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**II Spring International Scientific and Practical ONLINE
Conference “Innovative Approaches of Language Teaching:
Bridging Theory and Practice”**

**«Тілдерді оқытудың инновациялық тәсілдері: теория мен
практиканы ұштастыру» атты II көктемгі халықаралық
ғылыми-практикалық конференция**

**II весенняя международная научно-практическая
конференция «Инновационные подходы преподавания
языков: слияние теории и практики»**

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«Тілдерді оқытудың инновациялық тәсілдері: теория мен практиканы ұштастыру» атты ІІ көктемгі халықаралық ғылыми-практикалық конференция материалдар жинағында шетел тілдерін оқыту саласындағы озық тәжірибелермен алмасуға, мәдениетаралық қарым-қатынасты нығайтуға, цифрлық дәуір жағдайында шетел тілдерін оқытудағы инновациялық технологияларды таратуға, сондай-ақ халықаралық ғылыми-академиялық ынтымақтастықты кеңейтуге бағытталған ғылыми-практикалық зерттеулердің нәтижелері енгізілген. Материалдарда білім алушылар мен жас ғалымдардың осы бағыттағы зерттеулерге белсенді қатысуын ынталандыру мәселелері қарастырылған.

В сборник материалов ІІ весенней международной научно-практической конференции «Иновационные подходы преподавания языков: слияние теории и практики» включены результаты научно-практических исследований, направленных на обмен передовым опытом в области преподавания иностранных языков, укрепление межкультурной коммуникации, распространение инновационных технологий обучения в условиях цифровой эпохи, а также расширение международного научно-академического сотрудничества. В материалах рассматриваются вопросы стимулирования активного участия обучающихся и молодых ученых в исследованиях в данной области.

The proceedings of the ІІ Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice” include the results of scientific and practical research aimed at sharing advanced experience in foreign language teaching, strengthening intercultural communication, disseminating innovative teaching technologies in the digital age, and expanding international scientific and academic cooperation. The materials also address issues related to encouraging the active participation of students and young researchers in this field.

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NJSC “The L.N. Gumilyov Eurasian National University”
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II Spring International Scientific and Practical ONLINE Conference “Innovative Approaches of Language Teaching: Bridging Theory and Practice”

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теории и практики»**

The Main Themes of the Conference:

1. Teaching foreign languages for professional and interdisciplinary purposes.
2. Innovative technologies in foreign language teaching methodology.
3. Language training in the context of multilingualism and lifelong learning.
4. Language education based on digital technologies and artificial intelligence.

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responsibility for their educational progress. At the same time, the study highlights the importance of maintaining a balance between digital and traditional teaching approaches. While technology provides numerous advantages, traditional methods remain essential for developing communication skills and maintaining direct interaction between teachers and students.

Despite the advantages of innovative technologies, certain challenges remain, such as unequal access to digital resources, lack of technical skills among some users, and the potential reduction of face-to-face communication. Therefore, teachers should carefully select and combine different methods to ensure high-quality language education. Overall, the digitalization of education opens new opportunities for improving English language teaching and supports the development of communicative competence in learners. Future research may focus on the long-term impact of digital tools, the effectiveness of specific technologies, and the further integration of advanced innovations in language education.

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THE USE OF ENGLISH POEMS AND SONGS FOR THE DEVELOPMENT OF LEXICAL SKILLS AT THE SENIOR STAGE OF LEARNING

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Annotation

As students move from basic language skills to advanced communication, they need to learn new words and understand how to use them properly. This usually happens in the last years of high school. At this point, students have to change the way they think about language: instead of just understanding what the words say, they need to start understanding the deeper meanings, like metaphors, nuances, and cultural references. This shift is important for them to become good communicators. They need to learn how to use language in a more sophisticated way, taking into account the context, the audience, and the culture. By doing so, they will be able to express themselves more effectively and understand others better.

Today, many experts agree that traditional teaching methods often fail to help students make the leap from basic to advanced language skills, especially with complex phrases and figurative language. To address this issue, a promising approach has emerged: the use of English songs and poetry in the classroom. By combining rhythm, emotional connection, and real-life language, this method creates a more engaging and thought-provoking learning environment. This approach can be a powerful tool for students to improve their language skills in a more enjoyable and effective way.

Key words: Lexical skills; senior stage; English songs; English poems; figurative language; collocations; lexical density; vocabulary acquisition; EFL; rhythmic media.

Introduction

For students in the final stages of secondary schooling, the fundamental hurdle is attaining "lexical depth". This concept pertains to the comprehensive grasp of a single term, encompassing its polysemous facets, phraseological pairings, and structural limitations. While early-stage learners typically prioritize "lexical breadth"—defined as the sheer quantity of vocabulary—advanced pupils are compelled to decipher the complexities of figurative language, such as hyperbole and metaphor, which characterize sophisticated English communication.

These obstacles are effectively mitigated by the employment of rhythmic tools. By establishing a multisensory infrastructure, such media bolster mnemonic endurance via melodic iteration and diminish the psychological obstacles (affective filters) that often impede linguistic progress in academic contexts.

Objective of the Research: To exploit the interplay between rhythmic configurations and emotional impact, thereby cultivating an engrossing educational space that stimulates complex cognitive processing and deep semantic examination.

Literature Review

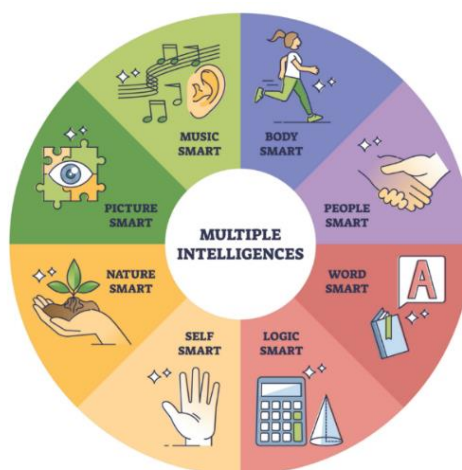
Theoretical Frameworks Underlying Rhythmic Lexical Acquisition

The educational utility of poetic and musical compositions is underpinned by a

robust architecture of linguistic and psychological theories. Most notably, Krashen's Affective Filter Hypothesis serves as a cornerstone of this framework; it posits that the most effective language acquisition occurs when a student's internal resistance is minimized and their drive is maximized.¹⁹ Within the framework of upper secondary education, music functions as a "non-threatening" vehicle for learning, particularly as pupils frequently encounter significant stress stemming from rigorous standardized testing and the intricacies of state educational mandates. The psychological burden typically associated with the national curricula is mitigated by this artistic medium, which offers a lower-anxiety alternative to conventional instructional formats.⁶ A transition is facilitated by this method, shifting the educational setting from a static, conventional atmosphere to a dynamic and spirited arena where proactive engagement is inherently fostered.⁶

Moreover, it is proposed through the lens of Gardner's Theory of Multiple Intelligences that an advantageous academic standing is held by individuals possessing acute musical-rhythmic intelligence when engaging with song-based instruction. This pedagogical alignment ensures that those with high auditory-melodic aptitude are optimally situated to maximize their cognitive gains from such rhythmic methodologies.³

Picture 1: «Musical-rhythmic intelligence» VectorStock. (n.d.). Multiple intelligences circle diagram with different educational icons. VectorStock. Retrieved from: <https://www.vectorstock.com/royalty-free-vector/multiple-intelligences-with-different-educational-vector-45152285>



The retention of lexical units in long-term memory is significantly bolstered by the use of auditory cadence and harmonic structures, which serve as sophisticated mnemonic devices. Furthermore, these rhythmic configurations facilitate the systematic segmentation of the speech stream, enabling a more structured internalisation of linguistic data.²³ This framework is further augmented by the phenomenon of "incidental learning," a process wherein the mastery of vocabulary occurs as an inherent consequence of interacting with aesthetically pleasing and substantive material. In this context, linguistic growth is achieved through cognitive

immersion rather than the conventional reliance on direct, rote memorization or mechanical drills.¹⁹

Table 1: Theoretical Foundations Underlying Rhythmic Lexical Acquisition

| Theoretical Foundation | Core Mechanism in Lexical Development | Impact on Advanced Learners |
|-------------------------------|---|--|
| Affective Filter Hypothesis | Reduction of stress and anxiety via rhythmic engagement. | Facilitates the absorption of complex linguistic input. ²² |
| Multiple Intelligences Theory | Use of musical-rhythmic cues to anchor new vocabulary. | Supports learners who struggle with traditional prose-based instruction. ³ |
| Sociocultural Theory | Collaborative interpretation of lyrics and poetic themes. | Encourages social agency and contextual usage of new lexis. ⁹ |
| Input Hypothesis | Provision of "comprehensible input" within a melodic frame. | Helps students bridge the gap between their current and target proficiency levels. ²² |

The neurological dimensions underlying this method are of substantial importance, as researchers have observed that musical stimuli activate the brain's linguistic hubs in a manner that optimizes memory.²³ In this dual-mechanism, melodic components undergo primary processing within the right hemisphere, whereas the left hemisphere manages the decoding of linguistic components.¹

A cognitive "link" is established through the concurrent activation of both cerebral hemispheres, significantly strengthening the retrieval of new vocabulary and idiomatic structures. This integrative processing is the catalyst for the "earworm" phenomenon; as a result, lyrical content becomes "persistent" in the student's cognition, reinforcing lexical structures through constant, involuntary mental repetition.¹⁹

Semantic Analysis and Figurative Language in Grade XI Curricula

A comprehensive examination of English language instructional materials for upper secondary levels, especially those curated for Grade XI, demonstrates a significant prevalence of non-literal meaning. Rather than serving as aesthetic additions, these literary works function as fundamental catalysts for the instruction of semantics and the cultivation of higher-order thinking skills.²⁰ At this academic juncture, a fundamental requirement for pupils is the capacity to differentiate between denotative definitions (verbatim clarity) and figurative interpretations, which encompass implicit or metaphorical significance.¹

Among the pedagogical resources curated for Grade XI, the most prevalent forms of non-literal expression are hyperbole and metaphor.⁴ To illustrate, the track "Hero" performed by Mariah Carey is frequently employed as a pedagogical tool to showcase the conceptual shift of the term "hero." In this context, the word is reinterpreted to signify internal resilience and moral fortitude, moving away from the conventional depiction of a mythological figure endowed with supernatural powers.⁴ In a comparable manner, expressions such as "long road" undergo semantic examination as metaphorical representations of human existence. This pedagogical process mandates that pupils participate in high-order thinking practices, specifically prioritizing observation, association, and interpretation.²⁰

Table 2: Prevalence and Function of Figurative Language in Grade XI Materials

| Figurative Language Type | Prevalence in Grade XI Materials | Pedagogical Function |
|---------------------------------|---|---|
| Metaphor | Highest | Encourages abstract thinking and symbolic association. ⁴ |
| Hyperbole | High | Demonstrates the use of exaggeration for emotional emphasis. ²⁵ |
| Personification | Moderate | Facilitates the understanding of abstract concepts through human attributes. ⁴ |
| Simile | Low | Provides explicit comparative structures for descriptive clarity. ⁴ |
| Antithesis | Low | Teaches the juxtaposition of contrasting ideas in discourse. ⁴ |

The presence of these elements necessitates a pedagogical shift toward "literary exploration." This process involves more than just identifying figures of speech; it requires students to analyze how stylistic choices create a distinct ambiance or convey moral values.¹¹ In Indonesian and other EFL contexts, literary works are increasingly viewed as tools for building social awareness, harmony, and tolerance, reflecting the broader educational mission of the senior secondary stage.²⁰

Materials and Methods

Quantitative Impact of Song-Based Instruction on Vocabulary Mastery

The shift from theoretical frameworks to practical application is substantiated by a wealth of empirical data. Various research designs, including pre-experimental and quasi-experimental studies conducted in diverse contexts—ranging from general secondary schools to Islamic boarding schools—consistently demonstrate that pedagogical interventions centered on music lead to statistically significant improvements in vocabulary scores.¹³

A prominent study conducted with eighth-grade students at an Islamic junior high school integrated English musical compositions with the Vocabulary Self-collection Strategy (VSS). This VSS technique grants learners the autonomy to curate their own lexical sets from the song lyrics, guided by their individual curiosity or perceived relevance, thereby enhancing their personal commitment to the educational journey.¹⁷ The findings revealed a substantial elevation in average performance, indicating that the synergy between rhythmic media and learner-centered strategies is exceptionally potent for long-term lexical retention.¹⁷

Table 3: Quantitative Impact of Song-Based Instruction on Vocabulary Mastery

| Study Setting | Instrument/S strategy | Pre-Test Mean | Post-Test Mean | P-Value (Significance) |
|---------------------------------|------------------------------|----------------------|-----------------------|-------------------------------|
| Islamic Junior High (Indonesia) | Song + VSS Strategy | 48.71 | 80.89 | 0.00 (<0.05) ¹⁷ |
| Superior Junior High | Modified English Song | N/A | 86.80 | <0.05 ¹⁷ |

| | | | | |
|-----------------------------------|-------------------------|-----------------|--------------------|--------------------------|
| Senior High School (Saudi Arabia) | Self-Learning via Songs | Augmented Vocab | Improved Skills | Significant ² |
| Pop Songs (Kindergarten) | Rhythmic Exposure | 33.57 | 50.00 | 0.00 |
| Pop Songs (General EFL) | Melodic Instruction | +32% Gain | +22% Pronunciation | Significant |

Results and Discussion

The effectiveness of musical instruction is underscored by its profound influence on long-term memory retention. Research monitoring pupils one month after the initial pedagogical intervention demonstrated that lexical gains were successfully preserved, indicating that the melodic "anchor" acts as a cognitive stabilizer, preventing the swift erosion of information typically associated with rote learning. ² Additionally, it was observed that pop music generated the most significant improvements in vocabulary acquisition and auditory comprehension. Conversely, acoustic and soft rock genres proved more effective for refining prosodic features, including intonation and stress patterns.

Cognitive Benefits and Advanced Lexical Proficiency

For those at an advanced stage of language acquisition, lexical proficiency is fundamentally defined by the command of collocations—lexical units that habitually and frequently appear in tandem.¹⁷ This represents a vital competency for upper secondary pupils, as a failure to accurately employ these combined structures often serves as a primary indicator of non-proficiency, irrespective of the individual's overall vocabulary breadth.¹⁵

Collocations and Multi-word Units

Songs are a rich source of prefabricated language. Because lyrics often feature colloquial expressions and high-frequency word pairings, they help learners internalize these structures as single units of meaning.²² Proficient learners benefit from exposure to abstract noun elements and semantically complicated pairings found in mature lyrics.¹⁵ Research indicates that listening to songs, especially through repeated exposure, contributes significantly to three dimensions of vocabulary knowledge:

1. **Spoken-form Recognition:** Identifying the sound of a word in a stream of connected speech.¹⁷
2. **Form-Meaning Connection:** Associating the sound or spelling of a word with its intended meaning.¹⁷
3. **Collocation Recognition:** Understanding which words typically appear together (e.g., "heavy rain" vs. "strong rain").¹⁷

The repetitive nature of song choruses serves as a "rehearsal mechanism" for these collocations. When students listen to lyrics on repeat, they are not just hearing words; they are absorbing the syntactic and lexical environment of those words, which speeds up the transition from receptive to productive language use.¹⁷

Lexical Density and Readability

As students progress to the senior stage, the materials they encounter become increasingly dense. Lexical density—the ratio of content words (nouns, verbs, adjectives) to function words (prepositions, conjunctions)—is a key measure of a text’s complexity.¹⁷ Research on Grade XII textbooks suggests that many reading materials are actually "too dense" for the intended grade level, leading to student boredom and comprehension difficulties.¹⁷

In contrast, songs often maintain a moderate level of lexical density while providing high emotional engagement. This allows students to tackle complex themes without the cognitive overload that can occur when reading dense expository prose. By building a foundation through song lyrics, students develop the lexical confidence needed to navigate more challenging text genres, such as discussion and review texts.

Poetry as a Pedagogical and Therapeutic Instrument

While songs offer the benefit of melody, poetry provides a unique focus on concentrated language and emotional resonance. At the senior secondary level, poetry is increasingly used as a therapeutic tool to enhance emotional well-being and personal growth.⁶

Emotional Regulation and Classroom Engagement

Poetry allows students to express feelings that are often challenging to articulate in everyday language. Qualitative case studies in Bangladesh have shown that poetry evokes passion and reflects students' own lives, helping them become more resilient and better able to control their emotions.⁶ This emotional connection is a powerful motivator for language learning; when a student finds a poem that "mirrors" their own situation, their engagement with the language increases substantially.

From a linguistic standpoint, poetry focuses the student’s attention on "diction"—the author's specific choice of words. By analyzing why a poet chose one synonym over another, students develop a sophisticated understanding of denotation and connotation.¹⁰ Activities such as "blackout poetry" or "found poetry" (creating a collage of phrases from other texts) encourage students to manipulate language creatively, moving them away from the search for "right and wrong" answers toward an appreciation of subjective interpretation.¹⁶

Improved Writing and Critical Thinking

The use of poetry has also been linked to improvements in narrative writing. In experimental settings, students guided by poetic models performed significantly better in writing tasks than those taught through conventional methods.¹⁴ Poetry encourages the use of "flashforward" styles and a concentrated imaginative awareness, enriching students' own creative output.¹¹ Furthermore, analyzing the unusual syntax and structures found in verse helps advanced learners understand the limits and flexibility of English grammar.¹⁴

Table 4: Poetry Activities and Resulting Lexical/Linguistic Outcomes

| Poetry Activity | Lexical/Linguistic Focus | Student Outcome |
|------------------|---|--|
| Diction Analysis | Denotation, connotation, and symbolism. | Enhanced awareness of word choice and voice. ¹⁰ |
| Dictogloss | Reconstructing stanzas from | Improved listening and |

| | | |
|-----------------------|---|---|
| | notes. | grammatical accuracy. ²¹ |
| Thesaurus Exploration | Identifying evocative synonyms for emotions. | Expanded vocabulary breadth and depth. ²¹ |
| Spoken Word Practice | Alliteration, onomatopoeia, and code-switching. | Refined pronunciation and rhythmic awareness. ¹⁶ |

Perceptions of Senior Students and Educators

The effectiveness of incorporating rhythmic media into the classroom is heavily contingent upon the perceptions and attitudes held by both educators and learners. Quantitative surveys administered to English Education students and senior high schoolers demonstrate a remarkably favorable consensus regarding the utility of musical compositions as a potent instructional medium.⁷

Student Perceptions and Motivation

Learners characterize music-based instruction as an "engaging," "functional," and "compelling" pedagogical approach.⁷ For a significant majority, English-language compositions are already deeply embedded within their digital ecosystems, rendering them a highly accessible and attractive resource. This specific "cognitive object"—the musical track—successfully captures their attention, facilitating a more resilient memory of linguistic structures and applications than conventional textbook exercises.

Additionally, evidence suggests that lyrical content helps mitigate "auditory apprehension," a common psychological barrier encountered when students struggle to discern every syllable in standard audio dialogues.²⁶ The inherent cyclical structure of lyrics encourages a state of cognitive relaxation, which, paradoxically, enhances their proficiency in identifying verbal cues and extracting contextual significance.²³ Empirical findings from Saudi Arabia further indicate that musical engagement inspires pupils to adopt a "self-directed learning" posture, thereby expanding their educational commitment beyond the physical classroom.²

Teacher Challenges and Pedagogical Scaffolding

Despite the high level of student enthusiasm, educators encounter distinct obstacles when integrating these media into the classroom. Practitioners in both secondary institutions and Islamic schools identify several restrictive factors:

- **Lyrical Alignment:** The difficulty of sourcing musical content that satisfies curriculum requirements while simultaneously resonating with learner interests.²³
- **Acoustic Intelligibility:** Excessive song tempos and imprecise articulation (such as phonetic mumbling or dense accents) can significantly impede comprehension for students with limited proficiency.
- **Technological Infrastructure:** A deficiency in high-quality audio hardware or digital resources within certain educational environments.⁸
- **Professional Development:** A perceived lack of specialized pedagogical training, leading many instructors to view literary materials as mere "filler" activities rather than core instructional tools.¹¹

To alleviate these challenges, the implementation of pedagogical scaffolding is imperative. Strategies include pre-teaching complex terminology, using cloze tasks (gap-fill lyrics), and prioritizing acoustic or more "transparent" musical genres for introductory-level groups.⁷

Implementation Strategies for the Senior Stage

To ensure high efficacy, the employment of poetic and musical resources must be intentional and seamlessly embedded within the broader educational syllabus. If these media are utilized only sporadically or in a fragmented manner, their enduring influence on lexical development is significantly constrained.

Synergy of Morphosyntactic and Lexical Instruction

Musical compositions should serve as a framework for contextualizing grammatical principles, which often appear abstract to senior students.

- Present Perfect Simple: The track "I Still Haven't Found What I'm Looking For" by U2 is utilized to distinguish past participles and facilitate dialogues regarding existential experiences.¹⁹
- Second Conditional: Learners engage with Beyoncé's "If I Were a Boy" to deconstruct hypothetical structures and examine various societal viewpoints.¹⁹
- Thematic Vocabulary: Michael Jackson's "Earth Song" catalyzes generating environmental terminology, which then transitions into a structured debate on the conservation of the planet.¹⁹

Digital Platforms and Self-Learning

Today's EFL learners are increasingly independent, frequently using streaming services such as Spotify to refine their linguistic skills. The acquisition of vocabulary is facilitated by the platform's synchronized lyrics and personalized playlists, enabling pupils to interact with their preferred musical acts while observing the text's orthographic representation. Whereas English majors utilize these digital tools for rigorous academic analysis, those in other disciplines gain from consistent, incidental exposure. This technological alignment creates synergy, effectively connecting structured formal education with the student's personal auditory preferences.²

The Role of "Modified" Songs

In certain educational settings, the strategy of "modified songs"—which involves pairing a recognizable melody with revised lyrics—is used to present specialized terminology.⁹ By merging the mnemonic "stickiness" of a popular tune with concentrated linguistic data, this method facilitates the rapid and precise memorization of novel vocabulary by students.⁹ Such a pedagogical tactic proves especially advantageous for the introduction of technical or academic vocabulary, which is frequently absent from the repetitive nature of mainstream pop lyrics.

Conclusion

Empirical evidence consistently reinforces the premise that poetic and musical resources constitute formidable tools for lexical development among upper secondary students. An instructional atmosphere that is both productive and engaging is cultivated

through the amalgamation of cognitive, affective, and auditory stimuli. Furthermore, the progression from verbatim comprehension to figurative language, the acquisition of collocations, and the mitigation of communicative anxiety are all significantly advanced by the methodical application of verse and lyrics.

For educational practitioners and curriculum designers, the following strategic interventions are proposed:

1. Systemic Incorporation: Music should transcend its role as a mere "reward"; instead, it must be embedded as a fundamental pillar of the curriculum to facilitate persistent growth in lexical depth.¹⁹
2. Purposeful Material Selection: Instructional content should be curated to align learner preferences with linguistic appropriateness, emphasizing phonetic clarity and thematic relevance.¹⁹
3. Proactive Instructional Scaffolding: Pedagogical frameworks such as dictogloss and the Vocabulary Self-collection Strategy (VSS) should be employed to transform students from passive recipients into active agents of their own vocabulary expansion.¹⁷
4. Promoting Digital Autonomy: The use of streaming services like Spotify for independent study should be championed, with guidance on leveraging lyrics for rigorous academic scrutiny.²
5. Prioritizing Psychological Health: Poetry should be utilized not merely for syntactic analysis, but as a socio-emotional instrument to enhance student resilience and classroom participation.⁶

In an ever-shifting global linguistic environment, the adoption of genuine, rhythmic materials remains a premier strategy for equipping senior pupils with the advanced lexical skills necessary for tertiary education and cross-border discourse.

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ШЕТ ТІЛІН ОҚЫТУДЫҢ ЖОҒАРЫ САТЫСЫНДА СӨЙЛЕСУ ДАҒДЫЛАРЫН ДАМЫТУ ҮШІН TED TALKS ПЛАТФОРМАСЫН ПАЙДАЛАНУ

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Аңдатпа

Бұл мақалада жоғары сынып оқушылардың ағылшын тіліндегі сөйлесу дағдыларын жетілдіруде TED Talks (Technology, Entertainment, Design) платформасын қолданудың инновациялық әдістері мен педагогикалық тиімділігін жан-жақты қарастырылады. Зерттеу барысында аутентикалық