How Does Song Contribute as Lesson Material in TEFL

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ABSTRACT

As most teachers find out, students love listening to music or singing a song even in the classroom. It can also be a teaching tool. Often students hold strong views about music and students who are usually quiet can become very talkative when discussing it. In many cases, the teacher plays a song and leads a discussion on the meaning of the lyrics in a song. This can be effective, in some skill, those are: pronunciation, vocabulary, grammar, speaking, listening and writing skill.

Key Words: Song, pronunciation, English integrated four skills

INTRODUCTION

What is Song?

According to Hornby (1990: 1133), song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, and listening just showed in a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons (Futonge, 2005). Almost everyone loves songs. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father sing a song to deliver us sleep in the bedroom. When young children, we play, sing, and dance to a rhymes.

As adolescents, we are consumes by the beat of popular songs artist in the world. As adults, we often hear song on television, movies, theater, and even nightly news. When we work, when we play, song is there to reinforce or every mood and emotion. From explanation above, we are suggested to include songs in language learning as well. Songs had heard by the people in the world since they are born until died. So, listening to the songs has been a habitual and liked by everybody. Beside of that, by songs we can provide a relaxed lesson on a hot boring day.

Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in pronunciation, listening, speaking, reading, and writing.

They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. As stated by Lo and Fai Li (1998:8), learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting.

Songs also give new insights into the target culture. They are the means through which cultural themes are presented effectively. Since they provide authentic texts, they are motivating. Prosodic features of the language such as stress, rhythm, intonation are presented through songs, thus through using them the language which is cut up into a series of structural points becomes a whole again.

What is Music?

Music as a part of song which has some features:

1. Internal Structure:
 - Music has its own internal structure - melody, harmony, rhythm, theme development, instrumentation, dynamics, etc.
 - Expression of Emotions. Music can affect us emotionally in many different ways.

- Imitation of the Human Voice. The meaning of an utterance is often indicated by the tone of voice as well as the words. Music can imitate these tones to produce anger, fear, happiness and other emotions.
- Imitation of Human Movement. The weeping willow tree is considered to be sad because it resembles the stooped over figure of a person. In a similar way, a slow descending chromatic bass line can convey sadness. Funeral dirges are slow because they echo the slow procession of the people at a funeral. Marches move briskly to match the energy of soldiers going to war.
- 2. Representation of External Meanings:
 - Music as a Reflection of Society and Culture. The current beliefs and conditions of society are always encoded in the music, either consciously or subconsciously by the composer. For example, during the Classical Period, concerts were usually given for small numbers of highly-educated aristocrats. During the Romantic Period, orchestration was increased because of the growing middle-class audiences and larger concert halls. More recently, particular areas have developed their own sound like Mississippi Blues or the LA sound which reflect certain aspects of the culture.
 - Association with Personal Experiences. Many people have a few pieces of music or a genre that they can associate with particular memories or people.
 - Association with Advertisements, Movies, etc. Producers often use music in movies and advertisements and the music often becomes linked to this product. For example, an old blues song became closely associated with Levi's jeans a few years ago.

What Is Language Music?

Many people think that *pronunciation* is what makes up an accent. It may be that pronunciation is very important for an *understandable* accent. But it is **intonation** that gives the final touch that makes an accent native.

Intonation is the "music" of a language, and is perhaps the most important element of a good accent. Often we hear someone speaking with perfect grammar, and perfect formation of the sounds of English but with a little something that gives them away as not being a native speaker.

Therefore, it is necessary to realize that there is more than the correct pronunciation of the vowels and consonants of a language. This is very important and we do stress it in other articles. But it is only one of the **three** components to an accent, pronunciation, intonation, and linking.

In other places we will examine the correct pronunciation of vowels and consonants, and linking, the way that syllables within a word, and the beginning and ending of words come together.

In What Skill Does Song Contribute To?

For the last two decades, EFL (English as a Foreign Language) methodology has been actively considering the possibility of using music and songs in class. The analyses of the recent EFL literature on the problem in question (Graham, Murphey, Saricoban, Eken, Jedynak, etc.) makes it possible to suggest that among the methodological purposes with which music, songs are used in class, it is possible to rank the following:

1. Practicing the rhythm, stress and the intonation patterns of the English language.
2. Teaching vocabulary, especially in the vocabulary reinforcement stage.
3. Teaching grammar. In this respect songs are especially favored by teachers while investigating the use of the tenses.
4. Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions.
5. Teaching listening comprehension.
6. Developing writing skills. For this purpose a song can be used in a variety of ways--for example, speculating what could happen to the characters in the future, writing a letter to the main character, etc.

What Category of Song to Be Used?

The use of authentic materials is an important factor to take into consideration when designing listening skill materials. By using such listening materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations. Therefore, it is important to take the opportunity wherever possible to expose students to example of real language usage to help them become more communicatively competent.

The important thing about choosing a song to do with a class is:

1. Make sure that the lyrics are clear. It can be very frustrating for the students not to understand a word. The recording should also be a good one. A studio album is probably going to be better than a live version. (M. Lynch 2008)
2. Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
3. Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
4. Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.

Orlova stated that some consideration which has taken by the teacher in applying song as lesson material should follow:

1. Be able to select interesting texts on the topic music.
2. Be able to analyze the didactic potential of a particular song.
3. Know how to teach a song to the pupils.
4. Critically evaluate songs with the purpose of including them in class activities.

What level?

1. For primary students. The best songs would be those that are either familiar to the children or those, though maybe not familiar, which have an international nature, such as Old MacDonald. Since there is not a strict teaching procedure, the teacher can mainly concentrate on what to teach rather than on how to teach. For instance, while teaching them individual letter sounds or spelling the words, the traditional camp song 'Bingo', or while teaching them counting 'Johnny Works with One Hammer' will be useful. In order to make the songs more meaningful and more enjoyable, motions can be added to the song which parallel the words of the song. Since most children enjoy singing fun and nonsensical lyrics, using easy children songs will be useful. Furthermore, choosing lively action songs through which they can dance or act while singing will ensure a lively atmosphere.
2. Songs can be effectively used in an intermediate class for the purpose of teaching speaking to prospective EFL teachers. The main reasons for this are as follows:
 - As a cultural phenomenon, songs can introduce students to the musical and cultural patterns typical for the target language community.
 - Songs belong to a synthetic genre, which includes both lyrics, and music and these two constituents may be used as a good incentive for speaking English in class.
 - Songs can effectively contribute to the students' development of esthetic appreciation since they may help them shape their artistic tastes in formulating a critical evaluation of the songs they listen to and discuss. Prospective teachers of English, in order to be able to use effectively songs in their own teaching in future, should themselves be exposed to them in the context of a teacher training program.
3. For teenagers or adults in the intermediate or advanced level, it is better to use more meaningful or popular songs, which not only review or introduce grammar points but

also reflect cultural aspects. At the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques.

The question are there any teachers who is willing to use music in class has to wrestle with is 'what kind of music and what particular songs should we choose from the "ocean" of today's music?' A quick glance at the musical picture of modern society shows how picturesque and colorful it is.

Some other considerations are to follow the following criteria (though they are not free from being subjective):

- The song must be an example of a particular musical trend.
- There shouldn't be any form of violence in it.
- The song should contain a certain artistic image.

It is realized when teaching the students; we should choose the songs that suitable level of difficulty. The suitable of the song is a particularly important issue. It should be known whether the students are going to like the song or not.

How to Use It (*Deeply Discuss On How to Apply The Songs Lesson Material In Some English Skill Below*)

To develop the skills mentioned above, it is possible to encourage the students to fulfill the following tasks:

- Study the song lyrics by your favorite group. Select those ones you believe would be effective for language teaching while discussing the topics "Friendship", "Parents and Children", "Love in Song lyrics and Poetry".
- Collect interesting stories about music and musicians. Explain why these texts may be effective tools for language instruction; work out pre-reading and post-reading activities.
- Select five pieces of music that belong to different musical genres; etc.
- Listen to the song and think of the questions you could ask your pupils to help them understand the song.

Give a two-minute introductory talk on the importance of being a careful listener.

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

In order to make the songs more meaningful and more enjoyable, motions can be added to the song which parallel the words of the song. Since most children enjoy singing fun and nonsensical lyrics, using easy children songs will be useful. Furthermore, choosing lively action songs through which they can dance or act while singing will ensure a lively atmosphere.

A teacher's selection of a technique or a set of techniques should be based on his or her objectives for the classroom. After deciding the grammar point to be studied, and the song and the techniques to be used, the teacher should prepare an effective lesson plan. Since songs are listening activities, it is advisable to present them as a listening lesson, but of course it is necessary to integrate all the skills in the process in order to achieve successful teaching.

When regarding a lesson plan, as a pre-listening activity, the theme, the title, or the history of the song can be discussed. By directing the students toward specific areas, problem vocabulary items can be picked up in advance. Before listening to the song, it is also beneficial to let the students know which grammar points should be studied. At this stage, pictures may also be used to introduce the theme of the song. In the listening stage, some of the techniques listed above can be used, but among them gap filling is the most widely used technique. Through such gaps, the vocabulary, grammar, or pronunciation are highlighted. This stage can be developed by the teacher according to the needs of the students and the grammar point to be studied.

In the follow-up, integrated skills can be used to complete the overall course structure. Since many songs are on themes for which it is easy to find related reading texts, it may lead the learner to read a text about the singer or the theme. Besides, many songs give a chance for a

written reaction of some kind. Opinion questions may lead the learner to write about his own thoughts or reflections. Some songs deal with a theme that can be re-exploited through role plays. Acting may add enthusiasm to the learning process.

Finally, some songs deal with themes, which can lead to guided discussion. By leading the students into a discussion, the grammar point could be practiced orally and, in a way, naturally.

How does Song Contribute in Rhythm, Stress and the Intonation?

Bonjovi's song in phonetic symbol:

- Sitting here wasted and wounded at this old piano /sitiŋ hiə weistid ənd wu:nd ət θis əuld piænəu/
- Trying hard to capture the moment this morning I don't know /trayiŋ ha:d tə kæp tʃə ðə moumən θis mɔ:nɪŋ ai daʊn't nou/
- 'Cause a bottle of vodka is still lodged in my head /k əz ə bʌtl əv vɒdka iz stil lɔ:dʒ in mai hed/
- And some blond gave me nightmares, think that she's still in my bed /ən sʌm blʌnd geiv mi naitmeərs, θiŋk ðæt ʃiz stil in mai bed/
- As I dream about movies /æz aid rim əbʌt mu:viz/
- They won't make of me when I'm dead /ðei wo:nt meik əv mi wen am ded/

How does Song Contribute in Enriching Vocabulary?

Match the words in Column A with their definitions in Column B.

a. Accompaniment	1. Simple tune, melody or song.
b. Song cycle	2. Vocal or instrumental part that compliments melody.
c. Motif/motive	3. A group of related songs unified by theme or lyric.
d. Ballad	4. Immediately memorable and appealing musical catch phrase.
e. Bridge	5. Individual song on an album;(vb) to record a song.
f. Air	6. A short melodic pattern or musical idea that runs throughout a piece.
g. Oldie	7. Segment of pop song that connects verses and chorus.
h. Bubblegum	8. A song that tells a story; In popular music, usually a love song in a slow tempo.
i. A cappella	9. Pop song from early ears.
j. Solo	10. (Slang) light, trendy, innocuous pop music.
k. Cut	11. Singing without instrumental backing.
l. Hook	12. Single instrumental lead played over rhythm section usually in absence of vocals.
m. Lip-sync (vb)	13. To mouth lyrics in sync with recording during performance.

How Does Song Contribute in Grammar?

Exploitation of songs for grammatical structures can be illustrated through several examples.

- For present tense 'Let It Be' by the Beatles
- For past tense 'Yesterday' by the Beatles
- For present progressive 'Sailing' by Rod Stewart
- For present perfect 'Nothing Compares to You' by Sinéad O'Connor
- For past perfect 'Last Night I Had...' by Simon and Garfunkel
- For modals 'Blowing in the Wind' by Bob Dylan, and for conditionals 'El Condor Pasa' by Simon and Garfunkel can be used.

However, it should be kept in mind that songs, which provide frequent repetitions, or tell a story, or provide comments about life, or introduce cultural themes are the effective ones, since they provide authentic and meaningful material.

As a consequence, the use of songs in language classrooms provides many advantages. They entertain and relax the learners while they are learning or practicing a structure, and they often eliminate the students negative attitude towards learning. Through providing authenticity and context they make the grammar points more understandable and easy. As language teachers, we can benefit from using songs, since our concern is to motivate the students and draw their utmost attention on the subject during teaching.

DISCUSSION

How Does Song Contribute in Speaking Skill?

1. Study the song carefully then Compare your list with the others about on different musical trends and match them with the trend they refer to: Classical, Country, Folk, Hip Hop/Rap, Pop, and Blues.
2. Listen to the song and determine the mood the song evokes as well as the feelings it arouses. (quiet, peaceful, active, calm, restless, happy, dreamy, mysterious, self-pitying, intimate, sad, somber, festive, joyful, etc.)
3. Music gives rise to our imagination and feelings. You may use the following phrases: (It reminds me of ...It depicts the picture of ...While listening I can easily imagine ...)
4. Discuss about : Manner of singing and playing, Stage performance)
5. Music is an extremely powerful art. It may evoke a strong emotional response. Listen to the song (choose any song you like) and determine the mood the song evokes as well as the feelings it arouses. Useful vocabulary: quiet, peaceful, active, buoyant, calm, restless, happy, dreamy, mysterious, self-pitying, intimate, sad, somber, festive, joyful, etc.)
6. Music gives rise to our imagination and feelings. Bring to class several instrumental pieces of different genres of your preference. Play them and compare the associations caused by them among your fellow students. You may use the following phrases:
 - It reminds me of ...
 - It depicts the picture of ...
 - While listening I can easily imagine ...
7. You may often hear somebody saying "I like the voice of this singer." Describe the voices of the singers you know, using the words given below.
 - Deep, gentle, soft, fresh, clear, lyrical, expressive, nasal, guttural, hollow, resonant, gruff, harsh, raucous, husky, mellow, metallic properly/not properly placed.
8. It is possible to define the rhythm of a song in different words. Study the list of adjectives below and use them in the sentences of your own while speaking about the songs you prefer to listen to.
 - Assured, distinct, crisp, regular, irregular, dense, scattered, impatient, regular dance, abrupt, jaunty.
 - Models:
 - The song attracts me by its regular and assured rhythm.
 - I like the regular dance rhythm of this song, etc.
9. Bring in class several songs you like and describe their vocal part with the help of the useful vocabulary given below.
 - Useful vocabulary: to sing lead; to be on lead; to do lead; to sing backup; to be on backup; to do backup; to do backup vocals; to sing harmony.
10. Discuss those things below:
 - Manner of singing and playing
 - Stage performance

11. The examples of the questions for discussion as well as simulations might serve the following:
 - Is it difficult to be an attentive and appreciative listener?
 - What should a person need to know?
 - Why do young people gravitate towards new rhythms?
12. The task "Support or challenge the following statements" also serves the purpose of preparing students for discussion about the modern perspectives of development in music:
 - Nowadays, young people prefer only that kind of music to which they can dance or just talk to friends. It should be simple, cheerful and up-to-date.
 - The pop music rhythms may be new and vigorous, but they lack variety: it's the same monotonous beat again and again. The tunes are mostly primitive and as easily forgotten as picked up.
 - Today's pop music is at a crossroads. New and interesting composers and soloists have appeared. Established styles have been replaced by new ones. Some groups are trying to achieve alloys of different styles.
13. Listen to the song again. How would you describe the interaction between the singer's voice and instruments in the song?
 The song "Yesterday" is the most covered rock 'n' roll song of all time. More than 2.500 artists (Frank Sinatra, Ray Charles among them) covered it. Listen to the recorded version of the song "Yesterday" by Ray Charles. What differences in the manner of singing and in the song over all can you point out? Which singer is more dramatic?
 The concluding lesson on the topic may go in the form of a panel talk where students present their points of view on trends in modern music, supporting their presentation by musical pieces related to the discussion.

How does Song Contribute in Listening Comprehension?

1. Pre-listening questions: Who is on lead vocal and what instruments accompany him?
2. Post-listening questions:
 - What mood do the melody and lyrics evoke?
 - What is it about the song that makes it sound like it comes from another time?
 - What instruments contribute to this effect?
 - Can you describe the person speaking?
 - What kind of love is depicted in the song?
 - Is the love story told emotionally or with a tinge of detachment?
 - How can you describe Bonjovi's manner of singing?
3. Other techniques are:
 - Gap fills or close texts
 - Focus questions
 - True-false statements
 - Put these lines into the correct sequence
 - Dictation
 - Circle the antonyms/synonyms of the given words

How does Song Contribute in Writing (Composition)?

Lesson material in promoting student's writing using song as stimulus:

- Identify the lyric and classify into 8 parts of speech and make a simple sentence!
- Identify the lyric and classify into 8 parts of speech and make a story of five paragraphs!
- Identify the lyric and classify into 8 parts of speech and make a written reading report!

Why Song?

As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of language in it. When designing lessons and teaching materials to further develop listening

comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening material such as the use of song as authentic material. The use of song stimulates and motivates students to comprehend the content of materials.

There are many advantages of using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms they may constitute a powerful subculture with their own rituals. Furthermore, through using traditional folk songs the base of the learners knowledge of the target culture can be broadened.

Correctly chosen, traditional folk songs have the dual motivating attack of pretty tunes and interesting stories, plus for many students- the added ingredient of novelty (Hill, 1999:29). Most songs, especially folk songs, follow a regularly repeated verse form, with rhyme, and have a series of other discourse features, which make them easy to follow.

In consequence, if selected properly and adopted carefully, a teacher should benefit from songs in all phases of teaching grammar. Songs may both be used for the presentation or the practice phase of the grammar lesson. They may encourage extensive and intensive listening, and inspire creativity and use of imagination in a relaxed classroom atmosphere. While selecting a song the teacher should take the age, interests of the learners and the language being used in the song into consideration. To enhance learner commitment, it is also beneficial to allow learners to take part in the selection of the songs.

CONCLUSION

Concluding, I would like to mention that the system of activities presented above has the character of a training model, which may be creatively extrapolated to different musical genres - be that jazz, classic music, country music or any other. If something as simple and repackaged with high creativity will produce a masterpiece.

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