

LEARNING ENGLISH THROUGH MUSIC IN THE DIGITAL AGE

Abstract

The aim and task of the research is to investigate and analyze the role of songs in teaching English using the characteristics of audio-lingual method. This method focuses on sentences and patterns. Listening and speaking drills are practiced only in English. The task is to analyze the effectiveness of learning English through songs.

Problem statement in general. According to the academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others. An experienced professional language teacher faces the task to find the most suitable techniques and apply the most appropriate method for the learner's specific objectives, learning style and context.

Analysis of the recent research and publications. In this article a special attention is given to audio-lingual method. This method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are automatic. The actual method rose from the work of structural linguists Charles C. Fries and Robert Lado. Basing their work on a combination of the study of the English language structure and basic concepts of behavioral psychology, especially in the work of B. F. Skinner, these linguists developed a method that focused on listening and speaking.

Presenting main material. More than a hundred years ago, French scientist Pierre Paul Broca (1824–1880) identified a part of the left frontal hemisphere of the brain as the area in which the syntax of the language is processed. A century later, using magnetoencephalography (MEG) imaging, researchers found that music syntax was processed in that same area, named Broca's area. Fascinatingly, researchers found that Broca's area responded in a similar way to dissonant music and ungrammatical sentences. This finding suggested a close relationship between the "pattern making" activity found in both music and language.

Music is a tool that can be used to trigger neural activity in the brain. Actually, music is so powerful in the language classroom activity that it enhances a wide range of social and academic skills, activating memory, facilitating language development and fostering positive attitude to learning. Music offers special benefits for students who are learning a new language. Listening to songs and singing is a natural and enjoyable way to practice new sounds, words, and phrases. In fact, learning a song or musical instrument is analogous in many ways to learning a language.

Some forms of music, such as pop songs, work especially well for teaching English language learners. It's been proven that songs help to memorize. For teenagers learning a foreign language through songs is a great opportunity to combine their musical preferences and mastering *four aspects of the language, such as reading, writing, speaking and listening*.

When choosing a song for a class, it is important to take into account the level of English language skills of the students; lexical or grammatical subjects of the lesson according to the requirements of the discipline. Developing a task should start with simpler ones and gradually move to more complex and larger ones. The tasks should be interesting and accessible, as well as facilitate the development of different types of communication skills.

Conclusions and prospects for further research. The students learn more by doing and singing, and they love learning the lyrics of their favourite singers or bands. Songs work equally well to promote different aspects of language and digital technology help us to make lessons more interesting and effective. Learning English through the songs certainly can bring musical appreciation and musical experiences into English classrooms, with all the benefits they provide: improve students' motivation; reinforce grammatical structures; enhance pronunciation and vocabulary; help memorize patterns and make learning easier; build fluency. There are many ways you can bring music and songs into your English classroom. The simplest one is to use students' mobile phones. There are a few websites popular with ESL teachers to assist with using music in the classroom: [https:// childrensmusic.org/](https://childrensmusic.org/); <http://www.eslcafe.com/idea/index.cgi?display:913437837-1091>. [7]