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 Թեմա՝ The Theoretical Bases Of Teaching English Vocabulary Through Songs

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**INTRODUCTION**

**The topicality of the work is defined by necessity of using songs in order to develop vocabulary knowledge .**

 The English language has assumed a position of the dominant language of global communication. Modern English language teaching aims to lingual and social adaptation of pupils to contemporary life. The pedagogical science is developing and leading to increase new teaching methods and technologies.

A modern experienced professional should possess skills of expression of the thoughts in English. Teaching English to young learners cannot be seen only as teaching the language. This challenging process needs to consider the social and cognitive development of learners. In order to do this, it is necessary to create an atmosphere that resembles the one which is natural to children. One of the best ways to create such a natural, anxiety-free environment is through interesting activities. Songs certainly belong to the group of fun activities which serve as useful tools for learning the language and which do not put pressure on students to immediately produce the language but to start doing it only when they are ready. They can maintain the development of learners’ ability in reading, writing, listening, and speaking, as well as provide opportunities for learning pronunciation, rhythm, grammar and vocabulary.

Vocabulary is considered to be at the heart of language learning and teaching. As the essential components of the four language skills vocabulary has to be mastered by learners. A good range of vocabulary greatly enhances effective communication. It is one of the key elements in learning a foreign language which if not adequately learned will cause difficulty to learn English.

Our work consists of **introduction** which defines the aim, objectives, as well as the practical significances of the research.

 **The aim of the research** is to show that using songs as a learning tool in English classroom is a good election to motivate students, and to increase their interest in the study of English , and to explore to what extent the selected songs supported with written lyrics influence the acquisition of vocabulary items.

**The objectives** of the research aim

* to study the theoretical basis of vocabulary teaching;
* to study principles, aims and features of vocabulary teaching through songs;
* to reveal main techniques of including songs in the process of vocabulary teaching;
* to make a brief survey on goals and tasks of the experimental study;
* to reveal the procedure and results of the experimental study.

**Chapter 1. “**THE THEORETICAL BASES OF TEACHING ENGLISH VOCABULARY THROUGH SONGS”discusses the role and importance of vocabulary in learning a foreign language. This section opens with explaining such a wide term as vocabulary is. Reasons for teaching vocabulary are provided. Three elements of word knowledge – form, meaning and use are discussed. The division into receptive and productive vocabulary as well as the active and passive vocabularies are described. Various vocabulary presentation techniques are depicted. This chapter also focuses on the importance of using songs in a foreign language classroom. It is followed by detailed advantages and some disadvantages of using songs in the classroom. describes how to select songs in order to make them effective tools in ESL classroom. The rest of this section illustrates song procedures and then types of song activities.

**Chapter 2. “**STRATEGIES AND ACTIVATES ОF USING SONGS FOR TEACHING ENGLISH VOCABULARY” describes how to select songs in order to make them effective tools in ESL classroom. The rest of this section illustrates song procedures and then types of song activities.

**Conclusion** summarizes the content of this work, reflects on the results of the research and evaluates the tested method.

**References** include the authors and the works that were used during the writing of the paper.

**Appendices** contain the additional material to the practical parts.

**CHAPTER ONE**

**THE THEORETICAL BASES OF TEACHING ENGLISH VOCABULARY THROUGH SONGS**

* 1. **The Role of Vocabulary in Teaching English**

 Language consists of three basic language units pronunciation, vocabulary, and grammar. The most important one of them is vocabulary because there is no language without words. Undoubtedly, it is not easy to explain such a wide term because there are different definitions of vocabulary and various authors see them differently. Let us look at the most accurate ones.

 In Webster Dictionary vocabulary is defined as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words used in language or by class, individual, etc.[ Webster Dictionary ,1985:1073].

 Vocabulary is a list of words often defined or translated, it is all the words of language and specialized expression which are indigenous to a particular field, subject, trade or subculture [Roget,1980:1036].

 Vocabulary is the collection of words that an individual knows [Linse, 2005:121].

 Hatch and Brown define vocabulary as a list of words for a particular language or a list or set of words that individual speakers of language might use [Hatch and Brown, 1995:1].

 Vocabulary learning is at the heart of language learning and language use. It is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language [Laufer, 1997:54].

 Vocabulary is like vital organs, and grammar skeleton of a language [Cristina, 2010:170].

According to Ur vocabulary can be roughly defined as the words thought in the foreign language. She also points out that word is not correct to describe the phrase vocabulary. There are a lot of examples in which more than one word is used to represent an idea, such as father-in-law, gift shop. In this case, more than just a word is used, but still, they represent one concept. The same question arises with multi-word idioms, like bite the bullet (to get something over with because it is inevitable), in which the meaning is not possible to conjecture only by knowing the meaning of given words. Ur finally suggests talking about vocabulary ‘items’ rather than ‘words’ [Ur, 1996: 60].

 Vocabulary typically refers mainly to single words (e.g. dog, green, wash) and sometimes to very tightly linked two-or three-word combinations (e.g. stock market, compact disc, sky blue, go off) [ Scrivener,2005: 227].

Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or classrooms. Effective foreign language learning necessitates assimilation of all four skills, grammar, vocabulary, and pronunciation. Vocabulary is central to the English language teaching as without sufficient vocabulary students cannot understand others or express their ideas. Vocabulary knowledge is often viewed as a critical tool for second language learners as a limited vocabulary in a second language interferes with successful communication.

 Wilkins wrote that ‘. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed’ [Wilkins, 1972:111–112].

 As students develop greater fluency and expression in English, it is significant to acquire more productive vocabulary knowledge and to develop their personal vocabulary learning strategies. Learners carry around dictionaries and not grammar books [Schmitt, 2010: 4].

Learning a language cannot be reduced to only learning vocabulary, but it is also true that ‘ no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot happen in any meaningful way [McCarthy, 1990:8].

Based on the information above it is reasonable to define the concept of a word. There are three significant aspects that language teacher should be aware of and focus on. These are **form, meaning, and use.** According to Nation the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example of **form** word parts can been seen with the word misunderstanding , where the prefix mis- means negative or opposite, understand is the root word, and -ing is a suffix. **Meaning** encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. **Use** involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth),[Nation,2001].

 To get a complete image of the information mentioned above we can consume that form refers to the visible and audible parts of vocabulary, functional expressions and grammar units:  the spelling, phonemes, syllable stress, words in a phrase, prefixes or suffixes, syntax (word order), choice of noun or verb, etc for a particular place in a sentence, and/or punctuation. For example, the past perfect is formed with had been plus the past participle of the main verb;   in my opinion and not on my opinion; the word is spelled c-o-n-t-e-n-t and the second syllable is stressed.

It should be mentioned that there are two aspects of meaning.  The first one is literal or ‘essential’ meaning of the word, phrase, functional expression or grammar structure. The second one is its meaning in the context it’s being used in. For example ‘She’s wearing a blue skirt.  The literal or essential meaning of the word has to do with naming a particular color, ‘She’s red from sitting in the sun’.  Her skin has turned a particular shade of pink indicating sunburn.

The words, functional expressions, grammar structures we choose to use are determined by the situation we are in or what we want to communicate with our listeners. Use is interconnected with meaning. For example ‘*Good morning!’* is a greeting we use with friends, family, our boss, etc. when we see them before noon.  If we say *Good morning!* to a family morning as s/he gets up in the afternoon (because they were out late the night before), we are being ironic and perhaps indicating disapproval.  We would probably not say this to our boss when s/he came in late.

Alongside meaning and form of word knowledge, there is also a distinction between **productive** and **receptive vocabulary** knowledge that is used by researchers when investigating vocabulary learning. Most researchers agreed to divide, renowned vocabulary knowledge within the scope of its use in either the skills of reading, writing, speaking and listening. Thus, they divide vocabulary knowledge into productive and receptive vocabulary [Laufer, 1998; Laufer & Paribakht, 1998; Henriksen, 1999; Nation, 2001; Read, 2000; Schmitt, 2014].

Let us investigate what receptive and productive knowledge means. Productive knowledge is usually associated with speaking and writing while receptive knowledge is associated with listening and reading [Laufer & Goldstein, 2004].

As simple as the distinction might seem at first, it is more complicated when we consider that “good passive skills often require the reader or the listener to actively anticipate the words that will occur” [Milton 2009: 13].

Receptive vocabulary knowledge refers to the ability to understand a word when it is heard or seen while productive knowledge is the knowledge to produce a word when one writes or speaks. It is believed that words are known receptively first and only after intentional or incidental learning becomes available for productive use. Therefore, vocabulary knowledge should be regarded as a continuum on which a word grows from receptive to productive status. It is generally believed that learners’ receptive vocabulary size is much larger than their productive vocabulary size. We can conclude from the information mentioned above that, listening and reading usually develop receptive knowledge while on the other hand speaking and writing develop productive knowledge.

All of this information is summarized in Table 1.

**Table 1**

 **What Is Involved in Knowing a Word**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect**  | **Component** | **Receptive knowledge** | **Productive knowledge** |
|  Form  | spoken written word parts | What does the word sound like?What does the word look like?What parts are recognizable in this word? | How is the word pronounced?How is the word written and spelled? What word parts are needed to express the meaning? |
| Meaning  | form and meaning concepts and referents associations | What meaning does this word form signalWhat is included in this concept? What other words does this make people think of? | What word form can be used to express this meaning? What items can the concept refer to? What other words could people use instead of this one? |
| Use  | grammatical functions collocations constraints on use (register, frequency . . .) | In what patterns does the word occur? What words or types of words occur with this one? Where, when, and how often would people expect to meet this word? | In what patterns must people use this word? What words or types of words must people use with this one? Where, when, and how often can people use this word? |

[Nation, 2001: 27].

 Vocabulary knowledge is also divided into the **active vocabulary** which students can use and call it orally and **passive vocabulary** of words known by learners through recognition. We are in the productive control of words that we use to express ourselves, in speech or writing. [Benjamin and Crow, 2010: 42].

Active vocabulary consists of those words which can be used in one’s speech and writing. These are the words the meaning of which person knows. Active vocabulary refers to the productive side of language. It consists of the words one uses confidently because he understands their meanings and usage. To give proficiency in spoken and written language, words must continuously should be added to the active vocabulary of the students.

The Passive vocabulary consists of those words, the meaning of which can be understood when they appear in speech or writing of others but which we cannot use in our speech and writing because we are not fully conversant with them. In passive vocabulary, the person does not know the accurate meaning of a particular word and he does not make use of those words in communication. Sometimes he can understand the meaning of that word only to a certain extent depending on the contest. Passive vocabulary refers to the receptive side of language. A good communicator tries to turn passive vocabulary into active vocabulary.

 Interestingly, the transition of a vocabulary item from a learner’s receptive vocabulary to his productive one is a progressive development. Words from passive vocabulary shift to active vocabulary after some years. Regularly reading or hearing the word over some time is often the most common way in which this transition happens.

 According to Ur three aspects of word meaning should be distinguished. These are denotation, connotation, and appropriateness [Ur,1996: 61].

 **Denotation** is a definition that is given in dictionaries and it can be portrayed as a representation of something that exists in the real world. The next component of meaning is **connotation.** This concept identifies with associations, or positive or negative feelings a word.  Let’s use the word ‘cat’. The Denotative Meaning dictionary describes a cat this way: A carnivorous mammal, domesticated as a rat catcher or pet. However, to get the connotative meaning, it would depend on how you feel about cats. Another keyword which is worth mentioning is **appropriateness.** There are many situations in our life when we are not sure if the form of the word we want to use is suited to a specific situation. So we can resume that denotation represents the literal meaning of each word. It shows the original meaning, which is written in the dictionary. Connotation defines the underlying meaning of each word. It represents the associated meanings of the word. Appropriateness identifies whether the word is suitable to be used in a particular situation or not.

The question is how to attain vocabulary easier and faster. Learner’s strategies for learning vocabulary consist of several steps like creating chances to meet the new words, and finally to make them a strong memory to use the words. The teaching of vocabulary is related to reading comprehension, thus, there are three views about the relationship between vocabulary development and reading comprehension. "The first view suggests that direct instruction makes little differences in terms of vocabulary development, whereas the second view suggests that direct instruction in specific words is extremely beneficial. The third view suggests that vocabulary development will be enhanced if students learn to relate to new concepts to their existing concepts and background knowledge" [Nagy and Anderson, 1985, Rober,1995].

 There are several techniques concerning the teaching of vocabulary.

 **Visual Techniques** are used due to visual aids, which is the most common way of presenting vocabulary to learners. It includes showing visuals to students. Visuals are flashcards, blackboard drawings, photographs, wall charts and also relia. There are three forms of visual techniques; “relia, pictures, and mime or gestures.” Relia means using a variety of real-object brought by the students in the classroom. It can be also applied to remember written material [Gairns and Redman,1980].

Students can act out what they read, or associate physical sensation with specific words found in reading passages. Mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication [Klippel1, 994:115].

 **Verbal techniques** pertain to the use of illustrative situation, synonyms, opposites, scale, definition, and categories. When vocabulary items are more abstract, it is advisable to use illustrative situations. The teacher presents a situation in which a specific word is used and then, learners speculate what the word is. Learners may also use the new word or phrase in various contexts. Among verbal techniques we can mention *definition and illustration* sentences, which are used by English teachers who introduce a word in English through the use of other word in the same language, *synonyms ,and antonyms* which are important in building vocabulary because learners know vocabulary and *explanation*, which gives the meaning and the use of a foreign word in the foreign language itself.

**Translation and the use of Dictionary** is another technique of presenting new vocabulary items to learners [Gairns and Redman,1986: 75].

Undoubtedly, giving a definition can save the precious time in a classroom and in monolingual groups this method may help to avoid the possibility of false cognates. Translation is advisable when introducing abstract words. On the other hand, there are some negative effects of overusing translations into mother tongue. Primarily, a learner may become accustomed to a literal translation of the target language, there is slow development to listening skills and learning becomes slower as there is no much exposure to mother tongue. The use of a dictionary is a great technique in finding out the meaning of unfamiliar words and expressions. In this case, students can make use of a variety of dictionaries, such as bilingual, monolingual, pictorial, and thesaurus. The dictionary definition is shared with a discussion when the words are presented both in isolated form and in the context [Readence, 1995:35].

Students should be allowed to use new vocabulary in practice. In order to ensure long-term retention and recall, the new words are placed in working memory and subjected to various operations. The operations may include for example matching, sorting, comparing, combining, etc. Let us share some ideas for teaching vocabulary.

*Word Pairs* is when students are given words in pairs and evaluate them if the words are the same, opposite, go together, or are unrelated. *Vocabulary Photo Album* is a simple, inexpensive photo album, students create a visual glossary of keywords. Identifying words requires finding words in various texts. Also *listening out for specific words* in a recorded or spoken text is a form of identification task. Like students were listening to a conversation about whether and teacher asks them to rise hand every time they hear a word connected with weather. *Selecting tasks* are more complicated than identification activities because they include both recognizing words and preferring from among choices. A useful selecting task may be ‘choose... words from thus lesson to learn’ and think about how you will show in the next lesson you have learnt them. *Matching activities* include first recognizing lexical items and then pairing them with for example – a visual object, a translation, an antonym, a synonym, a collocate, or just a definition. *Sorting tasks* want students to sort lexical items into distinctive categories. Like words that belong to different activates or spares of life are given and students should sort them with their right category. *Ranking and sequencing* tasks want students to put the words into order. This may include arranging the lexical items on a cline: for example, adverbs of frequency (always, sometimes, often, occasionally, etc.).

In conclusion, a vocabulary is a set of familiar [words](https://en.wikipedia.org/wiki/Words) within a person's [language](https://en.wikipedia.org/wiki/Language) which usually develops with age, serves as a useful and fundamental tool for [communication](https://en.wikipedia.org/wiki/Communication) and [acquiring knowledge](https://en.wikipedia.org/wiki/Learning). Vocabulary is a wide topic and has countless definitions. It is impossible to imagine what life would be like if there were no words, thus linguists have tried to estimate the value of vocabulary teaching. Acquiring an extensive vocabulary is one of the largest challenges in learning a [second language](https://en.wikipedia.org/wiki/Second_language). The teacher’s part is to support learners in their learning and to direct their learning into the right course because without suitable support students vocabulary will be incomplete when communicating in a foreign language. Thus, it is important to have background knowledge in the field of vocabulary to decide which method and activity will be the best to teach vocabulary.

**1.2** **The Role of Songs in Teaching English**

 Songs always played an important role in people’s lives: they surround us everywhere and are broadly accepted all around the world. It seems that the passion for songs is deeply rooted in human nature. Avoiding songs is not an easy task, for it belongs to many aspects of life. Various kinds of songs may be heard in almost every place and even during performing important events. Songs may be found in every human culture. Namely, we can hear it almost everywhere: while listening to the radio, when watching television and on different family occasions, such as birthday parties, wedding ceremonies, in restaurants, shops, cars, and even in the streets.

Songs can create a wide range of feelings. Not only songs are available everywhere but also there is a possibility to sing without listening to any recording. Not only people listen, but also talk about it, as the music seems to be quite a common topic especially among teenagers who share their opinions about the latest news connected with artists or brand-new video clips they have recently seen. Some people find it useful to use songs and music to make a social environment, form a feeling of partnership or just dance [Murphey, 1992: 9].

Songs can be used as effective materials for teaching vocabulary such as using the words of a song, dictating a song, using a song for gap-fill, cloze or for correction, integrating songs into project work, practicing pronunciation, stress, and intonation. By singing songs, students are taught lessons with a fun atmosphere which can create very positive effect in language learning [Murphey, 1992].

 Prescott points out that music is an important thing for education. It not only helps students learn and gain the knowledge but also helps students increase their scores. There are many studies showing that music has a positive effect in the classroom. If students do not understand the definition of all the words in the song, students can get the meaning from the lyrics [Prescott,2005].

 There are many popular songs together with their music videos that help students understand the content of the lyrics. The music videos also provide the song’s story which helps the students understand the words in context. Students also hear the words via the songs over and over again and figure out their meaning through the video’s content. All of this can help students learn new vocabulary [Šišková, 2008].

For some students who are not used to the culture of the target language and have some difficulties in expressing, can learn the language better by using the music which provides them a relaxed atmosphere. Songs are the authentic materials for teaching a second language. By listening to English songs, students can listen to the native pronunciation and also develop their listening ability. Melodies and rhymes help students to use good pronunciation like a native speaker [ Stansell, 2008].

The value of songs in motivating students to learn English and enhance learner involvement is widely acknowledged by ESL practitioners [Reeve & Williamson, 1987; Guidice, 1986].

It becomes clear that songs have their influence on our everyday life, educational system, particularly on learning and teaching foreign languages.

The use of rhymes and songs in the primary classroom is an important tool for language acquisition, not only for the mother tongue but also for the foreign language. They introduce new vocabulary, culture, and focus on pronunciation and intonation in a way that is quite easy for children to follow and learn steadily. Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials.They can be used to teach and develop every aspect of a language. If well planned, applied and evaluated, songs can become useful tools for language teaching and learning. In addition if the right songs are chosen, learning can become a fun and memorable experience.

 Very often songs are the main source of English outside the classroom. The reasons for using music and song in the ELT classroom generally fall under 6 broad categories:  **affective, cognitive, social, cultural, linguistic and pedagogic.** The most important ones are distinguished as affective and cognitive rationale for playing a song during a lesson**. Affective reasons** are connected with Krashen’s Affective Filter Hypothesis. Basically, it is an explanation of how the affective factors relate to language learning. It is particularly addressed to teachers because it explains why some learners learn and others do not. Students should have a positive attitude regarding learning. Krashen explains that for optimal learning to occur the affective filter must be weak. A weak affective filter means that a positive attitude towards learning is present. If the affective filter is strong the learner will not seek language input, and in turn, not be open for language acquisition. Thus, teachers must provide a positive atmosphere conducive to language learning [Krashen, 1982].

Songs are one method for achieving a weak affective filter and promoting language learning. With the affective filter weak, Saricoban and Metin have found that songs can develop the four skill areas of reading, writing, listening, and speaking [Saricoban and Metin, 2000].

 Eken states that songs can be used to help to present a topic, a language point, lexis, etc., Songs help to focus on common learner errors more directly, songs are used to encourage extensive and intensive listening, to stimulate discussion of attitudes and feelings, to encourage creativity and use of imagination, to provide a relaxed classroom atmosphere, to bring variety and fun to learning [Eken ,1996: 46].

The enjoyment aspect of learning language through song is directly related to affective factors. Songs provide a break from classroom routine, and learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced. The belief that songs provide enjoyment and develop language skills is also noted by several other authors [Adamowski, 1997; Bechtold, 1983; Domoney & Harris, 1993; Griffee, 1992; Guglielmino, 1986; Lems, 1984; Little, 1983; Monreal, 1982].

Songs present opportunities for developing automaticity which is the main **cognitive reason** for using songs in the classroom. Gatbonton and Segalowitz define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses" [Gatbonton and Segalowitz , 1988:473].

 Gatbonton and Segalowitz state that we must "place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion." The nature of songs is fairly repetitive and consistent. The repetitive style of the song lends itself to an activity in which students create their sentences based upon their interest. After listening to the song, students create their lyrics following the same tune as the song [Gatbonton and Segalowitz, 1988:476].

Songs relate the classroom to the world around us. They have been used as vehicles of protest for civil rights, workers rights, even prisoner’s rights along with an endless number of other causes. They’ve talked about pollution, crime, war, and almost every **social theme or cause**. Songs in the classroom can be selected to suit the needs and interests of the students. They can touch the social topics that interest students, they can deal with various themes and contain language appropriate for any level.

Without traveling and directly visiting a country, it is hard to learn the **cultural aspects** of language and the culture of the wider English language community. Culture is something transmitted and not directly taught.  All English language teachers need to teach culture, it is a cornerstone of what language is.Songs have been described colloquially as a ‘repository of culture’, the place where the spirits of people are described, preserved and shared. National anthems, folksongs, nursery rhymes all contain the core of what we were, are and believe.  Songs are a way to enter into the culture of a community and they transmit the values, ideals, history, and nature of the culture. Students benefit and understand the target culture through the deductive, implicit learning that occurs through songs.

Besides automatization, there is also a **linguistic** reason for using songs in the classroom. For example, some songs are excellent examples of colloquial English, that is, the language of informal conversation. Songs help to develop linguistic knowledge in English classroom. They include linguistic information, for instance, vocabulary items, pronunciation or grammar. Thus, students acquire new knowledge very often with no intention of doing so. Also, for many teachers, the didactic role of songs would be the first to appreciate. Songs may be considered as representing ‘distortions’ of the normal speech patterns of a language. Jolly states that normal speech and songs are on the same continuum of vocally-produced human sounds [ Jolly,1975: 11].

One advantage of using songs in the classroom is their flexibility. Songs can be used for several purposes and there are many reasons why songs can be considered a valuable **pedagogical tool**. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture [Murphey, 1992].

To make clear that songs help to teach English vocabulary we need to add that its innovative way **attracts students’ attention**. Learners’ natural admiration for their favourite artists should motivate them to try to understand the lyrics of their songs and according to Harmer, motivation ‘is the biggest single factor affecting students success [Harmer,1991:3].

Students relate to songs as part of entertainment rather than work and find learning vocabulary through songs amusing rather than tedious. This is true especially with pop songs which are part of youth culture. Better familiarity with these songs improves students’ status within the peer group and therefore stimulates learning. Moreover, using students’ favourite songs to teach vocabulary creates endless opportunities for revision and revision for storing the information in long term memory, to help students learn new vocabulary forever. Linhart says that ‘without revision, there is no learning’ [Linhart, 1967:147].

 Revising the subject matter in different ways deepens students’ knowledge. It is also very important that the revision is done systematically. The song itself is a source of repetition. Each song consists of usually two verses, a bridge, and a chorus. The lyrics of the verses and the bridge usually differ. However, the chorus usually repeats several times, therefore the lyrics of the chorus and the new vocabulary included in the chorus will probably be remembered first. Revising should be done also outside the classroom which is something many students have problems with. However, music might help those students to overcome this problem since it has the quality of sticking in one’s head. Murphey calls this ability ‘the song stuck in my head phenomenon’ which stands for ‘the echoing in our minds of the last song we heard’ [Murphey, 1992:7].

So-called nursery rhymes are also considered to play an important role in teaching English vocabulary. Use of nursery rhymes in teaching English to young learners has been recommended by various authors to experience language holistically. Nursery rhymes abound in partial repetition at the linguistic level, with many repetitions of word sequences containing slight variations, which from the child’s point of view, may aid the perception of abstract linguistic categories and language patterns [Crystal, 2001:29, Gordon, 2007:99].

Nursery rhymes can be used as a valuable motivational tool for phonological and phonemic awareness instruction as they ‘help language learners acquire connected speech’ [Cremin, Bearne, Dombey & Lewis, 2009; Shin & Crandall, 2014, Bland, 2013].

They are considered to be especially useful for intonation and pronunciation practice ‘in a stress-timed language such as English because the rhythm forces children to put the stress in the right places and to observe the strong and weak forms’ [Reilly & Ward, 2003: 18].

The ludic aspect of nursery rhymes plays an important role in providing pleasurable conditions for language acquisition, as children ‘spend a great deal of their time producing or receiving playful language’, since for them, ‘a good deal of language remains primarily driven by sound rather than meaning’ [Cook, 1997:228].

Therefore, teachers need to follow the logic ‘which underlies all good educational practice: that one will make most progress when teaching can be related to what the student already knows’ and utilize children’s love of playful interaction with the language through the use of nursery rhymes which contain ‘an element of fun, of playing with the language’[Crystal, 2001: 184, Scott & Ytreberg, 1991:27].

 According to the information mentioned above using nursery rhymes in teaching English to young learners aidsbuilding a positive classroom atmosphere, lowering learners’ affective filter and raising their motivation for learning, since apart from contributing to learners’ sense of belonging, performing the rhymes can have the effect of a heightened ‘sense of pride and achievement’ for individual students.

Concerning the characteristics of learners, there are some reasons why we should use songs in schools.

* Schoolchildren like songs.
* Songs can be integrated into language-learning, singing and doing activities around the songs.
* Songs are memorable. Songs often include lot of repetition that helps to make language memorable.
* As songs must be sung at a reasonably fast speed, they encourage natural phonological features like linking and weak form.
* Schoolchildren have energy and want to make noise.
* Singing is a happy and stress-free activity that will add a positive classroom learning environment

The language level of the class also should be paid attention to. It will determine not only which songs can be used, but also what other activities – such as games or written exercises – will also be used to develop the lesson. Lower levels will become extremely frustrated with fast-delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level learners. How old are the learners? Are there any specific cultural issues regarding the make-up of the class? What kinds of things are generally unacceptable in the culture in which we teach? It is important to remember that used songs should suit the particular culture.

The process of selecting a song is the most difficult aspect of using music in a lesson. It is needed to carefully examine what it is that the class is to learn in the lesson. Is it going to be a lesson focusing on vocabulary, grammar, pronunciation, or a particular topic?

Many teachers are concerned about using songs in their lessons fearing some factors. Murphey surveyed a group of commercial school teachers and made the following list of items that teachers most often worry about:

* "Administrators/teachers/students do not take music and song seriously.
* It disturbs neighbouring classes
* Some students get too excited
* It takes away from the normal syllabus. Time is lost.
* Students disagree about songs and have different musical tastes.
* Pop songs have poor vocabulary – too much slang and bad grammar.
* How do you exploit the material usefully? What is the goal?
* It is hard to find lyrics – sources of old recorded materials are no longer available.
* Students just want to listen, not to work.
* Poor quality cassette/video recorder.
* Lack of technical equipment due to cost.
* Teachers do not like to sing or are not musical.
* Many songs are not intelligible.
* EFL songs are boring.
* Students will not sing
* Which songs should you choose? Many express violence and sexism.
* What to do when students bring music that teachers hate?
* Songs go out of date very quickly.
* How do you share in materials production" [Murphey; 1992:8-9]?

Many of the above mentioned are, of course, irrational. For instance, most students take music seriously, especially their favourite music by their idols. The vocabulary of many songs may be of poor quality and full of slang, but so is the natural language used in everyday situations, therefore students must get acquainted with the slang. Nowadays, it is very easy to find any lyrics on the Internet. The technical equipment should not be a problem anymore since there is at least one CD player in most schools. Murphey argues that "no material will answer all our different needs and that success depends on successful manipulation of the material by the teacher" [Murphey ;1992:9].

 How can teachers use the material effectively? Murphey suggests the following activities that teachers can do with students when teaching English through popular songs:

* “study grammar
* practice selective listening comprehension
* read songs [...] for linguistic purposes
* compose songs, articles about songs, letters to singers, questionnaires
* discuss a song [...]
* translate songs
* write dialogues using the words of a song
* use video clips in many ways
* do role-play (as people in the song, or the artist/interviewer)
* dictate a song
* use a song for gap-fill, cloze, or for correction
* use music for the background to other activities
* integrate songs into project work
* energize or relax classes mentally
* practice pronunciation, intonation, and stress
* break the routine
* do choral repetition
* teach vocabulary
* teach culture
* learn about your students and from your students, letting them choose and explain their music
* have fun“ [Murphey;1992:10].

For teaching vocabulary, the most appropriate activities are probably writing dialogues using the words of a song, dictating a song, using a song for gap-fill, cloze, or for correction, integrating songs into project work, practicing pronunciation, intonation, and stress. However, Murphey stresses that teachers should “be careful not to kill the material by doing too much of serious work’’ [Murphey ; 1992:10].

He believes that probably the most important thing to do with a song in an English classroom is just to have fun because it can “stimulate very positive associations to the study of a language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and correction’’[Murphey;1992:6].

Moreover, music does not only reach students’ intelligence. It is also emotional, so even if students do not understand the meaning of all the words, the music itself might help them. There are music videos to most popular songs that also help students understand the content of the lyrics. There is usually some topic or story covered in the lyrics therefore students learn the new word within a context.

Another reason for using songs in English lessons is that the lyrics are often rich, sometimes deep, at times silly or funny, which is something students appreciate. Some songs touch interesting topics that may be used for further discussion. Some lyrics are even demanding and can be useful when trying to teach students to see the deeper meaning of different texts. However, some lyrics may be offensive or inappropriate, so teachers should always be cautious when choosing the songs. Murphey agrees that “some songs can be quite complex syntactically, lexically, and poetically and can be analyzed in the same way as any other literary sample’’ [Murphey, 1992:8].

It’s useful to focus on the creative and artistic use of vocabulary we encounter in lyrics. Going through the meanings, illustrating with other examples may be necessary. Songs often serve as really good contexts for phrases and idioms, but it’s good to make sure that the meaning is clear. According to Thornbury, words are organized in the human mind in what is called the mental lexicon, which means that the vocabulary is stored in ‘highly organized and interconnected fashion’ [ Thornbury,2002:16].

He states that ‘knowing a word involves knowing its form, and its meaning as well as knowing the words commonly associated with it (its collocations) as well as its connotations, including its register and its cultural accretions’[Thornbury,2002:15].

Both Harmer and Thornbury distinguish between active and passive vocabulary. Hopefully, the words used in the lyrics remain in the active store as long as students listen to the particular song.

Listening comprehension involves two important processes, according to Richards. The first is bottom-up processing where meaning is built up by the sounds and progresses to sentences heard by the listener.

Top-down processing is where the meaning of the message is understood through the background knowledge brought to the  listening  experience  by  the  learner.  Both processes can be tapped into through songs [Richards, 1990].

Hopefully, songs could help students fulfill these recommendations since the words used in songs are remembered, along with the melody of the song, throughout a lifetime. To get a complete idea of how songs can be used in the classroom let us look at the chart. Songs may be used in the classroom in many ways. Here are a few ideas presented. The first activity is related simply to listening to a song and then discussing what happened in the song, sharing students’ interpretations, or reactions to that piece of music. Printed lyrics may be distributed to students to help them take part in discussions [Scrivener, 2005: 338].

**Activities for exploiting songs and texts**

1. Students predict the content of the text by reading its title.
2. Students write a dialogue between the characters.
3. Cut up and mix the lines (sentences) of the text. Students order jumbled sentences.
4. Students read or listen to the text to confirm what was predicted during the ‘pre’ stage.
5. Students read a gapped text and fill in the blanks.
6. Students read the text and delete words to create a gap-fill task for others.
7. Students write a letter to or from one of the characters in the text.
8. Students read or listen to the text to extract the information to write a summary.
9. Jumble the words/letters of the title of the text for the students to reconstruct.
10. Students write their lyrics to the tune of the song.
11. Students read or listen to the text and identify stress, rhythm and intonation patterns.
12. Students read or listen to the text and put photographs/cartoon pictures in the correct order.
13. Students interview one of the characters.
14. Students invent a title for each paragraph/verse and an overall title for the text/song.
15. Students brainstorm ideas about the topic.
16. Use the text as a springboard to initiate discussions to develop students’ ideas about the topic.
17. Students answer multiple choice/ comprehension questions, etc.
18. Students create their own multiple-choice/ comprehension questions for others.
19. Students describe/discuss photographs/pictures related to the topic.
20. Students identify the meaning of words/ expressions as used in the text.
21. Students role- play (parts of) the situation as described in the text.
22. Students write a reply to the author/singer.
23. Pre-teach the necessary vocabulary to help students understand the text.
24. Students predict possible vocabulary items which may appear in the text.
25. Students brainstorm the vocabulary which might be associated with the topic.
26. Students re-write the text from another character’s point of view.
27. Students listen to the song and take dictation.
28. Students identify deliberate mistakes (of vocabulary, grammar, syntax, etc).
29. Students design posters relating to the topic of promoting the song which is then displayed.
30. Students perform the song.
31. Omit words and replace them with a relevant drawing. Students identify the missing words before reading or listening to the text.
32. Omit words to produce a gapped text. Students reconstruct the text by choosing the correct word from the list.
33. Students write a summary of the text.
34. Students invent essay titles relating to the topic of the text.
35. Students create or complete charts or diagrams about the text.
36. Students select or write songs to produce a class songbook.
37. After the song/text is finished, students predict what happens next.
38. Students write and give a speech on the topic.
39. Design activities on the text which are similar to examination questions.
40. Students sing the song and record it. Play it again and improve on pronunciation [Davanellos, 1999: 15].

Nowadays, foreign language teachers find using songs and music useful, because songs are perceived as motivating sources, thus beneficial in language learning. Songs are a valuable means to introduce to foreign language practice. Such sort of entertainment as listening to songs may be appropriate for students’ learning process, subconscious, and fun.. Not only do they make a lesson more interesting because of authentic language and breaking the routine, but they also develop learners’ language skills in many fields. Without doubt, songs may bring certain benefits into the classroom. What is also worth mentioning is the proper selection of a song as well as the exercises which are planned to be used in a lesson. It needs to be noticed that because of the easy access to music, everyone may benefit from it. Although there is no one ideal method in foreign language teaching, songs can surely strengthen students’ motivation towards language learning adventure.

**CHAPTER TWO**

**STRATEGIES AND ACTIVATES OF USING SONGS FOR TEACHING ENGLISH VOCABULARY**

 Learning English as a foreign language may be difficult and uninteresting, especially when the methodology to teach the subject only rests on grammar exercises, and written compositions, for which no previous explanation or tip is given.

Sometimes nothing is done to improve students’ listening or speaking skills, apart from the fact some written activities are corrected by reading them aloud in the classroom. Students usually work on grammar exercises on their own and read stories in English. They practice their reading skills in class, but the main aim is the literal translation of those stories to the first language, without any attempt at introducing pupils to the specific expressions and culture of the foreign language.

Fortunately, a considerable change in education has happened in schools during the last years. Today, lessons are mostly taught in the second language, more bilingual schools are opened, children speak a lot; listen to songs, stories, and different tales.

In this process of change, we should examine how songs function in classrooms to teach English vocabulary, acquisition of which is one of the highest priorities of students learning a foreign language. Songs play an important role in every step of human life. They reflect the culture, history, folklore, and current idiom of countries. Songs affect language accent, grammar, memory, mood, enjoyment, and motivation.

Singing is an important tool for building students’ confidence. It gives students a degree of fluency before they have succeeded in speaking. Words usually occur in a context in lyrics; the sound of new words is easily remembered through the melody of the song. While listening to the song, students will hear several new words many times. Composing words and rhythm appropriately can help to hold the song together and increase the mind’s ability to recall it. Pairing music and language can help the process of learning vocabulary and phrases. When using songs to teach vocabulary, it begins with listening and finishes with communication.

Songs are traditionally presented in three stages, with **pre-study activities, while studying activities** and **post-study activities.** This classification is very useful as the students may get involved and then consolidate the knowledge. The purpose of the pre-stage is to develop the students thematically, linguistically, educationally and psychologically for the activity [Davanellos, 1999: 14].

 The learners may be introduced to the subject matter and key lexis, or any linguistics features from which they may benefit at a later step. The essential element of pre-stage is to create a reason for the students to want to listen to the song. During the second stage, which might be seen as the main focus of the lesson, the learners complete the activities and tasks which directly concern the song. Next, a later task might be dealing with specific information and intensive listening or reading by asking them for example, to tick sentences true or false [Davanellos,1999: 14].

 In this stage, the learners very often perform activities simultaneously, their task may be to listen to a song and underline something in the text. Additionally, the students might be asked to reflect on their language and content after the comprehensive exploitation of the song. That is to say, in this stage, teachers should explain to their students what is the aim of the task. Essentially, the students may listen for details, for the main idea, and for making conclusions. Accordingly, the learners develop a sense of why they listen and which skill to use to listen better. The lecturers may develop these skills by asking the students to focus on their purpose for listening every time they listen. This form of strategy is called training.

The third stage usually involves follow-up activities that practice the productive skills of writing and speaking in different ways. Although the students might have been writing or speaking for example to discuss their personal experience of the topic, the aim and focus of the pre-stage is not the improvement of productive skills, but the means for motivation increment and introducing the general theme. In that stage, it is the text of the song that stimulates further exercises that improve other language skills. At this stage, the activities will almost exactly include the assimilation of previously taught language with new languages and ideas recently introduced through the song [Davanellos, 1999: 14].

Interestingly, Arevalo notices that usually when the teachers think of listening activities, they incline to think of the learners listening to a recording and doing an activity. However, the teachers may use post-listening tasks to check apprehension, evaluate listening skills and use of listening strategies, and also continue the knowledge gained to other contexts. A post-listening activity might relate to a pre-listening task, such as predicting, may transfer what has been learnt to writing, reading, or speaking activities, or may extend on the topic or the listening text [ Arevalo,2010: 126].

After examining the materials for a clear understanding we put knowledge to use. As we had a choice to develop our experiment with the desired age group we chose 10th grade because pupils of that grade were interested in learning English, they behaved well during lessons, they had a sufficient level of knowledge which allowed us to carry out our experiment in the best way possible.

 The selected songs for this work had to meet two criteria. They should be appropriate as far as the content is concerned and the lyrics should more or less correspond to the students’ knowledge of English.

We have chosen 6 songs correspondent to the topic **‘Love is What you Need’** (according to the school curriculum) taken from grade 10 textbook by S. Bagdassarian .

**Love is What you Need**

As in the textbook this unit mostly touches the theme of love towards each other, family members, friends, we found it suitable to choose songs that would have the sense of love with its [virtue](https://en.wikipedia.org/wiki/Virtue) representing human [kindness](https://en.wikipedia.org/wiki/Kindness), [compassion](https://en.wikipedia.org/wiki/Compassion), and affection, as "the unselfish loyal and benevolent concern for the good of another".

Before starting the song-based lesson we had a discussion on several questions.

**Pre-listening questions.**

1. Do you like music?
2. Do you listen to English songs at home?
3. What kind of music do you listen to the most?
4. How many hours a day do you listen to music?
5. Who is your favourite English language singer?
6. Have you ever taken part in English lessons with the use of songs?
7. Do you find learning vocabulary through songs a good idea?

**Lesson One**

[**Ed Sheeran**](https://en.wikipedia.org/wiki/Ed_Sheeran) **"Thinking Out Loud"**

Level: pre-intermediate to intermediate

Aim: to teach the new vocabulary of the lyrics (used to, sweep off, remember, the taste, fades darling, fall in love, mysterious way, maybe, touch, place, beating heart, memory crowds , play the strings, soul ,evergreen, forever , mind, hoping, understand, mistakes )

Duration of the song: 4:58 minutes

Time for the experiment: 45 minutes

Materials: a CD player, a CD with the song, a bilingual dictionary for each student, a copy of worksheets for each student.

Assumptions: This song should be enjoyed by pupils. The lyrics are not very difficult and the song is not expected to cause students many problems.

(Lyrics can be found in the appendix on page 52)

**Tasks**

**1.Complete with the words from the box.**

|  |
| --- |
| LEGS - FEET - REMEMBER - LOVE - EYESBEFORE - MOUTH - WORK |

When your \_\_\_\_\_\_\_\_\_\_don't\_\_\_\_\_\_\_\_\_\_

Like they used to\_\_\_\_\_\_\_\_\_\_

And I can't sweep you off of your

\_\_\_\_\_\_\_\_\_\_

Will your\_\_\_\_\_\_\_\_\_\_ still\_\_\_\_\_\_\_\_\_\_

The taste of my\_\_\_\_\_\_\_\_\_\_

Will your\_\_\_\_\_\_\_\_\_\_ still smile from your cheeks.

**2. Choose the right option.**

Darling I will be loving you

Till we're **( ) 17 ( ) 60 ( ) 70**

Baby my heart could still fall as hard

 At  **( ) 13 ( ) 23 ( ) 33**

**3. Put the sentences in order.**

 ( ) People fall in love in mysterious ways

( ) Maybe just the touch of a hand

( ) I' m thinking about how

( ) And I just wanna tell you I am

( ) Well me - I fall in love with you every single day

**4.Fill in the blanks while listening to the song.**

So H\_\_\_\_\_\_\_\_\_\_now

T\_\_\_\_\_\_\_\_\_\_me into your loving arms
Kiss me under the light of a thousand stars

Place your head on my B\_\_\_\_\_\_\_\_\_\_heart
I'm thinking out loud

M\_\_\_\_\_\_\_\_\_\_we found love right where we are

When my hair's all but gone and my M\_\_\_\_\_\_\_\_\_\_fades

And the C\_\_\_\_\_\_\_don't remember my name

When my hands don't play the

S\_\_\_\_\_\_\_\_the S\_\_\_\_\_\_\_\_\_\_way

I K\_\_\_\_\_\_\_\_\_\_you will still love me the same.

**5.Translate the words taken from the lyrics.**

remember- the taste-

maybe - touch -

fall in love - memory -
beating heart- evergreen-

fades- mistake -
crowds - play the strings -
soul- understand-
forever - hoping-

**6. Make sentences whit these words.**

mysterious

**­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

evergreen

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

understand

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

fall in love

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

forever

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

mistake

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

hoping

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

soul

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

understand

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Two**

**Bruno Mars ''Count on me''**

Level: pre-intermediate to intermediate

Aim: to teach the new vocabulary of the lyrics (find , stuck , sail, lost ,light , guide, count on somebody , tossing, beside ,forget ,mean to me, remind, cause ,supposed to do, shoulder)

Duration of the song: 3:17 minutes

Time for the experiment: 45 minutes

Materials: a CD player, a CD with the song, a bilingual dictionary for each student, a copy of worksheets for each student.

Assumptions: This song is easy to sing and remember. It makes a very positive atmosphere in the classroom. The lyrics are not difficult, however, few new words appear.

(Lyrics can be found in the appendix on page 53)

**Tasks**

**1. Choose the correct word.**

If you ever ***find/ fly***yourself stuck in the middle of the **seat/sea**

**I'll *sail/save/say*** the world to ***fight/find*** you

If you ever find yourself ***most/lost/saw*** in the dark and you can't **see/feel**

r **FO MVR,R.**

I'll be the ***life/guy/ mind/ light*** to guide you.

**2. Listen and put the words from the table in the right places.**

|  |
| --- |
| MADE / NEED/ HELP / CAN / WHAT / DO |

Find out what we're \_\_\_\_\_\_\_\_ of

When we are called to \_\_\_\_\_\_\_\_ our friends in need

You \_\_\_\_\_ count on me like 1 2 3 I'll be there

 And I know when I \_\_\_\_\_ it

 I can count on you like 4 3 2

 And you'll be there Cause that's \_\_\_\_\_\_ friends are supposed to \_\_\_\_\_, oh yeah

 Wooooh, Wooooh yeah Yeah

**3. Number the lines in the correct order.**

a.\_\_\_\_ And if you ever forget how much you really mean to me

 b.\_\_\_\_ I'll sing a song beside you

 c.\_\_\_\_ Every day I will remind you

d.\_\_\_\_ If you toss and you turn and you just can't fall asleep

**4. Find the opposites of the given words.**

|  |
| --- |
| FIND THE OPPOSITE OF... |
| Enemy |  |
| Light |  |
| Never |  |
| Laugh |  |
| Hate |  |
| Awake |  |
| Remember |  |
| Loose |  |
| Behind |  |

**5.Translate the words taken from the lyrics.**

find - stuck -
 sail - lost -

light- guide-

count on me - tossing-
beside - forget -

mean to me - remind-
cause- supposed to do-

awake- loose-

remember- behind-

**6.Write a small definition of friendship using these words.**

Forever ,friends , remind ,count on , side ,mean

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson three**

**Wiz Khalifa,** [**Charlie Puth**](https://genius.com/artists/Charlie-puth) **''See You Again''**

Level: pre-intermediate to intermediate

Aim: to teach the new vocabulary of the lyrics (without, planes, through, another, path, to hit the road, last, switch up, the last ride, the vibe, strong, bond, broken, brotherhood, the line, cross, establish)

Duration of the song: 3:58 minutes

Time for the experiment: 45 minutes

Materials: a Video player, a CD with the song, a bilingual dictionary for each student, a copy of worksheets for each student.

Assumptions: The song is quite different from the previous ones, lyrics are more difficult, some new words appear.

(Lyrics can be found in the appendix on page 54)

**Tasks**

**1.Complete the sentences while listening to the song.**

[It's been a long day ­­­­­­\_\_\_\_\_\_\_you, my friend
And I'll tell you all about it when I see you \_\_\_\_\_\_\_\_\_
We've come a \_\_\_\_\_\_\_\_\_way from where we began
Oh, I'll tell you all \_\_\_\_\_\_\_it when I see you again
When I see you again](https://genius.com/Wiz-khalifa-see-you-again-lyrics#note-5023421).

**2. Match the fragments.**

|  |
| --- |
| 1.First, you both go out your way... 2.And what's small turn to friendship...3.And that bond will never be broken...4.And when brotherhood comes first... 5.Established it on our own...6.And that line is what we reached... |

|  |
| --- |
| ... a. Then the line will never be crossed... b .When that line had to be drawn... c. So remember me when I'm gone... d. The love will never get lost... e. And the vibe is feeling strong... f. A friendship turned into a bond |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. What do you understand by saying?**

''And what's small turned to a friendship, a friendship turned to a bond.''
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4.Try to complete the crossword.**

**Across**

1.a particular relationship between two friends

6.a photograph

7.to make sounds with the voice of showing happiness, amusement

9.something that unites or joins people together

10.to travel or be carried

**Down**

 2.to keep in mind, or to bring back into the mind after forgetting for a time

3.the brightness given by the sun, a flame ,lamps that makes thing able to be seen

4.a way made across the gourd by the passing of people or animals

5.someone who knows and likes another person very well

8.a group of people related to each other ,including cousins, grandchildren



**5.Chose the correct word.**

[First, you both go out your way and the vibe is feeling **strong/strange**
And what's small turned to a friendship, a friendship turned to a **band/bond**
And that bond will never be broken, the love will never get **loose/lost**](https://genius.com/Wiz-khalifa-see-you-again-lyrics#note-5054037)
[And when brotherhood come first, then the line will never be crossed
Established it on our **own/way** when that line had to be drawn
And that line is what we reached, so remember me when I'm **done/gone**](https://genius.com/Wiz-khalifa-see-you-again-lyrics#note-5159320)

**6.Translate the words taken from the lyrics.**

without - relationship-

 brotherhood - bond -

 through- establish-

 switch up - broken -

 lost- strong-

 amusement- path-

 planes- another-

 to hit the road- the last ride-

 the vibe- the line-

 cross- way-

All of these song-based lessons were traditionally presented in three stages, with **pre-study activities, while studying activities** and **post-study activities.**

For each song, there was a listening activity at the beginning. Some writing activities were used where students had to use the new words to activate the language. Many exercises were focused on students’ understanding of the content of the lyrics. Later students were tested on the vocabulary that they learned through songs to evaluate the effectiveness of the method. It should be noted that students were not required to learn all the new vocabulary that appeared in the lyrics of the song, but they were instructed by the teacher which words they would be tested on because, in some of the lyrics, there were too many new words. This was done so as not to overload the students.

 The words that students supposed to learn are listed in the aim for each song and they were usually the ones that appeared in the exercises. The words listed in the wordlist on the handouts were there to help the students get a better understanding of the lyrics.

**CONCLUSION**

Nowadays, foreign language teachers find using songs and music useful, because songs are perceived as motivating sources, thus beneficial in language learning. One of the aspects of a foreign language that may benefit from teaching and learning via songs is vocabulary. Since people find listening to songs as a good technique for learning a foreign language, thus in order to know what a song is about, they read and translate lyrics on their own .Subsequently, they learn new words subconsciously. Additionally, many words in songs are repetitive and this makes them stay in mind. Tunes and lyrics infiltrates people’s thoughts and they may stay in our memory for a long time. Hence, learning through songs may be a good method of vocabulary memorization because lyrics are sung repeatedly and catchy tunes help to remember them. It needs to be noticed that because of the easy access to music, everyone may benefit from it.

Songs and music, rhythm and musicality, are powerful tools in class to improve the memorization and the study of a new language, but they must be accompanied by regular lessons, either alternating the use of songs with other activities in the same session, or alternating the use of songs with other activities in separate sessions. Therefore, we should not just listen to the songs in class; songs should become an instrument to practice the four skills: listening, speaking, reading and writing. Song-based activities should also be dedicated to teaching vocabulary, grammatical structures and pronunciation, while simultaneously arousing pupils' interest in the study of English as a second language.

In addition, we must keep in mind that the song's choice is extremely significant, so a lot of time should be invested in deciding on the songs we should use. Summarizing when choosing a song, we have to take into consideration: the age of our students, the language level of the students, their musical interest, as well as, what is the purpose of the teacher using songs and the support the song requires to be used successfully.

Based on the results, it can be said that teaching vocabulary through songs are highly effective if students like the song. As mentioned earlier, there were other positive aspects of this method. The atmosphere during the lessons was better than during ′ordinary′ lessons. The students were more focused and more interested. What also speaks in favour of using songs in language teaching are the results from the study. The outcomes of the post-tests presented that the students who were stimulated by music achieved better results.

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