The role of music in learning English

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The use of music and song in the English language-learning classroom is not new. While many teachers intuitively feel that music is beneficial in teaching English language, there is sometimes a lack of the theoretical underpinnings that support such a choice. There are examples in the literature to argue the strong relationship between music and language that are substantiated by research in the fields of cognitive science. Learning is a long process which depends not only on the inner abilities of the student, but also on the method chosen for teaching any subject. Each person learning a second or foreign language faces a unique developmental path. There is a place in our songs, in our speech and even in our silence where rhythm lives. Each world language is distinct in what linguists refer to as its speech rhythm. English, music, as well as teaching create a substantial part of my life and have been its necessary components for many years. Music produces a kind of pleasure which human nature cannot do without. It is obvious that music has some kind of power, which can influence physical the same way as mental condition of our bodies. It can bring about specific, required atmosphere, in which we react in a particular way. Moreover it can further help “recharge” our minds. Children will noticeably increase their vocabulary bank of lexical items and multi-word structures. These multi-word structures can include a range of sociolinguistic situations appropriate to the age and needs of the pupils such as greetings, leavetakings, requests and any language items necessary for basic classroom functions and routines. Songs and chants are also useful in teaching long stretches of real language. We have all had the experience of trying to remember the words to a song and failing dismally until a musical cue was given to us and then the words just seemed to fall into place along with the musical pattern. Songs and chants can be related to classroom functions, daily routines or communicative situations that are relevant to the age of the students. These same songs and chants can also later be used to illustrate or exemplify a structural or grammatical point. The students will already be “using” the grammar point in question, in the context of the song or chant, of course, and will find it easier to then understand the grammatical explication given by the teacher and situate it within their own linguistic experience. Music and song also are able to identify someone’s character or behavior. Based on this, song can be made use of as a media of teaching in the process of teaching and learning English at school to increase more the students’ interest in learning especially in learning foreign language. Song is introduction a new language. So, learning
English language using song is appropriate way because it make they are interesting in learning process. Song is important tool in learning English. Using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Perhaps the greatest benefit to using songs in the classroom is that they can be fun. In addition, learners enjoyed the classes while learning a foreign language. When using music, they were more motivated and talked in a nonthreatening environment. Learners practiced the vocabulary, laughed and developed the activities with confidence.

References: