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Кваліфікаційна робота

**ВПЛИВ МУЗИКИ НА ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ НА
ПОЧАТКОВОМУ ЕТАПІ**

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Студента 4-го курсу

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Department of Philology**

**THE POWER OF MUSIC WHEN TEACHING ENGLISH TO VERY YOUNG
LEARNERS**

Bachelor's Thesis

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INTRODUCTION

Relevance. The research on "The Power of Music When Teaching English to Very Young Learners" is highly relevant as it addresses the importance of incorporating music into English language teaching for children in their early years of education.

Music has been shown to have a powerful impact on language acquisition and cognitive development in young children, and this study explores how this can be leveraged to enhance the effectiveness of English language teaching. It provides valuable insights into the ways in which music can be used as a tool for teaching vocabulary, grammar, and pronunciation, as well as for promoting language learning in a fun and engaging way.

The findings of this research are particularly important in light of the growing trend towards bilingual education, which places a greater emphasis on language learning from an early age. By highlighting the benefits of music-based approaches to teaching English, this research offers a practical and effective strategy for educators seeking to enhance their language teaching methods.

Thus, the research on the power of music when teaching English to very young learners is highly relevant and offers valuable insights into the ways in which music can be used as a powerful tool for promoting language learning and cognitive development in young children.

This study builds on our course paper of the same name, where we conducted questioning teachers on the degree of interest in teaching a foreign language with the help of song material.

Hypothesis. The use of music as a teaching tool significantly enhances the English language learning experience for very young learners, resulting in improved language acquisition, vocabulary development, pronunciation skills, and overall engagement in the learning process.

The **object** is music as an aid in learning English.

The **subject** is features of music usage when teaching English to very young learners and the importance of music in the learning process.

The **purpose** of the work is to investigate the power of music when teaching English to very young learners.

The **tasks** of the research are:

- to describe the role of music in language learning;
- to analyze peculiarities of using music in teaching English;
- to study benefits and challenges of using music in language learning;
- to analyze the data collection methods;
- to provide findings and analysis of the empirical research;
- to investigate the motivational role of the analyzed songs in learning English; - to provide pedagogical conclusion.

Research methods. The following methods are used in the work: analytical method; historical method, which is to study the origin and development of objects in chronological order; textological method, which consists in the study of special texts; empirical method; the method of generalization.

Structure of the work: the work consists of an introduction, three chapters, general conclusions, reference list, summary and appendix.

CHAPTER 1. THEORETICAL FRAMEWORK OF ENGLISH TEACHING WITH THE USE OF MUSIC

1.1 The role of music in language learning

Language learning is a complex and multifaceted process that requires dedication, practice, and exposure to various forms of language input [1. Connolly D., 2000, p.8-10]. While traditional methods of instruction such as textbooks and grammar exercises play a crucial role in language acquisition, incorporating music into the learning process can be a powerful tool to enhance language skills. Music has a unique ability to engage learners on both cognitive and emotional levels, making it an effective and enjoyable way to improve language proficiency.

Researchers Derkach Yuliya and Yablonska Romana state that "Song is one of the oldest forms of art. At first, it was an amateur (folk, folklore) song, and only then did it become a professional song. Such art forms as poetry and music were formed from the song. Together with the generally accepted didactic means, various forms of musical visualization contribute to increasing the effectiveness of English language classes, and are an effective means of optimizing the entire educational activity of students." [10. Деркач Ю.Я., Яблонська Р.Р. 2021, pp. 54-56] One of the specific types of visualization is song material. Frequent use of songs contributes to the formation of language competence of students. Cognitive, developmental, and educational aspects are reflected in the songs. The first of which is expressed in the study of the culture of the country as a means of enriching the moral and intellectual world of the individual by acquiring knowledge about foreign culture, about the correlation of cultures of the domestic and foreign languages, through the acquisition of knowledge about the uniqueness of the language, about similarities and differences with the native language.

One of the key advantages of using music in language learning is its ability to enhance vocabulary acquisition. When we listen to songs in a foreign language, we are exposed to a wide range of words and phrases in a meaningful context. The catchy melodies and repetitive lyrics of songs make it easier for learners to remember new vocabulary and expressions. By repeatedly listening to and singing along with songs, learners can reinforce their understanding and retention of the language [2. Cristiano M, 2018].

Additionally, music can improve pronunciation and intonation. Songs provide learners with models of native-like pronunciation, allowing them to imitate the sounds and rhythms of the language more accurately. The melody and rhythm of music can help learners develop a natural flow and intonation patterns in their speech. Singing along to songs also encourages learners to

practice pronunciation in a relaxed and enjoyable way, reducing anxiety and self-consciousness often associated with speaking in a foreign language [4. Harmor J. 2001. p.28].

Another benefit of incorporating music into language learning is its impact on grammar and syntax. Through song lyrics, learners can observe how words and phrases are organized in sentences and how grammar rules are applied in a meaningful context. By analyzing the structure of songs, learners can develop a deeper understanding of grammatical concepts and improve their overall proficiency in the language.

Moreover, music provides cultural insights and promotes cultural appreciation. Language and culture are interconnected, and music is a powerful expression of cultural identity. By exploring songs from different cultures, learners not only expand their linguistic abilities but also gain a deeper appreciation for the traditions, values, and customs of the target language. Music can serve as a gateway to exploring literature, history, and art forms of a particular culture, providing a rich and immersive learning experience [3. Graham C. Jazz Chants, 1978, p.280].

In addition to its cognitive benefits, music also has a profound emotional impact on language learners. Songs can evoke emotions and create a positive and motivational learning environment. The emotional connection to music can increase learners' engagement and enthusiasm for language learning, making the process more enjoyable and rewarding. Moreover, singing and participating in musical activities in a group setting can foster social interaction and create a sense of community among language learners [8. Walkington H. 2015. p.34 9. Гончаренко С. У. 1997. p. 375 7].

To fully harness the potential of music in language learning, educators and learners can employ various strategies. Creating playlists of songs in the target language, organizing karaoke sessions, or incorporating music into classroom activities are just a few examples. Online platforms and language learning apps also offer a wide range of resources that combine music and language instruction [11. Заһюк С. С. 2002. p. 304].

In conclusion, music can play a significant role in language learning by enhancing vocabulary acquisition, improving pronunciation and intonation, reinforcing grammar and syntax, providing cultural insights, and creating an emotionally engaging learning environment. By integrating music into language instruction, educators can create a dynamic and effective learning experience that fosters both linguistic competence and cultural understanding.

1.2 The main stages of development of scientific thought

At present, the school and the teacher are faced with a very difficult task – the formation of a positive stable motivation for students to study (to learn a foreign language in particular), such a motivation that contributed to persistent, systematic educational work. After all, it is obvious that without motivation, the student's activity in the educational process will be ineffective. [2. Cristiano M, 2018]

The formation of the sphere of emotions, the process of mastering knowledge, the acquisition of skills and abilities, should be accompanied by a sense of satisfaction among students. Scientists' research shows that by involving the emotional sphere of the student's personality in the learning process, we thereby create conditions for the disclosure of his creative abilities, which plays a huge role in the learning process. D. Kabalevsky argued that where creative initiative is manifested, saving of strength and energy is always achieved and at the same time the result is increased. Music is one of the most effective ways to influence the feelings and emotions of any person. It is an integral part of our life, we all have musical preferences, and the vast majority of people regularly listen to the radio or songs of their favorite authors. Music is a part of the culture of every nation, which means that if you listen to the music of the people of the language being studied in the same language, you can get to know their culture, way of life, traditions, worldview more deeply. [1. Connolly D., 2000, p.8-10].

A lot of works of such scientists as V.M. Bekhterev, N.M. Dogel, I.P. Pavlov and others learnt the impact of music on people. Thanks to their research, it became known about the physiological and mental effects of music on the human body. The perception of music has a reflex nature, the main meaning of which is to communicate the body with the environment through conditioned reflexes – associations.

It is known that the nerve cells of different analyzers store the stimuli they receive. The organs of hearing, having perceived the sound wave created by music, transform it into a nervous process and transmit it through the resulting impulses to the brain. Here a complex analysis and synthesis of stimuli is carried out and a response is formed, which is different in nature (G. Aranovsky, V.D. Ostromensiy, M.P. Blinova).

Back in the 19th century, the scientist I. Dogel established that under the influence of music, blood pressure, the frequency of contractions of the heart muscle, the rhythm and depth of breathing, both in animals and in humans, change. Some surgeons turned on music during complex operations: according to their observations, under the influence of music, all processes in the patient's body proceeded calmer, more harmoniously.

Often in the schools of ancient Greece they learned texts by singing. K.D. Ushinsky believed that joint singing in the classroom is a powerful pedagogical tool that organizes, unites schoolchildren, and educates their feelings. G. Blell and K. Helwig write about the connection between art and a foreign language: Music and art are freely interpreted, leave a mark on cultural consciousness, excite creativity and evoke individual language reactions.

The same authors describe the fundamental functions that unite music and foreign languages:

- physiological (promoting memorization);
- psychohygienic (promoting relaxation, unloading);
- emotional (causing feelings);
- socio-psychological (enhancing the dynamics in the group);
- cognitive (promoting thought processes);
- the function of unconscious learning (complex language structures are learned at the unconscious level);
- communicative (promoting communication). [4. Harmor J., 2001, p.28]

Gez N.I. writes in his book that the use of song material in the educational process is based to a certain extent on the principle of suggestiveness, and, undoubtedly, helps to strengthen the emotional aspect in the learning activities of students and create moments in it that stimulate the relaxation of students and therefore contribute to better memorization and assimilation language material. [6. Redman, S., Gairns, R. 2012, p. 256]

Literally all components of music have an impact on students: melody, chord, harmony, harmonization and tempo. With the help of musical works, it is possible, to a certain extent, to manage the internal state of students, because, as G.F. A Helmholtz word in a song can mean the cause of a mood, and the feeling that underlies it, while music expresses a kind of spiritual movement that is associated with feeling.

Thus, it can be assumed that the use of a song in a foreign language lesson will contribute to the creation of an emotional state and significantly affect learning activities, acting as a regulator of this activity. This influence of emotional states significantly increases the internal motivation of activity, makes the lesson interesting and exciting, creates a favorable psychological climate in the

group, and contributes to the inclusion of the mechanism of involuntary memorization in the learning process.

One of the ways to create conditions for the perception of material is to listen to the background of music, the state that arises in this case relieves excessive tension, reduces the excitement of students in the lesson, distracts them from extraneous thoughts and creates good prerequisites for mastering the educational material, since it provides subconscious assimilation of the material. The widespread use of songs and music in English lessons and in the breaks between them contributes to the real implementation of the principle of «shifting the motive to the goal», the creation of «a relaxed informal atmosphere of free communication». [3. Graham C. Jazz Chants, 1978, p.280]

The language material introduced on a musical basis is not perceived as educational, it is remembered involuntarily. Without much mental effort of students against the background of emotional upsurge, under the influence of emotional stimuli. [6. Redman, S., Gairns, R. 2012, p. 256]

Songs are a means of lasting assimilation and expansion of vocabulary, as they include new words and expressions. In songs, familiar vocabulary is found in a new context, which contributes to the development of the so-called linguistic instinct and an increase in associative links in memory. The songs often contain the realities of the country of the language being studied, means of expression, which contributes to the development of schoolchildren's knowledge of the stylistic features of the language and a deep understanding of the specifics of a foreign culture.

1.3 Characteristics of the importance of music in pedagogical activities

Language and music are two sign systems. Each one is based on sound. Sounds, as communicative signals, carried and carry valuable information to people. Music, songs are an effective means of teaching a foreign language. Language, like music, has a certain structure and rules. Phrases and sentences are built from words and notes; they have rhythm, meter, rhyme. Language, like music, performs four functions: serves as a means of cognition, communication and expression of attitude to the world, is the guardian of national culture, acts as an instrument of education, development and upbringing. The cumulative solution of educational, developmental, practical, and educational tasks of training is possible under the condition of influencing not only the consciousness of the trainees, but also penetration into their emotional sphere. That means music is one of the most effective ways to influence the feelings and emotions of a person. [7. Staff J., 2016]

Music in foreign language classes can be used in various forms and for different purposes. These can be modern, popular songs (Let it be and other songs of the Beatles or songs by Joe Dassin, such as «Les Champs-Élysées»), excerpts from classical works; light music for relaxation, etc. The use of songs in foreign language lessons is far from a new technique. Although for most teachers, the use of music in the classroom seems to be something frivolous, distracting from their studies. Especially, in the conditions of a limited number of hours for the discipline «foreign language». However, we believe that this is not the case. It is known that the more sense organs are involved in the educational process, the more effective it is.

We have noticed that music in the classroom relaxes, introduces an element of festivity and originality into the process of learning a language, which has a significant impact on the emotional sphere of students, contributes both to memorizing the material and reducing fatigue in the learning process, develops memory and thinking. Music and songs in the classroom can be a good help in the successful development of a foreign language, subject to competent, careful selection of material, and, importantly, its systematic use.

Positive learning outcomes show that the use of a foreign song in the process of teaching a foreign language contributes to:

- improving pronunciation skills;
- achieving the highest possible accuracy in articulation, rhythm and intonation;
- expansion of vocabulary;
- development of reading and listening skills;
- motivation for monologue and dialogic statements;
- development of prepared and spontaneous speech;
- training and consolidation of lexical and grammatical material. [14. Н. Е. Белоножко, 2001, № 4, с. 14–17.]

Methodological aspects when using music in the process of teaching a foreign language:

1. Phonetic aspect.

Songs help to improve foreign language pronunciation skills, develop an ear for music. We have noticed that a developed musical ear helps to capture the subtlest differences in the pronunciation of foreign sounds.

Learning and performing short and simple songs with frequent repetitions helps to consolidate the correct articulation and pronunciation of sounds, rhythm features, speech tempo, phrase stress rules, etc.

2. Lexical aspect.

The song, as one of the types of verbal communication, serves as a way of more thorough assimilation and expansion of vocabulary, as it includes new lexical units and expressions composed in a certain rhyme. Rhythmic music of poems and songs helps to quickly learn words, phrases, sentences, correct intonation. In the lyrics of the songs already familiar vocabulary is found in a new context. This moment helps to activate it in similar speech situations.

3. Grammatical aspect.

It was noticed that when using songs, grammatical constructions are also learned better.

4. Syntactic aspect.

Songs and other musical works encourage monologue and dialogic statements, contribute to the development of both prepared and spontaneous speech. In general, they serve as the basis for the development of speech-thinking activity.

5. Cultural aspect.

If educational texts of country-specific content inform the student, i.e. affect his intellect and memory, then songs as linguistic and cultural material affect both a person's emotions and his figurative and artistic memory. The song, as a carrier of cultural information, also forms the spiritual culture of the trainees.

6. Aesthetic aspect.

Songs contribute to the aesthetic education of the audience: the acquisition by students of a certain level of knowledge in the art of music, the formation of artistic taste.

7. Psychological aspect.

Music and songs create a favorable psychological climate. Music in a foreign language class helps to reveal new abilities of a student, facilitates the process of learning a foreign language, making it interesting and effective, as it contributes to a full perception of the phenomena of the surrounding reality. Songs are a fascinating, valuable tool for learning a foreign language, since they are small, meaningful, complete texts and spontaneously repeat themselves, «scroll» in the

head, which mechanically leads to repetition and consolidation of the studied material. [7. Staff J., 2016]

1.4 Peculiarities of using music in teaching English

Teaching English as a second language can often be a challenging task, requiring educators to employ innovative and engaging teaching methods. One such method that has gained popularity in recent years is the use of music as a teaching tool. Integrating music into English language instruction can enhance students' language acquisition, promote cultural understanding, and make the learning process more enjoyable. Thus, it is important to explore the methodical features of using music in teaching English [13. Пухно С. 2018. p.121–126.]

1. *Song selection.* The choice of songs plays a crucial role in effectively utilizing music for language learning. Teachers should select songs that align with the learning objectives, vocabulary, and grammar structures relevant to the students' proficiency level. It is essential to ensure that the lyrics are clear and comprehensible, avoiding songs with excessive slang or complex vocabulary that may hinder understanding.
2. *Pre-listening activities.* Before playing the song, it is beneficial to engage students in prelistening activities to activate their prior knowledge and create a context for understanding. These activities can include discussions, brainstorming, or vocabulary exercises related to the theme or topic of the song. This prepares students for better comprehension and engagement during the listening phase.
3. *Listening comprehension.* During the actual listening phase, students should be encouraged to listen actively and attentively to the song. To aid comprehension, teachers can provide lyrics with gaps, where students fill in missing words as they listen. Alternatively, students can be given specific tasks, such as identifying certain vocabulary words or verb tenses used in the song. Afterwards, playing the song again can reinforce listening skills and further familiarize students with the melody and rhythm.
4. *Vocabulary and grammar focus.* After the initial listening, teachers can guide students in analyzing the song's vocabulary and grammar structures. They can provide explanations, discuss word meanings and usage, and highlight grammar points in context. This not only enhances students' language skills but also helps them understand the cultural and social aspects embedded in the lyrics.
5. *Follow-up activities.* To consolidate learning, follow-up activities should be designed to engage students actively and encourage their creativity. These activities can include

discussions about the song's meaning, role-plays, writing lyrics or short stories inspired by the song, or even creating their own songs using the target language. Such activities promote linguistic and cultural expression, as well as foster collaboration among students.

6. *Cultural awareness.* Music provides a unique window into the culture of the target language. Teachers can utilize songs to expose students to different cultures, customs, and traditions. Discussions about the song's cultural background, historical context, or social relevance can broaden students' intercultural awareness and deepen their understanding of the language being taught [5. McCarthy M, O'Dell F. 2008. p.63.]

Thus, integrating music into English language instruction offers a methodically structured approach to language learning that engages students on various levels. By carefully selecting songs, incorporating pre-listening activities, focusing on listening comprehension, analyzing vocabulary and grammar, and designing follow-up activities, educators can harness the power of music to enhance language acquisition and cultural understanding. As students connect emotionally with music, they become more motivated and enthusiastic language learners, making the overall learning experience both effective and enjoyable.

1.5 Benefits and challenges of using music in language learning

Music has always played a significant role in human culture, transcending language barriers and connecting people from diverse backgrounds. Harnessing the power of music in language learning is an innovative approach that has gained popularity in recent years [6. Redman, S., Gairns, R. 2012, p. 256]. Incorporating music into language learning programs can offer numerous benefits, but it also comes with its fair share of challenges [7. Staff J., 2016]. We will explore the advantages and obstacles of using music as a tool for language acquisition.

Benefits:

1. *Enhanced vocabulary acquisition.* Music exposes learners to new words, phrases, and idiomatic expressions. Through lyrics and melodies, learners can expand their vocabulary effortlessly. Music engages multiple senses and stimulates memory, making it easier to retain and recall new words and phrases.
2. *Improved pronunciation and intonation.* Songs provide a natural rhythm and melody that can assist learners in mastering pronunciation and intonation patterns. By listening to and singing along with songs, learners can improve their spoken language skills and develop a more authentic accent.

3. *Cultural understanding.* Music is deeply rooted in culture, and using music in language learning exposes learners to the customs, traditions, and values of the target language. Songs often reflect the historical, social, and emotional aspects of a culture, offering learners a window into the lifestyle and mindset of native speakers.
4. *Motivation and engagement.* Learning a language can be challenging and demanding, but incorporating music into language lessons adds an element of fun and enjoyment. The rhythmic and melodic aspects of music stimulate learners' interest, increasing their motivation and engagement with the language learning process.
5. *Listening comprehension.* Music exposes learners to authentic spoken language at a natural pace. By listening to songs in the target language, learners can improve their listening comprehension skills, attune their ears to different accents, and develop an ear for the nuances of the language.

Challenges:

1. *Cultural context.* While music can offer valuable cultural insights, it's crucial to ensure that the content of the songs is appropriate and aligns with the learners' cultural sensitivities. Some songs may contain lyrics or themes that are inappropriate or difficult to explain, necessitating careful song selection and adaptation.
2. *Language complexity.* The language used in songs may not always reflect the grammatical structures or vocabulary commonly encountered in everyday conversations. Learners need to be aware of the differences between lyrical language and spoken language, ensuring they don't rely solely on songs for language acquisition.
3. *Accurate transcription and translation.* Transcribing and translating song lyrics accurately can be challenging, especially if the lyrics contain colloquial expressions, metaphors, or cultural references. It's essential to provide learners with reliable and precise translations to avoid confusion or misinterpretation.
4. *Limited contextualization.* Songs often provide limited context compared to other language learning materials. While they are excellent for vocabulary and pronunciation practice, learners may need additional resources to fully understand the meaning, cultural connotations, and usage of specific words and phrases.
5. *Diverse musical tastes.* Musical preferences vary widely among individuals, and learners may not resonate with the chosen songs or musical genres. Educators should strive to

incorporate a variety of musical styles to cater to different tastes and engage a broader range of learners.

In conclusion, integrating music into language learning programs offers a multitude of benefits, including enhanced vocabulary acquisition, improved pronunciation, cultural understanding, increased motivation, and improved listening comprehension. However, educators must navigate challenges such as cultural sensitivity, language complexity, accurate translation, limited contextualization, and diverse musical tastes. By leveraging the strengths of music while addressing these challenges, language learners can enjoy a dynamic and effective learning experience that enriches their linguistic and cultural competence.

CHAPTER 2.

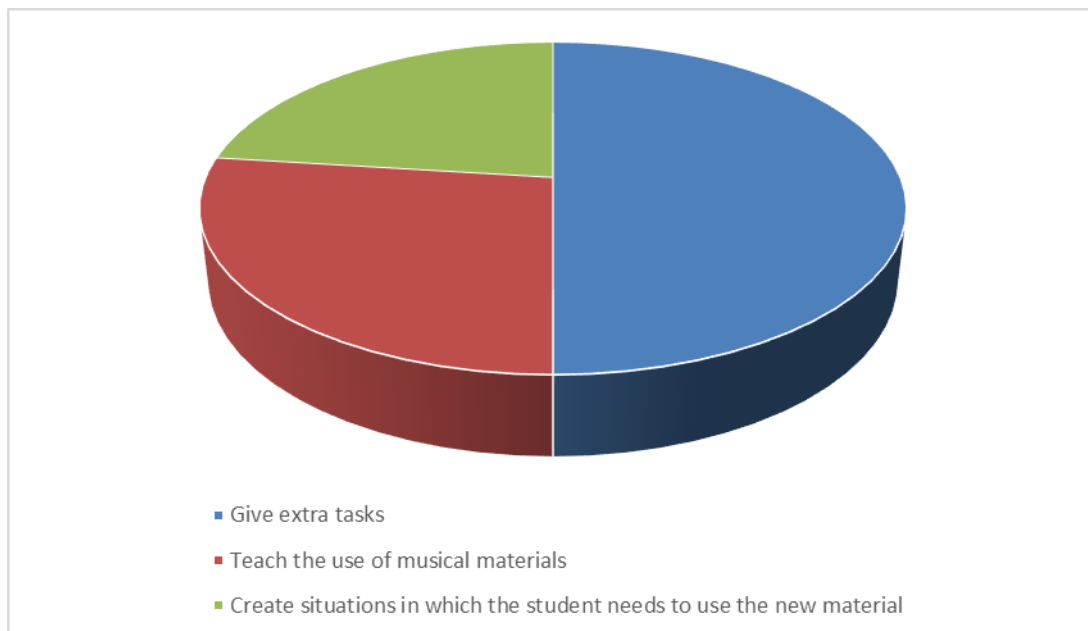
EMPIRICAL INVESTIGATION OF MUSIC-BASED ENGLISH LANGUAGE

INSTRUCTION

2.1 Findings of last year's research.

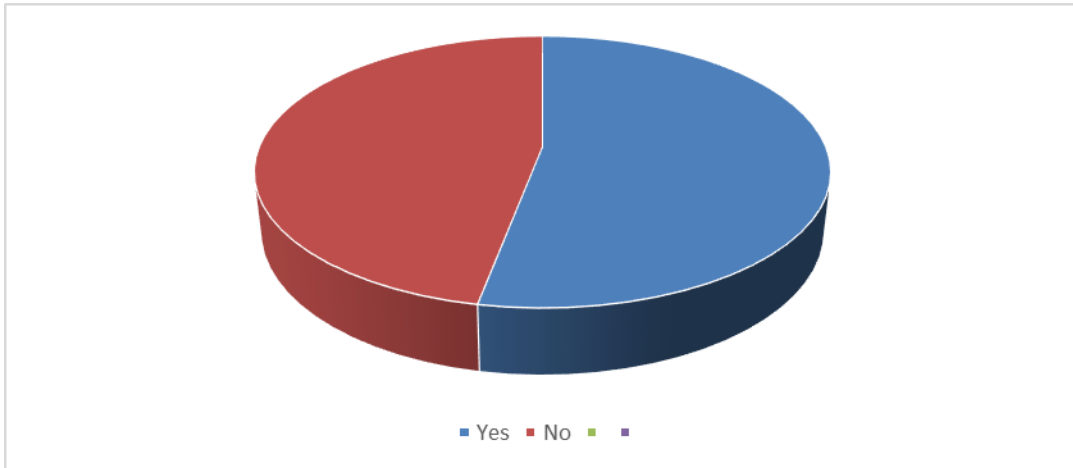
Last year, teachers were asked about the topic in the form of questionnaire. A total of 20 teachers participated in the survey. The questions were different, but all of them were about music or audio materials. It was interesting to see the results and responses. These results were obtained:

The question «How do you help students remember new material better? » was answered as follows.



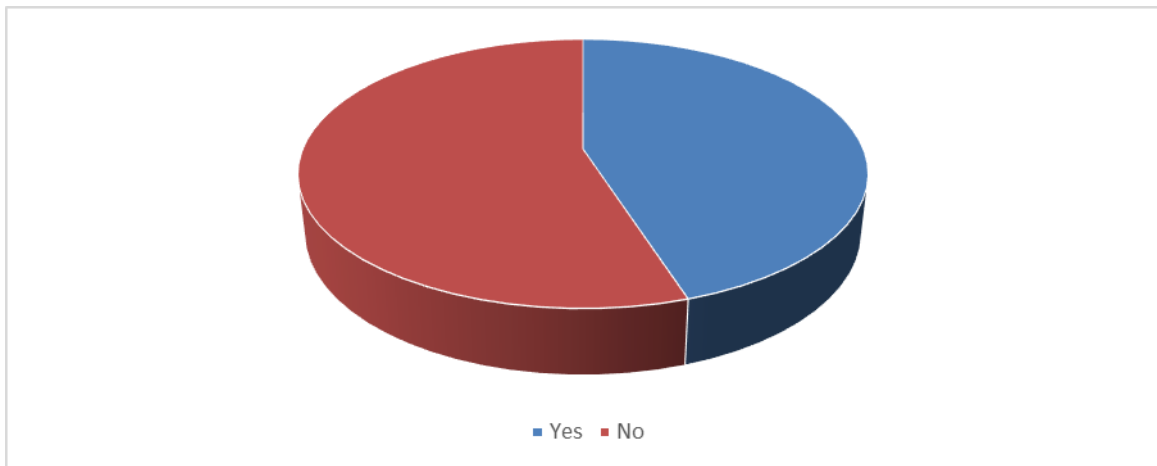
According to the results, 50% of teachers in order to help students remember new material better give them extra tasks, 27% teach the use of musical materials, 23% create situations in which the student needs to use the material.

Do you differentiate tasks depending on the prevailing type of perception of students (auditory, visual, kinesthetic)?



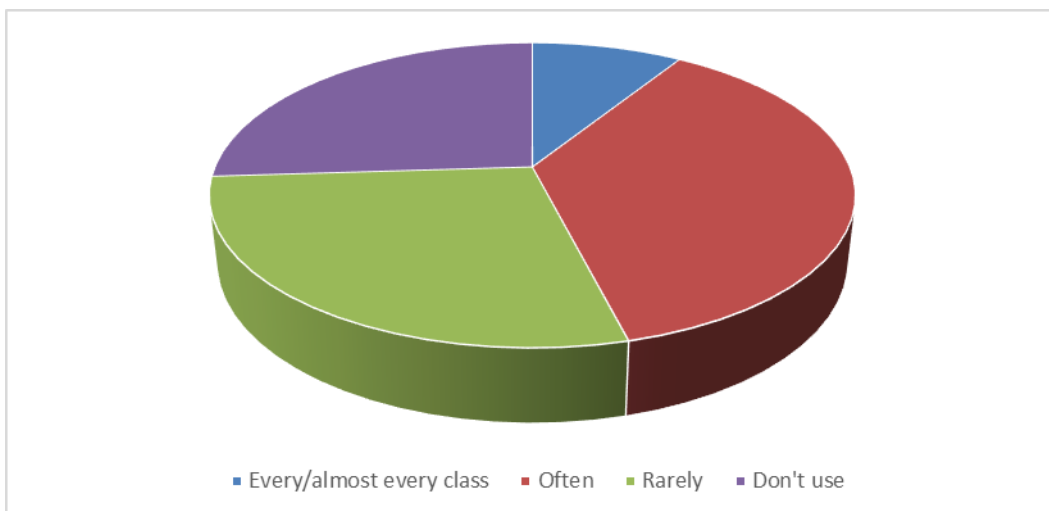
According to the results, 53% of teachers replied «yes», 47% said «no».

Do you use/create musical materials in addition to the school curriculum?



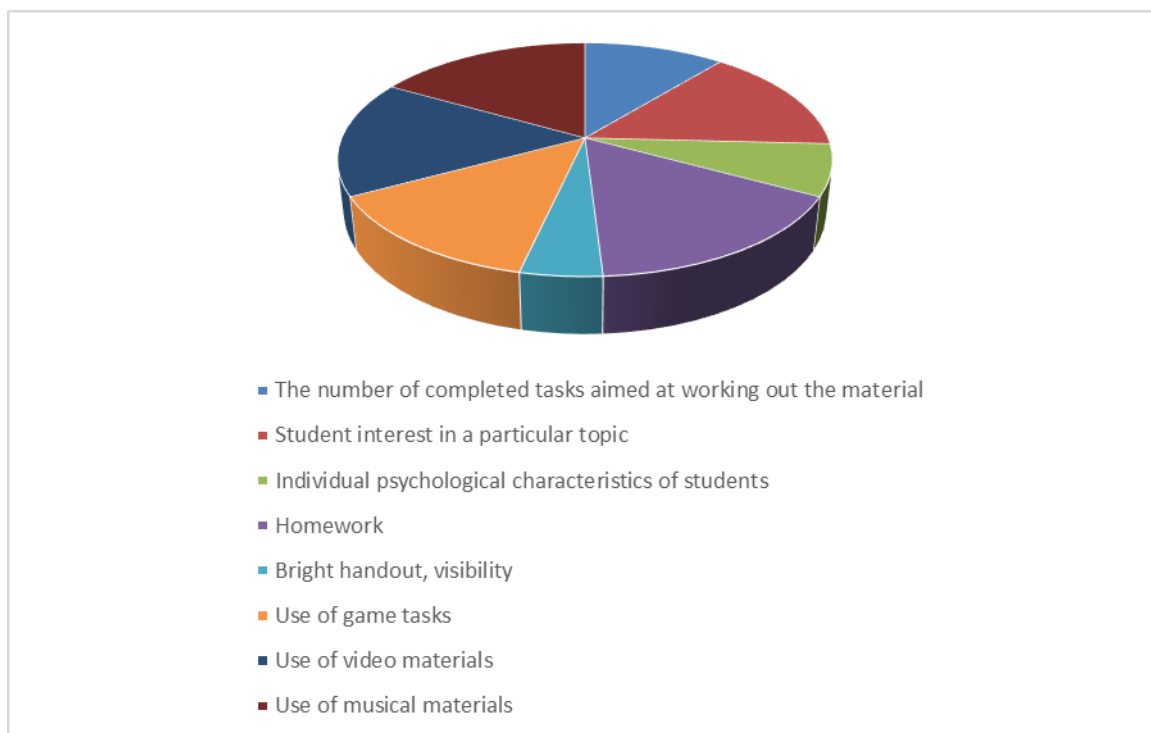
According to the results, 45% of teachers use/create musical materials in addition to the school curriculum, 55% don't.

How often do you use musical materials in class?



According to the results, 9% of teachers use musical materials every/almost every class, 37% use them often, 28% use them rarely, and 26% don't use them at all.

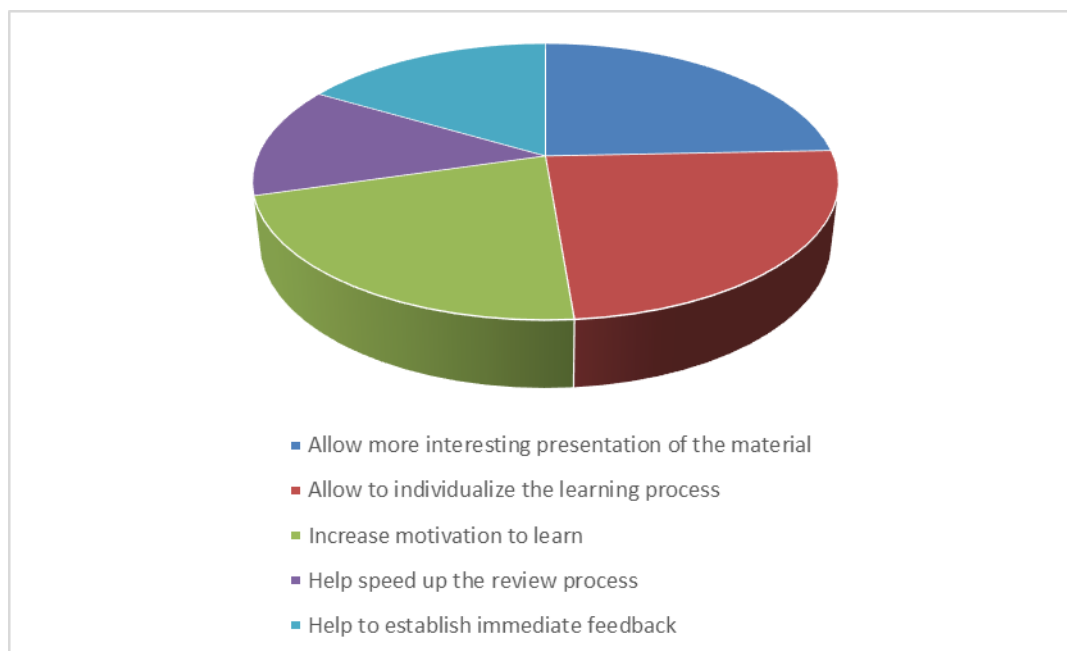
What, in your opinion, affects the level of mastering new lexical units?



As we can see from the results, a lot of teachers believe that the usage of musical material is really important. 16 people stated that musical materials affects the level of mastering new lexical units.

While answering the question «Do you think it is important to use interactive teaching aids in the classroom like music in learning English? » 17 teachers replied «yes», that is 90%. This proves the significant role of music in a learning process.

What are the key benefits of using audio material in your opinion?



According to the results, a lot of teachers believe using audio material allow more interesting presentation of the material (24%), allow to individualize the learning process (24%), increase motivation to learn (22%), help speed up the review process (13%), helps to establish immediate feedback (allows you to determine the level of formation of a skill or ability) (17%).

For this year's questionnaire, we collected some songs and we asked teachers to share their views about. We asked if she/he uses those musics in his/her teaching. Furthermore, we were also interested how students' English knowledge can be developed with songs.

2.2 Description of the data collection methods

The empirical investigation aims to explore the effectiveness of incorporating music into English language instruction. One crucial aspect of this investigation involves collecting data from a sample of ten teachers who have implemented music-based instruction in their classrooms. This description will outline the data collection methods employed in this study, particularly the use of a questionnaire as a mass collection tool.

We chose a sample of ten teachers who have experience in integrating music into their English language instruction. These teachers were selected based on their expertise and willingness to participate in the study. The goal was to gather insights and experiences from a diverse group of educators to gain a comprehensive understanding of music-based language instruction.

To collect data from these ten teachers efficiently, a questionnaire was utilized as the primary data collection tool. The questionnaire is a structured set of questions designed to elicit

specific information from the participants. It allows for standardized data collection, making it easier to compare responses and identify common trends and patterns.

The questionnaire (Appendix) used in this investigation was developed by us and tailored to capture relevant information related to music-based English language instruction. The questions were carefully designed to address various aspects of this instructional approach, such as its impact on student engagement, language acquisition, and overall classroom dynamics. The questionnaire also included open-ended questions to encourage teachers to provide detailed explanations and insights into their experiences.

To facilitate the mass collection of data, the questionnaire was distributed electronically to the participants. This approach allowed for quick and efficient data gathering, eliminating the need for in-person interviews or lengthy data collection processes. We provided clear instructions and deadlines to ensure timely responses from the participants.

Upon receiving the completed questionnaires, we reviewed the responses, paying close attention to the qualitative information provided by the teachers. They employed qualitative data analysis techniques to identify common themes, recurring patterns, and noteworthy insights. This analysis helped the researchers gain a deep understanding of the benefits and challenges associated with music-based English language instruction.

By employing a questionnaire as a mass collection tool, this empirical investigation successfully gathered valuable data from ten teachers who have implemented music-based instruction in their English language classrooms. The use of standardized questions and electronic distribution facilitated efficient data collection, enabling the researchers to analyze the responses and draw meaningful conclusions about the impact of music on English language instruction.

2.3 Findings and analysis of the empirical research

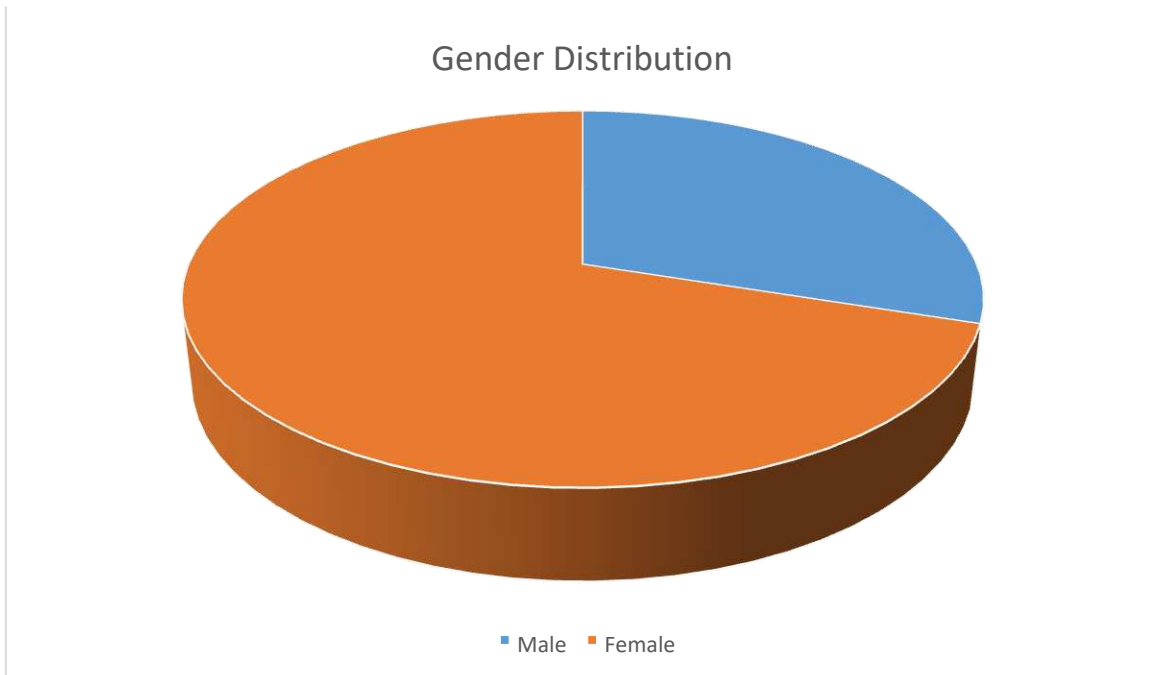
We conducted a comprehensive analysis of the findings derived from a questionnaire administered to ten teachers who have implemented music-based instruction in their English language classrooms. The questionnaire aimed to gather insights into the benefits and significance of using specific songs in early language learning, physical development, classroom dynamics, conceptual understanding, listening skills, language and motor skills enhancement, color teaching, and numerical concepts.

The findings obtained from the questionnaire responses are presented as follows:

1. Gender Distribution:

- Male: 3

- Female: 7



2. Years of Teaching Experience:

- The participating teachers had an average of 3-8 years of teaching experience.

3. Benefits of Using "If You're Happy and You Know It," "The Wheels on the Bus," "Twinkle, Twinkle, Little Star," and "Five Little Pumpkins" in Early Language Learning:

- Improved vocabulary acquisition
- Enhanced pronunciation and intonation
- Increased engagement and participation
- Reinforcement of basic sentence structures and grammar

4. Contribution of "Head Shoulders Knees and Toes" to Children's Physical Development:

- Development of body awareness and coordination
- Reinforcement of vocabulary related to body parts
- Improvement in gross motor skills

5. Significance of Using Greeting Songs like "Good Morning, Good Afternoon, Good Evening" and "Hello, Hello" in a Classroom Setting:

- Establishing a positive and welcoming classroom environment
- Promoting social interaction and building relationships

- Encouraging cultural awareness and respect for diverse greetings
6. Role of "This Is" Song in Understanding and Expressing Different Concepts:
 - Reinforcement of vocabulary related to objects, animals, and actions
 - Development of categorization skills
 - Enhancement of descriptive language and storytelling abilities
 7. Contribution of "Brother John" Song to Children's Listening Skills and Awareness of Surroundings:
 - Improvement in auditory discrimination and listening comprehension
 - Encouragement of active listening and attention to sounds in the environment
 - Promotion of cultural awareness through exposure to different languages
 8. Language and Motor Skills Enhanced by "One Little Finger" Song:
 - Vocabulary expansion related to body parts and actions
 - Development of fine motor skills through finger movements and gestures
 - Reinforcement of counting and sequential order
 9. Educational Benefits of Using "Color Song" in Teaching Colors to Young Children:
 - Reinforcement of color recognition and identification
 - Expansion of color vocabulary
 - Enhancement of memory retention through repetitive and melodic learning
 10. Role of "How Many Fingers?" and "Five Little Monkeys" Songs in Counting and Understanding Numerical Concepts:
 - Improvement in counting skills and number recognition
 - Reinforcement of numerical order and sequencing
 - Development of basic mathematical concepts such as addition and subtraction in a playful manner

The analysis of the questionnaire responses provides valuable insights into the diverse benefits and pedagogical significance of using specific songs in music-based English language

instruction. These findings contribute to the understanding of the positive impact of incorporating music into language learning environments, highlighting its potential for enhancing engagement, language acquisition, cognitive development, and overall classroom dynamics.

2.4 The motivational role of the analyzed songs in learning English

Music has long been recognized as a powerful tool for learning and memory enhancement. In the context of English language instruction, incorporating songs into the curriculum can be an effective way to engage students and enhance their motivation to learn. Thus, it is important to explore the motivational role of analyzed songs in learning English by examining the lyrics and benefits of popular songs used in early language learning. The analyzed songs include "If You're Happy and You Know It," "Head Shoulders Knees and Toes," "Hello, Hello," "Good Morning, Good Afternoon, Good Evening," "This Is," "Twinkle, Twinkle, Little Star," "Brother John," "Five Little Monkeys," "Five Little Pumpkins," "One Little Finger," and "The Wheels on the Bus."

Motivational impact of the analyzed songs:

1. "If You're Happy and You Know It": This lively and interactive song encourages children to clap their hands, stomp their feet, and shout "hurray." It promotes active participation and a sense of joy, making the learning experience enjoyable and motivating for young learners.
2. "Head Shoulders Knees and Toes": By singing and performing the actions associated with body parts, children develop their physical coordination and vocabulary. The song's repetitive nature and energetic movements create a dynamic and engaging learning environment.
3. "Hello, hello": A greeting song like "Hello, hello" fosters a positive classroom atmosphere by encouraging students to interact and engage with one another. It helps children practice basic greetings and socialize, thereby motivating them to connect with their peers and develop their communication skills.
4. "Good Morning, Good Afternoon, Good Evening": Using a greeting song like "Good Morning, Good Afternoon, Good Evening" helps establish a daily routine and sets a welcoming tone in the classroom. It promotes a sense of belonging and inclusion, motivating students to start the day positively and engage in learning activities.

5. "This Is": The song "This Is" introduces and reinforces various concepts such as size, speed, and opposites. Through the repetition of contrasting words and phrases, children develop their understanding and expression of different concepts, enhancing their cognitive and language skills.
6. "Twinkle, Twinkle, Little Star": This popular nursery rhyme not only introduces children to poetic language but also cultivates their listening skills and imagination. By visualizing the twinkling star and following the lyrics, children develop their listening comprehension and create mental images, promoting engagement and motivation.
7. "Brother John": The song "Brother John" helps children develop their listening skills and awareness of their surroundings. By encouraging children to listen for morning bells and identify if Brother John is sleeping or awake, the song enhances their auditory perception and observational skills.
8. "Five Little Monkeys": Through the repetition of the nursery rhyme "Five Little Monkeys," children practice counting and numerical concepts. The catchy tune and amusing storyline engage their attention and motivation, making learning numbers enjoyable and memorable.
9. "Five Little Pumpkins": The song "Five Little Pumpkins" introduces children to the concept of emotions by portraying pumpkins with different expressions. By singing along and mimicking the emotions, children develop their emotional awareness and expression, fostering motivation and engagement.
10. "One Little Finger": "One Little Finger" enhances both language and motor skills. Children learn vocabulary related to body parts while engaging in physical movements such as tapping, pointing, and waving. The combination of language and action creates a multisensory learning experience that motivates active participation.
11. "The Wheels on the Bus": "The Wheels on the Bus" is a lively and interactive song that introduces children to various parts of a bus and associated actions. The repetitive structure and engaging nature of the song promote language acquisition and motor skills development. By imitating the actions and singing along, children actively engage in learning English vocabulary and sentence structures, fostering motivation and enjoyment.

Thus, analyzed songs play a motivational role in learning English by creating an enjoyable, engaging, and interactive learning environment. Through the incorporation of songs into language instruction, students benefit from enhanced vocabulary acquisition, improved pronunciation and intonation, increased cultural awareness, and boosted confidence. By leveraging the power of

music, educators can harness students' natural inclination towards songs to facilitate effective and enjoyable English language learning experiences.

SUMMARY

The work "The Power of Music When Teaching English to Very Young Learners" examines the effectiveness of using music as a tool for teaching English to young learners. The paper consists of three main chapters. The first chapter provides a theoretical framework for teaching English using music, which includes the role of music in language learning, the peculiarities of using music in teaching English, and the benefits and challenges of using music in language learning. The second chapter presents the results of an empirical investigation of music-based English language instruction.

The data collection methods, findings, and analysis are described, and the motivational role of the analyzed songs in learning English is discussed. Finally, the third chapter draws a pedagogical conclusion, summarizing the main findings and providing recommendations for incorporating music into English language instruction for very young learners. The paper concludes that music can be a highly effective tool for teaching English to young learners and can significantly enhance the language learning experience.

CHAPTER 3. PEDAGOGICAL IMPLICATION

The use of analyzed songs in English language learning has proven to be an effective pedagogical tool. It offers numerous benefits that support language acquisition, vocabulary expansion, pronunciation improvement, cultural awareness, memory enhancement, emotional engagement, listening comprehension, and confidence building.

Integrating songs into language instruction provides a multi-sensory and interactive approach that caters to different learning styles and engages students at both cognitive and affective levels. The repetition, rhythm, and melody of songs aid in the internalization and retention of language elements, making it easier for students to recall and apply what they have learned.

Moreover, analyzed songs create a positive and enjoyable learning environment, fostering motivation, enthusiasm, and a sense of accomplishment among students. The emotional engagement and cultural relevance of songs enhance students' overall language learning experience, encouraging them to actively participate and develop a deeper appreciation for the English language and its cultural contexts.

Teachers can maximize the pedagogical benefits of analyzed songs by carefully selecting ageappropriate songs, aligning them with learning objectives, and integrating them into lesson plans and activities. By incorporating actions, gestures, and visuals, teachers can enhance the experiential learning process and cater to different learning preferences.

It is important for teachers to create a balance between songs and other language learning activities, ensuring that songs are used strategically and purposefully to reinforce specific language skills and concepts. Regular exposure to a variety of analyzed songs and genres can provide students with a rich linguistic and cultural repertoire, expanding their language proficiency and intercultural competence.

In conclusion, analyzed songs serve as a powerful pedagogical tool in English language learning. Their motivational role, combined with the numerous benefits they offer, makes them an invaluable resource for teachers and students alike. By leveraging the engaging and immersive nature of songs, educators can create dynamic and effective language learning experiences that inspire and empower students to become confident and proficient English language users.

CONCLUSION

Thus, this study builds on our course paper of the same name, where we conducted questioning teachers on the degree of interest in teaching a foreign language with the help of song material. The research methods that were used in our last experiment: questioning, analysis, synthesis. According to the results, a lot of teachers believed using audio material is important in the educational process so we made some recommendations for forming an English lesson with the use of musical material. Thus, we concluded that the song material is a great helper for the teacher who uses it methodically correctly.

In this research, we concluded that the incorporation of music into language learning offers numerous benefits that enhance vocabulary acquisition, improve pronunciation and intonation, reinforce grammar and syntax, provide cultural insights, and create an emotionally engaging learning environment. By integrating music into language instruction, educators can create a dynamic and effective learning experience that fosters both linguistic competence and cultural understanding.

Music captures students' attention, provides an authentic context for language learning, and helps develop pronunciation and intonation skills. However, educators must choose appropriate songs, supplement music with other activities.

The use of music in language learning provides significant advantages such as expanded vocabulary, improved pronunciation, cultural insights, motivation, and enhanced listening skills. However, educators must tackle challenges related to cultural context, language complexity, accurate translation, limited contextualization, and diverse musical tastes. By carefully selecting appropriate songs, providing accurate translations, and supplementing with additional resources, language learners can maximize the benefits of incorporating music into their language learning journey.

The data collection methods employed in this empirical investigation were effective in gathering valuable insights from ten teachers who have integrated music into their English language instruction. The use of a questionnaire as a mass collection tool allowed for standardized data collection and efficient gathering of responses. The questionnaire was carefully designed to address various aspects of music-based instruction, and it included openended questions to encourage detailed explanations from the participants. The electronic distribution of the questionnaire facilitated quick data gathering, and qualitative data analysis techniques were applied to identify common themes and patterns. Overall, these data collection methods provided

a comprehensive understanding of the benefits and challenges associated with music-based English language instruction.

The empirical research and analysis of the questionnaire responses have shed light on the numerous benefits and pedagogical significance of incorporating music-based instruction in English language classrooms. The findings demonstrate that specific songs, such as "If You're Happy and You Know It," "The Wheels on the Bus," "Twinkle, Twinkle, Little Star," "Five Little Pumpkins," "Head Shoulders Knees and Toes," "Good Morning, Good Afternoon, Good Evening," "Hello, Hello," "This Is," "Brother John," "One Little Finger," "Color Song," "How Many Fingers?" and "Five Little Monkeys," have a positive impact on various aspects of early language learning, physical development, classroom dynamics, conceptual understanding, listening skills, language and motor skills enhancement, color teaching, and numerical concepts.

The analyzed songs in learning English have a significant motivational impact on students. By incorporating these songs into language instruction, educators can create an enjoyable and engaging learning environment. The songs promote active participation, develop vocabulary and language skills, enhance physical coordination, foster social interaction, and cultivate listening comprehension and imagination. The combination of music and language learning boosts students' motivation, leading to improved language acquisition and overall learning outcomes.

Thus, analyzed songs create a positive and enjoyable learning environment, fostering motivation and enthusiasm among students. Teachers can maximize the benefits of songs by careful selection, alignment with learning objectives, and integration into lesson plans. By striking a balance between songs and other activities, students can develop a rich linguistic and cultural repertoire. Ultimately, analyzed songs serve as a powerful tool in inspiring and empowering students to become confident and proficient English language users.

РЕЗЮМЕ

Таким чином, дане дослідження спирається на нашу однойменну курсову роботу, де ми проводили анкетування вчителів щодо ступеня зацікавленості у навчанні іноземної мови за допомогою пісенного матеріалу. Методи дослідження, які були використані в нашому останньому експерименті: опитування, аналіз, синтез. Згідно з результатами, багато вчителів вважають використання аудіоматеріалу важливим у навчальному процесі, тому ми надали деякі рекомендації щодо формування уроку англійської мови з використанням музичного матеріалу. Отже, ми дійшли висновку, що пісенний матеріал є чудовим помічником для вчителя, який методично правильно його використовує.

У цьому дослідженні ми дійшли висновку, що включення музики у процес вивчення мови дає численні переваги, які покращують засвоєння словникового запасу, покращують вимову та інтонацію, зміцнюють граматику та синтаксис, забезпечують культурні знання та створюють емоційно привабливе навчальне середовище. Інтегруючи музику в навчання мови, викладачі можуть створити динамічний і ефективний досвід навчання, який сприятиме розвитку як мовної компетентності, так і культурного розуміння.

Музика привертає увагу учнів, забезпечує автентичний контекст для вивчення мови та допомагає розвивати навички вимови та інтонації. Проте вихователі повинні добирати відповідні пісні, доповнювати музику іншими видами діяльності.

Використання музики під час вивчення мови дає значні переваги, такі як розширений словниковий запас, покращена вимова, культурні знання, мотивація та покращені навички слухання. Однак викладачі повинні вирішувати проблеми, пов'язані з культурним контекстом, складністю мови, точним перекладом, обмеженою контекстуалізацією та різними музичними смаками. Ретельно відбираючи відповідні пісні, надаючи точні переклади та доповнюючи додатковими ресурсами, ті, хто вивчає мову, можуть максимізувати переваги включення музики у свою подорож вивчення мови.

Методи збору даних, використані в цьому емпіричному дослідженні, були ефективними для збору цінних ідей від десяти вчителів, які інтегрували музику у свої викладання англійської мови. Використання анкети як інструменту масового збору дозволило стандартизувати збір даних та ефективний збір відповідей. Анкета була ретельно розроблена, щоб охопити різні аспекти музичного навчання, і включала відкриті запитання, щоб заохотити учасників до детальних пояснень. Електронне розповсюдження анкети сприяло швидкому збору даних, а методи якісного аналізу даних були застосовані для

виявлення спільних тем і закономірностей. Загалом, ці методи збору даних забезпечили повне розуміння переваг і проблем, пов'язаних з музичним навчанням англійської мови.

Емпіричне дослідження та аналіз відповідей на анкету пролили світло на численні переваги та педагогічне значення включення музичного навчання в класи англійської мови. Висновки показують, що конкретні пісні, такі як «If You're Happy and You Know It», «The Wheels on the Bus», «Twinkle, Twinkle, Little Star», «Five Little Pumpkins», «Head Shoulders Knees and Toes», «Good Morning, Good Afternoon, Good Evening», «Hello, Hello», «Ce This Is», «Brother John», «One Little Finger», «Color Song», «How Many Fingers?» і «Five Little Monkeys» позитивно впливають на різні аспекти раннього вивчення мови, фізичний розвиток, динаміку в класі, концептуальне розуміння, навички аудіювання, розвиток мови та моторики, навчання кольорам і числові поняття.

Проаналізовані пісні при вивченні англійської мови мають значний мотиваційний вплив на учнів. Включивши ці пісні в навчання мови, викладачі можуть створити приємне та захоплююче середовище навчання. Пісні сприяють активній участі, розвивають словниковий запас і мовні навички, покращують фізичну координацію, сприяють соціальній взаємодії та розвивають розуміння на слух і уяву. Поєднання музики та вивчення мови підвищує мотивацію студентів, що призводить до покращення засвоєння мови та загальних результатів навчання.

Таким чином, проаналізовані пісні створюють позитивне та приємне навчальне середовище, сприяючи мотивації та ентузіазму серед учнів. Вчителі можуть максимізувати переваги пісень шляхом ретельного вибору, узгодження з навчальними цілями та інтеграції в плани уроків. Дотримуючись балансу між піснями та іншими видами діяльності, учні можуть створити багатий мовний і культурний репертуар. Зрештою, проаналізовані пісні служать потужним інструментом для надихання та розширення можливостей студентів стати впевненими та досвідченими користувачами англійської мови.

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APPENDIX

1. Gender:

* Male

* Female

* Other

2. How many years have you been working as a teacher? ____

3. What are the benefits of using the song "If You're Happy and You Know It", "The Wheels on the Bus", "Twinkle, Twinkle, Little Star", "Five Little Pumpkins" in early language learning?

4. How can the song "Head Shoulders Knees and Toes" contribute to children's physical development?

5. What is the significance of using a greeting song like "Good Morning, Good Afternoon, Good Evening", "Hello, Hello" in a classroom setting?

6. How does the song "This Is" help children in understanding and expressing different concepts?

7. How does the song "Brother John" contribute to children's listening skills and awareness of their surroundings?

8. What language and motor skills can children enhance through the song "One Little Finger"?

9. What are the educational benefits of using the song "Color Song" in teaching colors to young children?

10. How can the song "How Many Fingers?", "Five Little Monkeys" help children in counting and understanding numerical concepts?

Ім'я користувача:
Каталін Гнатик

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20.05.2023 16:23:12 CEST

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9.78% Джерела з Інтернету 247 Сторінка 38

Не знайдено джерел з Бібліотеки

1% Цитат

Цитати 3 Сторінка 39

Посилання 1 Сторінка 39

2.4% Вилучень

Деякі джерела вилучено автоматично (фільтри вилучення: кількість знайдених слів є меншою за 8 слів та 0%)

2.24% Вилучення з Інтернету 17 Сторінка 40

2.4% Вилученого тексту з Бібліотеки 85 Сторінка 40

Модифікації

Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

Замінені символи 1