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**Роль музики та пісень у викладанні лексики**  
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# **VOCABULARY TEACHING THROUGH MUSIC**

Bachelor's Thesis

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# INTRODUCTION

Throughout the centuries, experts in different fields - philosophers, scientists, teachers and therapists have recognized the place of music for therapeutic and developmental functions. Over the last two decades, researches have made great advances in the theory of foreign language acquisition. Researchers have made significant progress in the theory of foreign language learning over the last two decades. Many people find the didactic blending of language and music to be surprisingly compelling, as there are numerous hi-tech examples available.

Music is an important part of many people's lives all over the world. Music, in addition to its cultural significance, has been shown in numerous studies to play an important role in early language acquisition and to aid language learning. Music and language processing occur in the same region of the brain, according to neurologists, and there tend to be parallels in how musical and linguistic syntax are processed. As a result, music has the potential to be a useful teaching tool in educational settings.

It is generally accepted that listening to music from birth, or even before, will create neuron pathways in the brain, making understanding the world around us a little easier and the excel of languages a bit faster.

Nearly everyone enjoys music, whether by listening to it, singing, or playing an instrument. In this yearpaper I will examine why educating language with music is so important, and how it offers benefits even beyond all the enjoyable aspects of it.

Classroom teachers, specialist teachers, professional musicians, and a variety of organizations, including those in the arts, charity, and voluntary fields, collaborate on music education.

The object of this thesis is the influence of music on the vocabulary development and the language learning and language acquisition.

The subject of this thesis is the application of songs in teaching vocabulary to young learners of EFL studying in grade two.

The aim is to assess the attitudes of students and teachers to the topic, the extent to which music is used in lessons and in the learning process and to choose songs that are relevant and appropriate to the topic and develop practical assignments for the new words in the curriculum for second graders.

## Hypotheses

- music creates a motivating atmosphere in the classroom

- teachers regularly use songs in their language classroom
- songs make students more motivated in learning foreign languages.

The theoretical value of this thesis lies in all the collected pieces of information that are connected to the vocabulary developing with the help of music.

The practical value of this work lies in the research, which was completed in the form of a questionnaire. With the help of the research questions, data was collected about the students' and teachers' opinion as to the role of music and songs in the language learning process and the way they apply music and songs in teaching and learning English. The novelty of this thesis lies in the qualitative data that was collected with the help of the questionnaire as well as the songs selected for vocabulary practice worked out to the songs.

In the first part of my thesis I will attempt to explore and describe teaching vocabulary during the language lessons. First we need to explain such an extensive term as vocabulary. Furthermore, reasons for teaching vocabulary are provided and also quite a vast part is devoted to some criteria or selecting the vocabulary. Another issue discussed in this part of the yearpaper are the two elements of word knowledge, which are the form and the meaning. To continue, the division into receptive and productive vocabulary is presented. This part also includes various vocabulary presentation techniques. Different types of vocabulary practice as well as the role of games in practicing lexis are detailed. The final subsections of the first part of my yearpaper is dedicated to the three types of memory (short-term -, working - and long-term memory) and vocabulary testing techniques.

The second part of the thesis will focus on the importance of using music and songs in the classroom. Notions of music and a songs are followed by presenting the role of music in everyday life, and also discusses the importance of using music and songs in a foreign language classroom.

The next subsection will comprise several parts with detailed advantages and a few disadvantages of using songs in the classroom. This section also gives guidance on how to select songs in order to make them effective and diverting tools in the classroom. The final section of the second part illustrates song procedures and deals with a few types of song activities and their usage in the classroom.

The third part of this thesis is a research in which I intended to measure and estimate the teachers' and students' attitude and feelings towards using music as an educational tool and prove, that music is definitely a useful tool and an important part of the language learning process.

# PART ONE

## TEACHING VOCABULARY

### 1.1. Definition of Vocabulary

The very first definition that should be presented first in this thesis, is the term vocabulary. Unquestionably, it is not easy to explain such a wide term because there are various different definitions of vocabulary and various authors and professors see them in different ways. The following section deals with some definitions.

Vocabulary is a set of familiar words within a person's language [definitions.net]. A vocabulary, (usually developing with age) serves as a fundamental, useful tool for acquiring knowledge and communication. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

Vocabulary typically refers mainly to single words (e.g. butter, blue, dawn) and sometimes to very tightly linked two-or three-word combinations (e.g. stock market, compact disc, engagement ring, sky blue, go off). We can talk about lexis as well, which refers to our 'internal database' of words and complete 'ready-made' fixed /semi-fixed/ typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch using our knowledge of grammar. Thus, the distinction is clearly visible between the notion of vocabulary and lexis. Vocabulary is seen as single words and word combinations, on the other hand, the concept of lexis is much more deeper and wider.

Vocabulary in language pedagogy can be defined, roughly, as the words we teach in the foreign language. However, words are inadequate to describe the phrase vocabulary. There are numerous examples for cases when more than one word is used to represent an idea, for example father-in-law, candy store, garage sale, etc. In these words there are two or three words used, but still, they present one thought. Following up, the author enumerates multi-word idioms, for instance 'call a day', in which the meaning is impossible to conjecture only by knowing the meaning of the given words. Therefore, we cannot talk about vocabulary alone in terms of words. We should, in the end, talk about vocabulary more as 'items' rather than 'words'. [Ur, 1996.]

Vocabulary can not be treated as one such key topic. Vocabulary as if its subject-matter has been subsumed, as it were, within other fields, for example within the study of reading in a foreign language, or within writing, or as part of second-language acquisition more generally

conceived. Vocabulary is the single, biggest component of any language course.

We may end our definitions with Lewis (1993: p.g.89) thoughts who metaphorically states that: lexis is the core or the heart of the language. The author highlights the importance of vocabulary existence in the language, but in terms of language teaching he compares lexis to the Cinderella, who, was not treated well or seriously by her stepmother and the two stepsisters.

## **1.2. The importance of teaching vocabulary**

While the answer to this seemingly obvious question is simple, it must be clarified because teaching every aspect of a language requires a strong foundation. The assimilation of all four skills, grammar, vocabulary, and pronunciation, is needed for effective foreign language learning. The prudent proverb says “actions speak louder than words”. Yet, very often these are the words that convey one’s information.

McCarthy (1990, VIII) stated, that without words to communicate a wide spectrum of meaning, communication in L2 cannot happen in any meaningful way, no matter how well the student knows grammar or how well the sounds of L2 are mastered. Thus, the goal of vocabulary teaching is being able to communicate as it has been shown in this citation. The author underlines the significance of vocabulary over pronunciation and grammar. Next, he also adds that sadly, vocabulary often seems to be the least well catered for of all the aspects of learning a foreign language.

The basic aim of language learning nowadays – according to Komorowska - is communication and vocabulary plays an important role in the conversations. As a matter of fact, the author says that the reason of communication blockage is unfamiliarity of indispensable words, whereas the fact that this sentence may be grammatically incorrect is not of a big concern. Additionally, she points out that without vocabulary exercise no speaking, writing, listening comprehension or reading developments are possible. (2005, pg151-152)

Vocabulary is fundamental to foreign language teaching because without adequate vocabulary students can not only express their own ideas but also comprehend others. Wilkins(1972, pg 112)summs up the importance of vocabulary learning like: “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Even without grammar, with some basic expressions and elementary words, people may manage to communicate at a basic level. When travelling abroad, people learn basic vocabulary at first because it helps them to exchange information with native speakers of a given language. Ur (2002, pg 3) writes that words carry meaning. If a person wants to communicate, vocabulary is important and the minimum knowledge of grammar is useful, not conversely. A potential language user’s

ability to communicate is dependent on their vocabulary skills. If students do not learn enough vocabulary items during reading activities, they may be unable to comprehend a text. Similarly, when listening comprehension, the same scenario will emerge.

Students usually like learning new vocabulary. Not only they are curious of what a new word looks like, how it sounds, but also what it means. Students enjoy experimenting with new lexical objects, particularly sounds. Some children enjoy practicing them while participating in various pronunciation exercises. Still, even if children tend to forget words, developing and building new lexicon are the most essential principles while talking about teaching a mother tongue. Nonetheless, it is also worth remembering that vocabulary plays the fundamental role both in the course of learning and also in real life. Words describe things and carry the meaning. Additionally, it is impossible to communicate with others using only grammar, notably when talking about young learners who do not operate advanced grammatical structures. The teachers should spend more time on practising and developing and passing over new language items. [Sztowicz, 2009]

### **1.3. Criteria for vocabulary selection**

Foreign language teachers should be mindful that teaching vocabulary is likely one of the most critical and challenging aspects of the teaching process. Even the option of vocabulary to be taught to the students is not one of the easiest decisions to make. Since most classes are heterogeneous, each student is distinct and individual.

Essentially, teachers must accept that different situations need different vocabulary, and that vocabulary components that are important in one situation can be completely useless in another. However, one fact remains unchanged: when choosing words, the instructor should consider a number of factors. These benchmarks are frequency, expediency, need and level, cultural factors, and also the aspect of learnability and coverage.

#### **Frequency of words**

To begin with, the teacher should take into consideration the number of occurrences of words in the target language. According to McCarthy (1990, pg66), It seems self-evident that the most frequently used words in any language would be the most accessible to language learners, and therefore the best to begin with in order to provide the learner with a simple collection of communication tools. The more a term is used, the more valuable it becomes.

Nation (1990, pg18) suggests that word-frequency counts may help mentors and teachers in some ways. First and foremost, they may help the teacher build up a feeling about which words are valuable and should be given attention and which are uncommon, not as frequently used. As a result, they can contribute to creating word lists for teaching, for designing vocabulary tests, and for preparing graded courses and reading texts.

Unluckily, frequency does not always promise usefulness. That is to say, a low-regularity word might be necessary if its synonym is difficult to locate or if it is the only thing that reflects a particular semantic meaning. Very often useful and important words do not appear in the first or second 1000 words of frequency counts. It commonly happens that these words are concrete nouns, for example, kitchen or dog.

### **Expediency of language**

Another important view for choosing vocabulary items is expediency, which is connected with certain words which are imposed by the classroom and without which the students may struggle with basic understanding of the teacher, class activities, or other students.

Then, we have to enumerate words that are called classroom language. These are for instance, true / false, get into pairs / groups, fill in / cross out / leave out / underline. Expedient vocabulary instruction is becoming more common as students' language skills improve, resulting in a demand for more complex classroom language.

### **Other important factors**

Another important factors for choosing vocabulary components are learners' needs and the level of language. The truth is, it is the teacher's responsibility to recognise what students need lexis for. The needs of the learners and the language level are also critical considerations when selecting vocabulary components. The reality is that it is the duty of the instructor to recognize when students need lexis. Haycraft (1992, pp.44-45) is of the opinion that if a learner wants to know a certain word, it is worth teaching it to him because motivation will guarantee that he keeps it in mind.

Next, when a class is in a company, the essence of teaching depends on structure, expressiveness and idiom. Not only do all people need a foreign language to know technical words, but also they learn because they want to travel to other countries, give and take hospitality, talk with colleagues during business meetings, and in the same time having a little fun exploring a new place.

It's important to remember that if the teacher teaches them vocabulary that they don't need, students may become frustrated. As a result, selecting specialized vocabulary is usually a matter of slanting teaching in a particular direction rather than teaching only specialized words.

McCarthy (1990) is of the opinion that most currently well-known beginners' course books identify the need to equip the learner with the fundamental core of the language. Interestingly, proposes four questions that should be answered in order to anticipate learners' vocabulary needs.

The first question is about the terms that students need to know in order to speak about objects, individuals, and events in their study and living environment. Following that, what words do learners need to know in order to respond to commands and routine directions? "Close your books" and "come to the blackboard" are examples of classroom instructions that should be learned early so that frequently repeated instructions can still be given in the target language. The third question should address whether or not words are required for some classroom activities such as explaining, writing a text, or categorizing items.

The issue of cultural differences is another theory to acknowledge. There are countless songs about human relations, ethics, traditions, history, and humour, as well as geographical and cultural differences, that are culturally important. These songs can be used to teach both language and culture. Gairns and Redman (1992, pg 59) assume that one drawback of word- counts is that being based on the utterances of native speakers they will reflect the cultural interests of these speakers. However, learners who wish to articulate ideas and experiences outside of those of a native speaker may not share these interests.

The words like 'sleet' and 'double-glazing' as lexical items which are about as useful to Brazilians as 'mangos' and 'cockroaches' are to Scandinavians, assuming that they will stay in their home environment. To add to that, there are certain subjects that have a lot of relevance in some countries but aren't nearly as important to English speakers.

Learnability and coverage are the final two factors to consider when selecting vocabulary for classroom use. Since the learnability of vocabulary is linked to the concept of frequency, the most frequently used words would most likely be absorbed and learned. Words, on the other hand, may be simple or difficult for a number of reasons, and they may require special attention or concentration in the classroom.

Later on, the author describes the problems connected with learning new words. First of all, he tells about spelling difficulties which may be troublesome even to native speakers of English. Words may present phonological problems, either because spelling conflicts with perception of what the sound is or because they consist of difficult clusters of sounds.

Furthermore, certain terms might be interpreted by the student as having very similar meanings, making it difficult to distinguish one from the other. For instance, 'make' and 'do' are

prominent in this respect of English.

Understanding the importance of vocabulary is important for choosing effective teaching strategies that will help students master the vocabulary they will need to learn to read and read to learn. The criteria mentioned above will help you determine which words are appropriate for in-depth vocabulary instruction. While words should ideally meet at least two or three of the above-mentioned standards, there are no hard and fast laws, and the teacher's own decision is, as always, paramount.

#### **1.4. Elements of word knowledge**

Scrivener (2005, pg 246) is on the opinion that the definition of 'knowing a word' is rather limited. He points out that very often a learner knows just the basic meaning of a word, and what is more, the linguist wonders if the learner can use the word appropriately in a variety of contexts.

The most basic level of knowing a word involves knowing its form and its meaning.

##### **1.4.1. Form of the word**

As it was already mentioned, to know a word means to know both its meaning and form. A learner should have a clear visual or auditory image of the form of the vocabulary item.

To begin with, understanding the spoken form of a vocabulary item entails being able to recognize the word when it is spoken as well as producing the oral form in order to express meaning. The understanding of the spoken form can be divided into many categories. Any of this scholarship has come to light as a result of the "tip of the tongue phenomenon." This phenomenon happens when a learner is unable to remember a well-known phrase, he or she scans the brain for it.

Learners may associate word forms that consist of a known first language word and a foreign language word, where the foreign language resembles some other first language word.

Phonological short-term memory did not have consequences on this kind of learning because the learners used meaning cues rather than phonological rehearsal to keep in mind the new foreign language patterns.

Spelling is another part of being more comfortable with the written form of words. The way learners represent the phonological structure of the language has a big influence on this capacity. Comparing of the spelling of English speakers with speakers of other languages displays that irregularity in the English spelling system develops complication for learners of English as a first language. Even though there is no strong relationship between spelling and intelligence,



some teachers may perceive bad spelling as suggestion of lack of knowledge. [Nation, 2001.]

### **1.4.2. Meaning of the word**

Another important thing is that the learner should know the meaning of a given word. Ur (1996, pg 61) distinguishes three aspects of word meaning: denotation, connotation and appropriateness. A denotation is a concept found in dictionaries that can be interpreted as a description of something that exists in the real world. For example, a cat is a type of animal, and more specifically, a domestic carnivorous mammal. The next element of meaning is connotation. This concept identifies with associations, or positive or negative feelings a word stimulates. Namely, a word 'cat' has positive connotations of friendship or lazyness, but in the Indian culture it is connected with a much higher level, straight holiness, sacredness.

Another keyword which was mentioned above is appropriateness. There's no doubt, there are many situations in our life when we are not sure if the form of the words we want to use are suited to specific situations. Thus, it is helpful for a learner to know whether a certain word is common, rare, or maybe 'taboo' (a taboo word is a word which is not appropriate in a specific situation). Learners should also be aware of the difference between formal and informal language and avoid mixing the two. Furthermore, some vocabulary elements are used more frequently in speech while others are used more frequently in prose. For instance, 'weep' is synonymous to 'cry', however, the former tends to be used more commonly in speech than in writing. Not to forget about words which are only used in some parts of a country, or, belong to a dialect.

Additionally, Ur (1992, pg62) describes how the meaning of one vocabulary item relates to others.

Some of these basic meaning relationships are the following:

- Synonyms – words which are similar, or nearly have the same meaning. 'Big', 'huge', 'grand', 'great' and 'massive' are all the synonyms of 'not small', however, we are more likely to talk about a massive weight than a big weight.
- Antonyms – vocabulary items that have the opposite meanings. 'Rich' is an antonym of 'poor'. Antonyms, likewise synonyms, are not always the same. The opposite of an old man is a young man, but when we're talking about a phone, we say a new phone instead of a young phone.
- Hyponyms – words that share a specific examples of a general conception. For instance, 'cat', 'lion', 'elephant' are hyponyms of animal.
- Co-hyponyms or co-ordinates – other vocabulary items that are the 'same kind of

thing'; colours like blue, black, green and yellow are co-hyponyms or co-ordinates.

- Superordinates – general ideas that cover particular items. 'Animal' is superordinate of cat, dog, mouse, wolf.
- Translation – expressions or words which in the learner's mother tongue more or less serve as the meaning of a given item in the target language.

### **1.5. Vocabulary presentation**

There are many techniques of presenting new vocabulary items to learners that can be used while at a lesson. Gairns and Redman (1986, pg73) list three techniques that are rather teacher-centred because lexical items are chosen by the teacher rather than the learners. These are verbal techniques, visual techniques and also translation.

When thinking about visual aids, the most common way of presenting vocabulary to learners is showing visuals to students. Visuals are flashcards, blackboard drawings, photographs, wallcharts and also realia. These aids may be used while teaching concrete vocabulary items, such as furniture, food, professions, places, descriptions of people, activities and actions.

Using visuals may be beneficial because seeing pictures aids in the recall of new words. To express the sense of lexical objects, the instructor may also use mime and gestures. When teaching action verbs to students, gestures, for example, can be very useful. When we talk about the benefits of visuals, we're talking about visual aids in one form or another that help students enter a creative experience outside of the classroom. Visuals are unquestionably important when dealing with young learners who are unable to write the translation of a new phrase.

Verbal presentation techniques can be arranged in a variety of ways. Illustrative situations should be used where vocabulary elements are more abstract. The instructor sets up a scenario in which a certain word is used, and the students guess what it is. The lecturer could ask comprehension questions to see if the students comprehended the definition.

Learners may be encouraged to use the new word or phrase in a variety of situations. Giving students a synonym or a meaning is another form of verbal technique. Synonyms are used for both low-level and higher-level students. When it comes to definitions, they are often incomplete as a means of conveying meaning when used alone, and contextualized examples are almost always necessary to clarify their limitations.

Finally, in order to represent the meaning of superordinates such as 'furniture', the teacher may use the technique of exemplifying the given word with words as 'bed', 'mirror' and 'sofa'.

The last technique of presenting new vocabulary items to learners is translation. There's no doubt, giving a definition can save the precious time in a classroom. In monolingual groups this method may help to avoid the possibility of false cognates.

Translation is advisable when introducing abstract words and similarly, translation helps saving time. Nonetheless, there are some negative effects of overusing translations into mother tongue. Primarily, a learner may become accustomed to 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.

Music can be a presenting tool, when it comes to language-, especially word learning. Songs can be used to teach vocabulary in a variety of ways, including using a song's words, dictating a song, using a song to gap-fill, cloze, or right, incorporating songs into project work, and learning pronunciation, tension, and intonation. Students are taught lessons in a fun environment by singing songs, which can have a very positive impact on language learning.

### **1.6. Remembering words and phrases**

Learning is remembering. It is in contrast with learning grammar, which is basically a rule-based system, whereas learning vocabulary is collecting individual items. To achieve greater results in learning foreign languages students need not only to learn a lot of words, but to remember them.

The three types of memory – short-term memory, working memory, and long-term memory will be characterised in the subsequent passages.

Short-term memory is all about the brain's capaciousness to store a restricted number of items of information for periods of time up to only a few seconds. This is that type of memory which is acquired to hold a telephone number in your head only for as long as it is required to dial the number. Another good example can be repeating a word a student just heard from a teacher. Short-term memory may be smoothly changed into long-term memory though it needs practice. The telephone number, mentioned earlier, may be quickly remembered by for example, dividing it into chunks and drilling to oneself outloud.

Working memory is the second type of memory, and its aim is to concentrate on words long enough to perform operations on them. Working memory is needed for cognitive tasks such as reasoning, learning, and comprehension. The data that is being manipulated may come from extrinsic sources by means of the senses, or it may be loaded from the-long-term memory. For instance, a student may hear a word *tangi*, then download a similar word from long-term memory like *tango*, and study the two in working memory, earlier than establishing if they are dissimilar or the same. Information stays in working memory for about twenty seconds.

The information must be first stored in the short-term memory as to be transformed into the long-term memory. Due to the long-term storage learners may recall objects, words, or any data days, weeks, or even years after the first input. There are some research principles that may help to locate words into long-term storage. Simply repeating an item seems to have little long-term result except that some attempt is made to gather the elements at the same time.

Being asked a question about a specific topic is ineffective compared to revising the items on one's own. Memory restoration is also aided by sleep. That is to say, when brain is 'offline' it chooses and repeats the material which should be remembered in the long-term memory. Constantly using words is the best way of adding them to long-term memory. There were some vocabulary exercises described in the previous subchapter. Apart from the school practice, a strong motivation – in our case music - to learn new lexis makes the student more likely to spend extra time on rehearsal, which in the end results in putting the words into the long-term storage.

If a learner learns the words of a song, they are stored in long-term memory. The ability to remember or recall words, facts, events, or years depends on spread around the cortex. Nevertheless, people may have different brain conditions that keeps them from remembering new data. [Gairns and Redman, 1986]

## **1.7. Practising vocabulary**

The proverb says “practice makes perfect”. Students should be given many opportunities to use new vocabulary in practice. Undoubtedly, that new words need to be integrated into existing knowledge – mental lexicon. The new terms are then put in working memory and subjected to numerous operations in order to ensure long-term retention and recall. Matching, mixing, sorting, comparing, and other operations are possible.

These activities are called integration activities rather than reinforcement activities or practice activities because the latter terms have associations with a more mechanical and less cognitive approach to language teaching.

### **1.7.1. Types of vocabulary activities**

In order to help move words into long-term memory learners should be given decision-making tasks which are more or less cognitively demanding. In these activities students make decisions about words. [teachingenglish.org.uk]

- Identifying words – finding words in various texts. Also listening out for specific words in a spoken or recorded text is a form of identification task. Giving a short characteristic of

Mr Brown, Mrs Brown and Richard (fictional characters) and proposing some questions: list all the clothes items you hear, raise your hand whenever you hear a clothes item, write clothes words under the appropriate person.

- Selecting tasks – these tasks are more complicated than identification activities. They engage both recognizing words and preferring from among choices. In ‘odd one out’ task students are able to justify their choice and with this kind of activity there is no right answer imperatively. A useful selecting task may be ‘choose ... words to learn and think how you will show in the next lesson you have learnt them.

- Matching activities – this task is about at first recognizing lexical items and then pairing them with – for example – a visual object, a translation, an antonym, a synonym or just a definition. An interesting, enjoyable kind of memory-training game is pelmanism. In this task word pairs or picture-word pairs are printed on individual cards which are put face down in a random disposal. Participants take turns to pick up a card and search for the pair and also they try to remember the place of each card in order to help them find new pairs. If they find one pair, they can attempt to find one more before the next player’s turn.

- Sorting tasks – this task wants students to sort lexical items into distinctive categories. The categories can either be given, or guessed by them as an other task.

- 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. It may be a good idea for a ranking activity to ask learners to organize items according to their preferences. Naturally, the majority of the above tasks seem to be designed for an individual work, they also can be easily adapted and used in the classroom.

Students make decisions about lexical parts but do not naturally deliver them in decision-making tasks. Gap-fills are a term used to describe the former, which includes sentence and text completion activities. They are often used in experiments because they are simple to build and label. Gap-filling operations come in a variety of configurations, but there is a basic difference between open and closed gap fills. Learners write in the gaps in open style fills; there may be a clue, such as the first letter of the name. Whereas in a closed gap- fill the words are equipped in the form of a list at the beginning of the task, for example.

In completion activities the context is arranged, and it is only the matter of choosing the right option. Texts and sentence creation activities, on the other hand, require students to build the contexts for particular words. Activities like these lead into speaking exercises – either comparing and discussing sentences in pairs, or reading aloud and then performing dialogues with the rest of class. [Thornbury, 2002]

### **1.7.2. Games in vocabulary practice**

During games, teachers are responsible for creating conditions which enable students to use new lexicon. Indeed, a well-chosen game may help learner acquire English words. To add more, games are helpful because they may make learners feel that new words are essential and valuable because without those words, the object of the activity cannot be achieved. For example, "guessing game" creates conditions in which the use of the target language is indispensable for leading the players to the correct conclusion.

Not all games will help you learn a language. Board games like checkers aren't good for vocabulary learning because they don't need players to speak in any language while playing. Not only some games are noisy but they also involve physical activity, and in the excitement of the game learners forget to speak the target language and express their emotions in the native language.

Games which do not help students learn the foreign language should not belong in the class. When integrating a game into a lesson the teachers should always ask themselves whether this game makes learners learn the language or not.

There are some games which practise both oral and written forms of words. The best example game is Bingo which practices listening and also recognizing the meaning of words either in written forms or as illustrations.[Allen, 1983]

### **1.8. Vocabulary testing**

There is no reliable way of knowing how successful a teaching method has been without checking. Teachers and students alike benefit from input from testing. It also has a backwash effect, which is useful. If students are aware that they will be assessed, they will take vocabulary learning more seriously.

The meaning of understanding a word has already been explored in this thesis. Both facets of word awareness can be productively and receptively realized (both in speaking and writing) (in reading and in listening). As a result, every vocabulary test should consider the complexities of word knowledge.

There are several different kinds of vocabulary-testing techniques. To begin with, multiple choice questions do not require knowledge of the words' spelling, pronunciation, grammar, or meaning. These questions seem to be difficult and time-consuming to construct, but they are simple and quick to mark if the answers are clear. Matching items are said to be faster and easier to construct than multiple-choice ones. The ability of students to understand the meanings of

words is not being assessed; rather, a learner should only be aware of the nature of combined words. Similarly, no sense of all words is tested in odd out one tasks. However, it is more interesting to do and also easy to mark. Another keyword is gap-filling, which tests spelling, meaning, and to some extent collocation and grammar. An easier version may be the one with words given to fill in. Surely, this variant is easier to mark and correct than the primary version. The ability to fill in the spaces depends on understanding the context. Finally, sentence completion and translation. The former checks meaning only, but is personalized, thus very attractive to students and interesting to read by the teacher. Learners usually have difficulties with findings precise equivalents and it may be problematic to mark.

### **1.9. Reasons why music can be a useful tool while teaching vocabulary**

Teachers of languages can and should incorporate songs into their lesson plans. Songs are authentic, readily accessible, include vocabulary, grammar, and cultural aspects, and are enjoyable for students.

- They will help students improve their speaking, listening, and language skills both in and out of the classroom.

- Songs are generally very simple to find. - Songs are usually not difficult to come by. Local resources, such as the students themselves, may be available. There's always the internet, which will link you to music downloads in any language except the most obscure.

- The language of the songs are usually natural and authentic. - This is in stark contrast to the contrived, stilted language commonly used in student texts. Of course, songs can also go too far by using excessively crude, foul, or otherwise offensive words. A large library of available songs for language learning can be collected with careful screening.

- Students may be exposed to a range of new words through songs. - Songs are almost exclusively written for native speakers, so they typically include current words, idioms, and expressions.

- Songs may be chosen to meet the students' needs and desires. - There are so many songs available in English, in particular, that finding songs with appropriate themes, levels, and vocabulary is not difficult. Allowances for language difficulty or simplicity, depending on the students, can also be rendered by picking and using appropriate songs.

- Students can be exposed to a variety of accents. - The advantage of using songs is that you can introduce the students to a wide range of English. British English, American English, and every other kind of English accents can all be used in songs. Accents are well-represented in songs from different countries, as well as a variety of styles and formats.

- Students consider songs to be natural and enjoyable. - In English, there are a lot of funny, even silly songs. Some singers have made a living off of them. They provide a fun, offbeat change of pace in the classroom.

### **1.10. Effective usage of songs in the classroom**

One of the most difficult aspects of incorporating music into a lesson is choosing a tune. The teacher has to take it into account, what the class is about to learn in the lesson. What kind of lesson is it gonna be? Is it gonna be about a particular topic, or a vocabulary practice lesson? The language level of the class, the age of the students are an important factors as well.

If we decided on the song, first, we have to listen to it. It is a fun activity in the class, and music brings good vibes. Teachers can ask the students if they heard the song before, do they know it, do they understand what it is about. Then ask some questions about the title of it. Afterwards, the learners can listen to the song once more, they can even read the lyrics as well. This time they can focus not only on the tunes or the vibes, but on the grammar or any particular tasks as well. They can focus on the words, the idioms, the expressions of the song. The teacher can ask about different things here. How it is, and how is that, what idioms do the song contain or how many adjectives can they count, etc. The important thing is to round all things off with loads of creativity. It is not only important to maintain the motivation of the learners, but is a useful teaching approach.

To summarize, vocabulary is a broad concept with several meanings. Vocabulary is crucial in foreign language instruction because without it, students would be unable to not only articulate their own thoughts but also comprehend those of others. Any aspect of a language that is taught must be strongly supported. The assimilation of all four skills, grammar, vocabulary, and pronunciation, is needed for effective foreign language learning.

The teacher's function is to assist students in their learning and to steer them in the right direction. Without adequate support, students' vocabulary would undoubtedly be inadequate when speaking in a foreign language. However, this is not a problem since most learners' goals when using a target language are to become self-assured and brave.



## **PART TWO**

# **THE IMPORTANCE OF MUSIC AND SONGS IN THE CLASSROOM**

### **2.1. Definition of music and a song**

A description of music aims to provide an accurate and succinct interpretation of music's intrinsic essence, and it entails defining what the word "music" means. It turns out that defining music is more complex than one would think, and there is ongoing debate. Many theories begin with the idea of music as organized sound, but they quickly point out that this is an overly broad concept, citing examples of organized sound that aren't considered music, such as human speech and sounds heard in both natural and industrial settings.(dictionary.reference.com)

Murphey (1992, pg 7) names songs as 'adolescent motherese'. The strongly affective and musical language that adults use to interact with infants is referred to as 'Motherese.' When children grow older, they are exposed to less and less of the vocabulary. As children grow older, their language fades, and they may be replaced by a song. A lullaby is a good example of 'motherese' voice.

A song can be discussed in at least two different ways. Some claim it's purely a musical piece. A song, on the other hand, may be interpreted as a rendition, or a representation of that song in a performance, a recording, or written form. They include not only the melody and lyrics, but also the contexts in which they are made, formed, and consumed.

An online dictionary provides seven entries under the headword 'music'. Music is an art of sound in time that communicates ideas and emotions in significant ways through the elements of rhythm, melody, harmony, and color - according to the first definition. The definition emphasizes that the role of music is to describe emotions.

Music, according to another term, is the use of tones or sounds in a single line (melody) or multiple lines (harmony), sounded or to be sounded by one or more voices or instruments, or both. In reality, it's all about instruments and voice in this explanation. Simply put, music is what people hear when they hear instruments or voices (or both).

### **2.2. The role of music in everyday life and in the classroom**

Music can be heard in any community on the planet. It can literally be heard almost everywhere:

on the radio, on television, and at various family gatherings such as birthday parties, wedding ceremonies, funerals, restaurants, stores, and automobiles. Even when we only walk down the streets to the shop to buy something, we will hear music on our way and inside the shop as well.

The love of music seems to be profoundly embedded in human nature. Avoiding music is a difficult (almost impossible) job because it is a part of so many facets of life. Various types of music can be heard almost anywhere, not just at large ceremonies; you can't walk down the street without hearing music.

Using songs in the classroom is not uncommon in schools since listening to music is associated with leisure and relaxation, not with working or studying. Numerous studies in the fields of education, neurophysiology, and other sciences demonstrate that music has a significant impact on humans, especially children, and their cognitive and psychophysical development. We also have data in neurological studies on music and rhythm enhancement, which provide us with incredible knowledge about the function of the cerebral cortex while listening to music or playing a musical instrument, which is why music plays such an important role in education.

It is common knowledge that music can create a wide range of feelings. It influences our mood, a nice melody can make us feel happy, and at the same time a slow, painful melody can make us feel lonely or sad.

Music is the most significant phenomenon in our lives, as shown by all of the previous examples, since it is with us everywhere and at all times, whether we like it or not.

For the FL learners music is very often the main source of hearing English outside the classroom. As a result, using it in the classroom seems to be a good and practical idea. For playing songs during classes, affective and cognitive thinking can be separated.

Affective reasons are connected with Krashen's Affective Filter Hypothesis (1982, pg 45). Krashen argued that people only learn a second language if they receive comprehensible feedback and their affective filters are low enough to enable the input to pass through. Affect, according to his theory, encompasses inspiration, mood, anxiety, and self-confidence. His key points of view are as follows:

- A raised affective filter can block input from reaching LAD
- By lowering the affective filter, the input will "strike deeper" and be acquired.
- Individual variance in SLA is due to the affective filter.

It's worth noting that the affective filter isn't a problem for children learning their first language: they don't have it and don't use it.

In a nutshell, it explains why some students learn easily and quickly while others do not. The most important thing is for students to cultivate a positive attitude toward learning in general, as well as language learning in particular. It is the responsibility of teachers to create a healthy

learning environment.

A song may be used to introduce a new concept or vocabulary. Songs can also be used to implement and practice grammar constructs. Songs can be used as a source of content for long and prolonged listening sessions. Some teachers may use them in a more indirect way to concentrate on frequent errors for students.

Songs are a great way to start a conversation about feelings and attitudes. Not only can students discuss what happened in the song in pairs or small groups before sharing their thoughts with the rest of the class, but it also helps to expand their vocabulary.

Songs can help create a comfortable learning environment, as well as add fun and diversity to language instruction. Finally, with the vocabulary they develop from the songs during foreign language lessons, songs can be said to promote the use of imagination and creativity.

Songs also promote automaticity, which is the primary cognitive benefit of singing in the classroom. Automaticity is a component of language fluency that entails knowing what to say as well as generating language quickly and without pauses. To make it easier, songs will help automate the language learning process. Students should be put in a situation where they can use the target language in a communicative and straightforward manner. The essence of songs, in truth, is very repetitive and constant.

### **2.3. The advantages of using songs in the classroom**

Some teachers may be unaware of the benefits of incorporating music and songs into the classroom. They should believe that behaviors that often result in disciplinary issues are inappropriate for class. Additionally, teachers may believe that using music can cause confusion, or students may be hesitant to sing.

Song is an advantageous tool and a teacher should take advantage of it during the language lessons. In the era music must be an integral part of language study.

Songs could be a part of classroom activities. From the start of the work in language, it supplies additional language learning and cultural insights.

At the advanced level, students become even more actively involved in music by creating their very own songs with the words they learn through their language studies.

#### **2.3.1. Music as a tool of motivation and creating a positive environment**

Common songs, in general, have an effect on students' lives and are often associated with their different desires and daily encounters. Almost all popular songs nowadays are about the same

things: friendship, lust, heartbreak, dream, sorrow, and other ideas that are normal human emotions.

Songs can be a very inspiring, fun, and creative teaching tool since most young people nowadays are involved in a wide variety of cultural types outside of school. Films, movies, video games, and mainstream music tend to be extremely inspiring. As a result, giving popular music in English foreign language classrooms more time and attention would undoubtedly boost learners' motivation, as classroom tasks would represent their knowledge, their music, and the vocabulary they already know from the songs.

While motivation is essential for learning all subjects in school, studying a foreign language necessitates a higher level of motivation. Learning a language takes time and effort. Learners have complete control over their education. Students must persevere for a long time, even in the face of many mistakes and difficulties, in order to completely understand a language at the end of the day.

### **2.3.2. Positive atmosphere**

After inspiration, another important aspect that makes a song useful for an English lesson is that it can establish extremely conducive learning conditions. The use of music and songs can create very positive associations with language study, which would otherwise be viewed as a tedious activity involving a lot of frustration and corrections. Songs are also associated with enjoyment and fun, which is why learning through songs is associated with an easy, motivating, and enjoyable environment.

Suggestopaedia is known for playing music in the background as students read conversations or messages. Georgi Lozanow created this teaching tool, which includes music playing in the background while performing a task. The Suggestopaedia approach focuses on the students' obstacles and negative attitudes toward learning, such as low self-esteem, anxiety, or a lack of desire to learn.

Meanwhile, students are studying subconsciously, which might be humorous to them. These are some of the main characteristics of that teaching method: a comfortable atmosphere (in the classroom and among the students), a positive classroom setting, a new identity for learners, or music activities themselves.

### **2.3.3. Historical, cultural and linguistic knowledge through music**

Listening to songs is a great way to learn about a country's history as well as the language spoken

within the cultural community. The interplay between music, society, and culture has been studied for decades, and it is inextricably linked to the context in which it is made, consumed, and taught. In ethnomusicology, seminal research has looked into how social and cultural norms affect music activities on a macro and micro level.

Music isn't for everybody. As a result, music reflects the time and place in which it was created. Many songs are cultural capsules that contain a significant piece of social knowledge. Songs from the 1940s and 1990s represent not only the available sound technology of the time, but also the hopes and fears of the people who lived through those decades. The same thing happens with songs from every decade. As a result, bringing various songs from different times into the classroom means bringing the music of the moment, as well as the words that were common and used at the time, into the classroom.

Another advantage is that songs can be used to examine and investigate a culture while also comparing it with other, similar, or completely different cultures.

Music can be used to transport people back in time. Christmas carols from the United States, for example, describe the history and geography of that nation. Furthermore, there are several songs about well-known towns (for example Empire State Of Mind by Jay-Z, which is about New York, or Budapest by George Ezra) and they may be used to learn about important sights, feelings, sounds or mood of a city, a place.

Pop songs from ten years ago might sound old-fashioned to modern students' ears. In this aspect, today's popular songs will be perceived either classic or maybe rubbish in the not so far or very far future. Searching for the reasons why some particular kind of music is well-known at a certain time and abandoned at another time may supply a lot of background knowledge for both learners and teachers.

Songs can be thought of as a kind of distorted version of a language's natural speech patterns. Normal speech and songs are both vocally formed human sounds on the same continuum. They both have rhythmic and melodic material and reflect modes of communication in a linguistic context.

Another benefit of using songs in the English classroom is that they simultaneously provide linguistic content, such as vocabulary elements, pronunciation, and grammar. As a result, students often learn new information without intending to do so. Many teachers, in reality, will be the first to recognize the educational value of music.

As stated earlier, songs may contain rich linguistic knowledge. It is all about learning that this process takes place in many different ways and all kinds of learning are going on all the time.

However, it is deliberate because learners acquire information presented in a classroom or when they look up a word in a dictionary. Sometimes the learning process can be unexpected, as

when the students listen to music. It is advisable for foreign language teachers to use songs and their students will learn language elements through unintentional learning.

The relationship between rhythm and speech is complex, and sensitivity to rhythm is an important first step in language acquisition. Students are introduced to the rhythms of the language as music and songs are used in the classroom.

Besides, the nowadays popular songs include a lot of examples of colloquial speech. For instance, in some songs the '-ing' ending is frequently reduced from the full '-ing' to just 'n' sound. This is the true and ordinary language of music, as opposed to the artificial language used in many course books, and it's a great way to bring real-life experiences and conversations into the classroom.

"How ya doin'?" by Little Mix is a good example of colloquial English. This song is full of shorted 'n' sounds instead of -ing endings like doin' and listenin'. There's no doubt, using songs may prepare learners for the authentic language they will be confronted with in the future. As expected, most English second language students will encounter an informal language of conversation outside the classroom.

#### **2.3.4. Advantages and disadvantages**

Not only are songs appealing to students, but they are also appealing to teachers. Songs are brief (maximum 4 minutes) and self-contained recordings, texts, and films that are easy to incorporate into a lesson.

Learning a foreign language (in this case English) through music can be seen as an informal method called edutainment. All programs that are used, for example, in game-like activities and assignments, teaching, or depending on visual materials, are referred to as edutainment apps.

The goal of edutainment is to capture the learners' attention, keep them engaged not only physically but also emotionally, and pique their interest in the lesson and subject. The activities that are carried out using the edutainment approach are performed in a fun, enjoyable manner, which is why teaching with music is a mixture of vocabulary education and entertainment.

When students are being disrespectful, the instructor will use a song to punish them. Singing a song is a timed activity in which all of the students perform the same task at the same time. A song may be also a reward for a good behaviour. Singing is a nice variety from language work in class and may provide a break from monotonousness and sameness.

Music acts as a key to the imagination. Even to many students who think that they have no imagination at all, music opens up their hidden little secret drawers where their imagination

hides.

Songs, without a doubt, have a lot of positive qualities. There are also some less optimistic questions about music and songs that teachers should consider in the language class.

Every student has got different taste in music and some students may disagree about musical pieces. It can cause a loud verbal fight in the classroom, what we want to avoid.

Teachers sometimes complain that students just want to listen to the songs and do not want to participate in the mission. More importantly, since many songs contain many colloquial phrases and the tempo is too quick, many songs can be understandable for students. There are songs that would be ideal for teaching grammar or pronunciation, but they touch on taboo subjects such as abuse and sexism, which could confuse or shame learners. When it comes to selecting songs for the classroom, teachers should exercise extreme caution.

Finally, music may disturb other classes, so it should not be played very loudly. There are some rooms which are large and seem to eat up sound, thus choosing an appropriate classroom should be taken into consideration as well when it comes to give a lesson containing musical tasks.

#### **2.4. Criteria for choosing songs and the stages of their usage in the classroom**

There are no strict rules when selecting a song for a language work, but there are several factors teachers should take into consideration before they choose a song. According to Adam J. Simpson (2015), there are different criteria for choosing songs: the class (the number of learners and their age) the teacher, classroom opportunities (How equipped the classroom is?) and music.

Firstly, the teachers should take account of the age of her pupils'. Some songs can be difficult for young learners to comprehend. For a young learner, songs involving deep concepts like jealousy, pain, or forgiveness are difficult to comprehend. Furthermore, each age group has its own musical preferences, including favorites and dislikes.

Also, the time of the day is important. Some learners are tired in the afternoon and music might energize them, while in the morning they may need to have their energy disciplined a bit.

Next, it is unwise to use both music that the learners do not like. It may be a good idea to let the students bring the lyrics of songs they like and then choose appropriate ones from them. It is worth remembering that a teacher can use songs and music when the curriculum has been predetermined, but only when there is some time left in the class period. The teachers claim that usually they use songs for special holidays lessons like national holidays, Christmas or Easter lessons. The most important thing is also the language teaching purpose. The song should be educational rather than merely entertaining.

Pre-study activities, while-studying activities, and post-study activities are the three phases at which songs are usually performed. This classification is very useful because it allows students to become active and then consolidate their learning.

The purpose of the pre-study stage is to develop the students thematically, psychologically, linguistically and educationally for the activity. The learners can be introduced to the subject matter as well as main lexis or linguistic features from which they can gain later. The most important aspect of pre-stage is to give the students a reason to want to listen to the music.

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.

When listening to any song, the first activity might be to identify the subject matter of the song. A later task might be dealing with specific information and intensive listening or reading by asking them. In this stage, the learners are very often perform activities simultaneously. Their task may be to listen to a song and underline something in the text or fill in gaps.

Listening more effectively is aided by having a goal in mind. At this point, teachers should clarify to their students what the task's goal is. Students can listen for specific information, the main concept, or to draw conclusions. The learner has a greater understanding of why she listens and how to improve her listening skills. The instructor will help students improve these skills by asking them to concentrate on their listening intention each time they listen. Training is the name for this type of technique.

The third stage mostly involves follow-up activities that practise the productive skills of writing and speaking in different ways. Although the students may have been writing or speaking to discuss their personal experiences with the subject, the pre-goal stage's emphasis is not on improving productive skills, but on increasing motivation and introducing the general theme. The text of the song encourages further exercises that develop other language skills at that time. At this stage, the activities will almost entirely consist of assimilation of previously taught language with newly introduced languages and ideas through the album.

When a teacher thinks of listening exercises, she usually envisions students listening to a recording and participating in an activity. Teachers, on the other hand, will use post-listening exercises to assess apprehension and apply what they've learned in other situations. A post-listening activity might relate to a pre-listening task (such as predicting) or may extend on the topic or the listening text.

## **2.5. Song activities**



Songs can be used in a variety of ways in the classroom. The first task involves actually listening to a song and then explaining what happened in it, as well as sharing students' interpretations or reactions to it. Students may be given printed lyrics to help them participate in discussions.

A well-known exercise that can be done with a song is gap filling. Learners are handed out sheets of paper with the lyrics of a song and while listening their task is to write the missing words they hear .

Music jumble is another song-related operation. Certain jumbled lines of a song are placed in order by the students. The students then listen to the song and compare their predictions. This practice may also be accomplished with pictures that they would arrange when listening to music.

The next activity is called action movement and it is addressed to students of lower levels. Learners listen to one line at a time and invent mimed actions. They teach each other and then all present their versions. However, some tasks can be more challenging, for instance, older students may be asked to create their own lyrics to the tune.

Music can be used by a teacher to set the tone of a lesson, particularly at the start. Often, if a teacher wants to get their students talking about something at the start of a lesson to get them warmed up, he can play music. Playing music as students do 'boring' things is an intriguing suggestion.

Every teacher may choose the most favourable songs and apply them in his own practice. Obviously, activities connected with songs may take various forms but definitely they should be conducted in an enjoyable and pleasing way.

To summarize, songs and music are effective tools for introducing foreign language practice. Music, for example, can be suitable for students' learning processes, subconscious, and enjoyment. They not only add spice to a lesson by using authentic language and breaking up the routine, but they also help learners improve their language skills in a variety of areas.

Without a doubt, music will have a positive impact in the classroom. The proper selection of an album, as well as the activities that are intended to be included in a lesson, are also worth noting. Songs will undoubtedly boost students' enthusiasm for language learning.

## **PART THREE.**

### **RESEARCH**

#### **MUSIC AND SONG IN LANGUAGE TEACHING AND IN THE CLASSROOM**

##### **3.1 Introduction**

Music in the classroom or during the language teaching- and learning process is a great issue to research. In this thesis I highlighted the importance of the music during the vocabulary developing process.

The aim of this research is on the one hand, to get an insight into the useage of music in the language classroom among teachers, on the other hand to find out if the learners think that music makes the learning process easier.

In addition, my goal is to collect a variety of songs that can facilitate vocabulary development among students during English language lessons.

##### **3.2 Research instruments**

The instrument chosen for the research is a mixed format, online questionnaire. It contains both unprompted open-end and multiple-choice questions. The language of the questionare was Hungarian. Questionnaire is an instrument for collecting data that involves asking a given subject to answer the questions in written form. It's a quick and easy way to collect information and it allows gathering information from a large audience. However, this tool has some disadvantages. Among them the possibility of low response rates, the inability to probe responses, dishonest, not truthful or conscientious answers and ignored questions. Nevertheless, this tool is widely used in research. The questionare can be found in Appendix 1.

##### **3.3 Participants**

The questionnaire was anonymus. Twenty-one teachers and forty-eight students from different backgrounds, schools and places from Transcarpathia (mainly Beregszász and neighbouring districts) filled in this online questionnaire.

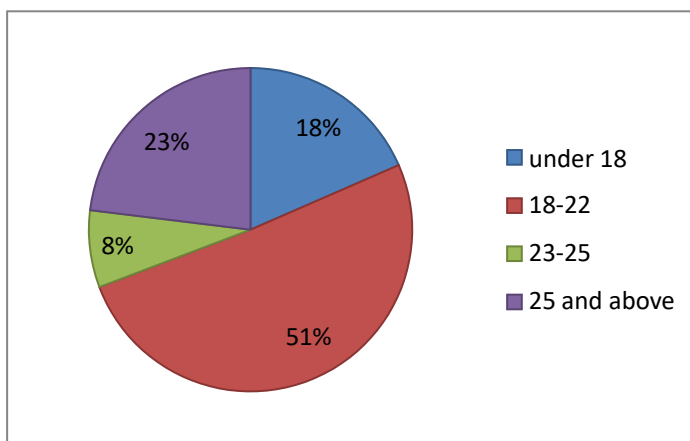
##### **3.4 Results**

The first three questions intended to find out the gender, the age of the participants, and the number of teachers and students. Forty-eight participants answered that they are female and seventeen respondents answered that they are male. The question about their age varied between

under eighteen to above twenty-five. The results can be found on Diagram1.

The third question concerned the status of the respondents, there were forty-eight students and twenty-one were teachers.

**Diagram1. Age of the participants**

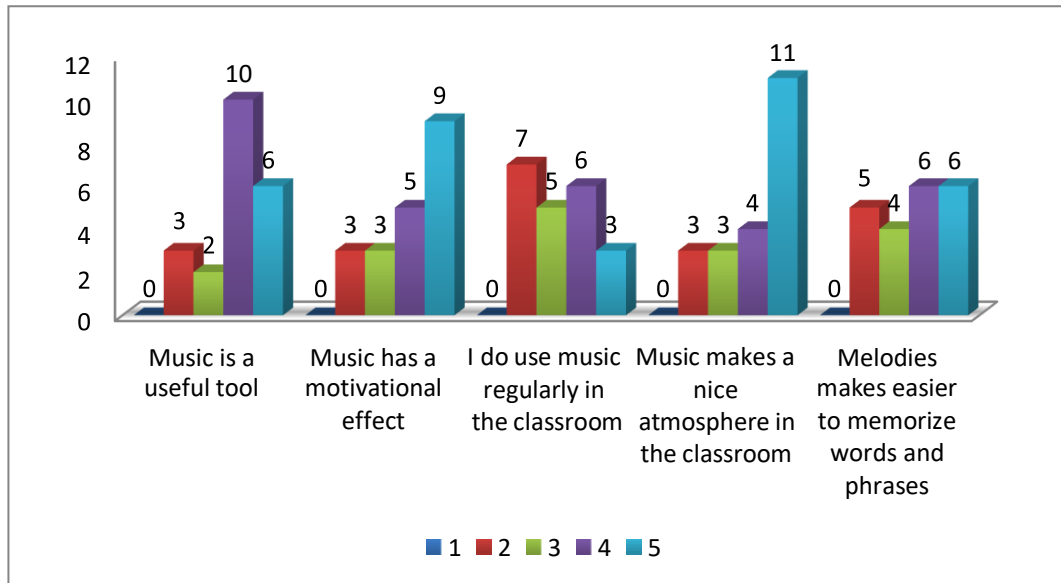


The fourth question contained a series of statements to the teachers about music and the effects of music in the classroom. The respondents had to mark on a 5-point scale to what degree they agree or disagree with them. The first statement alleged that music is a useful tool, when it comes to the language, especially vocabulary teaching. The second one stated that music has a motivational effect on the students. The third statement referred to the regularity of using music and songs during the language lesson. The next statement was about the effect of music on the atmosphere in the classroom. It stated that music does make a nice atmosphere there. The last statement of this part stated that melodies make the process of memorising words and phrases easier. The results can be found in Diagram 2.

The results shown, that the teachers do think, that music is a useful tool. From the twenty-one respondents, sixteen agreed or totally agreed on the usefulness of the music. Fifteen of them think that music has a motivational effect and only six of them think otherwise. Fifteen teachers stated, that music sets a nice atmosphere in the classroom.

While most of them think music is a great, useful and motivational tool, only a few of them use music when it comes to teaching. Only three of the respondents use music regularly during the lessons. The question about the melody was also a divisive statement. Only twelve teachers stated, that with the help of the melodies it is easier to learn the new words and phrases.

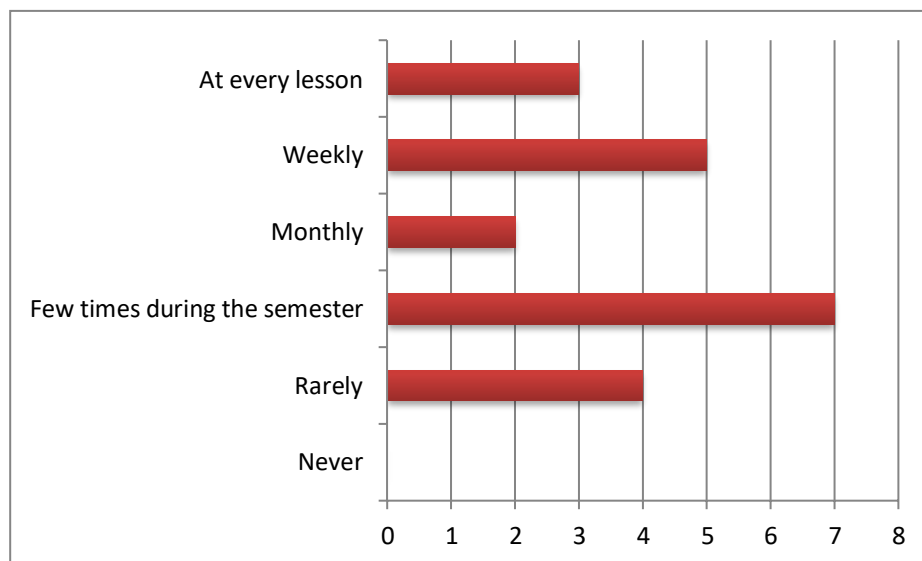
**Diagram2.**



In the fifth question I asked the teachers if they use music during their lessons. Eighteen respondents said that they are use music and songs, and only three of them told no.

The sixth question was about the regularity of the usage of music. The results can be found in Diagram3.

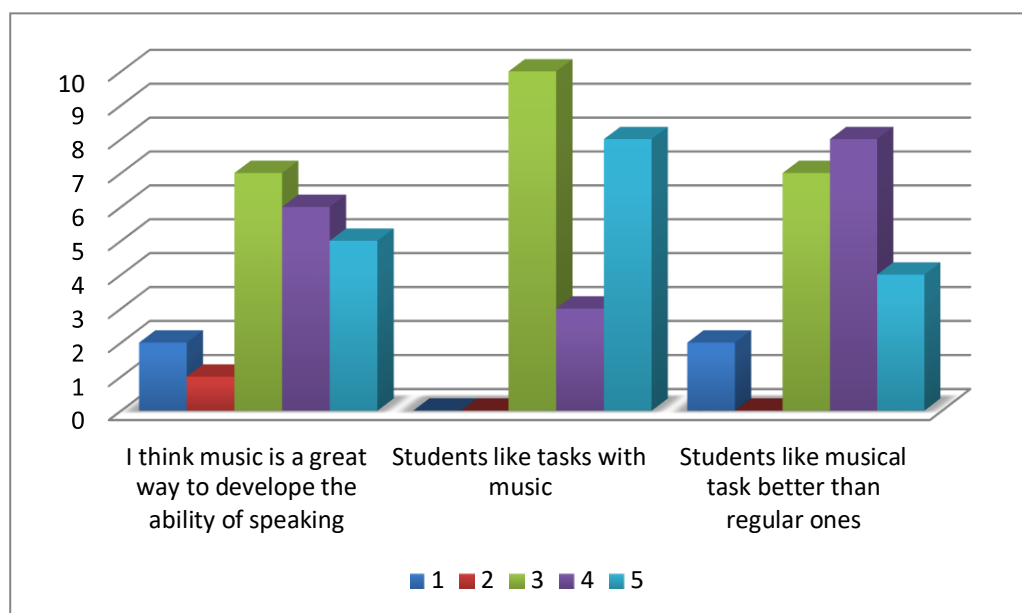
**Diagram3. Regularity in using music on the lessons**



Question number seven contained three statements, the teachers about their own subjective opinions. The results can be found in Diagram4.

As the diagram shows, the first statement („I think music is a great way to develop the ability of speaking”) was divisive. Most of the respondents stated that they agree with it, but a few of them thinks that it isn't a great way. As the respondents see, students do like doing tasks with music. With only two exceptions, the majority of the respondents think that students like musical tasks better than the regular ones.

**Diagram4.**

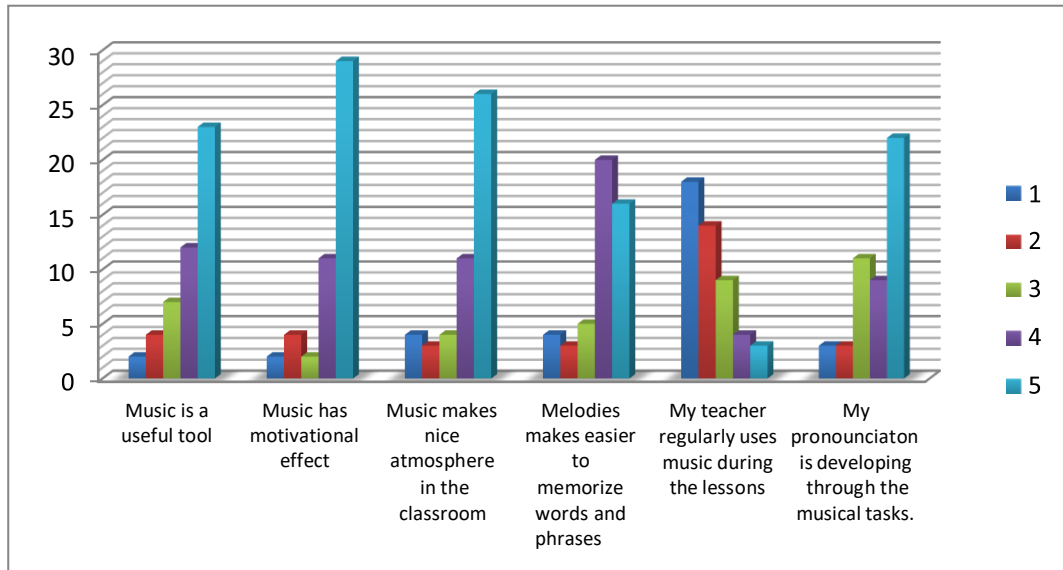


The eighth question contained a series of statements towards the students. I asked their general opinion about the music in the classroom. This series of statements were the same as in question four, which had to be filled in by the teachers, but were paraphrased for the students. The first statement stated that music is a useful tool when it comes to learning a language. The next statement was about the motivational effect on music. The third one stated that music makes nice atmosphere in the language classroom. The fourth statement referred to the memorizing process and aimed to find out whether music makes it easier to memorize words and phrases. The fifth statement dealt with the regularity of using music during the language lessons. Finally, the last statement of this question stated, that the students pronunciation is developing through the musical tasks. The results can be found in Diagram 5.

The results have shown that while the majority of the student think that music is a great way, it has motivational effect, it makes a nice atmosphere and it makes not only the memorising process easier but it develops the pronunciation of the learners too, their teachers do not use music during the lessons.

The ninth question had to be answered by students. They aimed at finding if they use music during their studies. Most of them (60,4%) said they use music, but only at home. 25% of the students told that they use music both in the school during the lessons and at home as well. The remaining 14,6 % said they do not use music neither at home nor in the school.

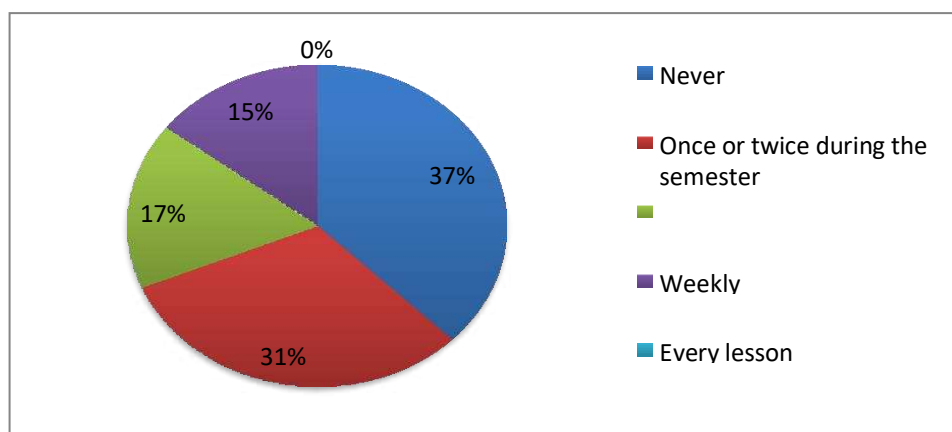
**Diagram5. Students on music is classroom in general**



The next question was about the platform from where they most frequently download music and songs. More than 90% of the students said that Youtube serves as a source of songs. 5-5% of the students use Spotify and other kinds of language developer sites to search for music.

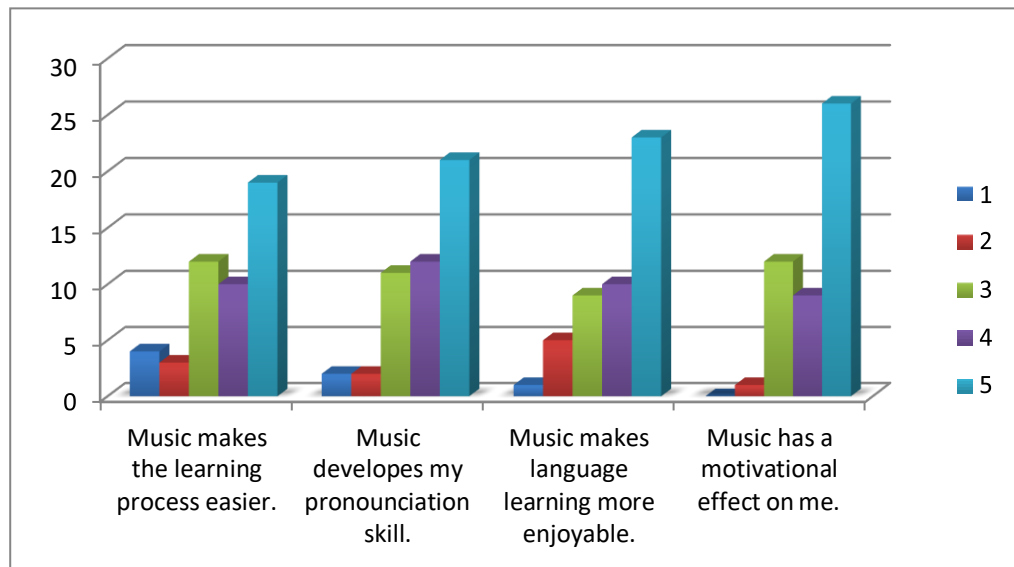
The eleventh question was about the frequency of using songs at the foreign language lessons. The results can be found below on Diagram 6. The results have shown, that music is not a regularly used tool at all. Thirty-seven of the respondents stated, that they never use music during the lessons, and only fifteen of the respondents use music regularly.

**6. How frequently is music used in your language lesson?**



The last question contained a series of statements towards the students about learning through music not in general but personally for them. The first one stated, that music do make the learning process easier for him/her. The next one referred to their pronounciation and whether music developes it or not. The third one stated that music makes the language learning more enjoyable for the subject of the questionnaire. The last one stated, that music has motivational effect on the respondent personally . The results can be found in Diagram 7 below.

**Diagram7.**



### **3.5. Summary**

To sum up the results of this questionnaire we can state that music does make a huge difference when it comes to vocabulary teaching and teaching in general. It turned out, that a lot of teachers do use music as a helping aid in the classroom, and they have very different opinions about how frequently songs and music should be used. Music can be and is a useful way of vocabulary developing. It makes the learning process not only more enjoyable, but more effective at the same time.

The students turned out to be enjoying tasks connected to music better than the traditional ones. We can say that they consider themselves to be more motivated while doing a task supported by and connected to music than without it, and it shows the importance of the usage of it. If the students get motivated by a task with music, then, as teachers, it is our job, to maintain this motivation. Not surprisingly, they use music at home when it comes to language learning and vocabulary developing. The different songs help them to learn the foreign languages faster, easier and better.

On the other hand, there are several teachers, who've never used any kind of music during their lessons. The reason for this problem has not been investigated in this research, but this problem will definitely be addressed in future phases of this research.

### **3.6. Practical tasks for second graders**

As the research has shown, music greatly influences language learning and vocabulary development. Nevertheless, the results of the research also show that not all teachers use songs.

A significant proportion of the teachers interviewed either do not use songs at all or only very rarely. This part of my paper contains exercises to songs selected for learners of grade 2. I selected the songs based on the content of Karpiuk's second grade language textbook, taking into account the abilities and interests of the second grade students. For each chapter, a song has been chosen to match the topic, for which tasks of different types and levels of difficulty have been created. The sources and lyrics of the songs related to the tasks can be found in the appendices.

### **UNIT1: Here is my Family**

Song: Family members Song

**Task1**: Repeating the words after the singer. After having listened to the song children can shout, say or whisper some words from the song (family members) Young learners love this kind of exercises, they enjoy shouting the words. While doing so, they memorize the words related to the unit, but they have fun and get motivated at the same time,

**Task2**: Match the word to the picture. For this task, the class will need a few preprinted word-cards and pictures of family members. It can be a stickman, a doodle, or even the children can bring their own pictures of their own family members. The students have to match the word-cards with the photos.

**Task3**: Have the children sing the song in two groups. The teachers can create the groups however they want: girls vs boys, front row vs back row, the left side of the classroom vs the right side of the classroom, etc.

### **UNIT2: My friends**

Song: Friends Song

The aim of the song is to practice verbs: *walk, eat, play, read, watch, friend* and *alone*. Having presented the words with the help of pictures or gestures, the learners listen to the song and watch the video once or twice.

**Task1**: Chant the words after the singer in the end of every line. Chanting the words after the singer in the end of every line helps to remember the verbs and the expression „*with me*”. This task makes the students focused on the lyrics. With the chanting, they not only learn the meaning of the words but practice the pronunciation as well.

**Task2**: Mimic the gestures the singer is singing about. For example: when the singer sings „I don't need to read alone”, the children show a no sign and point to themselves (meaning: „I don't”), then they can form a book with their hands and read from it (meaning: reading). When it comes to the line „I have my friends”, they can point to their best friend from the class, or their partners (if they do the choreography in pairs).



### **UNIT3: In my classroom**

Song: School supplies Song

Learning the words: *schoolbag, pen, pencil, book, ruler, eraser*

**Task1**: For this song to learn, the teacher or the children have to prepare a little bit. Ask the learners to put a few school supplies to the table, including their pencils, pens, erasers, rulers, glues, a book and a piece of paper. Throughout the song, the young learners have to touch the thing what the singer of the song tells at the time. So when the music comes to the point, when they need to touch their bags, they have to reach and grab their schoolbags.

**Task2**: If the teacher has a bit more time, or a very organised class, the class can do a little moving game with this song. First, the teacher needs the pupils to line up in the back of the classroom. In the front, they can place the supplies they will need (one for everybody, so they won't argue about holding it). When the song comes to the „touch your bag / pen / pencil, etc.“ part, they have to run to the other side of the classroom, grab the supply and hold it, then they run back to the other side and put it down.

### **UNIT4: We are happy**

Song: Feelings and Emotions Song

**Task1**: Listen to the song and sing with the singer. When the singer sings about a feeling or emotion, mimic that emotion yourself as well. For example: When the song comes to the part „when I'm angry I stomp my feet“, the children have to stomp their feet on the ground with an angry face expression.

**Task2**: Put the letters in correct order.

- g / y / a / r / n – angry
- d / s / a – sad
- p / a / p / y / h – happy
- l / y / s / e / p / e – sleepy
- r / i / e / d / t – tired
- o / b / d / r / e – bored
- y / h / n / g / u / r – hungry

### **UNIT5: How many legs?**

Song: Whose Feet Song

**Task1**: For this task, the teacher will need some preparation (preprinted pictures of animals). When the song comes to an animals feet, the students have to count the number of the

animals feet.

**Task2:** Match the word-cards to the pictures. For this task we will need preprinted photos of animals, and premade word-cards. Each student can come forward to the blackboard and pin the animal under the word-card or vice versa.

**Task3:** Match the legs to the animal. For this exercise, we will need preprinted pictures of animals cut in half. The students need to pair the legs to the upper-body of the different animals.

## **UNIT6: Doing things**

Song: What's your hobby? Song

**Task1:** Singing the song with the singer. Mimic the gestures the singer sings about. For example: when the singer sings my hobby is photography, form a camera from your hands and act like you're about to take a picture of your friend or pair.

**Task2:** Put the syllables in correct order

- i / tar / gu – guitar
- pa / ting / in – painting
- ball / bas / ket – basketball
- ing / ad / re – reading

## **UNIT7: Do you like carrots?**

Song: Food Song

**Task1:** Learn the expressions: „I'm hungry”, „Here you are”, „Thank you”etc. Prepare some printed images of foods. When it comes to a name of a food, hold that picture up in the air.

**Task2:** ROLEPLAY. Children can mimic the expressions „i'm hungry”-„here you are”-„thank you” in pairs. The „waiter” can give the preprinted picture of the food to the „guest” and then they can reverse the roles.

## **UNIT8: Seasons and Clothes**

Song: Seasons and Clothes Song

**Task1:** Listen to the song. Mimic how you feel depending on the season or weather the singer is singing about.

**Task2:** Find the following words in the text of the song and fill in the missing letters:

- |            |            |
|------------|------------|
| • weat_er  | • T-shi_t  |
| • s_ring   | • st_rm    |
| • clo_hes  | • ra_nc_at |
| • s_ns_ine | • sno_m_n  |

- car\_iga\_

Songs will undoubtedly boost students' enthusiasm when it comes to language learning. As teachers, this is our job to maintain their motivation and focus, it is our job to make them fall in love with foreign languages and to make the learning process not only effective but enjoyable. Music can be a good help for reaching this goal.

## CONCLUSION

A person's vocabulary is a set of words that are common to them. A vocabulary (which typically develops with age) is a fundamental and useful tool for learning and communication. One of the most difficult aspects of learning a second language is developing a broad vocabulary.

The assimilation of all four skills, grammar, vocabulary, and pronunciation, is needed for effective foreign language learning..

Teachers of foreign languages should be mindful that one of the most critical and challenging aspects of the teaching method is teaching vocabulary. Since the majority of classes are heterogeneous, each student is distinct. Essentially, teachers must accept that different situations need different vocabulary, and that vocabulary components that are important in one situation can be completely useless in another.

Learners' needs and language level are two of the most critical aspects to consider when selecting vocabulary components. Choosing specialized vocabulary is usually a matter of slanting teaching in a certain direction rather than simply teaching specialized words.

Knowing a word entails understanding both its context and its shape. The shape of the vocabulary item should be clearly visible or audible to the learner. It has been demonstrated that learners associate word types made up of a recognized first language word and a foreign language word that resembles another first language word.

During a vocabulary lesson, there are many strategies for introducing new vocabulary objects to learners: visual technique, verbal technique, and translation. "Practice makes better," as they claim. Students should be given several chances to practice using new words.

Music has always played a significant role in people's lives: it is present in our daily lives and is widely recognized across the globe. It can literally be heard almost everywhere: on the radio, on television, and at various family gatherings such as birthday parties, wedding ceremonies, funerals, restaurants, stores, and automobiles. Even if we're just walking down the street to the store to buy something, we'll hear music on the way and inside.

A song may be used to introduce a new concept or vocabulary. Then it can be used as a lexis exercise as well. Songs can be used as a source of content for long and prolonged listening sessions. Songs are a great way to start a conversation about feelings and attitudes. Learning a language takes time and effort. Learners have complete control over their education. Students are introduced to the rhythms of the language as music and songs are used in the classroom.

There are also some less optimistic questions about music and songs, which teachers should consider in language classes. There are no hard and fast guidelines for choosing a song

for a language project. The criterion for selecting songs can be divided into four categories: the class, the instructor, classroom opportunities, and music.

To summarize the findings of this study, we may claim that music has a significant impact on vocabulary instruction and teaching in general. It turned out that many teachers use music in the classroom as a teaching aid. They all agree on how useful music is and how many positive features music has when it comes to teaching the foreign language, English, despite their differing views on how often they can use songs and music.

To summarize, songs and music can be an effective way to incorporate foreign language practice. Music, for example, can be suitable for students' learning processes, subconscious, and enjoyment. They not only add spice to a lesson by using authentic language and breaking up the routine, but they also help learners improve their language skills in a variety of areas. Without doubt music may bring certain benefits into the classroom.

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## РЕЗЮМЕ

Лексика - це сукупність знайомих слів у мові людини. Словниковий запас (як правило, збагачується з віком) служить фундаментальним корисним інструментом для набуття знань та для спілкування. Оволодіння широким словниковим запасом, розширення лексики - один з основних викликів у вивченні другої мови.

Ефективне вивчення іноземної мови вимагає засвоєння всіх чотирьох навичок, граматики, лексики та вимови.

Вчителі іноземних мов повинні усвідомлювати той факт, що збагачення словникового запасу мабуть є одним із найважливіших та найскладніших аспектів у навчальному процесі. Більшість класів є неоднорідними, отже, кожен учень різний та унікальний. По суті, вчителі повинні розуміти, що конкретні ситуації можуть в значній мірі відрізнятися одна від одної, а компоненти лексики, які є важливими в певних обставинах, можуть бути абсолютно марними в інших ситуаціях.

Одним з найбільш важливих факторів вибору компонентів навчання лексики є потреби учнів та рівень мови. Вибір спеціалізованої лексики - це взагалі питання скеровування викладання за певним напрямком, а не викладання нічого іншого, як лише спеціалізованих термінів.

Знати слово – це означає знати як його значення, так і форму. Учень повинен мати чіткий зоровий чи слуховий образ форми лексичної одиниці. Доведено, що учні пов'язують словоформи, які складаються із слова, відомого з першої мови та слова іноземної мови, котре нагадує якесь інше слово першої мови.

Існує багато прийомів подання учням нових лексичних одиниць, якими можна користуватися під час занять з лексики: техніка унаочнення - візуалізації, мовленнєва техніка та переклад. Проте тільки "практика робить досконалою". Учням слід надати різноманітні можливості використовувати нову лексику на практиці.

«Музика - це мистецтво звучання у часі, яке виражає думки та емоції у різноманітних формах через елементи ритму, мелодії, гармонії та колориту». Це визначення підкреслює, що роллю музики є опис емоцій, і слід виділити чотири основні риси, які характеризують музику.

Музика завжди мала величезну роль у житті людей: вона оточує нас скрізь, де ми б

не були, і її сприймають у всьому світі. Буквально ми можемо почути її майже скрізь: під час прослуховування радіо, під час перегляду телебачення, на різних сімейних подіях, таких як вечірки на день народження, весільні церемонії, на похоронах, в ресторанах, магазинах, в авто, транспорті. Навіть коли ми лише гуляємо вулицями, заходимо до магазину, щоб купити щось, ми можемо почути музику по дорозі і всередині магазину.

Пісні, співи можуть бути використані для презентації теми або нових лексичних одиниць, розширення словникового запасу. Вони можуть бути використані також для практики лексики. Пісні можна використовувати як матеріал для екстенсивного та інтенсивного прослуховування. Пісні - ідеальне джерело для стимулювання дискусій про почуття та ставлення. І це не просто можливість для учнів поговорити з іншим в парах або в малих групах про те, про що розповідається в пісні та потім поділитися своєю думкою з рештою учнів, а також услуговує розвитку та збагаченню словникового запасу молодого здобувача освіти.

Вивчення мови - процес тривалий. Зрозуміло, що учні самі відповідають за своє навчання у всіх її аспектах. Існує глибокий взаємозв'язок між ритмом і мовленням, а чутливість до ритму є фундаментальним кроком до відчуття мови та її вивчення. Коли в класі. в навчальному процесі використовуються музика та пісні, то учні піддаються позитивному впливу ритму мови, що допомагає кращому її засвоєнню.

Без сумніву музика та співи мають багато корисних аспектів щодо вивчення мови. Проте є декілька менш позитивних сторін, що слід враховувати вчителів на уроках мови.

Немає суворих правил щодо вибору пісні для мовної роботи, але є кілька факторів, які слід врахувати вчителям перед тим, як вибрати пісню. Ми можемо класифікувати критерії вибору пісень та музики за чотирма категоріями: клас та його склад, сам вчитель та його особистість, можливості класного приміщення та сама музика.

Підсумовуючи слід зазначити, що пісні та музика є цінним засобом для ознайомлення з іноземною мовою та для її вивчення. Музика та співи, навіть як можливість для відпочинку, можуть бути доречними та корисними на всіх етапах навчального процесу, вони діють і на підсвідомому рівні, а також є корисними для розвантаження учнів. Вони роблять урок чи заняття не лише більш цікавим через автентичність мови та зміни рутини, але й ефективно розвивають мовні навички учнів у багатьох сферах. Без сумніву музика приносить багато користі в клас, освітній процес.

# APPENDIX 1

## QUESTIONNAIRE

**1. Your gender:**

- man
- woman

**2. Your age:**

- under 18
- 18-22
- 23-25
- 25 and above

**3. Are you a teacher or a student?**

- teacher
- student

**4. If you are a TEACHER, please, answer these questions below with points from 1 to5, where 1 is the worst and 5 is the best score.**

- Music is a useful tool.
- Music has motivational effects.
- I do use music regularly in the classroom.
- Music makes a nice atmosphere in the classroom.
- Melodies make easier to memorize words and phrases.

**5. Do you use music as a helping tool during your lessons?**

- Yes, I do.
- No, I do not use music.

**6. If so, how regularly?**

- on every lesson
- weekly
- monthly
- few times during the semester
- rarely
- never

**7. Answer these questions below with point 1-5, where 1 is the worst and 5 is the bestscore.**

- I think music is a great way to develop the ability of speaking.
- Students like tasks with music.
- Students like musical tasks better than regular ones.

**8. If you are a STUDENT, please, answer these questions below with points from 1 to5, where 1 is the worst and 5 is the best.**

- Music is a useful tool.
- Music has motivational effects on me.
- Music makes nice atmosphere in the classroom.
- Melodies make easier to memorize words and phrases.
- My teacher uses music during the lessons.
- My pronunciation is developing through the musical tasks.

**9. Do you use music during your studies?**

- Yes, both at home and in school.
- Yes, but only at home.
- Yes, but only in school.
- I do not use music.

**10. If you do so, on which platform do you search music mostly?**

- from the CD which is attached to my exercise book
- from Youtube
- from different language learning sites
- other (own answer)

**11. We use music in the classroom:**

- never
- once or twice during the semester
- monthly
- weekly
- on every lesson

**12. Music for me... (answer with points from 1 to 5, where 1 is the worst and 5 is the best)**

- makes the learning process easier.
- develops my pronunciation skill.
- makes language learning more enjoyable.
- has a motivational effect on me.

## APPENDIX 2

### SONGS AND LYRICS

#### SONG 1: Family members Song

Aviable at: [https://www.youtube.com/watch?v=d\\_WQEW13TCo&ab\\_channel=EnglishTreeTV](https://www.youtube.com/watch?v=d_WQEW13TCo&ab_channel=EnglishTreeTV)

Lyrics:

Mom, dad, mom, dad

Mom, dad, mom, dad

Brother, sister, brother, sister

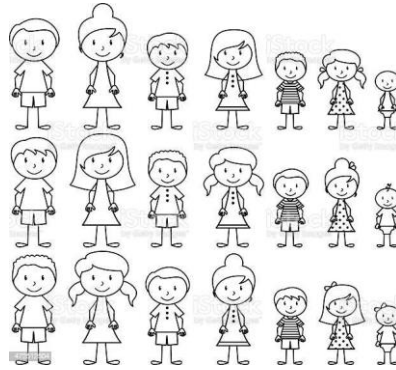
Brother, sister, brother, sister

Grandma, grandpa, grandma, grandpa

Grandma, grandpa, grandma, grandpa

I love my family...I love my family, oh yeah, yeah, I do.

I love my family...I love my family, oh yeah, yeah, it's true.



#### SONG 2: Friends Song

Aviable at: <https://youtu.be/bVCKj0T9-gc>

Lyrics:

Intro chant:

F-R-I-E-N-D-S!

Verse 1:

I don't walk alone (3x)

I have my friends

I don't sit alone (3x)

I have my friends

Chorus 1:

All my friends can walk with me (walk, walk with me)

All my friends can walk with me (walk, walk with me)

All my friends can sit with me (sit, sit with me)

All my friends can sit with me (sit, sit with me)

Verse 2:

I don't eat alone(3x)

I have my friends

I don't play alone (3x)

I have my friends

Chorus 2:

All my friends can eat with me (eat, eat with me)

All my friends can eat with me (eat, eat with me)

All my friends can play with me (sit, sit with me)

All my friends can play with me (sit, sit with me)

Verse 3:

I don't read alone (3x)

I have my friends

I don't watch alone (3x)

I have my friends

Chorus 3:

All my friends can read with me (read, read with me)

All my friends can read with me (read, read with me)

All my friends can watch with me (watch, watch with me)

All my friends can watch with me (watch, watch with me)

(Outro)

I walk, walk, walk, walk with all my friends

I sit, sit, sit, sit with all my friends

I eat, eat, eat, eat with all my friends

I play, play, play, play with all my friends

I read, read, read, read with all my friends

I watch, watch, watch, watch with all my friends

### SONG 3: School supplies Song

Aviable at: <https://youtu.be/hjFaqDNUVFo>

Lyrics:

Pick up your pencil, pencil, pencil

Write your name, write your name

Put your pencil down

Touch your book

Time's up!

Touch your bag

Time's up!

Pick up your pencil, pencil, pencil

Write your name, write your name

Put your pencil down

Touch your eraser

Time's up!

Touch your ruler

Time's up!

Pick up your pencil, pencil, pencil

Write your name, write your name

Put your pencil down

Touch your paper

Time's up!

Touch your glue

Time's up!

Pick up your pencil, pencil, pencil

Write your name, write your name

Put your pencil down

Put your pencil down

### SONG 4: Feelings and Emotions Song:

Aviable at: [https://youtu.be/eMOnyPxE\\_w8](https://youtu.be/eMOnyPxE_w8)

Lyrics:

What do you do when you're happy? When I'm happy I laugh

When I'm happy happy happy I laugh laugh laugh X 2

Ha ha ha ha ha!



What's your hobby? What do you like to do?  
What's your hobby? What is fun for you?

My hobby is fishing. My hobby is surfing.  
My hobby is drawing pictures. My hobby is dancing.  
What's your hobby? What do you like to do?  
What's your hobby? What is fun for you?

### SONG 7: Food Song

Aviable at: <https://youtu.be/nqwxYlix7Fw>

Lyrics:

I'm hungry hungry hungry!  
What do you want?  
French fries please  
Here you are  
Thank you very much!  
I'm hungry hungry hungry!  
What do you want?  
Pancakes please  
Here you are  
Thank you very much!  
I'm hungry hungry hungry!  
What do you want?  
Bread please  
Here you are  
Thank you very much!  
I'm hungry hungry hungry!  
What do you want?

Cheese please  
Here you are  
Thank you very much!  
I'm hungry hungry hungry!  
What do you want?  
Pizza please  
Here you are  
Thank you very much!  
I'm hungry hungry hungry!  
What do you want?  
Salad please  
Here you are  
Thank you very much!  
I'm happy happy happy  
Now I'm full  
I'm full!



### SONG 8: Seasons and clothes Song

Aviable at: <https://youtu.be/Fe9bnYRzFvk>



Lyrics:

It's a chilly winter day,  
freezing cold and snowy.. hurray!  
I put on my mittens and hat,  
jacket or coat, scarf and pants!  
Winter, spring, summer or fall,  
I want to wear my favourite clothes.  
fall and summer, spring or winter,  
with my trainers, I'll become a sprinter!  
It's a stormy spring day,  
rain and thunders, hurray!  
raincoat, trousers, rubber boots,  
umbrella and t-shirt, that's what I choose.  
It's a sunny summer day!  
hot and clear sky, hurray!  
cap, sunglasses and tank-top.  
shorts or skirt and flip-flops.  
It's a cloudy fall day,  
cold and windy, hurray!  
I put on socks, shoes, and sweater  
or a cardigan, a shirt and sneakers.

## NYILATKOZAT

Alulírott, Tóth Eszter Gabriella angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök, stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.