**ENGLISH LANGUAGE AND LISTENING TO MUSIC**

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Introduction

 There is possibility that the virtues of singing can enrich and invigorate our foreign language education. Learning a second or foreign language mainly involves learning tonal systems. grammar, and vocabulary of this language. Songs have been pleasant companions to people for so long that we cannot speak. In this article you will know how learning a language and listening to music are connected. In studying the English language must be owned skills like reading, listening, writing, and speaking. However, the most difficult is listening. There are many people who are found of listening to music and utilizing song one of the ways improving this skill. When you listen to music on repeat your ears get used to sounds and words, especially if it is in English, it will be easier to remember.

Aim: Learning English language by listening to music.

Objectives:

1. To decrease the difficulties with listening:
2. To understand native speaker better in communication;
3. To memorize the words and their meaning through songs.

 Methodology

 Particular listening strategy is needed not only to overcome the students' difficulties, but also to improve their listening abilities. The importance of finding listening strategy also suggested by Wallace et al. (2004), He states that experience with a variety of reading, writing, and speaking activities in school can help learners acquire the skills they need to be successful (Hidayat, 2013). Theoretically, listening comprehension is viewed as an active process in which a listener focuses on certain aural data, such as passage meaning, and makes connections between what they hear and prior knowledge. According to Milasari (2008), citing Saricoban (2004), the most crucial skill in understanding English as a foreign language is being able to: (1) cope with the sound; (2) comprehend intonation and stress; (3) cope with redundancy and noise; (4) predict; (5) comprehend colloquial vocabulary; (6) feel fatigued; (7) recognize different accents. (8) Employing outside cues and visual cues. This will lead us to the conclusion that, when preparing exercises, auditory materials, tasks, and visual materials should be taken into mind. Chunxuan Shen, the author of work “Using English Songs: An Enjoyable and Effective Approach to ELT”, demonstrated that language awareness and the intrinsic merits that songs possess are all in support of utilizing English songs in ELT. The next thing that calls for our attention is how to bring about the educational value of English songs in EFL classrooms. Some specific practices adopted by the researcher are recommended here as initial attempts to integrate English songs into teaching various aspects of language skills-listening, speaking, vocabulary. grammar and writing in college English teaching. Listening to English songs will prepare EFL learners to the genuine English language they are to be faced with. Teachers can devise special exercises to assist students in improving their listening comprehension. A gap-fill task as follows can be used to help students notice and absorb the phonetic reality in native English speakers' speech. The author demonstrated the popular song Big Big World as an example

Big Big World

I can see the first \_\_\_\_\_\_\_falling it's all yellow and nice

It's so very cold\_\_\_\_\_\_ like the way I'm feeling \_\_\_\_\_\_

 I'm a big big \_\_\_\_\_\_ in a big big \_\_\_\_\_; it's not a big big thing if you leave me.

But \_\_\_\_\_\_do do feel that \_\_\_\_\_ do do will, \_\_\_\_ you much, \_\_\_ you much...

\_\_\_\_\_ it's now raining and \_\_\_\_\_\_ falling from my eyes

Why did it have to \_\_\_\_\_, why did it all have to\_\_\_\_\_

 I'm a big big \_\_\_\_\_ in a big big \_\_\_\_\_\_; it's not a big big thing if you leave me.

 But \_\_\_ do do feel that \_\_\_\_\_ do do will, \_\_\_\_\_you much, \_\_\_\_ you much…

I have \_\_\_\_\_\_ around me \_\_\_\_\_\_ like fire

 But when I \_\_\_\_\_my \_\_\_\_\_, you're gone...

(Keys: leaf, outside, inside, girl, world, I, I, miss, miss, Outside, tears are, happen, end, girl, world, 1, 1, miss, miss, my arms, warm, open, eyes).

In author's experience this exercise can be of great help because only when the natural pronunciation and all the phonetic rules are absorbed in the learners can they gradually catch up with the speaking of native speakers. The acquisition of these phonological rules by EFL learners certainly requires coordination of the second stage of speech.

 Songs can be used to effectively teach natural pronunciation. The native singer's pronunciation provides a model for the EFL learner. We can easily find songs by American, British, Canadian, or Australian singers and to learn the pronunciation they want to imitate. By listening to and learning these songs over and over, students gradually correct their mistakes and achieve a more native pronunciation. In addition, to sing well an English song, one must also be familiar with some of the above-mentioned phonetic rules. For instance, linking, losing explosion, assimilating, dubbing, deleting, inserting, etc. is the most popular. The phenomenon occurs in most English songs. Describe these phonological rules in linguistic terms. It can be an abstract and complex task, but English songs serve as a vehicle for establishing these rules. EFL learners will become familiar with them and internalize them through repetition and imitation. The experimental class the researcher taught reveals that students who always listen to English songs pay more deliberate attention to pronunciation, phonological rules, stress, and intonation than the others and thus pronounce more correctly and speak English more fluently.

 Chunxuan Shen wrote the connection in memorizing vocabulary, structure and grammar When coming across an impressive song, most learners are eager to take a further step-to understand what the singers are expressing and to sing it by themselves. With such a motivation, learners will feel surprised they can remember all the words that appear in the lyrics, even difficult ones. Listening to English songs easily embed new vocabulary and grammatical structures in learner's both conscious and unconscious memory. Its unexpected teaching effects will startle you!

Discussion

 A total of 100 interviewees responded to this survey. The respondents were divided into two groups that 30were male and the remaining 70 were female. The age of each gender is between 15-60-year-old. 50% of interviewees study English language more than three years by themselves.

 The results of this survey show that almost all (99%) respondents study English language. About 70% have been studying from secondary school. Many teachers used only books in their teaching programs and students were unable to connect with the actual language of their native speakers. Therefore, 28% of all respondents have problems with grammar. Currently, 38% of all respondents continue to study English language by themselves.

 Limitation

 For 20% of interviewees have difficulties with listening. They tend to prefer studying with special resources to keep the information tight. For example, they are interested in learning new vocabulary from movies, practicing listening and speaking songs, learning from the internet, and listening to TEDx conferences poor quality of practice is probably the reason respondents are not good at it. They don't know how to practice or can't find a good one.

 Another percentage of respondents (52%) has different problems during the process of studying. It includes not enough communication, being bad at writing and reading, inferior memorizing. It might be due to weak methods while learning. Respondents apparently do not use methods, which not enough efficient for them.

Recommendation

The survey results show that almost all respondents (99%) study English language. Despite, that they have big differences in their age, they have same difficulties. 28% of all respondents are bad at grammar. 20% of respondents have problems with listening and 14% with vocabulary. Almost half of all respondents (44%) have tried to learn language by listening to music. The results demonstrated that this way is possible and convenient. Other percentage (38%) of respondents have various issues, like bad memory, writing, reading. and speaking. Most of them started studying English language at secondary school and the methods which their teachers used during the study was not enough efficient to improve their English level.

Conclusion

Through this paper, I would like to insist that English songs play a magical role in teaching new things. It's an activity that gets little attention in most language classes. The song has many words that deal with specific themes and emotions. This survey is reached the goal and illustrated comparatively good results. In summary, songs introduce and review vocabulary, teach pronunciation, presenting structures and sentence patterns in novel ways is an innovative and efficient way to use English songs to improve students listening.

 **References:**

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