



## THE EFFECT OF USING SONGS ON YOUNG LEARNERS AND THEIR MOTIVATION FOR LEARNING ENGLISH

Shamuradova Naima

Teacher of Samarkand State Institute of Foreign Languages

### **Abstract:**

Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and those are precious language learning materials. They can be used to teach and develop every aspect of a language. This paper aims to verify these claims and confirm the effectiveness of using songs as a means to improve young learners' English language vocabulary and to determine whether songs influence young learners' motivation to learn English.

**Keywords:** Songs, ESL, Young Learners, Motivation, Vocabulary, Listening Skills.

### **Introduction**

Teaching English to young learners cannot be seen only as teaching the language. This challenging process needs to consider the social and cognitive development of learners. In order to do this, it is necessary to create an atmosphere that resembles the one which is natural to children. One of the best ways to create such a natural, anxiety-free environment is through interesting activities. Songs certainly belong to the group of fun activities which serve as useful tools for learning the language and which do not put pressure on students to immediately produce the language but to start doing it only when they are ready. Songs are one type of listening activity that have a broad potential. Music and songs are essential parts of growing and learning. Children love to sing and teachers naturally use songs to teach them concepts and language in a fun way. Some of the significant characteristics of songs are that they are fun and can keep the students excited. However, the most important feature of songs is repetition. They contain language patterns, but also develop listening skills, pronunciation and rhythm, and provide a fun atmosphere. Even if the teachers play songs multiple times a day, the majority of students probably would not get bored. In addition, songs are very beneficial types of activities. There are so many aspects of a language that can be delivered and recycled through the use of songs. They can be used at any stage of a lesson and there are many ways to incorporate them into a lesson. Sometimes, they are used just as gap fillers and warm-ups, sometimes as the main part of a lesson, but sometimes they are there to provide a fun atmosphere.

#### Songs and Young Learners

The main goal of English language learning is the development of communication skills, as well as maintaining interest and motivation for learning English. In order to accomplish these goals, it is necessary for the content to be closely related to learners'



real life and materials need to be adjusted to different learning styles. This means that the lessons should abound in versatile activities. Songs are examples of such activities which due to their nature, fun content, and relaxing features influence the development of language in children. For young learners, songs, such as popular pop-rock songs, traditional and educational songs, rhymes and chants, present an excellent source of language. Students can not only learn and practice different segments of English through songs, but also satisfy the specific characteristics of their age. Children, in general, like songs, and if songs are used for learning a language, then children enthusiastically accept them. One key factor is that children are not aware of the fact that they are learning through songs, and therefore they see them as a pleasant and fun part of English lessons.

#### Songs in Teaching English to Young Learners

Children learn best when they are exposed to real-life contexts. This statement is explained by an assertion that children prefer doing things they like doing outside the classroom. Teachers need to have in mind that some children love active participation and physical movement while others do not like to be physically involved. What also needs to be taken into consideration is whether or not songs are motivational and provide an emotional experience. This is clarified by the fact that children need to be emotionally involved in the learning process which abounds in play-like activities which are likeable and fun, but promote learning. Researchers agree that songs are useful teaching aids which raise and maintain students' motivation, especially in cases when they are catchy and supported with colorful visuals, realia (objects from real life used in classroom instruction), and movement. These supplements add additional sensory and visual input which in turn enhance learning. Songs, chants, poems, and rhymes play an important role in early language development. They represent a flexible resource which allows teachers to use and adapt them in a variety of ways so as to suit the needs of their learners. Children easily absorb and reproduce the language of songs. They serve as an excellent memory tool. The repetition of words, language structures, and rhythm enhance learning and they stick easily in learners' minds. In order to make this a memorable experience, it is important to choose songs that children find enjoyable and not boring and do not give children the feeling of being forced to listen to songs that are not appealing to them.

#### Songs as a Motivation Source

The notion of motivation is difficult to explain because "different people are motivated by different things" (House, 1997: 10). As House explains, children need to be motivated individually or within a group. By encouraging an individual child, the teacher stimulates and maintains interest in English. During this process teachers should be realistic about each individual student's abilities. Teachers also need to vary the group dynamics and in this way support the development of social interaction within a group of learners. In order to maintain positive motivation, these techniques should be



planned in advance for each lesson. Motivation of young foreign language learners needs to be built gradually, making sure that the target structures are introduced in an easily attainable order. For this reason, songs serve as a perfect medium for achieving motivation. By using songs, children can get the feeling of success on an individual level, but also as being part of a group. They should not, at any time, feel forced, but encouraged and motivated to participate in the activity, as well as have a sense of enjoyment of singing with the rest of the group.

#### Conclusion

To sum up, the research explains that the class atmosphere is very important. It is easily achieved with the activities natural to a child's development level, such as songs. Songs can have a great impact on learners because of their multi-modal characteristics and may connect with the language in many different ways. Singing helps practice listening skills, vocalize the words and expressions and practice their pronunciation, and if students dance along with singing then it connects the language with gestures and movements. The readiness with which young children accept songs helps teachers include them as their classroom routine and create an enjoyable and inspiring atmosphere. Therefore, no matter what type of song representation or activity teachers choose, the research has proven that songs definitely influence language acquisition and enhance motivation. Thus, they should be a main component of any young learner's language program.

1.

#### References

- Abbott, M. (2002) "Using Music to Promote L2 Learning Among Adult Learners." *TESOL Journal* 11 (1):10-17.
- Abrate, J. H. (1983) "Pedagogical Applications of the French Popular Song in The Foreign Language Classroom." *The Modern Language Journal* 67 (1): 8-12.
- Adkins, S. (1997) "Connecting the Powers of Music to The Learning of Languages." *The Journal of the Imagination in Language Learning* IV: 40.  
Baum, S., Viens, J., & Slatin, B. (2005) *Multiple Intelligences in The Elementary Classroom: A Teacher's Toolkit*. New York: Teachers College Press.  
Brown, H. D. (2001) *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown, H.D. (2000) *Principles of Language Learning and Teaching*, 4th ed. New York: Pearson Education Company. Canning-Wilson, Christine (2000) *Practical Aspects of Using Video in the Foreign Language Classroom*.