

IMPROVING LISTENING SKILLS OF PRIMARY SCHOOL PUPILS THROUGH ENGLISH SONGS

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Abstract

Listening is an essential skill for primary-school child, but how can we help to improve it? Become skilled at listening skill is very significant, but it doesn't always come easily, especially in the early years of school

Keywords: listening skill,]. Musical manifestation, listening comprehension, lyric reading, active mental action

INTRODUCTION

“Whoever is going to listen to the philosophers needs a considerable practice in listening.” – Epictetus

Listening is an essential skill for primary-school child, but how can we help to improve it? Become skilled at listening skill is very significant, but it doesn't always come easily, especially in the early years of school. But with a bit of attempt, it can support children develop their listening aptitude, with knock-on improvements in their success at school. Especially, the article is devoted to the problem of improving listening skills of primary school learners through English songs. Listening as an active mental action is a difficult procedure of perception and understanding of the voiced speech. If it's true that listening skills are the most important outcomes of early language teaching that explains the constant demand for methods that successfully improve listening skills of learners. Songs can be one of the most entertaining ways to practice and improve listening skills. Any syllabus designed for teaching English as a Second/Foreign Language (ESL/EFL) to young learners (YLS) typically contains songs, chants, and rhymes[2]. Musical manifestation is an important part of the human knowledge, and children react eagerly to songs and welcome them. Song is a key to primary practice Most primary school teachers generally use songs as a teaching technique, and Cameron claims that the use of songs and rhymes is also important for YLS in foreign language classrooms[5]. Likewise, 42 John stone claims that teachers of YLS may make an important contribution to children's early language education by introducing their classes to recorded songs[7]. Demirel makes the strongest claim when he argues that the most effective way to teach listening comprehension, pronunciation, and dictation to YLS is through teaching songs[6]. Songs provide opportunities for real language use According to Sharpe, songs provide an occasion for real language use in a fun and enjoyable situation. She states that singing is a significant part of the life of a young child, inside and outside the school, and combining the foreign language into this fundamental activity is another way of standardizing it. Young children readily imitate sounds and often pleasurably associate

singing and playing with rhythms and rhymes from an early age[4]. Schoepp believes that the following three patterns emerge from the research on why songs are valuable in the ESL/EFL classroom: 1. Affective reasons: A positive approach and environment boost language learning. Songs are enjoyable activities that contribute a supportive, non-threatening setting with confident and active learners.

2. Cognitive reasons: Songs give to fluency and the automatic use of significant language structures. 3. Linguistic reasons: In addition to building fluency, songs provide exposure to a wide variety of the authentic language students will eventually face in nonacademic settings[3]. Benefit of Song 43 By means of songs in the classroom, students can train their listening skills and raise their cultural awareness. Almost any song can be applied in the ESL classroom. The children's songs and the lessons may help students become more involved in different kinds of songs. Practicing lyric reading, revising the vocabulary, and listening to several songs can support students become more familiar with popular songs and make them more confident in their ability to listen and realize the world around them[1]. In conclusion, listening develops through focusing on meaning and trying to learn new and important content in the target language. Evolving listening skills is a vital component of any ESL/EFL curriculum for young learners, and songs are regarded as one of the most actual techniques to this end. Songs have a definite place in the primary school classroom; they provide meaningful and enjoyable language practice, especially in fostering listening skills.

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