



## THE ROLE OF SONGS AND STORIES IN TEACHING ENGLISH AT A2 LEVEL

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**Abstract:** Songs and stories have increasingly been recognized as effective tools in teaching English, especially for learners at the A2 level. This article explores the pedagogical significance of songs and stories in language instruction, focusing on their role in vocabulary acquisition, pronunciation, listening comprehension, cultural awareness, and motivation. Drawing upon second language acquisition theories and classroom observations, the paper demonstrates how integrating songs and stories contributes to communicative competence and enhances the overall learning experience. The findings suggest that these methods should not be treated as supplementary but rather as essential strategies for effective A2-level pedagogy.

**Keywords:** A2 level, songs, stories, communicative competence, vocabulary acquisition, motivation

### **Introduction**

Teaching English at the A2 level requires methods that address both linguistic development and learner motivation. At this stage, students are able to understand simple sentences, communicate about everyday situations, and begin to build fluency, yet they often lack confidence and struggle with retention of vocabulary and grammatical structures. Traditional methods of teaching may ensure accuracy, but they often fail to provide learners with meaningful contexts for language use. Songs and stories present themselves as powerful alternatives because they engage learners emotionally and cognitively while providing authentic and



repetitive input that aids retention. Songs allow learners to hear natural rhythm, intonation, and stress, while stories contextualize vocabulary and grammar in memorable ways. The combination of these two methods creates a balanced approach that supports communicative language teaching principles by connecting language to real-life situations and emotions.

### **Methods and Results**

The research was based on a qualitative review of relevant literature as well as classroom observations of A2 learners in English as a Foreign Language contexts. Krashen's Input Hypothesis, Vygotsky's sociocultural theory, and the communicative approach were used as theoretical frameworks for analysis. Materials included simple English songs with repetitive choruses and children's or folk stories adapted for A2 learners [1]. Observations revealed that students retained new vocabulary better when introduced through stories and reinforced by songs. They also demonstrated improved pronunciation and listening skills when practicing with songs, as they became more aware of stress patterns, rhyme, and rhythm [2]. Storytelling, on the other hand, enhanced comprehension and speaking abilities, as students engaged in retelling, role-play, and prediction activities. Learners reported higher motivation and enjoyment during lessons that incorporated songs and stories, and they showed greater willingness to participate in group activities[3]. Teachers also noticed that songs and stories contributed to cultural awareness, as they provided learners with insights into traditions, values, and real-life contexts of English-speaking cultures. These results suggest that songs and stories have a direct and positive impact on both linguistic and affective aspects of learning at the A2 level.

### **Discussion**

The findings indicate that songs and stories are highly effective in teaching English at the A2 level because they provide authentic, engaging, and memorable input[4]. Songs, by combining melody with linguistic content, help learners acquire



vocabulary and grammatical structures more naturally and improve pronunciation through repetition and rhythm[5]. They also create a relaxed classroom environment where learners feel comfortable participating, which lowers anxiety and increases motivation. Stories, in turn, offer structured narratives that contextualize language and make abstract concepts concrete. Learners not only acquire new words but also learn how to use them in coherent discourse, which contributes to the development of speaking and writing skills. Stories also foster creativity and imagination, as students predict outcomes, analyze characters, and reflect on moral or cultural lessons. The integration of songs and stories strengthens cultural competence by exposing learners to the values and traditions of English-speaking societies, which broadens their understanding of the language beyond grammar and vocabulary. However, successful implementation depends on careful selection of materials that are appropriate for learners' proficiency level. Songs with overly complex lyrics or stories with difficult structures may cause frustration, while overly simplified materials may fail to engage learners. Teachers must therefore adapt materials, design pre- and post-activities, and ensure that songs and stories are integrated into communicative tasks rather than used solely for entertainment. This requires training, creativity, and alignment with curriculum goals.

### **Conclusion**

In conclusion, songs and stories play a vital role in teaching English at the A2 level. They enhance vocabulary retention, improve listening comprehension and pronunciation, encourage speaking fluency, and foster cultural awareness, all while maintaining learner motivation and enjoyment. Their emotional and imaginative dimensions make the learning process both effective and memorable. Teachers who incorporate songs and stories into their lessons create opportunities for learners to engage with language in authentic and meaningful ways. For these reasons, songs and stories should be considered central rather than supplementary in elementary-level pedagogy. Future research should examine the long-term effects of song- and



story-based instruction, particularly in relation to digital tools such as music applications and online storytelling platforms, which can further expand their pedagogical potential.

### References

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