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Використання пісень у розвитку словникового запасу учнів з іноземної
мови в початковій школі

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USING SONGS TO SUPPORT VOCABULARY DEVELOPMENT IN
PRIMARY EDUCATION

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ЗМІСТ

ВСТУП.....	6
ЧАСТИНА I. ТЕОРЕТИЧНІ АСПЕКТИ ВИКОРИСТАННЯ ПІСЕНЬ У НАВЧАННІ ІНОЗЕМНИХ МОВ.....	9
1.1. Поняття пісень у навчанні іноземних мов	9
1.2. Визначення та переваги навчання словникового запасу	10
1.3. Поняття розвитку словникового запасу за допомогою пісень у навчанні іноземних мов	11
ЧАСТИНА II. РОЛЬ ПІСЕНЬ У РОЗВИТКУ СЛОВНИКОВОГО ЗАПАСУ В ПОЧАТКОВІЙ ОСВІТІ.....	14
2.1. Використання пісень для розширення словникового запасу	14
2.2. Діяльність, пов'язана з піснями	16
2.3. Використання пісень для мотивації учнів	19
ЧАСТИНА III. МЕТОДОЛОГІЯ ДОСЛІДЖЕННЯ.....	21
3.1. Мета дослідження, методи	21
3.2. Учасники	21
3.3. Результати дослідження, аналіз	22
РЕЗЮМЕ.....	34
РЕЗЮМЕ УКРАЇНСЬКОЮ МОВОЮ	35
СПИСОК ЛІТЕРАТУРИ	36
ДОДАТОК	38

TABLE OF CONTENTS

INTRODUCTION.....	6
PART I. THEORETICAL ASPECTS OF USING SONGS IN FOREIGN LANGUAGE EDUCATION.....	9
1.1. The concept of songs in foreign language education.....	9
1.2. Definition and benefits of teaching vocabulary.....	10
1.3. The concept of vocabulary development using songs in foreign language education.....	11
PART II. THE ROLE OF SONGS IN VOCABULARY DEVELOPMENT IN PRIMARY EDUCATION.....	14
2.1. Utilization of songs to enhance vocabulary.....	14
2.2. Activities related to songs.....	16
2.3. Using songs to motivate pupils.....	19
PART III. RESEARCH METHODOLOGY.....	21
3.1. Aims of research, methods.....	21
3.2 Participants.....	21
3.3. Results of research, analysis.....	22
CONCLUSION.....	34
CONCLUSION IN UKRAINIAN LANGUAGE.....	35
REFERENCES.....	36
APPENDIX.....	38

INTRODUCTION

Songs and music, which hold significant value in the lives of people globally, have been demonstrated in various research to be crucial in early language development and supporting language acquisition. Neurologists have found that both songs and language processing happen in the same brain region, suggesting similarities in how musical and linguistic syntax are comprehended. Consequently, songs could serve as an effective educational aid due to their potential to enhance language learning.

This research tries to raise awareness of the importance of the usage of songs in vocabulary development. This study will examine the benefits and importance of using music and songs to support vocabulary development in primary school classes.

The object of this research is to use songs in vocabulary development

The subject of this research is the activities related songs to support pupils' vocabulary knowledge in primary education.

The aim of the research is to investigate the role of songs in vocabulary development and songs in primary education

The theoretical value of the thesis is to gather information about songs supporting vocabulary and to have an insight in the main characteristics of songs used in primary education.

The practical value of this thesis is the research that has been done with the help of teachers around Transcarpathia, as they have been asked questions about the usage of songs in primary education.

Tasks of the research

- To find out if songs help pupils learn and remember new topics and words more effectively.
- To determine, whether teachers use songs to teach young learners in their classrooms.
- To see if songs create a more comfortable learning environment for students.
- To ascertain that songs make students more motivated during the class.

In the first part, the thesis will mention the intricacies of music and using them in the school environment. But first, it has to be explained, what a song actually is and its definition. The historical background of songs, to make an attempt at explaining the origins of music and what actually led up to the usage of it in ESL learning will also be mentioned.

In the second part of the thesis, there will be a further explanation the usage of songs that is exclusive to educational purposes. This chapter will include notions of using songs as a motivational source for teachers, activities that are related to songs, and how to help students learn and remember new vocabulary.

The third part of the thesis will be solely dedicated to the practical part of the research, this will include the progress, the participants, and the results of the research. It might be proved, that the usage of songs to support vocabulary development in primary education is indeed useful.

PART I

THEORETICAL ASPECTS OF USING SONGS IN FOREIGN LANGUAGE EDUCATION

In this part the general definition of songs will be discussed, how people perceive music, and what sort of emotional feedback can songs give us. The general uses of music and songs in our everyday lives, as well as how can teachers add songs to their lessons so that the students can have a better learning experience will also be discussed.

1.1 The concept of songs in foreign language education

Even to this day, many scientists argue what songs really are. Many philosophers, social scientists, even biologists and education try to get a grasp of the definition of music. This is because songs are a part of most people's everyday lives: we can hear music when watching TV, we hear it from our speakers when we want to put some music on, we hear it outdoors from lots of different sources, like shops, people on the street, cars going by etc. The simplest way to describe it, music is a form of art, which combines melody, rhythm, and harmony. It can be used as a way of expressing our feelings, to convey ideas and to get emotions out of people. Music has a wide range of genres, for example, classical music, rap, jazz, techno, children's songs/educational music, pop and many more. All of these genres can evoke certain feelings in each person, which may be positive or negative. (Kokkidou, 2021).

People have listened to and played music since ancient times. For some reason, when people hear some sort of rhythm or a pattern, it acts like a chain reaction in our minds, and we automatically perceive it as music. Any random sound, that has a rhythm to it, we can imagine some sort of song behind it. Even if we listen to songs from a totally different culture, we will recognise it as music. The reason for this skill is our sense of rhythm. Music cognition scientists discovered that our sense of rhythm is so fundamental to us, that we can recognise the patterns in music even without paying attention. For example, when people are walking and listening to music at the same time, they might try to step in the same rhythm as the song they are listening to. This sense of rhythm is exclusive to humans, it is the reason we are able to dance to music. It can also help to create a sense of order and structure, which can be comforting to our brains. If people didn't have such a sense of rhythm, we wouldn't be able to have a regular

conversation, because we couldn't recognise the patterns in a way that is easily understood and appreciated (Davies, 2012).

1.2. Definition and benefits of teaching vocabulary

Vocabulary is a collection of the familiar words that a person knows within their language. It typically expands with age and is a crucial tool for gaining knowledge and communicating. Building a large vocabulary is one of the greatest challenges in learning a second language. In language pedagogy, vocabulary can be broadly defined as the words taught in a foreign language. However, this definition is insufficient because vocabulary often includes phrases or expressions consisting of multiple words that convey a single idea. These multi-word expressions still represent one concept despite consisting of two or three words. Understanding vocabulary is crucial in foreign language education as it enables students to express themselves and comprehend others. Even with limited grammar knowledge, individuals can communicate at a basic level using simple words and expressions. When travelling to foreign countries, people typically start by learning basic vocabulary to communicate with locals. It's important to note that words carry meaning, making vocabulary essential for communication, while basic grammar skills are also beneficial. Proficiency in a new language depends on one's vocabulary. If students don't acquire enough vocabulary through reading, they may struggle to comprehend texts. The same challenge applies to listening comprehension (Ur, 1995).

Pupils generally enjoy learning new vocabulary. They are curious about how new words look, sound, and what they mean. Experimenting with new words, especially their sounds, is particularly appealing to students. It's also important to remember that vocabulary is fundamental both in the learning process and in real life. Words convey meaning and describe things. Some children enjoy pronunciation exercises as a way to practice. Even though children might forget some words, developing and expanding vocabulary is crucial in teaching a native language. Communication cannot rely solely on grammar, especially for young learners who are not yet proficient with complex grammatical structures. Therefore, teachers should focus more on practising, developing, and introducing new vocabulary items (McCarthy, 1990).

The primary goal of language learning today is effective communication, with vocabulary playing a crucial role. Communication breakdowns often happen due to a lack of essential words, while grammatical errors are less significant. Moreover, the significance of practising vocabulary is valuable for improving speaking, writing, listening, and reading skills.

1.3. The concept of vocabulary development using songs in foreign language education

Even though using music and songs to enhance the learning capabilities of students is not a new idea, it is certainly one of the favourites of many teachers around the world. As pointed out above, music is an essential part of our everyday life, so students are inclined to enjoy music in the environment of education as well, so when students have a chance to learn while also listening to music, they are more likely to be active during the lessons. Especially nowadays, when social media, which advertises music, and revolves around it, is an essential part of students' lives, today's children almost demand the presence of music. Also, songs as a listening activity have great potential for learners (Ningsih, 2019).

Children love to sing and find music very entertaining and exciting; this enables the teachers to make lessons more interactive and fun for the children, allowing them to expand their vocabulary and pronunciation in a fun way. One of the most useful features of songs is them being repetitive. This allows the students to learn rhythm, as well as listening skills and pronunciation in an entertaining environment. A very useful tool of songs is that they can be incorporated into a lesson at any time from start to finish, even play the same song several times during the day, because songs are very hard to get bored of, especially for children in primary school. Even if the students finally get bored of a certain song, there are countless to choose from (Nurpahmi, 2015).

Why are songs good for us? Simply put, most people find pleasure in listening to music, it can boost our focusing skills and improve our language skills as well. Although, a lot depends on what kind of genre of music is played and in what environment we are listening to these different genres. A study has been made by the University of Leicester, Surrey Roehampton and York, where 346 people were sent one message per day for 14 days, asking these people to fill out a questionnaire about questions like who they listen to music with, when

did they listen, why did they listen, what kind of music they have been listening to, and their emotional response to the music since the last message. The answers were very much dependent on the circumstances the participants were in: the enjoyment of the music was different if the participants had company, it depended on the location, where the person heard the music, and whether they had chosen to listen to it. Most of the participants listened to music while doing some other activity. For example, in most restaurants, there is usually some music in the background played by the staff, to make our stay all the more enjoyable and enhance the morale of said place. In these community places, people can usually hear uplifting pop music, maybe some jazz, music which is enjoyable to most people that enter. The access to music was not always this easy. In older times, the only type of songs people were listening to was live music. Modern technology made access to music much more widespread (Hargreaves, 2004).

It is stated that students use music to make themselves more focused, and perhaps close out all the noises coming from outside their workspace. According to research, to achieve the best results in concentration enhancement, people listen to minimalist, classical, piano and low-fi music.

Music has been an integral part of human life since ancient times. Since then, music reflects the diverse experiences and emotions of humans. There are several periods of the history of music: Ancient era, Medieval era, Classical era, Romantic era, Modern era

In ancient times, music was mostly used for worship and prayer, for theatre and it was a way of storytelling in ancient Greece and Egypt. Researchers found vases dating back to around 500 BCE, illustrating people playing instruments. The most common instruments were flutes, stringed instruments, and drums.

In the medieval era, music was starting to be used as entertainment, although it was still used most commonly in churches. Songs for entertainment were focused on religion, current events and love. In the times of the Renaissance, an efficient printing press was invented, which allowed music to be printed. By this time, music was polyphonous, so it contained two independent melodic lines, in contrast to monophonous music earlier in the timeline. This era occurred between 450 through the early 1600s.

The most famous musicians like Mozart, Beethoven and Haydn were born in the era of Classical music, this is when symphony started to become a popular musical form. These

musicians developed the sonata, overture and concerto furthermore. Classical music was widespread in the 17th century.

The Romantic era was the first that tried to use melody and harmony to evoke human emotions. The most famous musicians of this era are Tchaikovsky, Chopin, Brahms etc. This occurred in the 19th century.

The Modern era introduced impressionism and expressionism. Impressionism is the act of emphasizing the creation of emotion, while expressionism is using abstraction to portray the essence of the subject. In modern times, music became much more available because modern gadgets were invented, which allowed people to play music on speakers. This era dates from the 20th century to the present day. (Hitch, 2023).

PART II

THE ROLE OF SONGS IN VOCABULARY DEVELOPMENT IN PRIMARY EDUCATION

In this part, the usage of songs in primary education will be discussed, and all of the advantages the usage of songs can deliver. The reader will also dive into the ways of using songs in lessons, how can we motivate students with them, and when can we use them during the class. There will also be word about what kind of activities can we incorporate into lessons, that are based on songs and music. Ways of enhancing vocabulary retention among the students in general and also ways by using songs.

2.1. Utilization of songs to enhance vocabulary

Using songs in the classroom alongside lessons can yield significant benefits, as supported by various research findings indicating the positive effects of songs on students, illustrating that learners often show improved attitudes and self-confidence towards language learning when songs are incorporated into instruction. Songs encourage confidence among students as they participate in activities without fear of judgment, while the lyrics aid in correct pronunciation. Also, students tend to remember the contents of the lesson more effectively through song usage, particularly when practising vocabulary in group settings with musical accompaniment. Suzanne Medina conducted a study involving forty-eight second graders with limited English proficiency, employing songs and visuals as instructional aids. The results showed significant vocabulary improvements across all groups, with the highest gains observed in the group exposed to both songs and visuals. Medina's findings demonstrate the efficiency of songs as a valuable tool for second language acquisition (Medina, 1990).

Supporting this notion, Salcedo emphasizes that learners often express enjoyment in vocabulary games, attributing their effectiveness to the repetition of words, language structures, and rhythmic elements, which enhance learning and aid in memory retention (Salcedo, 2010).

Researchers have long been exploring effective methods to improve vocabulary skills, especially for learners with limited knowledge. One such method is incorporating songs into

learning as they create a positive and relaxed atmosphere in the classroom, facilitate smooth transitions between activities, refresh students, and alleviate exam-related stress. Numerous studies support the fact that using songs as part of the curriculum can bring remarkable benefits, particularly in approaches targeting young learners through games and songs (Fredrickson, 2016).

These findings underscore the effectiveness of songs in enhancing vocabulary skills since songs facilitate memorization and recall of vocabulary items. By integrating songs into lessons, teachers can provide students with an enjoyable and effective means of learning new words. Research suggests that students who learn through songs in the classroom exhibit substantial development in their vocabulary skills. Further supporting this idea, research by Yuliana highlights the enjoyment students derive from singing songs, which aids in the memorization of sentences through repetition.

Overall, these studies provide compelling evidence for the efficiency of using songs to teach vocabulary and enhance language learning, particularly among young learners (Yuliana, 2003).

Learning vocabulary is an essential aspect of acquiring a foreign language as it enables us to understand and express ourselves proficiently. Learning strategies for language acquisition require a significant amount of vocabulary. The more words one memorizes, the more confident they become, making it easier to learn new words. Pikulski and Templeton emphasize the importance of vocabulary memorization for learners to attain proficiency and competence in English as a Foreign Language (EFL). They assert that learners need a broad and varied vocabulary and the requisite skills and abilities to employ those words effectively. Learners who can memorize a large number of words stand a better chance of showcasing their competency in the language (Pikulski, Templeton, 2004).

According to scientists, daily activities help improve vocabulary, much like in education. Children nowadays have access to smartphones and computers at home and tend to use social media for entertainment. They watch videos, movies, play online games, listen to songs, and read articles, mostly in English. These activities expand their vocabulary subconsciously, leading to enormous vocabulary retention (Walmaqfirah, 2022).

In brief, people who are motivated to learn English will most likely involve the language in their everyday lives, leading to an increase in vocabulary through the process.

2.2. Activities related to songs

According to research, song-related activities can have a very positive impact on the learning capabilities of students, because children primarily learn language through observation, listening, hands-on experiences and imitation, activities for young learners are designed to encourage active learning, thus, students have a higher chance of learning vocabulary, if the class involves teaching through games. This promotes higher engagement and participation among the students. (Slattery, 2005).

Dzanic suggests that songs create a natural, anxiety-free environment for language learning through activities that don't impose pressure on students to produce language immediately. Repetition, a key feature of songs, can be used at any stage of a lesson, making students feel more enthusiastic to raise their hands and be active. (Dzanic, 2016).

It is confirmed that using video footage to complement songs is a very effective way to enhance the learning experience for the students. Exposure to conversations and sentences in the target language through music videos enhances reading capabilities, making the language easier to understand, and supports the idea that singing aids children's linguistic development because songs and communication share similar cognitive processes. These studies collectively suggest that vocabulary and language learning through songs depend on exposure and social contexts. Thus, improving elementary students' vocabulary skills through music activities in class. Incorporating active learning and watching video clips has been shown to positively impact vocabulary. Singing along with others encourages and motivates students to remember vocabulary more easily. Teachers can enhance lessons by integrating music activities, fostering group work, collaboration, and a positive learning environment (Collins, 2013).

Incorporating songs into English lessons can be achieved through a number of effective techniques. One approach is to encourage students to guess the meanings of new words, which can help to stimulate critical thinking. Anton's Contemporary Music Approach (CMA) methodology utilizes songs as memory triggers, combining singing, psychology, and language learning.

Ludke suggests the following steps for incorporating songs into the classroom:

- Prepare by selecting a song in the target language that contains multiple examples of the vocabulary items being taught.
- Distribute a worksheet or display new vocabulary on the board.
- Pronounce each word aloud and ask learners to guess the meanings or play the song and encourage them to guess.
- Provide learners with a list of vocabulary terms to match with their definitions.

(Ludke, 2009).

Dzanic stresses the importance of using different types of songs, such as popular pop songs, educational songs, rhymes, and chants, as effective tools for teaching language. Children usually enjoy listening to songs, which makes them more eager to learn through this method. Singing songs not only helps to improve pronunciation, intonation, and accent, but also enhances listening and vocabulary skills. (Dzanic, 2016).

Brewster outlines a structured procedure for using songs in class:

- Set the context.
- Introduce new vocabulary using visual aids.
- Familiarize students with the song by playing or singing it.
- Engage in further listening activities.
- Practice pronunciation, intonation, rhythm, and stress.
- Encourage student participation and repeat the song several times.
- Provide students with the written text of the song for additional activities such as gap-filling and sequencing.
- Encourage students to compare the song with similar ones in their own language.
- Sing the song with the whole class.

(Brewster, 2002).

Sevik's study emphasizes the significance of using visual aids that are relevant to the vocabulary of the song, which helps students to connect words with the song's title in the pre-listening stage. Repeated exposure to the song is necessary for students to effectively learn the

song and its accompanying movements. These techniques showcase the adaptability and effectiveness of incorporating songs into English language lessons. (Sevik, 2012).

Here is a list of recommended activities related to the usage of songs and music during a primary school lesson:

- **Lyric analysis:** Analyze song lyrics in the target language to explore vocabulary, grammar, and cultural context. Discuss word meanings, literary devices, and encourage critical thinking through guided discussions.
- **Sing-along:** Singing along to songs in the target language helps reinforce vocabulary, pronunciation, and intonation. It is beneficial to choose songs with clear lyrics and catchy melodies that appeal to learners of different ages and language proficiency levels.
- **Translation exercises:** Have students translate song lyrics from the target language into their native language or vice versa. This activity improves comprehension, translation skills, and understanding of idiomatic expressions and cultural nuances.
- **Vocabulary building:** Introduce new vocabulary words through songs that contain repetitive lyrics or thematic content related to the lesson topic. Singing along to songs helps vocabulary retention and promotes language acquisition through context and repetition.
- **Grammar practice:** Select songs that feature specific grammar structures or language patterns relevant to the lesson objectives. Create exercises or worksheets that focus on grammar points such as verb tenses, prepositions, or sentence structure, using song lyrics as contextual examples.
- **Rhyme and rhythm:** Explore rhyme schemes, meter, and rhythm in songs to improve phonological awareness and pronunciation skills. Ask students to clap or tap along to the beat, identify rhyming words, and practice pronunciation by repeating lyrics with correct intonation and stress patterns.

- **Listening comprehension:** Improve listening comprehension skills by playing songs in the target language and asking students to identify keywords, main ideas, or specific details from the lyrics. Use comprehension questions, fill-in-the-blank exercises, or listening logs to assess understanding and reinforce listening skills.

2.3. Using songs to motivate pupils

Songs are a powerful tool for learning as they can help students improve their vocabulary skills and motivate them to actively participate in the learning process. They can stimulate learners' interest in acquiring new words and contribute to the development of essential language skills like pronunciation, rhythm, grammar, and vocabulary acquisition. Motivation is critical for learning, and teachers should prioritize the use of natural and authentic language input in the classroom. Songs are an ideal way to encourage and motivate students to participate enthusiastically in an authentic activity.

Research by Orlova has shown that songs can act as a catalyst for encouraging learners to use English actively. Listening to songs, especially when combined with visual aids and activities, can help learners understand the nuances of words and their meanings better. Moreover, songs can instill a more positive attitude towards language acquisition in individuals.

It is evident that music can motivate students to engage actively in learning, making songs an effective way to enhance vocabulary skills. By using songs, teachers can capture students' attention and make the learning experience more interesting and fun, encouraging them to participate actively. When students are enthusiastic and motivated to learn, they are more likely to focus on the lesson, increasing their chances of remembering new vocabulary.

The use of songs in classrooms has been proven to be an effective way of improving memory. Many studies have explored the impact of music on memory. According to Bartle, one of the most significant benefits of songs is their ability to aid language retention. Songs provide a unique advantage in terms of memorization. Research has found that songs are remembered much better than non-songs. The melody encodes information regarding the sequence of lines and syllables, facilitating chunking and recall. Bartle concludes that music facilitates the recollection of the original learning material (Bartle, 1962).

However, there are conflicting findings regarding the efficiency of songs as memory aids. Collins investigated the effects of incorporating songs through interactive play on the retention of English language vocabulary in elementary school students. His study suggests that integrating songs into the English language vocabulary syllabus does not significantly impact vocabulary retention. Despite the differing perspectives, existing studies suggest that simple songs have the capacity to transform ordinary text into information that is effectively retained and recalled (Collins, 2013).

To summarize, scientists still debate the importance of songs in enhancing memory. However, it is believed that music plays an essential role in improving vocabulary retention, just like learning poems reinforces our memorizing capabilities. For example, people who are interested in songs tend to learn them by heart, improving their memory skills. Moreover, there are countless things that have been turned into songs to assist retention, such as the alphabet song, which is used worldwide to teach young students the alphabet. Other examples include songs for the 50 states of America, the 12 months, 7 days of the week, and the colors of the rainbow.

PART III

RESEARCH METHODOLOGY

3.1. Aims of research, methods

The research was designed to explore the significance of songs, in teaching a foreign language to primary school learners.

Its primary objective was to investigate whether integrating songs into the classroom enhances vocabulary acquisition, reinforces grammar fundamentals, and improves pronunciation skills among these students. Additionally, the study sought to understand how songs influence the motivation of ESL learners and the extent to which they enhance cultural awareness of the target language.

Aligned with these goals, the experiment aimed to observe, analyse, and evaluate the effectiveness of using songs in developing students' English language proficiency.

Another aim was to assess the impact of teaching English with songs on overall language acquisition. Furthermore, the study tried to explore the effectiveness of employing songs in primary school education and to compare its strengths and weaknesses.

The method of the research was to make interviews with English teachers, that also teach primary school students in the Transcarpathia region. These teachers were asked certain questions regarding the usage of songs to support vocabulary development in primary education. Most teachers were interviewed personally, but more distant teachers were interviewed online. I have created 13 questions for the interview, 11 are relevant questions about the usage of songs, while the last 2 questions are general questions about themselves.

3.2. Participants

The research was conducted with the help of teachers, working at different schools around the Transcarpathian region. The length of the interview was between 15 and 40 minutes. The affected schools are the following: II. Ferenc Rákóczi Lyceum of Vari, Anna Horváth

Grammar School of Beregovo, Lajos Kossuth Lyceum of Beregovo and Grammar School of Halabor. The teachers have had experience in teaching English to primary pupils for 14-22 years. The teachers confirmed that they use songs in their classes regularly, some use them more than the curriculum suggests. All of the interviewed teachers were women.

3.3. Results of research, analysis

The research is based on interviewing teachers how they integrate songs to develop their vocabulary form English during the lesson.

During the interview, the first question was how can songs help pupils to learn new words at school. The first teacher has suggested that songs are be a helpful tool for pupils to learn new words. According to her, music can be particularly useful when revising new words because the rhythm and repetition in songs can help pupils memorize words more effectively while also enjoying themselves. Additionally, she believes that school equipment such as whiteboards or projectors can be beneficial for pupils as it allows them to visualize the words and read them, which helps improve their spelling.

The teacher mentioned that pupils tend to learn new words easily without even realizing it when they are having fun and enjoying themselves. She usually selects a song that is related to the topic being taught and plays it once or twice. After that, she asks the pupils questions about the song to help reinforce their understanding of the new words. For example, in a recent lesson, she played a song about colours, and after hearing it once, all of her pupils were able to remember the new words for colours.

In the opinion of the second teacher, the most important aspect of music is its rhythm, which can help students learn new words. The English language itself has its own rhythm and combining it with musical rhythm can help students learn new words more efficiently while also having fun. Playing a certain song only once is not effective because younger pupils might not have heard all the different words the first time. Therefore, while students learn about a topic, there should be at least one base song that is repeated throughout the lessons. Playing several songs is also effective because it can improve students' memory. Using songs to learn new words is also beneficial as students can hear native English speakers saying the words, which helps with pronunciation.

The third teacher believes that using songs to help pupils learn new words is very beneficial, because songs activate other organs of senses, not just the eyes, that are used to read the new words. The teacher also believes that music helps students develop new kinds of emotions, while listening to songs, which also helps them in vocabulary retention.

The level of knowledge is also important regarding the usage of songs because students who are not so capable of understanding English yet, might have hardships with some songs. Slower-paced music, which is easier to understand is more suitable for students, who can't speak or understand English well, because they can still become familiar with these words, without knowing their exact meaning.

The fourth teacher stated that in their school, English teachers choose a base song for every unit, that all of the pupils have to be acquainted with. This song covers the entire topic that they are learning. The songs played during a topic are usually mentioned in the exams after they have covered the entirety of the unit.

The teacher said that if they are learning a new topic, which includes learning new words, then they always use a song that is relevant to it. This allows students to learn new words more playfully and in a healthy and fun environment. Songs are always repeated several times so that students can understand the words that they might have missed during the first time when the song was played.

The fifth teacher mainly uses songs during primary school classes to boost the morale of students, motivate them, and create a conducive learning environment. Together with the teacher, the pupils sing, and in the process, they get to learn new words and phrases subconsciously. Singing helps the students to pronounce words more efficiently since the singer, who created the song, is likely to be a native English speaker. Sometimes, the young learners inquire about the meaning of the words they have heard in the song out of curiosity.

The second question, which asks how songs help pupils to remember new words was answered with the following opinions:

The first teacher recommends using songs as a tool to help students remember new words but emphasizes the importance of choosing the right song for the class. According to her, rhythm and repetition are key factors in helping students remember words through songs. If the music is lively or upbeat, children have a natural inclination to memorize the song and repeat it later. Additionally, movement can also aid in this process, such as dancing or mimicking the words through body movements. When the classroom is equipped with a projector and the song has a video clip, the teacher allows her students to stand up and dance along to the song they are listening to. However, it is important to keep the students under control and not let them get carried away with the dancing. Repetition is also a useful tool, as students may not initially understand the words in the song, but hearing it multiple times can help them comprehend the meaning and become more curious about the words. For example, when the students listened

to a song about animals with a video clip of people acting like animals, they stood up and danced along. To this day, these students remember all the animals mentioned in the song because they used dance moves to help them remember.

According to the second teacher, melody and rhythm play a crucial role in helping students remember new words. This is because language itself has its own rhythm and combining it with songs can be very effective for young learners. The teacher also noted that students who have a natural talent for music have an even greater advantage when it comes to memorizing new words.

This teaching method allows students to expand their vocabulary more naturally, without having to rely on the teacher reading and dictating words for them to copy into their notebooks.

As per the third teacher interviewed, learning new words can become much easier with the help of songs. When students repeat new words over and over without the help of music, it can become monotonous and boring for them. There have been instances where students were unable to repeat the words after a while, using this method.

The teacher suggests that it is best for students to repeat new words using songs as it makes the topic more interesting for them. Additionally, due to the rhythm and melody of songs, pupils can remember the words more effectively and learn the correct pronunciation of each word.

According to the fourth teacher, rhythm and repetition are very important factors when it comes to remembering new words for primary school students because if the new word is repeated several times, they can remember it much easier. The teacher also suggested that language also has a type of rhythm, similar to music, and when these two rhythms are connected, students can remember these words because of the aid of musical rhythm. This also helps students remember the pronunciation of the words.

The fifth teacher said that rhythm is a beneficial factor of songs also in remembering new words, because the teacher noticed that some students were humming the song played during the lesson, indicating that they remembered the words in the song. Repetition of these songs multiple times throughout relevant lessons is the most important factor in helping students remember new words through songs. Playing a song multiple times can help fixate it in their minds.

When asked the third question, what kinds of songs have the most effective impacts on expanding vocabulary knowledge in English, the first teacher noted that there is not one type of song that can effectively impact all students. Each pupil has their own personal preference, especially those in higher classes. Music taste also varies with age. For instance, primary school students tend to enjoy children's songs like "Baby Shark" or "Twinkle Little Star", while more mature students prefer pop or rock music. According to the teacher, pupils generally enjoy children's songs in the first and second grades, while older students prefer pop music. This could be due to the fact that most pupils are introduced to smartphones and social media after second grade, which can change their musical preferences.

The second teacher said that in today's classrooms, young students in third and fourth grades are exposed to modern electronic devices such as computers and smartphones, which can influence their taste in music at an early age. As a result, most teachers prefer to use popular music in class, as it is easier to access and more familiar to the students. In earlier grades, teachers tend to select nursery rhymes and other simpler songs that still hold the children's interest. However, as students progress to higher grades, they tend to gravitate towards more serious music genres such as rock, rap, and pop that feature more complex lyrics.

According to the third teacher, among first and second-grade students, pop music and nursery rhymes are the most commonly used songs. However, these days, rap has become the most preferred genre for the students. The teacher believes that rap-based educational songs are effective because they are pronounced more clearly and in an entertaining way for the students. The students find this genre so interesting that they often ask the teacher about unfamiliar words used in these songs, which are most commonly slang words.

According to the fourth teacher, not all types of music are effective for every student to learn. For instance, pop music can be beneficial for older primary and secondary school students, but it may not be suitable for younger students in first and second grade who may find it overwhelming. On the other hand, nursery rhymes can be more effective for younger students as they may not understand most of the lyrics in pop music. In conclusion, primary school students can benefit more from nursery rhymes, while older pupils can listen to pop music, rock, and rap.

The fifth teacher has recommended, that nursery rhymes have a very positive and effective impact on children because they are simple, do not overwhelm students with too many new words, and contain a lot of repetition. Additionally, nursery rhymes often have accompanying videos, which can help students visualize the new words. However, a drawback is that nursery rhymes may not be suitable for older children. Many second graders and almost

all third graders feel that they have outgrown nursery rhymes and prefer more contemporary songs that are currently trending online, such as pop, rock, or rap music. Using popular music, and sometimes rock or rap, is more effective for children in the third grade and beyond.

When the teachers have been asked the fourth question, which asks whether or not they use songs on a lesson, and if so, in what ways can songs be used during a lesson, the first teacher told that at the beginning of every lesson, a "Greeting" song is played to warm up the students and get them in the mood for learning. This helps them become more active and shake off any tiredness from previous lessons.

To introduce new topics in the middle of the lesson, the teacher prioritizes using songs as it has been found to be more effective for the pupils to learn this way. However, there are certain topics where songs cannot be used, so the usage of songs is situational. Typically, songs are used to introduce new words and to enhance vocabulary, while topics such as tenses cannot be learned effectively through songs.

The second teacher said that thanks to the New Ukrainian School, most classrooms are equipped with laptops, whiteboards, or interactive boards, and she can play music to the students via YouTube, mostly on laptops. This way she can use songs to motivate pupils easier, to use greeting songs, goodbye songs, and to teach pupils the new material.

The third teacher starts each English lesson with a song to warm up and motivate the students. There is a particular song that the pupils enjoy, and it helps them understand that the lesson is beginning. If the students complete the tasks faster than expected, the teacher will play the same music at the end of the lesson. This serves as a motivational tool for the students to work more efficiently throughout the lesson.

The fourth teacher incorporates songs into every aspect of the lesson whenever it is necessary. For instance, when students are feeling demotivated or tired, she might play some music to boost the morale of the class. Additionally, she uses music to motivate students to continue working on their tasks. The pupils may take a short break while listening to music, which can also be used as a stretching exercise. Music is also employed to create a more positive atmosphere and to prepare the class for a new topic. The teacher also suggests that playing classical or slower music quietly while students are working on individual tasks can enhance their productivity.

The fifth teacher often starts the lesson with songs to motivate students to learn English, uplift those feeling low, and revise previous topics. Music is also frequently used to

teach and review topics during the lesson and to transition between topics. At the end of the lessons, the "head and shoulders" song is commonly used for students to stretch and sing along. Music can also be used as a motivational source for children to learn faster and more efficiently, by telling them that they will sing and listen to a song of their choosing at the end of the lesson.

The fifth question asked about what the most frequently used songs in the primary school classes are. The first teacher said that the most commonly used songs among different age groups are pop music, followed by children's songs. This is because these songs have a clear rhythm, simple lyrics, and are easy to comprehend. They have an upbeat and lively tone, which keeps the students entertained while listening. Additionally, the repetitive nature of these songs helps students remember them easily.

For the second teacher, the choice of songs to use in teaching a topic varies depending on the curriculum and the teacher's chosen book. Different topics require different genres of music, and there are instances when music may not be appropriate. For instance, nursery songs are commonly used for first and second graders. However, for first graders, music is necessary since it's an effective way of teaching topics. For example, the alphabet and colours songs make it easier for them to learn.

The third teacher prefers to use pop music and rock when teaching because the lyrics tend to be more complex, and they provide bigger challenges for the students to overcome. This method allows for more efficient improvement in the students' understanding of music. However, the teacher rarely plays pop music for first graders since it may be difficult for them to comprehend.

Additionally, the teacher recommends using not only the songs suggested by the curriculum but also more recent and trendy songs that students are interested in. This way, they can analyze their favorite songs and learn the meanings of words used in them.

The fourth teacher, the most commonly used songs in classrooms are nursery rhymes and pop music. Teachers find YouTube channels like "Cocomelon" useful for nursery rhymes because they offer a wide variety of topics, making time management more efficient. These channels are recommended for first graders. However, dealing with students who prefer more serious or trendy music can be challenging for teachers, as they may not have the time to constantly search for new songs that align with current trends.

The fifth teacher mainly plays pop music and nursery rhymes in younger grades instead of serious music. She explains that most teachers have to follow trends along with their students because children have access to apps like YouTube or TikTok at home, and they keep

up with new music all the time. This can sometimes be a challenge for teachers as they have limited time to keep up with the latest trends. However, it can also be an opportunity for students to ask the teacher about the meaning or translation of certain lyrics they've heard at home.

The sixth question is asking about which songs the students like the most. The first teacher has emphasized that an important aspect of using songs in the classroom for educational purposes is that they should be cheerful, uplifting, and entertaining for the students. This helps to keep students attentive and engaged during the lesson. Additionally, the teacher mentioned that current trends significantly influence students' music preferences. Therefore, it is not possible for them to have a single song, as their music taste changes frequently, often every week or even every day, based on the latest trends.

The second teacher has stated that the music preferences of students can vary widely depending on factors such as their friend group, class, and age. In the class where she works as the form teacher, songs from the series "Wednesday" are currently very popular. This confirms that students' opinions about music are constantly changing, although pop music remains the most prevalent genre.

According to the third teacher, the genre of music does not matter when it comes to their favorite tunes. As long as the music is uplifting and lively, it will keep them entertained. It is also crucial for teachers to stay up-to-date with the latest trends and popular songs among their students. However, this can be challenging as they still need to find music that aligns with the topic they are teaching.

The fourth teacher told that the most popular music genre among the students in this school is rap music. This could be attributed to the influence of older and higher-grade students on the music preferences of primary school students, as they might share song recommendations with each other during school breaks. As a result, rap has gained a significant following among the students.

The fifth teacher suggests that the answer to this question is unclear because today's generation is born into technology and has access to mobile phones, tablets, and computers from a very young age. Most students already have a smartphone in the first grade, and they watch videos online via platforms like YouTube or TikTok, where trends are constantly changing. These children listen to different songs every day at home or at school, and their favourite songs might change on a weekly basis, depending on how they feel and what is currently trending online. The teacher noticed that all the students' favourite songs have one thing in common - they are uplifting and lively.

The seventh question is asking about what problems teachers might face when they use songs to help pupils to develop their vocabulary knowledge. The first teacher said that she doesn't face any issues with the students as they enjoy her engaging teaching methods and follow her guidelines during the lesson. However, a significant problem she encounters is the unavailability of school equipment to play music. As a workaround, she brings her own laptop or phone to play music, but this restricts the pupils from viewing any related video clips. Additionally, weak internet connections in some classes lead to poor loading of online content.

The second teacher explained that one of the biggest challenges for teachers during lessons is that sometimes, after the class has listened to a song, students can get carried away and lose focus, not taking the lesson seriously anymore. In such situations, the teacher needs to calm the students down, which can break the momentum of the lesson and lower morale.

Moreover, students may keep asking the teacher to play music for the rest of the lesson, as they may not recognize these songs as a learning experience, but only as a form of entertainment or a break. It is therefore important for teachers to pay attention to how much music they use during the class, and it is not recommended to use music all the time.

The third teacher faces a significant challenge when using music in the classroom, as pupils may not take the lesson seriously if they are listening to music. They can get distracted, misbehave, dance or run around the classroom without permission. In such a situation, the teacher has to ask the students to calm down and pay attention to the song, as it is a crucial tool to learn the subject matter.

The teacher suggests that too much use of songs can negatively impact the learning efficiency of students, causing them to misbehave during class. Therefore, music and songs should be chosen carefully, and their usage must be planned strategically.

The fourth teacher states that a lot of teachers often face the challenge of selecting songs that are appropriate for multiple skill levels within a classroom. It can be difficult to strike a balance because if the teacher chooses a song that is too easy, the more advanced students may become disengaged and bored. However, if the teacher selects a more complex song, the less experienced students may struggle to understand and fall behind. Additionally, when a song is played, some students may be able to complete the task after hearing it just once, while others may need to listen to it multiple times before they can complete it successfully.

The main issue of the fifth teacher with using songs during a lesson is that it can make the students overly excited and too active, which may disrupt the lesson. When students listen to too much music during a lesson, they may start to believe that the lesson is about singing and playing rather than learning new words and topics. This can lead them to demand more music,

becoming mischievous if their requests are not met. Additionally, it can be more challenging to calm the students down when they have been listening to too much music.

The eighth question asks about what kinds of technology can be used as an instrument of playing songs in the classroom. For the first teacher, the most commonly used technology in classrooms is laptops, followed by mobile phones. When a projector is available, it is used every time. In cases where a video needs to be shown to the students but a projector is unavailable, the teacher turns the laptop screen towards the students to display the content. Since primary school classes usually have a low number of students, the teacher allows them to sit around the laptop for a clearer and more close-up view of the video.

Mostly laptops are used by the second teacher, however, when they have the chance to use a projector, it is preferable. When there is no chance to use either of them, the teacher's personal smartphone is used to play music to the pupils.

The third teachers most used technology in the classroom is a projector. This is because it allows students to see the songs they are listening to, making it easier for them to understand. Educational songs often come with music videos that have lyrics written out, helping students improve their spelling skills. Additionally, laptops, mobile phones, and portable speakers are also commonly used in the classroom.

As per the fourth teacher, the most common tools used are laptops, portable speakers and a smartphone. Projectors are also preferred, when available, so students can also visualize the topic, that is presented to them.

The most commonly used technologies by the fifth teacher are laptops, interactive boards, and projectors. The usage of projectors is highly favoured because it allows students to connect the music they are hearing with pictures and actions that can be projected onto the whiteboard. Smartphones and portable speakers can also be used, albeit more rarely.

The ninth question asked about the usefulness of songs to help students learn a new topic. According to the first teacher, using music to help students learn a topic is not a must-have tool, there are lessons where music is not needed, or it is just a waste of time, But when music is appropriate for a lesson, it can help the students immensely.

Music enables students to be acquainted with a new topic more easily because it is much easier to memorise things with the help of melody.

According to the second teacher, there are certain topics in education where using music is considered highly useful and even obligatory. For example, when teaching colors, numbers, the alphabet, foods, days, animals and so on, music can be a powerful tool. However,

not every topic lends itself to this approach. This may be because there are not enough useful songs related to the subject matter covered in the schoolbook.

According to the third teacher, teaching new topics using songs is very helpful. This approach allows the teacher to connect the new topic with a song, making it easier for the pupils to remember. Additionally, repetition is an important aspect of using songs as a teaching tool for new topics. Listening to the same phrase multiple times through song helps the pupils to better retain new words and concepts.

The fourth teacher said that incorporating songs into most topics can be highly beneficial for students. However, some subjects may not have any relevant musical connections. It is important for teachers to introduce new topics to their students before incorporating music into the lesson. Otherwise, students may not fully grasp the message that the song is meant to convey. Overuse of music can also have negative consequences, such as hindering students' writing skills. Therefore, a variety of teaching techniques should be utilized for optimal effectiveness. There are also lessons, where the teacher does not use any music, these are commonly exam lessons. There are also situations when the teacher simply has no time to come up with a new song for the class.

In the fifth teacher's opinion, music is a valuable tool for teaching first and second graders. Many of the topics they learn can be reinforced with songs, such as the alphabet, body parts, colors, numbers, and days of the week. However, in higher grades, there may be topics without corresponding songs, making the use of music impractical for learning.

The tenth question asked about when are songs used. The first teacher said that there are several factors to consider when deciding whether to use music during an English lesson. These factors include the topic being covered, the time of day, the students' mood, and whether it's a revision lesson or not. If the students become tired or lose focus, the teacher may use a "sports minute" with music to rejuvenate and energize them. However, songs are not typically used at the end of the lesson.

The second teacher mostly uses songs when the students are in a bad mood or feeling tired from previous lessons, the teacher also uses songs as a warm-up to motivate and capture their attention. However, if the students are too active, the teacher will use music at the end of the lesson to prevent them from getting too carried away. The teacher avoids using music in the middle of the lesson due to the potential problem of students becoming overly active and disruptive.

The third teacher uses music that is related to the current topic being taught. Additionally, if any students are feeling down, the teacher tries to lift their spirits by playing

uplifting songs. During a 1-minute stretching break, the teacher also plays music to keep students motivated. Finally, at the end of the lesson, the teacher occasionally plays a song to bid farewell to the students.

In lower grade levels, the fourth teacher often uses songs at the start of lessons to welcome students and prepare them for the class. However, this method is typically not used in higher grade levels, as it may not be as effective. Nonetheless, music is still commonly used in all age groups to supplement the subject matter being taught.

The fifth teacher incorporates music into every stage of the lesson. Most commonly, music is used at the start of the lesson as a warm-up and for motivation. This practice is utilized in almost every primary class lesson. Using songs in the middle of the lesson is also common, as it helps in teaching pupils' new material. Whether or not songs are used at the end of the lesson depends on the amount of time left.

The eleventh question asks whether or not teachers use any kind of special technique, that helps students to learn the new material. The first teacher stated that when she allows children to dance along to songs it can be beneficial in multiple ways. This technique is used depending on time or weather. For example, during bad weather, when students are confined to the classroom, they still want to exercise and move their bodies to release their energy. The lack of movement can have a significant impact on the primary school pupils, making them more mischievous. Doing this activity within the lesson can help them become more immersed in the topic and learn new words or concepts more effectively by relating them to body postures and movements.

The second teacher recommended a few techniques to help the pupils to improve their music comprehension. Firstly, she suggested that they listen to the music again in their free time and try to write out the lyrics of an unknown song. This way, she could explain the meaning of the lyrics to them. Secondly, she recommended that the students write out some parts of the song in their copy-books to improve their spelling. Finally, she suggested that the students sing along with the music to improve their pronunciation.

In addition to these techniques, the teacher also proposed a method called Total Physical Response (TPR), which involves using physical movement to respond to verbal input when teaching vocabulary concepts (Rambe, 2019)

The third teacher suggested that allowing students to stand up and dance along with the music during class can be beneficial, as long as their behaviour has been good. This technique can also serve as a substitute for stretching breaks.

The fourth teacher has recommended to let students sing along or dance to the music. Letting them sing along allows them to speak these new words aloud, improving their pronunciation, and also letting them dance along and perhaps imitate the things that the topic talks about, to let them remember it more efficiently.

The most beneficial technique the fifth teacher has found, is that it can be good for the students to sing and dance along to the song, so that they can remember the lyrics of the song faster, and also keep them entertained and immersed in the lesson.

CONCLUSION

In conclusion, the incorporation of songs into primary school education as a means to facilitate vocabulary acquisition and retention demonstrates the dynamic and multifaceted nature of learning. Various teachers' responses overwhelmingly agree on the effectiveness of songs as an educational tool, especially in language acquisition.

By using rhythm, melody, and repetition, educators engage students on a deeper level, creating a connection between auditory stimuli and cognitive processes. Through carefully selected songs, teachers provide immersive learning experiences that resonate with students' interests and preferences, enhancing their motivation and enthusiasm for learning.

Furthermore, music adaptability as a pedagogical resource is evident in its versatility across different age groups and subjects. From nursery rhymes and children's songs for younger learners to pop, rap, and rock music for older students, educators tailor their musical selections to suit the evolving needs and preferences of their classrooms.

However, integrating songs into the curriculum presents challenges. Teachers must navigate logistical obstacles such as limited access to technology and the need to balance entertainment and academic focus. Additionally, the diverse skill levels and learning styles in a classroom require careful consideration when selecting songs and designing instructional activities.

Despite these challenges, the benefits of incorporating songs into vocabulary development are numerous. Beyond enhancing memorization and pronunciation, music fosters a holistic learning experience that engages students intellectually and emotionally. By infusing lessons with songs, educators create vibrant and dynamic learning environments where students are empowered to explore, discover, and connect with the world around them.

In essence, the use of songs in primary school education exemplifies the transformative potential of innovative teaching methods. As educators continue to explore creative ways to enrich the learning experience, music stands as a powerful ally in shaping the minds and hearts of the next generation. Through its harmonious blend of artistry and academia, music transcends boundaries, inspires curiosity, and empowers students to embark on a lifelong journey of discovery and self-expression.

РЕЗЮМЕ

У висновку використання музики у початковій школі як засобу сприяння засвоєнню та утриманню словникового запасу демонструє динамічний та багатогранний характер навчання. Різноманітні відповіді вчителів переважно згодні з ефективністю музики як освітнього інструменту, особливо у вивченні мови.

Використовуючи ритм, мелодію та повторення, педагоги залучають учнів на глибшому рівні, створюючи зв'язок між слуховими стимулами та когнітивними процесами. Шляхом уважного вибору пісень вчителі забезпечують занурення у навчальний процес, який резонує з інтересами та уподобаннями учнів, підвищуючи їх мотивацію та ентузіазм до навчання.

Крім того, адаптивність музики як педагогічного ресурсу проявляється у його універсальності у різних вікових групах та предметах. Від дитячих римованок та пісень для молодших учнів до популярної, реп та рок музики для старших школярів, педагоги адаптують свій музичний вибір для відповідності змінним потребам та уподобанням своїх класів.

Проте інтеграція музики у навчальний план вносить виклики. Вчителям доводиться подолати логістичні перешкоди, такі як обмежений доступ до технологій та необхідність збалансувати розваги та академічну увагу. Крім того, різнорівневий рівень вмінь та стилів навчання у класі потребують уважного врахування при виборі пісень та розробці навчальних заходів.

Незважаючи на ці виклики, переваги використання музики у розвитку словникового запасу безліч. Окрім покращення запам'ятовування та вимови, музика сприяє цілісному навчальному досвіду, який залучає учнів інтелектуально та емоційно. Шляхом змішування уроків з музикою педагоги створюють живі та динамічні навчальні середовища, де учні відчувають себе уповноваженими досліджувати, відкривати та спілкуватися з навколишнім світом.

Узагальнюючи, використання музики в початковій школі відображає трансформаційний потенціал інноваційних методів викладання. Поки педагоги продовжують досліджу

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APPENDIX

Questions:

1. How can songs help pupils to learn new words at school?
2. How do songs help pupils to remember new words?
3. What kinds of songs has the most effective impacts on expanding vocabulary knowledge in English?
4. Do you use songs in your lesson? If yes, how do you use songs during the lesson?
5. What kind of songs do you use the most frequently in your lesson?
6. Which songs do the pupils like most?
7. What problems might teachers face when they use songs to help pupils to develop their vocabulary knowledge?
8. What types of technology do you use as an instrument of playing songs during the lesson?
9. Do primary school pupils learn a topic more effectively with the help of songs?
10. When do you use songs during the lesson?
11. What techniques can you recommend for using songs in vocabulary development?
12. Which school do you work at?
13. How many years have you been working as a teacher?

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Кількість сторінок:

37

Кількість слів:

11424

Схожість 4%

Збіг: **45 джерела**

Вилучено: **0 джерела**

Інтернет: **32 джерела**

DOI: **0 джерела**

База даних: **0 джерела**

Перефразовування 0%

Кількість: **12 джерела**

Перефразовано: **41 слова**

Цитування 5%

Цитування: **54**

Всього використано слів: **939**

Включення 0%

Кількість: **2 включення**

Всього використано слів: **23**

Питання 0%

Замінені символи: **0**

Інший сценарій: **2 слова**