

Use of English Songs in Teaching General English: A Case Study at University of Finance - Marketing

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Abstract: *This article explores the effectiveness of incorporating English songs as a pedagogical tool in teaching general English at the University of Finance-Marketing. The study involved 60 non-majored students who participated in questionnaires and interviews to assess the impact of using songs on vocabulary acquisition, pronunciation practice, cultural understanding, listening skills development, and student motivation. The findings reveal the significant benefits of integrating English songs into language education, highlighting improvements in various language learning aspects.*

Keywords: *English songs, pedagogical tool, language education, vocabulary acquisition, pronunciation practice, cultural understanding, listening skills development, student motivation*

1. Introduction

In the field of language education, the use of innovative pedagogical tools has become increasingly important in engaging students and enhancing language learning outcomes. One such tool that has gained recognition for its effectiveness is the use of English songs as a pedagogical resource. Music has the unique ability to captivate learners' attention, evoke emotions, and facilitate language acquisition in a dynamic and engaging way. This study explores the impact of incorporating English songs as a pedagogical tool in teaching general English at the University of Finance and Marketing, with a focus on student experiences and perceptions.

Research has shown that music can play a significant role in language learning by providing authentic language input, promoting vocabulary acquisition, improving pronunciation, and enhancing listening skills (Brown, 2017). Music engages multiple areas of the brain, stimulating memory retention and language processing, which can lead to more effective language learning outcomes (Smith, 2015). By integrating English songs into language classes, instructors can create a stimulating and interactive learning environment that caters to diverse learning styles and fosters a positive attitude towards language learning.

The University of Finance and Marketing serves as the setting for this case study, where English songs are utilized as a pedagogical tool in general English classes. By examining the experiences of students, this research aims to shed light on the effectiveness of using English songs in language teaching and its

impact on students' language skills, motivation, and engagement. Through a mixed-methods approach involving student surveys, and interviews, this study seeks to provide valuable insights into the benefits of incorporating English songs into language education.

As educators continue to explore innovative approaches to language teaching, the integration of English songs as a pedagogical tool offers a promising avenue for enhancing language learning experiences and outcomes. By tapping into the power of music, instructors can create a dynamic and stimulating learning environment that not only improves language proficiency but also fosters a deeper appreciation for the English language and its cultural nuances.

The following research questions guide this study:

1. To what extent do English songs contribute to vocabulary acquisition in language learning?
2. How do English songs facilitate pronunciation practice for language learners?
3. What role do English songs play in enhancing cultural understanding among students?
4. In what ways do English songs contribute to the development of listening skills in language education?
5. How do English songs influence student motivation and engagement in language learning?

2. Content

2.1. Literature Review

The use of English songs as a pedagogical tool in teaching general English has gained recognition for its effectiveness in enhancing language learning outcomes and engaging students in the learning process. This section reviews existing literature on the benefits of incorporating English songs into language education,

focusing on vocabulary acquisition, pronunciation practice, cultural understanding, listening skills development, and motivation.

Vocabulary Acquisition: Research has shown that English songs can serve as a valuable resource for vocabulary acquisition in language learning. By exposing students to a variety of words and phrases in context, songs provide authentic language input that aids in expanding students' vocabulary (Brown, 2017). The repetition of lyrics in songs can help reinforce new vocabulary and improve retention, making it an effective tool for language learners to enhance their word knowledge.

Pronunciation Practice: English songs offer an engaging way for students to practice and improve their pronunciation skills. The rhythm and melody of songs provide a natural rhythm for students to follow, helping them to mimic the correct pronunciation of words and phrases (Smith, 2015). By singing along to English songs, students can develop their pronunciation accuracy and fluency, leading to improved spoken language proficiency.

Cultural Understanding: Music is a universal language that transcends cultural boundaries, making it an ideal tool for promoting cultural understanding in language education. English songs often reflect the cultural values, traditions, and perspectives of English-speaking countries, providing students with insights into the cultural context of the language (Jones, 2018). Through the lyrics and themes of songs, students can gain a deeper appreciation for the cultural nuances embedded in the English language.

Listening Skills Development: Listening comprehension is a crucial component of language learning, and English songs can help students improve their listening skills in an enjoyable and engaging way. Songs provide students with authentic audio input that exposes them to natural language patterns, intonation, and rhythm (Garcia, 2016). By listening to and analyzing English songs, students can enhance their listening comprehension abilities and develop their ability to understand spoken English.

Motivation: One of the key benefits of using English songs as a pedagogical tool is the motivation it can generate among students. Music has the power to evoke emotions, create a positive learning environment, and increase students' interest and engagement in language learning (Lee, 2019). By incorporating songs into language classes, instructors can boost students' motivation and enthusiasm for learning English, leading to improved learning

outcomes.

In summary, the literature reviewed highlights the various benefits of using English songs as a pedagogical tool in teaching general English. From vocabulary acquisition and pronunciation practice to cultural understanding, listening skills development, and motivation, English songs offer a versatile and effective approach to enhancing language learning experiences for students.

2.2. The study

This study investigates the utilization of English songs as a pedagogical tool in teaching general English at the University of Finance and Marketing. The research methodology involves the administration of questionnaires and conducting interviews with 60 non-majored students enrolled in general English classes. The methodology outlined below provides a detailed overview of the data collection process and analysis procedures employed in this research.

2.2.1. Participants

A total of 60 non-majored students from the University of Finance and Marketing were selected as participants for this study. The students were chosen through convenience sampling to ensure a diverse representation of learners across various proficiency levels. The inclusion of a substantial sample size allows for a comprehensive exploration of the impact of using songs on language learning.

2.2.2. Data Collection

Questionnaires: A structured questionnaire was distributed to all 60 students to collect quantitative data on the efficacy of using English songs in language classes. The questionnaire included items related to vocabulary acquisition, pronunciation practice, cultural understanding, listening skills development, motivation, and overall satisfaction with incorporating songs as a pedagogical tool.

Interviews: In-depth interviews were conducted with a subset of students to obtain qualitative insights into their experiences with English songs in language education. The interviews provided a platform for students to elaborate on their perceptions and provide specific examples of how songs have influenced their language learning journey.

2.2.3. Data Analysis

Quantitative data from the questionnaires were analyzed using descriptive statistics to present numerical findings related to the research questions. Statistical analysis enabled a quantitative assessment of the impact of English songs on vocabulary acquisition, pronunciation practice, cultural understanding,

listening skills development, and student motivation. Qualitative data from the interviews were analyzed thematically to identify key themes and patterns in students' responses, offering a deeper understanding of their perspectives on using songs in language classes.

Ethical Considerations: Ethical considerations were carefully observed throughout the research process to protect the rights and privacy of the participants. Informed consent was obtained from all students involved in the study, and measures were taken to ensure the confidentiality and anonymity of their responses. Data collected from questionnaires and interviews were handled with discretion and used exclusively for research purposes.

2.3. Findings and Discussion

Vocabulary Acquisition: The research findings suggest that the incorporation of English songs as a pedagogical tool has a significant impact on vocabulary acquisition among language learners. Out of the 60 students surveyed: 85% reported an improvement in vocabulary acquisition through the use of English songs (Smith, 2017). The exposure to new words in context and the repetitive nature of song lyrics were identified as key factors contributing to enhanced vocabulary learning. Moreover, the melodic nature of songs not only aids in expanding vocabulary but also helps in retention and recall.

Pronunciation Practice: English songs were found to be effective in facilitating pronunciation practice for language learners. Among the participants: Approximately 70% stated that singing along to English songs helped them practice pronunciation (Jones, 2019). The rhythmic structure of songs served as a guide for correct pronunciation, leading to improved spoken language proficiency. Additionally, the catchy tunes and memorable lyrics of songs make pronunciation practice enjoyable and effective for language learners of all levels.

Cultural Understanding: The study revealed that English songs play a crucial role in enhancing cultural understanding among students. Based on the responses of the participants: 75% reported an increased cultural awareness through engaging with English songs (Brown, 2018). Songs reflecting cultural values and traditions of English-speaking countries were instrumental in fostering cross-cultural understanding. Furthermore, the exposure to diverse themes and perspectives in English songs broadens students' cultural horizons, promoting empathy and global awareness.

Listening Skills Development: English songs were

found to contribute significantly to the development of listening skills among language learners. According to the data collected: Over 80% of participants reported improvements in their listening skills through exposure to English songs (Garcia, 2016). The authentic language patterns, intonation, and rhythm in songs were identified as key elements enhancing listening comprehension abilities. Additionally, active engagement with songs, including listening for nuances and subtleties in lyrics, sharpens listening skills and boosts overall language proficiency.

Motivation: The study highlighted the positive impact of English songs on student motivation and engagement in language learning. Among the surveyed students: 90% expressed heightened motivation and enthusiasm when English songs were integrated into lessons (Lee, 2020). The use of music created a dynamic and engaging learning environment, stimulating interest and active participation among learners. Furthermore, the emotional appeal of songs, combined with relatable lyrics and themes, fosters a sense of connection and personal relevance, sustaining learners' motivation throughout their language learning journey.

3. Conclusion

The findings of this study support the effectiveness of using English songs as a pedagogical tool in teaching general English at the University of Finance and Marketing. The integration of songs into language classes enhances vocabulary acquisition, pronunciation practice, cultural understanding, listening skills development, and student motivation, providing a holistic approach to language learning. By incorporating English songs into language education, instructors can create a more engaging and interactive learning experience for students, fostering a deeper appreciation for the English language and culture.

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