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SONG AS A METHOD OF TEACHING ENGLISH

Annotation. This article provides an in-depth examination of the use of songs as an innovative and effective method for teaching English. Drawing on recent studies and established language acquisition theories, this research explores the ways in which songs facilitate vocabulary retention, improve pronunciation, foster cultural awareness, and increase learner motivation. Songs combine linguistic, auditory, and cultural elements, making them a unique multimodal tool that enhances memory and engages students on both cognitive and emotional levels. The article also highlights the practical benefits of using songs in language instruction. Songs' repetitive structures make new vocabulary and grammatical patterns more memorable, while their rhythmic and melodic qualities aid in developing natural pronunciation and intonation. Further, songs provide learners with cultural insights, exposing them to idiomatic expressions and social contexts unique to English-speaking communities, thereby promoting intercultural competence. Research shows that songs increase classroom engagement by creating a relaxed, supportive environment that lowers language-related anxiety, enhancing learners' willingness to participate actively.

Keywords: method; song; English; teaching; motivation; education; skills; vocabulary; pronunciation; language; learning.

Introduction

In recent years, the use of songs in education, especially in language teaching, has attracted considerable interest from educators and researchers alike. Unlike traditional language learning methods, songs introduce a blend of rhythm, melody, and words that enhance cognitive and linguistic development in a unique way. By combining auditory and emotional experiences, songs can stimulate memory and encourage a deeper engagement with language. Music, as a universal form of expression, transcends linguistic barriers, allowing learners to connect with the language on an emotional level, which can lead to a more meaningful and lasting learning experience.

The benefits of using songs for teaching English are multifaceted. They introduce vocabulary in context, promote accurate pronunciation, offer insights into the culture of English-speaking communities, and boost motivation and engagement among learners. Songs also have repetitive structures that help reinforce grammatical patterns and vocabulary, making learning feel more natural and less forced. This method aligns well with various language acquisition theories. For example, Stephen Krashen's input hypothesis emphasizes that language is acquired most effectively when learners are exposed to comprehensible input that slightly exceeds their current level of understanding, which songs can provide. Furthermore, L. Vygotsky's sociocultural theory highlights the importance of social interaction and cultural immersion in cognitive development, both of which can be fostered through songs.

This article aims to explore the effectiveness of using songs in English language teaching by examining the advantages and potential challenges. It will review how song-based activities can aid in vocabulary acquisition, pronunciation, and cultural understanding, as well as how they create a motivating and supportive learning environment. Additionally, the article will address practical applications for incorporating songs into lessons, as well as limitations such as the selection of culturally appropriate songs and the need for careful guidance regarding informal language. Ultimately, this article will show that while songs may not replace traditional teaching methods, they provide an invaluable complement that enhances both linguistic competence and cultural awareness among learners of English.

Recent studies in cognitive science and neuroscience further support the benefits of integrating songs into language learning. Research indicates that musical elements like rhythm and melody activate multiple areas of the brain, engaging both hemispheres and promoting neural connectivity. This interaction fosters not only linguistic processing but also memory formation and recall. The structure of songs, with their repetitive and predictable patterns, makes them particularly memorable, thus facilitating vocabulary retention and grammatical acquisition in a way that purely rote learning cannot achieve. Songs also stimulate emotional responses, which are linked to increased motivation and enjoyment in the learning process. This emotional engagement aids in retention, as information associated with positive experiences is more likely to be stored in long-term memory.

In addition to cognitive benefits, songs offer a practical solution to the challenges faced in traditional language teaching, such as maintaining learner engagement and fostering an immersive experience. For learners in EFL (English as a Foreign Language) contexts, access to authentic language environments can be limited. Songs help bridge this gap, providing a form of immersion by exposing students to real-world language uses, including colloquialisms, idiomatic expressions, and cultural references. This immersion can deepen learners' connection to the language and help them build communicative competence. The repetitive nature of songs also introduces language learners to common sentence structures and vocabulary in a way that aligns with natural language acquisition processes, where exposure and repetition play a central role.

Pedagogically, songs align with the principles of communicative language teaching (CLT) and task-based language learning (TBL), both of which emphasize real-life language use and learner-centered activities. Through songs, teachers can create meaningful and context-rich learning experiences that go beyond traditional drills or grammar exercises. For instance, learners can engage in listening comprehension, lyric analysis, and pronunciation practice within a single activity centered on a song. Additionally, songs can foster collaborative learning through group activities like sing-alongs, discussions, or creative interpretations, thus supporting the development of social and communication skills in the target language. This approach not only meets educational objectives but also makes language learning more enjoyable and relevant to students' lives.

Moreover, songs have the potential to cater to diverse learning styles, accommodating auditory, visual, and kinesthetic learners alike. Auditory learners benefit from the sound patterns and melody, while visual learners may be engaged through lyric videos or related visuals. Kinesthetic learners, who thrive on movement and hands-on activities, can benefit from rhythm-based exercises or gestures accompanying song lyrics. By addressing different learning styles, songs offer a more inclusive approach to language teaching, helping each student to connect with and absorb the language in their unique way.

Ultimately, the use of songs in language teaching reflects an innovative approach that leverages the natural human affinity for music. By incorporating songs, educators can create a dynamic and flexible learning environment that adapts to the needs of students while fostering linguistic and cultural competence. This article will explore in depth the multifaceted

advantages of using songs as a language teaching tool, the ways in which they align with cognitive and pedagogical theories, and practical strategies for their effective integration in language classrooms.

Materials and methods of research

As this article is a review, it synthesizes findings from existing literature rather than conducting primary empirical research. The methods applied in this review involve systematic selection, analysis, and synthesis of recent studies and theoretical perspectives on the use of songs in English language teaching. Here are the primary steps followed in constructing this overview:

Literature Search and Selection: A comprehensive search was conducted to identify scholarly articles, books, and empirical studies published from 2017 onwards. The search focused on peer-reviewed journals and academic databases.

Thematic Analysis: After gathering relevant sources, a thematic analysis was performed to identify recurring themes and patterns in the literature. Key themes included the role of songs in vocabulary retention, pronunciation practice, cultural competence, motivation, and anxiety reduction.

Comparative Analysis of Findings: This stage involved comparing and contrasting the findings across selected studies to highlight commonalities, differences, and any emerging trends.

Synthesis and Integration: Based on the themes and comparisons drawn from the literature, an integrative narrative was created to present a cohesive overview of the role of songs in English language teaching. This synthesis allowed for a structured presentation of how songs contribute to language acquisition, along with theoretical justifications and practical applications for different proficiency levels and learning contexts.

By applying these systematic review methods, this article provides a thorough overview of the effectiveness of using songs in English language teaching, offering insights into theoretical frameworks, practical applications, and potential challenges. This approach ensures that the review is well-grounded in existing research and provides a balanced assessment of the strengths and limitations associated with song-based teaching methods.

Theoretical Background

The use of songs in English language teaching is grounded in recent theories and studies that emphasize multimodal, engaging, and culturally relevant input for language acquisition. Songs combine linguistic, auditory, and cultural components, creating a unique medium that enhances vocabulary acquisition, pronunciation, and cultural understanding among learners.

One of the primary theories supporting this method is Stephen Krashen's *Input Hypothesis*, which highlights the importance of meaningful and comprehensible input in language learning [1, p. 23]. Krashen's theory suggests that learners acquire language more effectively when exposed to language that is slightly beyond their current level. Songs fulfill this criterion by providing authentic language input within an enjoyable context. Recent research by Johnson and Smith [2, p. 237] affirms that songs aid in language retention, as the rhythmic and repetitive nature of songs reinforces vocabulary and structures, making them ideal for language retention.

Vygotsky's Sociocultural Theory has also been revisited to explain the effectiveness of songs in language learning. This theory underscores the importance of cultural tools and social context in cognitive development, emphasizing that learning is a socially mediated process [3, p. 85]. Songs act as a powerful cultural tool, introducing learners to the idioms, expressions, and cultural elements of English-speaking societies. By engaging with songs, learners gain insights into cultural nuances and language usage in real-life contexts. A study by Zhang found that songs improve intercultural competence, which is essential in EFL (English as a Foreign

Language) classrooms where learners may not have direct exposure to English-speaking cultures [4, p. 92].

Another supporting theory is *Dual Coding Theory*, which states that information is more effectively processed when presented through multiple channels, such as auditory and visual [5]. Songs provide this multimodal learning experience by combining linguistic elements (lyrics) with auditory elements (melody and rhythm), which aids memory retention. Recent research by Wang and Fan supports the idea that songs improve recall by using musical elements to reinforce vocabulary, grammar, and pronunciation [6, p. 123]. This dual-channel approach facilitates memory retention, as melodies serve as mnemonic devices.

Lastly, the *Affective Filter Hypothesis*, also proposed by Krashen, emphasizes the impact of emotions on language acquisition. High levels of anxiety can impede language learning by creating an "affective filter" that blocks comprehensible input [1, p. 48]. Songs help reduce this affective filter by creating a relaxed and enjoyable learning atmosphere, reducing anxiety and encouraging active participation. A study by Chen and Lee (2019) demonstrated that using songs in the language classroom lowers anxiety and enhances learner motivation, allowing for a more effective language learning experience [7, p.567] .

In summary, contemporary theories, including the Input Hypothesis, Sociocultural Theory, Dual Coding Theory, and Affective Filter Hypothesis, provide strong support for the use of songs in English language teaching. Songs offer comprehensible input, serve as cultural tools, facilitate multimodal learning, and reduce anxiety, making them an effective and holistic supplement to traditional language instruction.

Discussion

1. The Role of Songs in Vocabulary Acquisition

Songs serve as a potent resource for vocabulary acquisition in English language teaching due to their repetitive, contextualized language use. Repetition is a fundamental aspect of vocabulary retention, and songs naturally incorporate repeated words and phrases, making them memorable for learners. When learners engage with song lyrics, they encounter new vocabulary within a meaningful context, which promotes a deeper understanding of words and phrases compared to isolated vocabulary exercises. For example, Johnson and Smith found that English learners who frequently listened to songs retained vocabulary more effectively and used it more confidently in conversation [2, p. 248]. By embedding language in familiar and emotionally engaging contexts, songs allow learners to internalize vocabulary in a way that feels natural.

2. Enhancing Pronunciation and Intonation

Pronunciation and intonation are challenging aspects of English for many learners, particularly in EFL (English as a Foreign Language) contexts, where exposure to native speech is limited. Songs offer a dynamic way to address these challenges, allowing students to mimic authentic pronunciation patterns and practice prosodic features such as stress and rhythm. As noted by Good, Russo, and Sullivan, learners who engaged with English songs showed measurable improvements in pronunciation accuracy and fluency [8, p. 250]. Singing along to songs encourages students to produce sounds in sync with native-like pronunciation and intonation, enabling them to practice sounds in a non-threatening, enjoyable way. This approach aligns with Dual Coding Theory, which suggests that the auditory and linguistic elements in songs reinforce memory and recall, enhancing learners' overall pronunciation skills.

3. Promoting Cultural Competence and Intercultural Awareness

In addition to language skills, songs offer a gateway to cultural understanding, helping students develop intercultural competence. Language and culture are intrinsically linked, and songs often reflect the social values, traditions, and perspectives of the culture in which they were created. Vygotsky's Sociocultural Theory emphasizes that learning is a socially mediated process influenced by cultural context. Through songs, learners gain exposure to the idiomatic language and cultural nuances specific to English-speaking communities. Zhang found that EFL

students who studied English through songs were more likely to understand and appreciate cultural differences, as the music exposed them to everyday language, humor, and culturally significant themes [4, p. 318]. This cultural dimension not only enriches language learning but also fosters empathy and cross-cultural understanding, skills that are increasingly important in today's globalized world.

4. Increasing Motivation and Reducing Language Anxiety

Songs also play a crucial role in creating a positive, motivating atmosphere that encourages active participation in language learning. Research shows that songs naturally engage learners and increase enjoyment in the classroom, making language study feel less intimidating and more accessible. The Affective Filter Hypothesis, proposed by Krashen, supports the idea that a low-anxiety environment is essential for effective language acquisition. Songs help lower the affective filter, as their engaging nature reduces the stress and pressure often associated with language learning. Chen and Lee reported that students who learned English with the aid of music displayed lower levels of language anxiety and higher levels of motivation to participate in speaking activities [7, p. 568]. This reduction in anxiety enables learners to focus on acquiring language rather than worrying about making mistakes, thereby creating a more supportive and effective learning environment.

5. Practical Applications of Songs in Language Teaching

The use of songs in language teaching can take various forms, each tailored to suit different learning objectives and language proficiency levels. For instance, gap-fill exercises with song lyrics allow learners to focus on listening skills and vocabulary recall, as they identify missing words based on context. Singing along to songs encourages pronunciation practice, as learners mimic the sounds, stress patterns, and rhythm of native speech. Additionally, analyzing lyrics can foster reading comprehension and vocabulary enrichment, while allowing students to explore themes, idioms, and cultural references embedded in the song.

Teachers can also adapt song-based activities to fit different proficiency levels. Beginners may benefit from simple, repetitive songs with clear lyrics and slower tempos, while advanced learners can explore complex songs with idiomatic language, diverse vocabulary, and cultural depth. According to Simpson , selecting songs that match learners' language levels and cultural backgrounds maximizes engagement and prevents misunderstandings related to informal language or culturally specific references [9, p. 238].

6. Challenges and Limitations of Using Songs in Language Instruction

Despite the numerous advantages of incorporating songs into English language teaching, certain challenges and limitations exist. One of the main challenges is finding songs that are appropriate for learners' proficiency levels and cultural contexts. Songs often contain informal language, slang, or cultural references that may be difficult for learners to understand. Teachers must carefully select songs that align with the language level and cultural sensitivity of their students to ensure that the material is accessible and relevant. Additionally, the informal language used in many popular songs may lead to misunderstandings about standard English usage, requiring teachers to clarify distinctions between conversational and formal language. Simpson emphasizes the importance of contextualizing song lyrics, helping learners understand which expressions are appropriate for different social contexts [9, p. 245].

7. Summary of Findings

According to the findings of Yanti Hidayani Hasibuan, Balqis Wandira, and Rafika Dewi Nasution, the song is a media that can help teachers to describe students' interests and build up their motivation to learn, if the students are motivated, they will follow and participate actively during the teaching-learning process [10, p. 1].

The integration of songs in English language teaching offers substantial benefits, from improved vocabulary retention and pronunciation to enhanced cultural competence and increased motivation. Songs provide a holistic approach to language learning, combining

linguistic, auditory, and cultural elements in a way that traditional methods may not achieve. By engaging with music, learners gain exposure to authentic language, develop a better understanding of pronunciation and intonation, and gain insights into the cultural aspects of the language. Moreover, songs create a relaxed learning environment that reduces anxiety, making learners more comfortable and motivated to participate.

While challenges exist, particularly in selecting culturally appropriate songs, these limitations can be mitigated through careful song selection and guided activities. Teachers can use songs as a powerful supplement to traditional teaching methods, enriching the language learning experience and providing a dynamic, enjoyable way for learners to develop English proficiency.

Incorporating songs into English language instruction brings a range of linguistic, cognitive, and cultural benefits that enhance language acquisition. As a multimodal and engaging tool, songs contribute to vocabulary building, pronunciation improvement, and cultural understanding. They also create a motivating and low-stress environment that encourages active learning and reduces anxiety. By thoughtfully selecting songs that align with learners' proficiency and cultural backgrounds, educators can maximize the potential of songs as an effective method for language teaching. Ultimately, songs offer an invaluable complement to traditional language instruction, making the learning process more enjoyable, memorable, and culturally enriching.

Research results

The literature review reveals that songs are a highly effective tool for teaching English, offering multiple advantages that contribute to language acquisition in an engaging and culturally meaningful way. Across various studies, songs are shown to aid vocabulary retention through their contextual language and repetitive structures, allowing learners to remember new words more effectively. The rhythmic and melodic qualities of songs also enhance pronunciation and intonation skills, enabling students to develop a more natural-sounding accent and better phonetic accuracy. This is particularly valuable for learners in EFL settings who may have limited access to authentic spoken English.

Additionally, songs provide a rich source of cultural knowledge, exposing learners to the social and cultural nuances embedded within the language. By interacting with song lyrics, students gain insights into idiomatic expressions, cultural references, and contextual uses of language, all of which are essential for comprehensive language competency. The cultural dimension of songs is especially relevant for developing intercultural awareness, allowing learners to connect more deeply with the language and understand its usage within specific cultural contexts.

Furthermore, the review shows that songs have a positive impact on learner motivation and classroom engagement. Music naturally creates a relaxed, enjoyable learning environment, reducing the perceived effort of language study and encouraging active participation. This motivational boost is reinforced by the reduction in anxiety that songs provide. The pleasant nature of music helps lower learners' affective filter, a psychological barrier that can impede language acquisition due to anxiety or lack of confidence. By incorporating songs, teachers foster a more supportive atmosphere, allowing learners to feel more comfortable and motivated to practice and interact in English.

While songs offer these significant benefits, some challenges exist, primarily related to cultural and linguistic appropriateness. Not all songs are universally suitable, as some lyrics may contain informal language or cultural references that are unfamiliar or challenging for learners. Therefore, careful selection is essential to ensure that songs align with the learners' proficiency level and cultural background.

Overall, the review suggests that songs serve as a powerful complement to traditional language instruction, enriching the learning experience by supporting vocabulary acquisition,

pronunciation, cultural competence, motivation, and reducing anxiety. With mindful selection and integration, songs can play a transformative role in making language learning both effective and enjoyable.

Conclusion

The review of recent studies demonstrates that songs are a valuable and versatile tool in English language teaching, offering a wide range of benefits that complement traditional instructional methods. Through their unique combination of rhythm, melody, and language, songs provide a rich medium for learning vocabulary, improving pronunciation, and developing cultural awareness. Songs help students retain language more effectively by presenting new vocabulary and grammar within a memorable context, while also enhancing learners' phonetic skills through the natural intonation and rhythmic patterns of music.

Beyond linguistic gains, songs contribute to a positive learning atmosphere, fostering motivation and reducing anxiety. Music engages learners on an emotional level, creating an enjoyable and supportive environment that encourages active participation and reduces barriers to language acquisition. This affective dimension of music helps lower the affective filter, allowing students to feel more confident and willing to use English in both speaking and listening activities.

While there are challenges in selecting songs that are appropriate for learners' language proficiency and cultural backgrounds, these can be managed through careful song choice and guidance. Teachers can maximize the potential of songs by selecting those with clear lyrics, relevant vocabulary, and cultural themes that resonate with learners.

In summary, songs represent a dynamic, effective tool for enhancing language acquisition and making English learning both engaging and culturally enriching. When thoughtfully incorporated into language teaching, songs provide a holistic approach that supports linguistic competence, fosters intercultural understanding, and promotes a positive learning experience.

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Тукешова Н.М., Жумалиева Л.Э.
ӘН АҒЫЛШЫН ТІЛІН ОҚЫТУ ӘДІСТЕМЕСІ РЕТІНДЕ

Аңдатпа. Бұл мақала әндерді ағылшын тілін оқытудың инновациялық және тиімді әдісі ретінде терең зерттеуді ұсынады. Қазіргі зерттеулер мен тілдік меңгеру теорияларына сүйене отырып, бұл шолу әндердің сөздік қорын есте сақтауға, дұрыс айтуды жақсартуға, мәдени хабардарлықты дамытуға және оқушылардың ынтасын арттыруға қалай көмектесетінін қарастырады. Әндер лингвистикалық, аудиалды және мәдени элементтерді біріктіре отырып, оларды когнитивті және эмоционалдық деңгейде есте сақтауды жақсартатын және оқушыларды қызықтыратын бірегей мультимодальды құралға айналдырады. Мақалада сондай-ақ тіл үйретуде әндерді қолданудың практикалық артықшылықтары да көрсетілген. Әндердің қайталанатын құрылымы жаңа сөздер мен грамматикалық үлгілерді есте сақтауды жеңілдетеді, ал ырғақты және әуенді ерекшеліктері табиғи айтылым мен интонацияны дамытуға көмектеседі. Сонымен қатар, әндер оқушыларды мәдениетпен таныстырады, оларды ағылшын тілді қауымдастықтарға тән идиомалық тіркестер мен әлеуметтік контекстерге баулиды, осылайша, мәдениетаралық құзыреттілікті қалыптастыруға ықпал етеді. Зерттеулер көрсеткендей, әндер тіл үйренуге байланысты үрей деңгейін төмендететін жайлы, қолдаушы ортаны құру арқылы сабаққа қатысуды арттырады және оқушылардың белсенді қатысуға деген дайындығын арттырады.

Кілт сөздер: әдіс; ән; ағылшын тілі; оқыту; мотивация; білім беру; қабілеттер; сөздік; айтылым; тіл; үйрену.

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ПЕСНЯ КАК МЕТОДИКА ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. Эта статья представляет собой углублённое исследование использования песен как инновационного и эффективного метода преподавания английского языка. Опираясь на современные исследования и признанные теории освоения языка, данное обзорное исследование рассматривает, как песни способствуют запоминанию лексики, улучшению произношения, развитию культурной осведомленности и повышению мотивации учащихся. Песни объединяют лингвистические, аудиальные и культурные элементы, что делает их уникальным мультимодальным инструментом, способствующим улучшению памяти и вовлечению студентов как на когнитивном, так и на эмоциональном уровнях. В статье также подчёркиваются практические преимущества использования песен в обучении языку. Повторяющаяся структура песен способствует лучшему запоминанию новой лексики и грамматических конструкций, в то время как их ритмические и мелодические особенности помогают развивать естественное произношение и интонацию. Кроме того, песни предоставляют учащимся культурные знания, знакомя их с идиоматическими выражениями и социальными контекстами, характерными для англоязычных сообществ, что способствует формированию межкультурной компетенции. Исследования показывают, что песни повышают вовлеченность в учебный процесс, создавая расслабленную и поддерживающую атмосферу, которая снижает тревожность, связанную с изучением языка, и повышает готовность учащихся к активному участию.

Ключевые слова: метод; песня; английский; преподавание; мотивация; образование; способности; словарь; произношение; язык; обучение.