

doi.org/10.61425/wplp.2025.20.01.22

USING SONGS IN THE ENGLISH AS A FOREIGN LANGUAGE CLASSROOM TO TEACH GRAMMAR

Anita Majorszki 

Eötvös Loránd University, Budapest
majanita@student.elte.hu

Abstract: Songs are an integral part of daily life, just as grammar is a fundamental component in language teaching. Given their authentic nature, numerous advantages, and suitability for grammar instruction, songs can be effectively utilised to teach grammar in the classroom. This paper aims to investigate the possible benefits and limitations of song-based grammar teaching in the EFL classroom by examining the views of students and teachers in the field with the help of specifically designed worksheets and by revealing variables that influence students' enjoyment of the selected songs. The study presents the results of a classroom-based study as well as the findings drawn from interviews with teachers of different age groups who have experience using songs in their instruction. Additionally, the paper discusses possible research avenues and pedagogical implications for teaching grammar through songs.

Keywords: *EFL, songs, teaching grammar, authentic materials, classroom study*

1 Introduction

Music plays a significant role in our lives. Many people listen to music while commuting, accessing it through platforms such as radio, YouTube, and Spotify. Music accompanies various aspects of life, being used for entertainment, relaxation, and even during work (North et al., 2004). According to the *Common-Sense survey* (Rideout & Robb, 2019), 82% of teenagers listen to music on a daily basis, a figure that surpasses not only their time spent watching videos but also the time spent scrolling social media. Beyond its daily entertainment potential, music can also serve as an educational tool in the classroom. Murphey (1992) described songs as “a tool which we can use to animate and facilitate language learning and acquisition” (p. 16). Songs are not only a valuable tool to help students learn but can also serve as a means to motivate and engage them in the learning process. Therefore, not surprisingly, in recent years there has been an increasing interest in the utilisation of songs to teach English as a foreign language, with many researchers emphasising their advantages in the classroom (Adnyani & Dewi, 2020; Divéki, 2019; Rais et al., 2020).

More specifically, songs can serve as effective tools for grammar teaching purposes thanks to favourable features such as rhyme, repetition, and melody (Kumar et al., 2022), as well as authenticity and potential for sustained use in

grammar instruction. While previous studies have highlighted the hypothetical benefits of incorporating songs into grammar teaching (Jadhav, 2015; Roslim et al., 2011), their practical applications remain underexplored. This research paper addresses this gap by exploring students' and teachers' perspectives on song-based grammar instruction, revealing factors influencing students' enjoyment of the learning process. By employing a mixed methods design, both qualitative and quantitative data were gathered from participants to gain a thorough understanding of the phenomenon (Creswell, 2024).

2 Theoretical Background

2.1 Characteristics of Grammar Teaching

English grammar has long been an integral part of teaching English as a foreign language curriculum; however, there remains ongoing debate as to at what level and how thoroughly it should be taught to students (Celce-Murcia, 1991). Ellis (2002) argued that teaching it at the beginner level may only be suitable when students' first language is used to support task completion. This stance is based on the nature of L2 acquisition, which often begins with learners stringing words together to communicate contextually. Moreover, Ellis (2002) maintained that grammatical competence can be obtained without formal instruction. In contrast to this viewpoint, Spada and Lightbown (1999) contended that teaching grammar can still be effective even if students are not yet prepared to learn certain grammatical forms. In this view, grammar can form the bedrock for developing further L2 competence (Lightbown, 1991). In practice, some teachers may put more emphasis on acquiring grammatical structures while others prioritise different aspects of learning (Farrell & Lim, 2005). Although Communicative Language Teaching and the Natural Approach largely replaced grammar-centred methods (e.g., the Grammar Translation Method and Audiolingual Method), new tendencies have appeared which focus on grammar instruction in a communicative context (Ellis, 2002). The post-communicative approach emphasises both the importance of communication in language teaching as well as the necessity of an in-depth understanding of language structures. This approach seeks to incorporate certain features that its predecessor did not emphasise, such as explicit grammar teaching and a focus on both accuracy and fluency (Yuan, 2022). Even so, grammar instruction continues to be a central component of English language teaching despite debates among teachers and professionals (Hinkel & Fotos, 2002).

2.2 Opportunities and Challenges of Using Songs in the EFL Classroom

The advantages of using songs in the classroom have been emphasised by many teachers and researchers. Falioni (1993) implemented music as a tool

to enhance cultural awareness and literacy; Divéki (2019) regarded songs as an effective tool to discuss global and controversial issues and nurture global citizens; Rais et al. (2020) advocated for their use in practising pronunciation; and Adnyani and Dewi (2020), among others, identified songs as an effective means of teaching vocabulary. Songs can be exploited in various forms in the English classroom, offering a wide range of opportunities to support the development of a variety of skills, including listening, writing, communication skills, vocabulary, and grammar practice (Lopera, 2003). Moreover, music can contribute to students' cultural and historical knowledge as well as their emotional intelligence (Kumar et al., 2022).

Songs can be exploited in a variety of ways during a lesson. They can serve as warm-up activities to introduce a topic, fillers to sustain attention or provide relaxation, or coolers to help students reflect on the lesson's material (Kumar et al., 2022). Alternatively, teachers can decide to prepare an entire lesson based on one particular song. Ultimately, the teacher decides how and when to implement music and songs into the foreign language classroom. Eken (1996) named eight possible motives for integrating songs into lessons. As Figure 1 shows, songs can help create a diverse learning and teaching environment where students learn in an easy-going atmosphere, are inspired to use their inventiveness, and engage in emotional conversations. Teachers can also utilise songs to improve students' listening comprehension, practise vocabulary and pronunciation, or introduce new language elements.

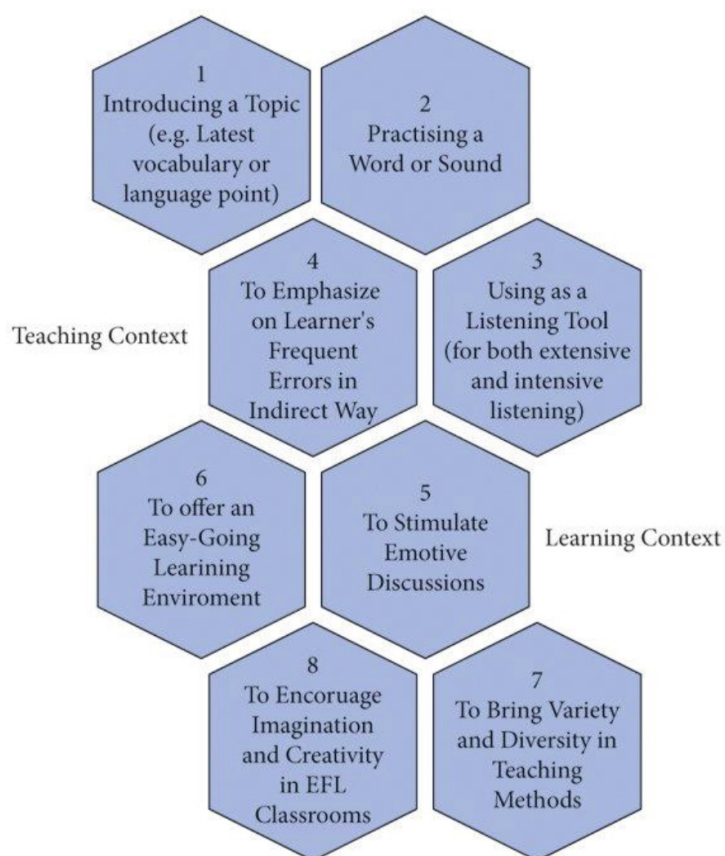


Figure 1. Eight motives behind using songs in the EFL classroom

Note. The figure was compiled by Kumar et al. (2002)

Another argument for using songs is their repetitive nature, which can facilitate retention and aid in practising stylistic and pragmatic expressions as well as grammar structures after repeated listens (Kumar et al., 2022). This is especially useful when teaching new structures and elaborating on unfamiliar vocabulary. As Murphey (1992) suggested, music can help students remember words and structures more easily due to its positive impact on short- and long-term memory. As Falioni (1993) highlighted, “people often remember the rhyme, rhythm, and/or melody better than ordinary speech” (p. 98). Furthermore, according to Kumar et al. (2022), music can also reduce students’ anxiety during the learning process and help foster a motivating atmosphere, increasing their interest in learning English.

Despite the benefits mentioned above, some challenges should be considered when incorporating songs into the classroom. Zulfa et al. (2019) investigated the limitations of using songs in English language instruction, highlighting an absence of standard criteria for song selection. As a result, educators have to take many factors into consideration, depending on their intentions. Identifying a song that features relevant vocabulary and appropriate grammar structures, conveys a meaningful message, and grabs students’ attention can be a complex task. However, by offering students a wide selection of songs, teachers can increase the likelihood that the song chosen by the class will be liked by the majority (Lopera, 2003). While some songs may attract students’ interest with their lyrics and rhythm, pupils may face difficulties understanding the message due to the presence of slang words, unknown vocabulary, unclear pronunciation, or rapid speech. For this reason, it is crucial to select songs that are suitable for the students’ level of language proficiency. Although genres such as rap and heavy metal are often popular, their slang words, idiomatic expressions, and fast lyrics might challenge students. Such songs are recommended in classrooms where students already possess advanced listening comprehension (Lopera, 2003). Additionally, Tavadze et al. (2021) emphasised that some students might find listening tasks disconcerting, especially when feeling pressure to understand every single word of the lyrics. In turn, this can have a negative effect on students, causing them to become less motivated and disengage with the task. Therefore, using songs in the classroom also includes addressing demotivating factors and developing innovative approaches to ensure student involvement (Tavadze et al., 2021).

2.3 Teaching Grammar with the Help of Songs

Based on key insights from the literature, such as the advantageous features of songs and relevant aspects of grammar instruction, integrating songs into grammar teaching presents a promising combination for the EFL classroom. Firstly, learning grammatical structures can be a challenging and discouraging undertaking for students (Diaz, 2003), with songs offering a non-threatening,

relaxed learning environment (Eken, 1996; Jadhav, 2015) where students can acquire language in an enjoyable way. Secondly, songs have certain features, including repetition (Kumar et al., 2022), which can support grammar practice and emphasise structures and patterns. This can also lead to the “songs stuck in my head phenomenon” where the language *din* (i.e., involuntary mental rehearsal) is activated (Murphey, 1990). Additionally, the melody and rhymes found in songs can also help students to easily recall grammatical structures. Thirdly, considering the dynamic nature of grammar, students need to encounter it in “meaningful and psychologically authentic ways” (Larsen-Freeman, 2014, p. 257). Songs, with their authenticity and lyrics, provide a relevant context for teaching (Kumar et al., 2022), allowing students to experience the usage of grammatical structures within real-life contexts. Moreover, as learning can be made more effective through storytelling (Boris, 2015), and many songs contain narrative elements, this storytelling element can be beneficial for language learning, especially in the case of grammar, as students can draw a connection between specific grammar forms and the given narrative elements. Although some of the above-mentioned theoretical arguments for using songs to teach grammar have been examined by scholars (Jadhav, 2015; Roslim et al., 2011), practical implementations and explicit investigations into how students and teachers view song-based grammar lessons and the factors that influence their enjoyment remain underexplored. Insights gained from such investigations can have a considerable impact on the efficacy of this combination.

3 Research Design and Methods

This paper aims to explore whether the introduction of song-based grammar instruction effectively reinforced the target grammatical structure and to reveal some factors that influence students’ enjoyment of these lessons. Addressing the research gap based on the literature review, in line with the aim of this study, the following research questions were formulated:

RQ1: What are Hungarian students’ views on activities that aim at teaching grammar structures through songs?

RQ2: What factors influence students’ enjoyment of the chosen songs?

RQ3: What are the teachers’ views on activities that aim at teaching grammar structures through songs?

To answer the research questions, the present study employed a questionnaire to gather data from students after song-based grammar lessons as well as semi-structured interviews with EFL teachers.

3.1 Participants and Settings

The study was conducted in four different secondary schools and one private language school in Budapest, Hungary. All four secondary schools are widely considered prestigious within the capital. Students in these schools are generally highly motivated and very receptive to innovative, out-of-the-ordinary lessons. Similarly, teachers are open to new teaching methodologies and pedagogical innovations. These factors made the students and their teachers suitable subjects for the present study. Before the main research project, the three worksheets were piloted with four private students at a private language school. After this piloting process, six groups of students (90 students overall) participated in the main study, with groups consisting of 13 to 19 pupils. The students were in Grades 7 to 10, ranging in age from 13 to 16, with English levels varying between elementary and upper-intermediate level (Common European Framework of Reference for Languages (CEFR) A2 to B2). Data about each group, including proficiency level, group size, school type, and the worksheet they completed during the lesson, can be seen in *Table 1*.

	Group Proficiency Level	Number of Students in the Group	Type of School	Title of the Worksheet
Group A	elementary/pre-intermediate	13	Practise school (7th grade)	The guys who are singing about a lemon tree
Group B	elementary	13	High school (10th grade)	The guys who are singing about a lemon tree
Group C	upper-intermediate	14	High School (9th grade)	What if I was a boy/girl?
Group D	(upper)-intermediate	15	Practise school (9th grade)	What if I was a boy/girl?
Group E	upper-intermediate	16	Bilingual high school (9th grade)	I wish I was younger
Group F	upper-intermediate	19	Bilingual high school (9th grade)	I wish I was younger

Table 1. Data about the groups participating in the research project

Forty-five-minute lessons were held in the classes' regular time slot and classroom. Participating teachers were given the option to either implement the researcher-designed worksheet while the researcher observed the class or invite the researcher to hold their lesson. There was only one lesson taught by the regular classroom teacher (with the researcher observing), while the remaining (nine) classes were taught by the researcher. Before each lesson, the researcher consulted with the teachers to ensure that students were familiar with the target grammatical structures. In addition, lesson plans were discussed with the teachers in advance, in order to help ensure that the lessons were held in a similar way to each other, with similar methods for the investigated groups. In most cases, students were aware of the fact that the lesson was going to be held by a guest teacher; the lesson theme, song, and grammatical structure were introduced at the beginning of the lesson.

In order to explore the opinions and experiences of teachers, interviews were conducted with four secondary school teachers from four different schools in Budapest, Hungary. When choosing the participants for the interviews, teachers were selected who had used songs in their classrooms and had participated or observed at least one lesson where the investigated song-based grammar worksheets were assessed. To gain a thorough range of perspectives, three different age groups were sampled: teachers under 30, teachers between 30 and 50, and teachers above 50. The interviews were carried out either in person or via an online platform and were recorded for analysis. In this study, the pseudonyms Emese, Ádám, Tamás, and István are used for the interviewees. Data about them (i.e., gender, age, teaching experience, and current school type in which they are teaching) can be found in Table 2.

Pseudonym	Gender	Age	Teaching Experience	Type of school
Emese	female	24	5 years	Practice school
Ádám	male	25	3 years	Practice school
Tamás	male	33	10 years	Bilingual secondary school
István	male	55	10 years	Secondary school

Table 2. Data about the interview participants

3.2 Procedures and Presentation of Worksheets

As part of the classroom study, specific song-themed worksheets were designed. Although there are many song-based lessons available on the internet, most of them are simply gap-fill activities based on listening (Smith-Robertson, n.d.; “Fill-in-the-blank lyrics”, n.d.). The lessons conducted in this study, however, aimed to use songs for grammar practice and thus included tasks targeting the songs’ grammar, themes, and vocabulary. For this purpose, eight worksheets were created. When creating these tasks, the author paid special attention to the accuracy of the grammar used in the songs, selecting songs which repeated the target structure throughout the song and its chorus to facilitate consolidation. Additionally, worksheets were centred around topics that elicit use of the given grammatical structure, providing a context for learning (Kumar et al., 2022). Each of the investigated worksheets was first piloted with private students in a language school in Budapest. After piloting, each worksheet was used with two different student groups of students, in order to allow for comparison and include a larger sample. Every lesson started with a warm-up exercise/pre-listening task that encouraged students to open up and helped orient them to the lesson’s theme, grammar focus, and the song itself. Then, it was followed by a while-listening activity, where students needed to identify and catch the grammatical structures from the lyrics. Lastly, post-listening tasks involved either reflecting on the song and its topic in the form of discussion questions or writing exercises, rehearsing the actual grammatical structures, and/or practising the vocabulary featured by it. The lessons included pair work, whole-group discussions, as well as individual work. Despite the lessons being taught by a guest instructor, the student groups were generally cooperative. Out of the eight worksheets, three worksheets (The Guys Who Are Singing About a Lemon Tree, What if I Was a Boy/Girl?, I Wish I Was Younger) were investigated in the classroom context (for worksheets, see *Appendix A*).

3.3 Instruments

The present research employed mixed methods data collection to explore more of the complexity of the investigated issue with the help of both qualitative and quantitative methods (Creswell, 2014). Data from these lessons were collected with the help of feedback sheets. Each feedback sheet started with biographical items (e.g., gender, school type, daily time spent listening to music), which were followed by attitudinal questions. The questionnaires were voluntary, anonymous, and conducted in Hungarian. The instruments included both Likert-scale and open-ended questions to encourage students to provide written feedback (for the questionnaire, see *Appendix B*).

To address RQ3, semi-structured interviews were used for data collection. These interviews served as a qualitative data collection method, allowing the researcher to elicit the personal views and beliefs of the interviewees (Creswell,

2014) and aim for triangulation in the research process. After a set of demographic questions, the interview protocol focused on the teachers' own experiences with authentic materials (especially songs) and song-based lessons, as well as their opinions regarding grammar teaching and methods for using songs to practice grammatical structures (for the interview guide, see *Appendix C*).

4 Results and Discussion

To address RQ1, data were drawn from student feedback sheets after the song-based lessons. Responses indicated that many students view songs as an indispensable part of their lives, which aligns with findings from The Common Sense Survey (Rideout & Robb, 2019) showing that 82% of teenagers listen to music on a daily basis. This was also reflected in their behaviour throughout the lessons: attitudes towards all three worksheets and their activities were generally positive.

Findings regarding students' viewpoints and enjoyment were supported by the quantitative data gathered from the closed-ended question items. In the overall analysis, private students' responses were also added. In response to the item "How much did you enjoy the lesson and activities/task?", nearly 80% of the students (N = 94) responded with a 4 or 5 on the Likert scale, as illustrated in Figure 2.

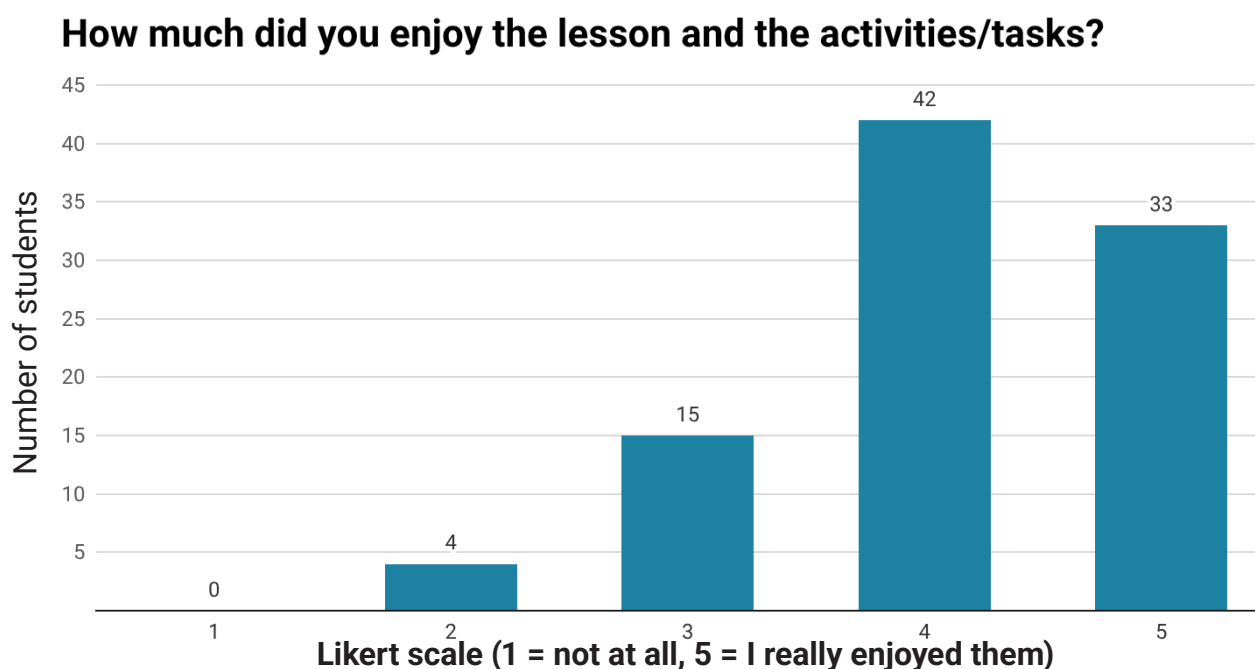


Figure 2. Student responses to the item "How much did you enjoy the lesson and activities/tasks?"

To investigate the differences between the three worksheets, a descriptive comparison of group-level responses was conducted (*Table 3*). Worksheet means were calculated, and a grand mean was derived by averaging these values ($GM = 4,07$). The degree of dispersion among the worksheets was examined by calculating the squared deviations ($SS = 0.048$), corresponding to a standard deviation of $SD = 0.16$, indicating a small difference between the enjoyment of the worksheets.

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Title of the Worksheet	Mean of Q1	(Mean of Q1 – GM)²
The guys who are singing about a lemon tree	4.11	0.002
What if I was a boy/girl?	4.20	0.017
I wish I was younger	3.91	0.029

Table 3. Mean responses by worksheet and squared deviations from the grand mean in case of Q1

These findings suggest that songs serve as a source of entertainment and a fitting tool to deal with stress, which is often experienced during the language learning process (Deb et al., 2015). Although pop music has enjoyed periods of central popularity (Griffie, 1992), interestingly, student responses to this genre appeared to be more mixed than those for rap, which was also included in the study. The songs selected for each lesson appeared to influence the enjoyment of the lesson as a whole, as observed with Group A. In their case, although the songs were not viewed particularly favourably, the students still responded positively to the method itself. Similar findings were also observed in the case of Groups C and D. To increase the likelihood of enjoyment, it is recommended that teachers personalise songs according to their students' preferences (Lopera, 2003). Nevertheless, in addition to the song itself, many other elements can impact enjoyment. While Groups E and F showed interest in the song itself, they were less keen on the lesson, the worksheet, and the activities. This might be attributed to the fact that they were used to the worksheets designed by their regular teacher. To gain a clearer picture of this phenomenon, it would be useful to carry out interviews with some of the learners. In response to the item "How much would you like to take part in similar types of lessons in the future?", more than 78% of the students ($N = 94$) responded 4 or 5 (as shown in Figure 3), indicating the students' receptiveness toward the method.

How much would you like to take part in similar types of lessons in the future?

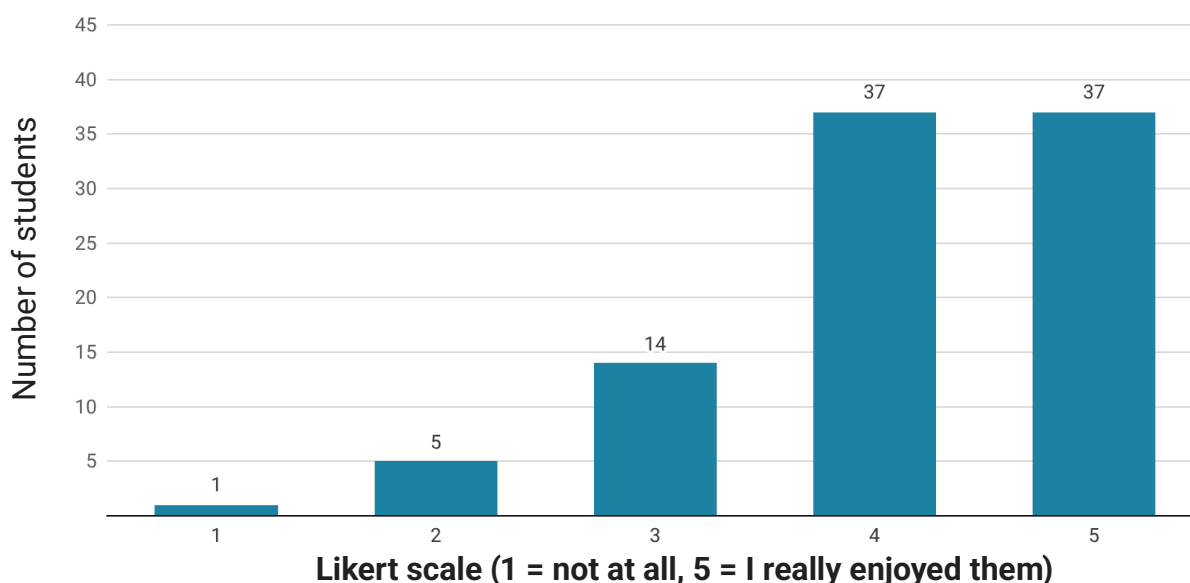


Figure 3. Student responses to the item “How much would you like to take part in similar types of lessons in the future?”

Another examination of between-group variation was also conducted to explore differences in mean responses to the two similar Likert-scale items (Q1 = “How much did you enjoy the lesson and activities/task?”; Q6= “How much would you like to take part in similar types of lessons in the future?”) across the six groups. Firstly, grand means were calculated for both questions by averaging the six group means (GM1=4.07; GM2=4.09). Each group mean was then compared to the grand mean, and the resulting deviations were squared to quantify the extent to which group-level responses differed from the overall average. Group D showed the largest positive deviation from the grand mean, while Group E exhibited the largest negative deviation in the case of Q1, prior to squaring. As for Q2, Group B appeared to have the largest positive deviation from the grand mean, whereas Group F demonstrated the greatest negative deviation prior to squaring. The summed squared deviations of the group means from the grand mean (SS1 = 0.196; SS2 = 0.260), and the corresponding standard deviations (SD1 = 0.20; SD2 = 0.23) indicated a moderate degree of between-group dispersion in mean responses.

	Mean of Q1	(Mean of Q1–GM1) ²	Mean of Q6	(Mean of Q6–GM2) ²
Group A	3.92	0.024	4.0	0.008
Group B	4.30	0.051	4.30	0.046
Group C	4.07	0.000	4.28	0.037
Group D	4.33	0.066	4.13	0.002
Group E	3.88	0.037	4.13	0.002
Group F	3.94	0.018	3.68	0.165

Table 4. Mean responses by group and squared deviations from the grand mean in case of Q1 and Q6

Students reported that the activities helped develop three main skills, including speaking, listening, and writing. Some of the songs also provoked strong emotions and feelings from the students. Many felt motivated to participate in discussions and were inspired to give voice and express their views in connection with the given themes. Students also expressed their enjoyment and opinions in comments from the open-ended questionnaire, such as:

“The overall atmosphere of the class was much better, and the structure of the grammar stuck with me much more effectively.”

“I liked that we practised the material with a song instead of the usual method.”

“I enjoyed discussing in pairs and expressing opinions, the atmosphere was good, and I liked the music. I find it an interesting and creative idea to practice grammar through listening to music. In the future, I would gladly continue learning this way.”

“The class was lively; we practised grammar with music, which was exceptional because we don’t usually do that.”

“I liked it because we looked at grammar from a different perspective.”

“The tasks were creative, and the topic was good. It was about something accessible and unique to everyone.”

“It is definitely positive that there are more creative tasks built around the song, and it’s not just about listening to it and filling out forms. This method allows for a better understanding of the particular song/band, and the tasks also help with speaking.”

To answer RQ2, the students’ and the teachers’ views were also considered on the basis of the questionnaires and interviews, respectively. Since song selection by educators requires various aspects to be taken into consideration (Griffie, 1992; Lopera, 2003), knowing what students find enjoyable in a song can assist teachers. Students were asked to select (and could also add) factors that contributed to their enjoyment of a song. The results pointed to mood, genre, and topic of the song as salient elements in the data (see Figure 4). Students had the opportunity to add further influencing factors, resulting in off/on-record singing; TikTok sound associations; familiarity with the song, and personal associations. In the semi-structured interviews with the teachers, the topic and mood of the song were also highlighted. The importance of choosing a song that students can identify with may also increase the likelihood of engaging in emotionally meaningful conversations, a key affordance of song-based lessons (Eken, 1996). Additionally, teachers stressed the importance of students’ understanding of the lyrics, eliminating demotivating factors which might discourage students from such learning activities (Tavadze et al., 2021). Taking these factors into account, grammar instruction through songs could become even more effective.

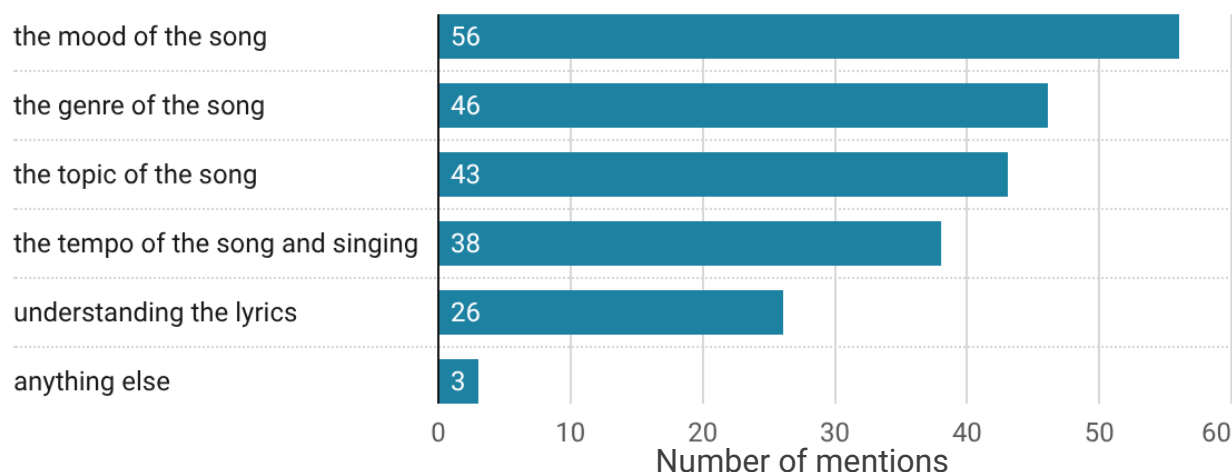


Figure 4. Factors influencing students' enjoyment of the song and their number of mentions

In response to RQ3, it was observed that the four teachers involved in the semi-structured interviews were highly supportive of teaching grammar with the help of songs. Based on this, it seems that songs can be a powerful tool for practising grammar structures, not only in theory (Jadhav, 2015; Roslim et al., 2011) but also in the classroom. All four teachers described songs as a beneficial tool for EFL classrooms. One theme that was highlighted was the reduction of student stress during the language-learning process (Jadhav, 2015). As one of the teachers (Ádám) highlighted, songs can bridge tensions, helping to create a stress-free environment where students can acquire grammatical elements more effectively. This phenomenon is further reinforced by the rhymes and melodies present in songs (Kumar et al., 2022). Secondly, respondents underscored the way in which song-mediated grammar practice can help both teachers and students break from usual routines and engage creatively. The participants also mentioned the timing of these activities: song-based lessons, such as those in the present study, can be utilised as a follow-up session after a certain grammar point has been covered or even at the end of the semester when students feel overwhelmed (as suggested by István). In conclusion, the interviewed teachers viewed practising grammar through songs as an additional method to complement and inject variety into their future language teaching.

5 Conclusion

The goal of this study was to examine how students and secondary school teachers react to song-based grammar lessons and to investigate whether integrating songs into grammar instruction could be an effective and enjoyable method in EFL classrooms. Additionally, the research also aimed to identify factors influencing students' enjoyment of the chosen songs. As suggested by the results, songs can be a suitable tool for teaching grammatical structures, and the method can be a valid, sound practice if executed properly. While prior literature highlighted the theoretical potential of songs in grammar teaching (Jadhav, 2015; Roslim et al., 2011), the findings of this research shed light on its

practical execution in the EFL classroom.

Students' overall reaction to song-based grammar instruction was generally positive: most of the participants found the lessons enjoyable and showed a high level of participation and interest throughout. Students were able to express themselves and apply the target grammar structures to the topics conveyed by the songs. The group-level analysis of students' responses pointed toward a positive pattern of enjoyment across the lessons and worksheet. To better understand their enjoyment of the lessons, students were asked to identify factors influencing their experience. Based on their responses, topic, mood, and genre of the songs emerged as the most influential factors. While these findings are based on this particular sample, the statistical analysis indicates stability in the results, suggesting that similar patterns would likely emerge in other comparable groups. The statistics support the reliability of the conclusions, which in turn underpins the validity of the findings. The findings also highlight certain crucial aspects, including the importance of personalisation and assessing students' preferences, as previous research has suggested (Griffie, 1992; Lopera, 2003).

As expressed by the participating teachers, the method investigated in this study could serve as a valuable supplement to their grammar teaching, enhancing their methodological repertoire. In their view, using songs helps reduce the anxiety and stress often associated with learning grammar and language more generally, fostering greater student engagement and motivation. The findings suggest that students as well as teachers stand to benefit from the use of songs in the classroom as an innovative approach to practising English grammar.

Based on the findings of this research, several pedagogical implications can be drawn. When planning song-based grammar activities, it is essential to consider students' preferences. As the study revealed, many factors influence students' enjoyment of the chosen songs; therefore, it is important to select songs that appeal to the majority of students. This could be achieved by administering surveys to students or creating mutual Spotify/YouTube playlists in advance. It is also advisable that worksheets for such tasks are structured around the song and its topic, fostering the practice of the target grammatical structures. As the student feedback revealed, the creative tasks used in the present study appear to be more engaging than traditional gap-fill listening exercises alone. While designing such tasks might require more preparation and time, with the use of a consistent sequence or schema that includes pre-, while- and post-listening activities, the time spent preparing such materials can be reduced. Additionally, the worksheets developed by the author can serve as a resource to teachers seeking to implement song-based grammar instruction (see Appendix A). Taken together, these considerations suggest that the investigated method could serve as an effective approach for teaching grammar in EFL classrooms, expanding teachers' instructional repertoire.

Future research directions could build on the present study by piloting and investigating additional song-based worksheets, covering a wider range of grammatical structures with songs personalised to students' preferences. To draw more complex conclusions, further studies could investigate more worksheets with a larger number of students. A longitudinal study could also be carried out, which would offer a deeper understanding of the long-term effects of this approach, revealing to what extent students remember the practised grammatical structures and songs.

Table 5 offers song recommendations for teaching specific grammar points, which include repetitive structures in the lyrics.

Grammar Structure	Artist – Song Title
Present simple	Ylvis – What Does the Fox Say? The Beatles - For No One
Present continuous	Fools Garden – Lemon Tree Susanne Vega - Tom's Dinner
Present perfect	Queen – We Are the Champions Charlie Puth - How Long Marshmello & Anne-Marie – Friends
Past simple (and used to structure)	Coldplay – Viva La Vida Gotye – Eyes Wild Open
Wish (for present and future)	Tom MacDonald – I Wish Twenty-One Pilots – Stressed Out
Future tense: will/ won't	Lucas Graham – 7 Years The Rembrandts - I'll Be There For You Gloria Gaynor - I Will Survive Queen - We Will Rock You
First conditional	Bruno Mars – Count on Me One Republic - If I Lose Myself Timbaland ft. Katy Perry - If We Ever Meet Again
Second conditional	Beyoncé – If I Were a Boy Joan Osborne - One of Us
Third conditional	Adele - If It Hadn't Been for Love

Proofread for the use of English by: Jamil Eftim Toptsi, Lector, Department of English Applied Linguistics, Eötvös Loránd University, Budapest.

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Appendices

Appendix A

Booklet with song-based worksheets

The worksheets created for the purpose of the research can be found under the following link: https://drive.google.com/file/d/1erzu7zygjXV0VjMtLhX3YzK74k_iJu78/view?usp=drive_link



Appendix B

The English translation of the student feedback sheets

Dear Participant,

My name is Anita Majorszki, I am an English-chemistry teacher trainee at Eotvos Lorand University. In my research, I am investigating the efficacy and enjoyment of using songs in grammar teaching with worksheets designed for this purpose.

I would appreciate your thoughts and opinions about the song-based lesson by completing this survey.

The survey is voluntary and anonymous. The collected data will be used only for the purposes of this research.

Thank you for your participation in advance!

Section I. General questions

1. What is your gender?

- a. Female
- b. Male

c. Prefer not to say

2. Where do you learn?

- a. Primary school
- b. Technical school/ Vocational school
- c. Higher education (university)
- d. I have finished my studies

3. How often do you listen to music?

- a. less than 1 hour a day
- b. 1-2 hour(s) a day
- c. 3-5 hours a day
- d. more than 5 hours a day
- e. I don't listen to music

Section II. Attitudinal questions regarding the lesson (including five-point Likert-scale, multiple-choice, and open-ended questions)

The five-point Likert-scale questions used the following response options:

- 1 - Not at all
- 2 - Not really
- 3 - Neutral
- 4 - I enjoyed/liked them
- 5 - I really enjoyed/liked them

1. How much did you enjoy the lesson and activities/tasks? (1-5 Likert-scale)

2. Why did (not) you enjoy the lesson? (open-ended)

3. How much did you like the songs? (1-5 Likert-scale)

4. Which of these factors contributed to your answer in the previous question?

The factors listed:

- a. the genre of the song
- b. understanding the lyrics
- c. the topic of the song
- d. the tempo of the song and singing
- e. the mood of the song
- f. anything else

5. To what extent do you think the lesson contributed to learning the given grammatical structure? (1-5 Likert scale)
6. How much would you like to take part in similar types of lessons in the future? (1-5 Likert-scale)

Appendix C

The English translation of the interview schedule

Thank you very much for participating in my research. This interview will take about 15 minutes, and I will ask you about a topic related to language pedagogy, specifically learning languages through music. It is necessary to make a voice recording of the interview for the research. Do you consent?

Thank you very much. The data collected will be treated confidentially, and no information that could identify you will be included in the research. You can decide any time that you do not want to continue the interview, and we will stop.

There are no right or wrong answers; I am interested in your opinions and views.

First, I will start with a few biographical questions.

1. In which year were you born?
2. What type of teaching qualifications or certifications do you have, and when did you obtain them?
3. In which institutions or other forms outside of institutions are you currently teaching?
4. How many years of teaching experience do you have, and in what type of training or institution?

Now we will continue with a few general questions. Different teachers have different opinions about using music in English lessons. I am now interested in your personal opinion; there are no right or wrong answers.

1. Have you ever used songs in the EFL classroom? What types(/genres) of songs did you use? Why?

2. To what extent do students enjoy listening to music in the class according to your experience? What factors do you think influence students' enjoyment of the chosen songs?
3. Do you think that listening to music outside the classroom influences students' language skills? Why?
4. How do you think students benefit from songs/authentic materials in the EFL classroom?

Now let's talk about the other side, the teaching of grammar.

5. How important is it for you to teach English grammar? Why?

In my research, I targeted teaching grammar with the help of songs.

6. What is your opinion on the created worksheets that aim to practise grammatical structures?

Is there anything we didn't talk about, but you think it would be important?