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THE USAGE OF SONGS AND RHYMES IN TEACHING ENGLISH.

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**Annotation:** *This article considers the use of new methods to motivate learners to learn English through songs and rhymes. The aim of this paper is to help students to develop speaking and thinking skills using songs and rhymes.*

**Key words:** *hilarious, assertion, beneficial, appreciate.*

ИСПОЛЬЗОВАНИЕ ПЕСЕН И СТИХОВ В ОБУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА

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**Аннотация:** *В данной статье рассматриваются методы обучения английского языка с помощью песен и стихов. Цель этой статьи помочь студентам развивать разговорную речь и мышление используя песни и стихи.*

**Ключевые слова:** *весёлый, утверждение, польза, ценить.*

АНГЛИС ТИЛИН ОКУТУУДА ЫРЛАРДЫН ЖАНА УЙКАШТЫКТАРДЫН  
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**Аннотация:** *Бул макалада англис тилин окутууда, окутуунун усулдары ырларды колдонуу аркылуу каралган. Макаланын максаты тил үйрөнүүчүлөргө ырлар аркылуу сүйлөө кебин жана ой жүгүртүүсүн өнүктүрүү жана сабакка кызыгуусун өстүрүү.*

**Ачык сөздөр:** *көңүлдүү, ырастоо, пайда, баалоо.*

Teaching English as a language sometimes a hard job to perform because of the number of impediments the teacher may encounter. The difficulties that teachers meet are most of the time the lack of motivation for the students to learn English since they are not exposed to hear and practice English everywhere and all the time.

To take up this challenge, teachers must permanently have recourse to songs and rhymes to enhance the learners' desire to learn the language. Students learn better when they have the feeling that they are making progress. This happens when the atmosphere in the classroom facilitates it. There is a variety of activities that create this kind of atmosphere – songs and rhymes are only one of them.

We must discard the misconception which is that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and fun it is not learning. This assertion is entirely faulty simply because it is possible to learn a language as well as enjoy oneself at the same time. It appears then that one of the best ways of doing it is through performing songs and rhymes.

Many teachers often use songs, rhymes and games as short warm up activities or when there is some time left at the end of the lesson. This misuse of songs, rhymes and games will not be beneficial to the learners because they are not performed in the right way. As we see, songs and games should not be regarded as activities filling odd moments when the teacher and the

students have nothing better to do. We can acknowledge that no one today can deny the efficiency and the effectiveness of songs and rhymes in teaching English as a foreign language. We have to add that songs and rhymes lend themselves well to revise exercises helping students remember material in an entertaining and pleasant way.

In an effort to supplement a lesson plan in the English language teaching classroom, teachers often turns to songs, rhymes and games. This justification for using songs, rhymes and games in the classroom has been well demonstrated as benefiting students in a variety of ways.

Teaching English, particularly in villages are really so interesting because students want to know how to speak and express themselves in English. It is without a doubt that teaching English is so exciting because they are more often than not truly motivated in learning. Another fact that has to be pointed out is that the syllabus is in compliance with the culture and this facilitates the English teaching. While teaching English, when the teacher takes into account the culture of the students, this can really enhance students' interest and lead them to like more what they are learning.

Often, English language teachers adopt various languages teaching methodologies e.g. Audio Lingual Method, Direct Method, Grammar-Translation Method, Community Language Learning, Natural Approach, Total Physical Responses, Communicative Approach, etc. But what is more important for teachers is to know what the most appropriate approach to teaching the language in that particular environment is and what activities are suitable for a given group of learners. In most cases, teachers are worried about how to teach the students to improve their level of proficiency in English language. So, the problem for many teachers is how to develop genuine interest among students to continue to learn and use English once the examination is over. Consequently, they should realize that they need to find creative ways to teach the language and increase the students' motivation to learn the language effectively and to eventually appreciate it.

It is imperative to any language rules tip. Songs are one of the most charming and ethnically prosperous resources that the teachers can easily use in verbal communication classrooms. Songs propose a change from habitual classroom actions. They are valuable resources to expand students' abilities in listening, speaking, reading, and writing. They can also be exercises to teach a variety of language matters such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Learning English in the course of songs also affords a non-threatening ambiance for students, who usually are tense when speaking English in an official classroom location. Songs also give new insights into the objective traditions. They are the means in the course of which educational topics are presented successfully. While they supply genuine texts, they are inspiring. Prosodic features of the language such as stress, rhythm, intonation are presented through songs, thus from side to side using them the language, which is cut up into sequences of structural points, becomes an entire once more. There are many advantages of using songs in the classroom. Through using modern trendy songs, which youngsters well know, the teacher can meet the challenges of the teenage needs in the classroom. Because songs are extremely unforgettable and motivating, in many forms they may comprise an influential subculture with their own rituals. Furthermore, through using customary folk songs the support of the learners' knowledge of the target culture can be broadened. Appropriately, chosen traditional folk songs have the twofold encouraging assault of beautiful tunes and appealing stories, in addition for many students- the added component of originality. Most songs, especially folk songs, go after a frequently repetitive verse form, with rhyme, and have a series of other discourse features, which make them easy to follow. In consequence, if preferred appropriately and adopted cautiously, a teacher should benefit from songs in all phases of teaching grammar. Songs may both be used for the presentation or the perform phase of the grammar class. They may support widespread and concentrated listening, and inspire resourcefulness and use of imagination in an undisturbed classroom ambiance. Whereas selecting a song the teacher should

take the age, interests of the learners and the language being used in the song into deliberation. To improve learner commitment, it is also advantageous to allow learners to take part in the selection of the songs.

The process of selecting a song is one of the most difficult aspects of using music in a lesson. Here are some things you probably need to think about to ensure you get the right song.

Carefully examine what it is you want your class to learn in the lesson

Is this going to be a lesson focusing on vocabulary, grammar, pronunciation, or a particular topic? I once used 'You're so vain' by Carly Simon to introduce a text that looked at vain people. In another lesson, I used 'In the air tonight' as it uses the present perfect continuous tense. Whatever your focus, remember that this doesn't necessarily place a limit on what you can do with the song. For instance, you might wish to use the song in question to exemplify a particular verb tense, and structure your lesson accordingly, but you might at the same time wish to take the opportunity to look at those interesting idioms in the lyrics!

Think about the language level of your class

The language level of your class will determine not only which songs you can use, but also what other activities – such as games or written exercises – you will use to develop the lesson. Lower levels will become extremely frustrated with fast-delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level learners.

How old are your learners?

If you're a teacher of young learners, you will probably want to use songs that are repetitive and very easy to understand. For teenagers, however, use contemporary or fairly recent pop and rock songs. My advice: it's often best to ask them 'what's cool'. Alternatively, for adult learners, who will probably have a more open approach to classes, use songs that are interesting to their age group.

Are there any specific cultural issues regarding the make-up of your class?

What kinds of things are generally unacceptable in the culture in which you teach? Whatever you do, don't use music solely based on your own cultural norms. Consider the audience and their sensibilities; even better, let them choose the songs that you use.

What kind of access do you have to the song?

Let's face it, this is the age of YouTube and you can find practically any song on this website. Nevertheless, an mp3, which doesn't require a connection, or even a good old-fashioned CD, can often be a useful backup.

Nursery rhymes are very useful in practicing pronunciation and rhythm, and they also help to expand vocabulary. Learning nursery rhymes by heart will help you to develop your ability to memorize other English materials.

Nursery rhymes are short, simple poems or songs for young children. Not all poems and songs for children are called "nursery rhymes". Nursery rhymes usually include old and well-known poems and songs for small children.

The expression "nursery rhymes" is applied to poems and songs in the collection of Nursery Rhymes. It is interesting to note that though the expression "nursery songs" exists, it is used rather rarely in reference to the songs in the collection of Nursery Rhymes.

Many nursery rhymes can be recited as poems or be sung as songs (e.g., Humpty Dumpty; Jack and Jill; Mary Had a Little Lamb; Pussy Cat, Pussy Cat; Twinkle, Twinkle, Little Star).

Some nursery rhymes are almost always sung as songs (for example, Row, Row, Row Your Boat; Sing a Song of Sixpence). Nursery songs also include lullabies (e.g., Hush-a-bye, Baby; Twinkle, Twinkle, Little Star; Wee Willie Winkie) and game songs (e.g., A Tisket, A Tasket; Here We Go Round the Mulberry Bush).

I think songs and games help increase students' interest. I sometimes used it with EFL students of school level and they loved it. It can be used as either a warm up activity or review activity and there are many things you can do with songs for example, crossing out the word that

is not in the song, filling in the missing words or verb tenses, and matching the meaning of the idioms. I would play the song to them once and let students just listen to it. Then, I would play the song to more times for them to complete the activity and check their answers. Students also enjoy reflecting and sharing about what they think about the song or how it makes them feel. Then you can continue teaching the grammar point if they're still confused.

Songs may both be used for the presentation or the perform phase of the grammar class. They may support widespread and concentrated listening, and inspire resourcefulness and use of imagination in an undisturbed classroom ambiance. Whereas selecting a song the teacher should take the age, interests of the learners and the language being used in the song into deliberation. To improve the fourth form students' commitment, it is also advantageous to allow learners to take part in the selection of the songs. The latest concern of the foreign language teachers is to make the students use the language communicatively. After the realization of communicative competence, activities, or techniques that are task-oriented and that guide students to use the language imaginatively have gained significance. Games and problem-solving activities, which are task-based and have a purpose beyond the production of accurate speech, are the examples of the most preferable communicative activities.

Such activities highlight not only the competence but also the performance of the learner. Nonetheless, they are the indispensable parts of a grammar lesson, since they reinforce a form-discourse match. In such activities, the attention is on the discourse context. Both games and problem-solving activities have a purpose.

Teachers use songs and rhymes in their classes for various and different reasons. There are some teachers who use them for grammatical purpose; others use them for vocabulary reasons and some others for just fun. It still remains that teachers perform them to achieve their aims. Teachers as well as students find songs and games very interesting and motivating because they can draw lots of information on them. According to the teachers songs and games help students to master in a very quickly way for instance the nouns of animals. In this respect they are very informative and constructive. Even if some teachers find sometimes designing songs and games can be a tedious task to perform; students fully appreciate games in class as they find them pleasurable. We notice today that songs and games are performed through pair work or group work in order to increase participation of students and prevent at the same time inhibition.

Students as well as teachers have nearly the same point of views as far as the impact of songs and rhymes in English Language Teaching is concerned. Nearly all of whom, favor positively the implementation of songs and games in the English language teaching. Teachers answered questions in the questionnaires state that songs and games help a lot in their activities even though there a certain number of difficulties they meet from time to time. To wipe away all the problems and difficulties that we face when using songs and games, we think it necessary to propose recommendations to teachers of English, to pupils, to educational authorities and to dear parents so that in the future English teaching should be more efficient and constructive. Thus songs helped me to motivate pupils in learning English language and gave more chance to practice themselves. I gave these songs and pupils tried to learn by heart. Sometimes pupils choose own musics. These songs helped me to motivate pupils in learning English language.

For each song there is a listening activity at the beginning. Some creative writing activities where students had to use the new words were added to activate the language. Many exercises are focused on students' understanding of the content of the lyrics and where possible, some activities are connected with the grammar as well, for instance, there is an exercise on irregular verbs or on comparatives and superlatives. Some exercises also draw from the students' knowledge about their favorite artists whose songs were selected. To make the activities even more enjoyable, some exercises are in form of crosswords etc.

It was mentioned before that students were tested on the vocabulary that they

learned through song in order to evaluate the effectiveness of this method. There were also some troubling students who had to be tested in order to learn the new words. It should be noted that students were not required to learn all the new vocabulary that appeared in the lyrics of the song, but they were instructed by the teacher which words they would be tested on because in some of the lyrics, there were too many new words. This was done so as not to overload the students. The words that students were supposed to learn are listed in the aim for each song and they were usually the ones that appeared in the exercises. The words listed in the wordlist on the handouts were there to help the students get a better understanding of the lyrics.

We must admit in this respect that well-chosen songs, rhymes and games are really invaluable as they give the students the opportunities to practice language skills. Today it is shown that songs, rhymes and games in English Language Teaching are highly motivating and play a paramount role as they can be used to give practice in all language skills and be used to practice many types of real life communication. According to researchers; students get anxious when learning a foreign language. As demonstrated, reasons are all intertwined and help to demonstrate the value of using songs in the classroom. The next step in the procedure is to successfully integrate the songs into a language lesson. Because of the Internet, access to music, lyrics, and activities has been simplified which makes it easy for the teacher to effectively use songs in the classroom. Songs will help me to motivate pupils in teaching English language.

The objective of the work was to test and measure the effectiveness of teaching vocabulary through songs and rhymes.

I have analyzed that students like songs, rhymes and games in their classes, they can take it for granted that students find songs, rhymes and games very interesting and they help them a lot in their studies. Songs, rhymes and games give them joyful mood and they put them in a better condition learn happily. Students work most of the time together which facilitate real life communication situations. Pupils or Students do no longer work in isolation and this make them communicatively competent.

Songs, rhymes and games really help students to discover and memorize new words easily. Most students really appreciate songs, rhymes and games because they enhance their desire to learn English. Students state that they meet sometimes difficulties but these difficulties are minor difficulties but most of the time songs, rhymes and games work well and there is no real impediment preventing them from understanding.

To wipe away all the problems and difficulties that we face when using songs and games, we think it necessary to propose recommendations to teachers of English, to students, to educational authorities so that in the future English teaching should be more efficient and constructive. Thus songs helped me to motivate learners in learning English language and gave more chance to practice themselves.

In the conclusion of my paper, I would like to say some words according the done investigation. How to solve the problems through songs and games; Nursery rhymes: poems and songs; Teaching songs and rhymes in a foreign language context.

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