24	< . 001

Pronunciation Accuracy

To assess students' pronunciation accuracy before and after the intervention, a rubric-based oral assessment was used. The assessment evaluated three core aspects—clarity, stress, and intonation—with a total score out of 10. Both the experimental and control groups completed this assessment at the pre-test and post-test stages.

As shown in Table 4.3, the experimental group showed a significant gain in pronunciation scores, increasing from a mean of 5.30 (SD = 1.09) to 7.35 (SD = 0.98), $t(39) = 17.30$, $p < .001$. In contrast, the control group exhibited a smaller but statistically significant improvement, from 5.45 (SD = 1.34) to 5.98 (SD = 1.27), $t(39) = 6.57$, $p < .001$.

An independent-sample t-test comparing post-test scores confirmed that the experimental group significantly outperformed the control group, $t(78) = 5.43$, $p < .001$.

This result highlights the effectiveness of music-based instruction in improving pronunciation accuracy. The use of rhythm and melody may support learners in internalizing phonological patterns and intonation contours more effectively than conventional drills.

Table 4.3
Paired and Independent Sample T-Test Results for Pronunciation Accuracy

Group	Pre-Test M（SD）	Post-Test M（SD）	t	p
Experimental	5.30（1.09）	7.35（0.98）	17.3	< . 001
Control	5.45（1.34）	5.97（1.27）	6.57	< . 001
Between-Groups	—	7.35 - 5.97	5.43	< . 001

Qualitative Findings

To further explore participants' perceptions of music-integrated English instruction, qualitative data were collected through two sets of questionnaires: one for students and one for teachers. Each questionnaire included five closed-ended questions (Yes/No/Not sure) and five open-ended questions, designed to elicit deeper insights into their experiences with music-based oral English lessons.

Student Reflections

A total of 40 students from the experimental group completed the questionnaire. Closed-ended responses indicated strong support for music integration: 90% of students reported enjoying English lessons that involved singing, 87.5% felt more confident speaking English after music-based activities, and 82.5% believed their pronunciation had improved.

Analysis of the open-ended responses revealed three recurring themes:

Enhanced Motivation and Enjoyment

Students frequently described the music activities as "fun," "interesting," and "different from normal class." One student wrote: "I like singing English songs because I feel happy and not afraid to speak English."

Improved Pronunciation and Memory

Many students noted that repeating lyrics helped them remember new words and correct pronunciation. For example: "I sing the same words many times. So I can remember how to say them right."

Reduced Anxiety and Increased Participation

Several students reported feeling less nervous during oral English practice. One noted:"When we sing first, I feel more brave to speak after."

These findings support the idea that music lowers the affective filter (Krashen, 1985), making students more willing to take risks in language use.

Teacher Reflections

Two English teachers who implemented the music-integrated lessons also completed the questionnaire. Both expressed strong support for the use of music in oral English instruction.

From the closed-ended items:Both teachers agreed that music improved student engagement and oral fluency.One noted that music helped low-proficiency students "participate more confidently."Both teachers expressed willingness to continue using music in future lessons.

Open-ended feedback revealed additional insights:

Student Engagement and Confidence

Teachers observed that students who were usually reluctant to speak became more involved during and after singing. One teacher commented: "The students who rarely speak were the loudest during the songs. That energy carried into the speaking activities."

Pronunciation and Listening Benefits

Music provided rhythmic and phonological input, which helped students imitate intonation and stress patterns. "I noticed clearer word stress and better rhythm after regular singing."

Practical Challenges

One challenge mentioned was time management, especially balancing singing with required curriculum goals. However, both teachers believed the benefits outweighed the limitations.

Analysis and Interpretation

The results of this study demonstrate that integrating music into oral English instruction can significantly enhance learners' spoken fluency, reduce anxiety, and improve pronunciation accuracy. These findings are consistent with previous research indicating that music can serve as an effective pedagogical tool in second language acquisition (Mora 2000).

Quantitative results revealed that students in the experimental group achieved significantly higher scores in speech rate, number of pauses, and pronunciation accuracy compared to their pre-test results and the control group's performance. The consistent improvement across all indicators suggests that music-based instruction not only increases verbal output but also strengthens phonological awareness and confidence in speech production.

Qualitative responses from students support this conclusion. Many participants expressed that English songs made them feel more comfortable speaking and helped them remember vocabulary and pronunciation. These outcomes resonate with Krashen's (1985) Affective Filter Hypothesis, which posits that emotional states such as anxiety and low motivation can impede language acquisition. Music, as a low-anxiety input, appears to lower these barriers, allowing for more effective oral practice.

Furthermore, teachers observed that even low-proficiency or shy students showed increased participation during and after musical activities. This aligns with theories of multi-sensory learning and engagement-based instruction, which emphasize that varied, enjoyable inputs enhance learning outcomes (Gardner, 2000).

However, some challenges were also noted. Teachers mentioned concerns about time constraints and classroom management when using music frequently. These practical issues suggest that while music is effective, it must be thoughtfully integrated into the curriculum rather than used as an occasional supplement.

In summary, the convergence between the quantitative and qualitative data strengthens the validity of the findings. Music-based instruction not only improved measurable oral performance but also positively influenced learner affect and classroom dynamics.

Summary

This chapter presented the findings of both the quantitative and qualitative phases of the study. Through statistical analysis, it was found that the experimental group who received music-integrated instruction made significantly greater gains in oral fluency and pronunciation accuracy than the control group. Specifically, improvements in speech rate, reduction in pauses, and higher pronunciation scores were observed.

Quantitative findings revealed that students in the experimental group, who received music-integrated instruction, demonstrated significantly greater improvements in oral fluency and pronunciation accuracy compared to those in the control group. Key performance indicators—such as speech rate, number of pauses, and pronunciation scores—showed marked enhancement after the six-week intervention. These results validate the effectiveness

of music, particularly English songs, in promoting more fluent and accurate spoken English among young learners.

Qualitative data further supported the quantitative results. Student reflections highlighted increased enjoyment, reduced anxiety, and improved motivation to participate in oral English activities. Many students found that singing made English lessons more engaging and memorable. Similarly, teachers observed greater confidence, especially among low-proficiency or shy students, and reported that musical activities contributed to a more inclusive and interactive classroom environment.

Together, these findings demonstrate a strong alignment between music-based instruction and improved language outcomes. The integration of music not only enhanced linguistic performance but also created a supportive, engaging, and inclusive learning atmosphere—key conditions for successful language acquisition according to Krashen's Input Hypothesis and Affective Filter Theory. Although some practical challenges such as time constraints were noted, the overall pedagogical benefits of incorporating music into oral English instruction were substantial and well-supported by both data types.

In summary, this chapter has shown that music can be a powerful tool for developing oral English skills in primary education, particularly in contexts where traditional teaching approaches may fall short in promoting speaking proficiency and learner engagement.

Summary and Conclusion

Overview

This chapter synthesizes the key findings of the study, discusses their broader implications, and outlines the theoretical, administrative, and pedagogical significance. It also highlights the original contributions of the research, reflects on the challenges encountered during the study, and offers recommendations for future research. The chapter concludes with final remarks on the value of music-based instruction in enhancing oral English proficiency among Chinese primary school students.

Overall Summary of the Findings

The study investigated the impact of integrating English music—particularly song lyrics—into oral English instruction for second-grade students in a Chinese primary school. Drawing on a mixed-methods approach, the findings demonstrated that music-based teaching significantly enhanced oral fluency and pronunciation accuracy. Specifically, the experimental group showed marked improvements in speech rate, fewer pauses, and more accurate pronunciation compared to the control group. Qualitative data further revealed that students found music-based lessons more enjoyable, engaging, and inclusive, leading to increased participation and reduced anxiety in speaking tasks. Teachers also observed positive changes in student confidence and classroom dynamics, confirming the pedagogical potential of music integration.

Implications of the Study

This study presents several important implications for second language acquisition theory, English language pedagogy, and educational policy-making. The integration of English music in primary school classrooms not only enhanced oral fluency and pronunciation among

young learners but also contributed to more inclusive and emotionally supportive learning environments.

Theoretical Implication

The findings provide empirical support for several language acquisition theories, most notably Krashen's Input Hypothesis and Affective Filter Theory. The use of songs served as comprehensible input and reduced emotional barriers to language learning, thereby facilitating greater language uptake. Moreover, the research contributes to the growing body of literature on phonological awareness and multi-sensory learning, confirming that rhythm and melody enhance pronunciation and retention.

Pedagogical Implication

From a classroom perspective, the study suggests that music-based instruction is a viable alternative to traditional oral English teaching methods. Teachers can use songs to create a more relaxed learning atmosphere, increase student motivation, and promote inclusive participation, especially among shy or low-proficiency learners. Music can also be used strategically for pronunciation drills, vocabulary acquisition, and classroom engagement.

Contributions of the Study

This study contributes meaningfully to the field of English language education, particularly in the area of oral proficiency among young learners. It addresses a notable gap in empirical research that focuses on primary school students in China, a demographic often overlooked in music-based second language acquisition studies. In addition, the study offers a replicable instructional model that can be adopted or adapted by other educators seeking to integrate music into oral English instruction. The integration of both theoretical perspectives and classroom-based evidence reinforces the value of combining theory and practice in pedagogical innovation. Furthermore, the structured use of music-based oral instruction can serve as a prototype for future curriculum innovation in similar EFL contexts, particularly in Asia, where cultural and curricular constraints often limit the use of creative instructional strategies.

Challenges in Conducting the Study

Several challenges were encountered during the research process. The limited sample size and short duration of the intervention constrained the generalizability of the findings. Time management was another difficulty, particularly in balancing musical activities with existing curriculum demands. Additionally, while students responded positively, some logistical issues such as classroom space, audio quality, and teacher readiness presented obstacles that could affect implementation in larger or less-resourced settings.

Recommendations for Future Studies

Building upon the findings and limitations of this study, several directions for future research are proposed. First, future studies should consider expanding the sample size and incorporating multiple schools across different regions in order to enhance the generalizability of results. Second, researchers are encouraged to extend the intervention period to examine the long-term effectiveness of music-based instruction on oral fluency and pronunciation retention. Third, comparative studies exploring the influence of different music genres or the integration of culturally relevant songs could provide further insight into learner preferences

and motivational factors. Fourth, further investigation is needed into the role of teacher training, professional development, and institutional support in the successful implementation of music-based teaching strategies. Lastly, longitudinal studies tracking oral performance over academic semesters could validate the sustainability and delayed effects of music-based interventions, offering valuable data on the durability of learning outcomes.

Closing Remarks

In conclusion, this study affirms that music is more than a motivational tool—it is a powerful pedagogical strategy capable of transforming oral English instruction. By fostering a low-anxiety, high-engagement learning environment, music supports language development in ways that traditional methods often fail to achieve. For young learners navigating the challenges of oral English acquisition, music offers both a bridge and a catalyst. It is hoped that this research will inspire educators, administrators, and researchers to reimagine language learning as a dynamic, inclusive, and creative process.

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