**Grammar Competence Development of High School Students by Means of English Pop Songs**

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**Abstract**

The study is devoted to developing grammatical competence through English pop songs. The main goal is to determine the effectiveness of English pop songs as one of the tools for the formation and development of grammar skills of high school students. This study is based on the fact that by introducing authentic material, particularly English pop songs, teachers contribute to effectively developing grammatical skills and their active use in oral and written speech. This study examines the theoretical foundations of using pop songs as authentic material in studying grammatical constructions, the research of scientists in the context of this method, and its advantages and disadvantages.

The empirical part includes an experimental study conducted in the 11th grade of Brovary Lyceum No. 10. The experimental group performed grammar tasks based on the lyrics of English pop songs with the main focus on developing tenses, modal verbs and conditionals. The results of the study were analysed using qualitative and quantitative analysis. The data was collected through pre-and post-tests, classroom observations, and student feedback questionnaires.

The obtained data indicate the improvement of grammatical skills of the students of the target group, which confirms the effectiveness of using the method of learning grammar through English pop songs. The study emphasises the potential of using English pop songs to form grammatical competence. It stresses that this method contributes to effectively acquiring grammatical skills and creates a favourable and favourable environment. The results are helpful for teachers, methodologists and researchers in pedagogy and didactics.

***Key words:*** grammar competence, development, grammatical structures, English pop songs, high school, teaching effectiveness.

**Анотація**

Дослідження присвячено методиці розвитку граматичної компетенції засобами англійської поп-пісні. Основна мета – визначити ефективність англійської поп-пісні як одного із засобів формування та розвитку граматичних навичок старшокласників. Дане дослідження базується на тому, що вводячи автентичний матеріал, зокрема англомовні поп-пісні, вчителі сприяють ефективному розвитку граматичних навичок та їх активному використанню в усному та писемному мовленні. У роботі розглядаються теоретичні основи використання естрадної пісні як автентичного матеріалу в процесі вивчення граматичних конструкцій, аналізуються його переваги та недоліки.

Емпірична частина включає експериментальне дослідження, проведене в 11 класі Броварського ліцею № 10. Експериментальна група виконувала граматичні завдання на основі текстів англійських поп-пісень з основним акцентом на розвиток часів, модальних дієслів та умовних форм. Результати дослідження були проаналізовані за допомогою якісного та кількісного аналізу. Дані були зібрані за допомогою попередніх і після тестів, спостережень у класі та опитувань старшокласників.

Отримані дані свідчать про покращення граматичних навичок учнів цільової групи, що підтверджує ефективність використання методики вивчення граматики через англійські поп-пісні. У дослідженні підкреслюється потенціал використання англійської поп-пісні як засобу формування граматичної компетенції та підкреслюється, що цей метод не лише сприяє ефективному засвоєнню граматичних навичок, але й створює сприятливе та позитивне середовище. Результати корисні для вчителів, методистів та науковців у галузі педагогіки та дидактики.

***Ключові слова*:** граматична компетентність, розвиток, граматичні структури, англійські поп-пісні, старша школа.

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**Introduction**

Today, special attention is paid to the study of grammar. Because it ensures the correct use of language constructions in oral and written communication, the question arises of selecting methods and techniques to ensure the effective development of grammatical competence. Developing this competence is especially important for high school students, who are currently at the stage of active development and are preparing for the exam and further admission to higher educational institutions. However, traditional methods for studying grammar material can often be boring and ineffective, which directly affects the development of grammar skills of high school students. Although teachers try to use innovative and interactive teaching methods, and the state provides them with standards and methodical recommendations for teaching English and grammar, students often get used to the teacher's methods, which directly affects their motivation and the level of skill acquisition. Considering all of the above, there is a need to develop new methods and approaches to studying grammar. One such method is learning grammar using English pop songs.

By arguing that the dynamic changes in the educational process necessitate a shift in teaching approaches, particularly in English, the method of teaching grammar through English pop songs emerges as an innovative means of developing grammatical competence. Pop songs, with their rich and authentic material, offer a unique opportunity to make grammar learning an enjoyable experience, thereby creating a positive classroom atmosphere. The following Master's paper aims to analyse the impact of English pop songs on the development of grammar competence of high school students and to demonstrate how pop songs can be integrated to consolidate and learn grammatical material.

Thus, research questions are formulated, revealing answers that allow us to understand better how to integrate English pop songs into grammar lessons and how effective they are.

1. How can English pop songs be used to teach grammar structures in high school?

2. How can studying grammar through pop songs affect students` effectiveness in learning and using grammatical structures in real-life communication?

The relevance of this research lies in the fact that modern education is increasingly focusing on innovative teaching methods that cater to the individual needs of students and stimulate them to actively learn and consolidate the language. The method of learning grammar with the help of English pop songs not only meets this need but also creates a favourable environment for the effective development of grammar competence of high school students, thereby fostering an optimistic outlook.

Moreover, in today's world, young people cannot imagine their lives without pop songs and listen to them constantly in their everyday lives. This further increases their interest in learning grammar if it is introduced and reinforced with the help of song lyrics. This will allow students to overcome the barrier to learning complex grammar rules. Due to the natural language environment provided by pop songs, students do not focus on mechanical memorisation of rules and performing standard exercises but use grammatical material in natural communication.

This study holds significant practical implications for teachers and methodologists who are keen on diversifying the educational process and making lessons on analysing grammatical material more effective and engaging for students. Given the diverse grammatical content present in the lyrics of pop songs, they can be adapted and used according to students' level of knowledge and interests, thereby enhancing the value of this research for educators.

**Literature review**

The method of teaching grammar using English pop songs has a theoretical basis. Although there are relatively few historical studies in this field, important ideas can be noted in the works of such researchers as Steven Krashen, Juan Carlos Olivares, Neil Forrest, Jennifer Miller, Chakir, Legg, etc.

An important theory was proposed by Steven Krashen (1982). The essence of this theory is that language acquisition occurs when learners are exposed to comprehensible input that is slightly above their current level of competence. This approach allows students to develop their language competence through interaction with the authentic language of pop songs. In their use to teach grammar, this theory suggests that providing students with authentic and meaningful information through pop songs can help their language development and consolidate grammar units.

Another influence of pop songs on learning grammatical competence is found in the emotional filter hypothesis, which states that human emotions can improve the learning of the target language and, conversely, create difficulties (Krashen, 1982). In using pop songs to teach grammar, this theory suggests that emotional factors such as motivation, attitude, and self-confidence can influence language acquisition and facilitate the comprehension and retention of grammatical structures. When choosing teaching methods and techniques, it is essential to consider students' attitudes to the educational material.

Using exciting and meaningful materials such as pop songs can increase students' motivation and interest, helping them develop their language. While researching the impact of the emotional filter hypothesis, Cakir (2006) emphasised the importance and positive contribution of audiovisual materials in learning English. In addition, it helps students reduce stress and tune into a positive atmosphere. A broader perspective is provided by Sarikoban (2000), who claims that using songs in learning English helps to overcome negative attitudes towards learning grammar and frees the teacher and students from routine and monotonous grammar tasks. Giving students access to authentic materials, particularly songs, has also facilitated learning grammatical structures and understanding the material.

A number of studies have been undertaken to examine the impact of English pop songs on grammar learning. Juan Carlos Olivares (2010) proposed one of the more recent approaches as "lyricstraining." While learning English, he noticed his skills improved by listening to English songs and trying to understand the words. According to Juan Carlos Olivares (2010), this method involves playing a video of an English song while simultaneously filling in the missing words in the text. Students can choose the difficulty level according to their language proficiency and work with songs of different genres.

Previous studies have established that using pop songs in teaching English also corresponds to the principles of sociocultural theory, particularly the zone of proximal development, according to Vygotsky (1978). By providing learners with resistance through structured support, such as lyric learning tasks or guided discussions, pop songs allow learners to interact with the target language within their zone of proximal development. Students can interact in speaking activities, agree on meaning and develop grammatical structures through authentic language.

Empirical studies also confirm the benefits of using pop songs in grammar learning. For example, Neil Forrest and Jennifer Miller's research "Songs in English Speaking: The Use and Exploitation of Pop Songs in the ESL Classroom" (2003) found positive results for grammar acquisition, vocabulary development, and motivation when using pop songs as a learning tool. Evidence from several studies shows that several techniques can be used with songs in the context of learning grammar in the classroom, and this mainly depends on the teacher's creativity.

A teacher's choice of a technique or set of techniques should be based on their goals. Sarychoban and Metin (2000) suggest techniques such as filling in the blanks, focus questions, true and false statements, placing in the correct order, dictation, adding the last verse, circling antonyms/synonyms of given words, and discussion. Conclusions Good, A.J., Russo, F.A., & Sullivan, J. (2015) are valuable. They investigated how singing English-language songs affects target language learning. According to a study by Hood et al. (2005), students taught to sing demonstrated significantly better recall of vocabulary and grammatical structures in context.

A number of studies have been conducted to confirm the effect of songs on the process of learning grammar. For example, Legg (2009) considered the perspective of learning grammatical structures in the context of French in the English classroom. Students were divided into two groups to study the perfect tense, one of which studied the structure under the influence of music and the other not. Among the methods offered to students for learning target grammar, the main one was singing. According to the study results, Legg proved that the students who studied the grammatical structure under the influence of music showed better results on the post-test than those who continued to study with traditional methods. A similar study was conducted by Fagerland in 2006, but unlike Legg's (2005) study, the experimental group was students for whom English was the target language. The target grammatical structure was plural nouns. As a result of the experiment, the results of Fagerland and Legg converged. The test group that studied grammar under music's influence showed better results than the others.

It is essential to consider modern researchers' contribution to developing grammatical competence through English pop songs. For example, Daler Bokiev (2018) emphasizes that songs can perform various didactic tasks, such as introducing new or consolidating already learned grammatical and lexical structures, creating a favourable atmosphere in lessons, serving as a basis for creative tasks and contributing to the development of language skills, such as like speaking, listening, listening and writing. Leena Jadhav (2018) noted that pop songs can be used both at the stage of presentation of the grammatical structure and at the stage of its practice. Depending on the needs of the students, the songs can be used at the beginning of the lesson, in the middle, during the main part and at the end during the consolidation phase.

Muayyed J Juma (2017) described observations of students studying grammar in language courses and faced the problem of a lack of real situations in the book Approaches to Learning Grammar through Songs. Students with a beginning level of English often translated the rules into their native language. Because of this transfer, they made mistakes when using grammatical constructions in sentences. Muayyed J Juma (2017) observed that it is easier for students to learn the target structures in contexts that interest them and language situations that they observe in movies and songs. Focusing on the second, Muayyed J Juma (2017) faced the problem of finding the appropriate structure in pop songs and noted that often songwriters change the grammatical structure of sentences to create cuteness. Therefore, he emphasised the importance of a detailed check of the songs for the content and form of the grammatical structure while selecting the necessary material for the lessons.

The contribution of native Methodists is also important. For example, Lina Poboroznik (2020) suggests using pop songs to study conditionals. Based on ABBA's song "Money", she asks students to consolidate the form and use of this grammar rule. The first stage of work on the song involves brainstorming to activate the students' previous knowledge. The next stage is lyric training, where students have to listen to the music and insert the appropriate words, then check their versions with their partners. This is followed by the direct introduction of the grammatical structure through the extraction of the target material from the lyrics and direct work with the consolidation of the target grammatical unit. Among the tasks, Lina Poboroznik offers the following:

* Building a chain of words. For example, If I were/was…, I would/wouldn’t… or what would you do if you won a lot of money?
* Interview. For example, if I win a fortune in a game, I will... Students poll their classmates and write down the answers. Based on the interview results, general conclusions about the class are made.

Thus, the literature review allowed for a more broad consideration of the perspective of using English pop songs to develop students' grammatical competence. The researchers' works emphasized the positive impact of this method on the formation of grammatical skills. However, this approach has certain challenges. Due to cultural differences and the frequent use of informal language structures to preserve melodiousness, the selection of songs takes some time and exhausts the teacher.

**Methodology and Procedure**

This research was conducted in Brovary Lyceum No. 10 in the 11th grade with 24 students aged 16. The study took place in a multi-level ESL classroom with a mix of different learning styles. Classes consisted of 45-minute lessons three times a week. Based on classroom and register observations, most students had an intermediate (B1+) level of English, while a few had an upper-intermediate (B2) level.

The research was conducted in several stages. In the first preparatory stage, the main task was to find the problem area and formulate the main research questions. This stage included an analysis of the school curriculum of 11th-grade students, emphasising grammatical material recommended for study in the 11th grade. It was found and analysed for the content of the target grammatical structures, and a set of tasks will be developed. When selecting pop songs, attention was paid to the following main aspects:

* the presence of a target grammatical structure
* form of grammatical material
* the context of the song (avoidance of inappropriate expressions and content saturation)
* correspondence of the material to the student's level of knowledge
* emotional appeal

About 15 songs were used to teach target grammar, such as Conditionals and modal verbs (Can/Could/ Be able to).

At this stage, we developed a plan for implementing the method of developing grammatical competence using pop songs, taking into account the curriculum and the number of English lessons per week. Moreover, this stage included the analysis of relevant literature to select practices and activities for implementing this method. The study used a mixed-method approach that combined both qualitative and quantitative elements. The quantitative component, which included testing and student questionnaires, will allow us to identify the impact of using English pop songs in learning grammar and compare the level of functioning of grammatical structures before and after the intervention. The qualitative component of the study included a questionnaire of teachers to find out whether they had ever used this method in teaching grammar material and (if so) what results they obtained.

The next stage was the direct introduction of pop songs while studying grammar. At this stage, a series of grammar lessons were held. In each lesson, students performed various tasks based on the lyrics of pop songs. Songs were used both to present a grammatical unit and at the stage of its practice. Tasks included discussing the target structure, explanation, and consolidation in exercises (Appendix A). Activities with the lyrics of pop songs were different. Examples of such activities include the following:

* drilling, where students had to consolidate the structure through its systematic repetition. This exercise was used through singing. Students sang songs with the target grammar material and thus consolidated it;
* lyricstraining. The students had handouts with the lyrics, but some words needed to be included. The student's task was to listen to the song and fill in the blanks with the missing grammatical elements;
* song transformation. The students received the lyrics of the song and had to rewrite certain sentences in a different grammatical tense;
* matching. The students received individual sentences from the song that needed to be completed. The task was to correlate the parts of the song while listening to it;
* find the mistake. Students were given handouts with the lyrics of the song. The handout contained grammatical errors. Students had to listen to the song and correct the mistakes;
* complete the song. Students had to supplement the song with situations from their experience during this activity, using the target grammatical structures.

This method was used systematically. Each lesson was structured so students could discuss the songs' content and thus consolidate the grammatical units.

The next step was data collection. Data were collected using a variety of methods, including teacher questionnaires, to explore English teachers' prior experiences of implementing English pop song grammar learning and grammar learning approaches used by teachers regularly; before and after testing, students were used to evaluate the effectiveness of using pop songs in the process of learning grammar. Pre-testing was conducted to determine the initial level of students' knowledge, and post-testing was used to measure students' progress. Comparing the results of these tests made it possible to assess further this method's impact on the students' assimilation of grammatical material. The students received the pre-test tasks, which included tasks on the target grammatical structures that the students had previously studied (Zero Conditional, Conditional I, and the Modal Verb can) (Appendix B). During the post-test, tasks were used to identify the level of consolidation of the same grammatical structures to evaluate how the method of teaching grammar through pop songs affected the progress of students in consolidating already learned grammatical units (Zero Conditional, Conditional I and the Modal Verb can) and tasks on new grammatical structures (Conditional II) to evaluate how effective this method was during its use at the stage of presenting the grammatical structure (Appendix C).

An observation method was used before and after the intervention to assess the assimilation of grammatical material in oral speech. In the process of observation, attention was paid to such key aspects as:

* the accuracy of the use of grammatical material, namely, how correctly students use the target structures in communicative situations;
* the variety and complexity of grammatical constructions, which made it possible to analyse the range of students' use of grammatical forms that they used in their speech;
* fluency made it possible to assess students' ability to express their thoughts logically and without unnecessary pauses.

The last method was a student questionnaire to determine their attitudes towards implementing the method of learning grammar through pop songs and the possibility of evaluating the result from their point of view. The last method was a questionnaire of students to find out their attitudes towards implementing the method of studying grammar through pop songs and the possibility of evaluating the result from their point of view. The questionnaire contained various questions, such as: "Has your interest in learning grammar increased?", "Are English pop songs an effective tool for learning grammatical structures?", "Did it become easier for you to remember grammatical structures?", "Do you feel an improvement in the use of grammatical structures in practice (in writing or speaking)?", "Would you recommend learning grammar through songs to other students?". The obtained data helped to understand students' attitudes to this method. Combining these data collection methods made it possible to assess the influence of English pop songs on the process of forming the grammatical competence of 11th-grade students.

This study provides an opportunity to assess the effectiveness of data collection methods. Pre- and post-testing combined with observation were the most effective data collection methods, as they offered a chance to comprehensively evaluate students' progress after the intervention of learning grammar through English pop songs.

In the next stage, the data obtained during the implementation of the method were analysed. Data analysis in this study involved collecting information from students through observation, testing and questionnaires, after which the obtained data was processed using statistical methods. Interviews with teachers helped to broaden the understanding of the results. Based on the analysis, the results were interpreted, making it possible to assess the impact of English-language pop songs on forming grammatical competence.

The last stage of evaluating the results and conclusions involved confirming general results and forming conclusions about the expediency and effectiveness of using pop songs to improve grammatical skills. It also developed recommendations for further research in the context of this method.

Before conducting a study, it is important to consider potential obstacles, limitations, and ethical or practical issues. One of the main possible obstacles was the selection of songs that correspond not only to the students' tastes but also to their level of English proficiency. In addition, it is important to choose songs that contain the planned grammatical structure and do not contain profanity or hidden meaning. Another aspect is the technical capabilities of using music in the educational process. The classroom where the study was conducted was technically equipped with all the necessary equipment, but a portable speaker had to be brought in due to the power outage.

Ethical aspects are also important when using pop songs in the educational process. In particular, all participants were informed about the research and familiarised with its purpose and tasks. The study was transparent; that is, students had access to their results and could review them at any time. Confidentiality was ensured; the names of research participants were not disclosed.

**Results**

Data collection methods helped obtain the study results of the influence of English pop songs on the development of grammatical competence of high school students, particularly 11th graders.

As a result of a questionnaire of teachers to determine their previous experience of teaching grammatical structures, 8 out of 10 interviewed teachers use mostly familiar approaches to studying grammar. Teachers believe that students are already used to these methods and, through systematic use, contribute to better learning of grammatical material. More than half of the interviewed teachers use interactive methods in learning grammar, including work in small and large groups, role-playing games, fragments of films, and others. Although the interviewed teachers are familiar with the teaching method through songs, they mainly consider them an effective tool for developing lexical material. 5 out of 10 English language teachers confirmed attempts to use pop songs in learning English, but only 1 of the interviewees confirmed the effectiveness of this method and the process of learning grammatical structures.

Figure 1 summarizes the pre-test results. According to the obtained data, the results were divided into low, general, and high levels. Thus, the low level is 17% (4 out of 24 students); the overall level is 66% (16 out of 24 students); and the high level is 17% (4 out of 24 students).

Figure 1. *Results of pre-intervention testing*

Figure 2 summarises the post-test results. The post-test showed that the low level is 8% (2 out of 24 students), the general level is 63% (15 out of 24 students), and the high level is 29% (7 out of 24 students).

Figure 2. *Results of post-intervention testing*

Comparing the pre-and post-test results, it can be concluded that the high level of students' grammatical knowledge increased by 12%, the general level decreased by 4%, and the low level decreased by 8%.

Table 1. *Progress before and after the intervention*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Before the intervention | After the intervention | Progress |
| High level | 17% | 29% | 12% |
| General level | 66% | 63% | -4% |
| Low level | 17% | 8% | -8% |

The results of pre-observation indicate that most students face problems using grammatical constructions in oral speech. Although they can construct individual sentences grammatically correctly, mistakes occur when using grammatical tenses in oral, unprepared speech. Pupils with weak and low levels operate with easier grammatical constructions, and when using more complex ones, for example, conditionals, there are pauses as the eyes think about constructing a grammatically correct sentence. Despite this, a third of the students showed quite good pre-observation results. Students tried to use as many complex constructions as possible in oral speech. A high level of accuracy and fluency was manifested; however, students operated with easier grammatical material during unprepared speech.

After the intervention, it was observed that students who had previously made mistakes in the formulation of grammatical tenses began to make fewer mistakes, inappropriate pauses decreased, and the level of fluency increased. This may indicate an improvement in the level of speaking confidence. It was also noticed that although students made mistakes, some tried to correct them immediately. Thus, the pre-and post-observation results indicate an improvement in the level of development of grammatical competence of 11th-grade students. Although the progress was insignificant, it became easier for students to use grammatical constructions in oral speech. The results of the observation can be summarised in Table 2.

Table 2. *Results of the Observation*

|  |  |  |
| --- | --- | --- |
|  | Before intervention | After the intervention |
| Accuracy of  language use | 63% | 71% |
| Range and  complexity of  language use | 46% | 49% |
| Fluency and  coherence | 54% | 62% |

According to the data from Table 2, it is possible to testify to students' progress in using grammatical units in oral speech. First of all, the accuracy of the use of language increased by 8%, which indicates an improvement in the use of grammatical structures. The variety and use of language score increased by 3%, and the fluency and coherence score increased by 8%. Although the indicator has not undergone significant changes, there is still progress. This indicates the effectiveness of learning grammar through pop songs in the context of 11th-grade students.

Table 3 shows the results of the students' questionnaire after implementing the method of teaching grammar through English pop songs. According to the results, most of the students interviewed expressed a positive attitude towards implementing this method in grammar lessons, further confirming this approach's effectiveness.

Table 3. *Results of the students' post-intervention questionnaire*

|  |  |  |
| --- | --- | --- |
| **Students` answers** | **N** | **%** |
| I feel my interest in learning grammar has increased | 23 | 96% |
| It is easier to learn grammar structures through songs | 20 | 83% |
| It is easy for me to learn grammar both through traditional methods and through pop songs | 3 | 13% |
| I believe that English pop songs are an effective way to learn grammar | 19 | 79% |
| I still have difficulty learning grammar structures | 1 | 4% |
| I learned grammatical structures that were difficult for me | 20 | 83% |
| It became easier for me to use grammatical structures in oral speech | 6 | 25% |
| I would recommend this method to other students | 22 | 92% |
| I was not interested in learning grammar through songs | 1 | 4% |

Summarising the results of Table 3, most 11th-grade students became more interested in learning grammar, and it became easier for students to perceive and understand grammatical constructions when presented through pop songs. More than half of the students noticed an improvement in the development of their grammar skills and would recommend this method to others. However, the questionnaire results also showed that some students still needed help learning grammar, and this method did not bring them the desired results. Onlsix 6 students out of 24 confirmed that pop songs improved their use of grammatical units in speaking.

**Discussion**

The study's results confirm the hypothesis that English pop songs can positively affect the development of grammar competence of high school students, particularly students in the 11th grade of the target group. Students showed progress in using grammatical rules in speaking and writing and confirmed that they found it easier to understand grammatical constructions when presented through authentic material, mainly songs. They were encouraged to study the structures by matching students' interests, contributing to effective learning. Thus, Krashen's theory of the emotional filter (1982) is confirmed because, due to high motivation, students actively performed activities in the lesson and consolidated the grammatical material.

Students consolidated sentence construction's accuracy and grammatical correctness through the "lyrics training" method, which Juan Carlos Olivares (2010) proposed. In combination with other proposed tasks during the intervention, including exercises suggested by the native researcher Lina Pobozhnyk (2020), this method showed positive results, indicating the effectiveness of using pop songs in English grammar lessons.

Leena Jadhav's (2018) hypothesis that pop songs can be used to present a grammatical unit and practise it was confirmed during the intervention of the method of learning grammar through English pop songs. Moreover, this hypothesis is also confirmed by the fact that in the context of 11th-grade students, students were more motivated when a pop song was used at the stage of the presentation of grammatical material because it not only contributed to its effective introduction but also provoked an active discussion.

Muayyed J Juma (2017) testified that it can be a challenge for a reader to find suitable pop songs because it is essential to pay attention not only to the content of the target grammatical structure but also to the content of the music itself and the correct use of grammar in the text. It cannot be claimed that searching for suitable songs was difficult because, at the beginning of the study, students were asked to write their favourite songs for further analysis and application in the lesson. The songs received from the students were content analysed for appropriate grammar and appropriateness of the context so that there was no incomprehensible jargon, expressions or obscene subtext. The analysis stage was time-consuming, requiring detailed verification of authentic material.

Despite the noticeable progress of students in the development of grammatical competence, the obtained results indicate certain limitations of this method. Due to individual student differences, some high school students did not show significant improvements in their grammar knowledge. This result can also be influenced by their previous training and the peculiarity of the perception of language material. It is important to note that despite improving accuracy, students still made grammatical errors in the target grammar units. The most significant number of mistakes were made in Conditional II. This result may indicate the need for additional practice in this construction and an individual approach for such students.

The results obtained during the research and their analysis provide an opportunity to answer the research questions. Thus, to the first question, "How is it possible to use English pop songs in the process of teaching grammar structures in high school?" it can be argued that the effective development of grammatical competence using pop songs is achieved by a properly selected set of exercises and activities in the lessons. Among the proposed exercises, the following can be cited: lyrical training, converting songs, finding and correcting errors, matching, supplementing songs, interviews, etc. Moreover, pop songs can be used at the presentation stage of a grammatical unit. During the study, students were asked to listen to a song, elicit it from the text, and analyse and explain the grammatical structure. At the warm-up stage, to activate students' work in the English language lesson, you can use individual phrases from songs; for example, Beyonce said in her song If I Were a Boy, I'd Roll out of Bed in the Morning. And what would you do if you had the opportunity to become a different person for one day? Thus, the proposed options provide an answer to the current research question.

Answering the second research question, "How can studying grammar using pop songs affect students` effectiveness in learning and using grammatical structures in real-life communication?" it can be argued that this method affects the improvement of several aspects. For example, through repetition, an interesting form of presentation and practice of grammatical constructions for students, pop songs help students better learn grammatical material and use it in natural language contexts. Effective work with a pop song in the context of grammatical units helps increase students' expressions' accuracy. With the help of a relaxed atmosphere, the songs helped improve the student's motivation and confidence in using grammatical constructions in oral and written speech.

The obtained results make it possible to make practical recommendations for further implementing the method of developing grammatical competence through English pop songs.

* English pop songs can be used at all stages of the lesson. Depending on the grammatical content and the level of complexity of the structures, they can be used in any class, from elementary school to high school. By adapting the songs, they can be used for students with different levels of language skills (from A1 to C2)
* It is recommended to create methodical material. This can be a collection of pop songs and tasks developed for them. In the future, this will reduce the time spent searching for suitable material and analysing songs. The collection material can be adapted according to the student's learning level and age capabilities.
* Use pop songs to learn more than just grammar. During the study, it was observed that the students learned not only the grammatical constructions but also some new words used in the songs. The comprehensive use of songs in English lessons will contribute to the effective acquisition of reading, speaking, writing, and listening skills, and progress in the development of grammar and vocabulary will be noticeable.
* Organise training sessions for teachers to introduce this method and demonstrate effective activities for grammar lessons.

At this stage, it is also important to note the areas that need further research. First, it is important to understand whether the acquired skills have a long-term effect and whether the students will remember the fixed grammatical structures sometime after the study. To do this, you can periodically conduct tests to assess whether students will remember the structures studied and consolidate them with the help of pop songs after several months or even years.

As mentioned, the study showed students' progress not only in the development of grammatical units but also in the development of vocabulary. In the future, you can explore how and how to use pop songs to learn new vocabulary because pop songs affect speaking, listening, writing, and reading skills.

Since pop songs contain the country's cultural aspects and sometimes show specific cultural aspects, they can be studied in the context of the influence of the cultural context on students' perception of language material.

**Conclusion**

Modern education, introducing new approaches to teaching English, requires the creation of appropriate methods and techniques that will be effective in students' mastering the English language and grammar in particular. One such method is studying grammar using pop songs. The study has proven that pop songs, as authentic material, are an effective means of developing the grammatical competence of senior school students, increasing the motivation of schoolchildren and contributing to the practical mastery of grammatical units. The study's main results make it possible to formulate the following conclusions in implementing pop songs to form grammatical competence.

The analysis of the literature made it possible to evaluate the previous experience of using this method in the context of students of different age groups, analyse the theoretical basis of using this method, assess how effective it was and predict potential challenges of using the process of teaching grammar through pop songs further to develop an action plan for its effective overcoming. An experimental study has shown that using pop songs with clear and repetitive grammatical structures helps students avoid errors in using grammatical units in oral and written speech.

The questionnaire of teachers provided an opportunity to assess teachers' previous experience in studying grammar through English pop songs in the context of teachers of Brovary Lyceum 10. It was proven that despite the teachers' familiarity with this method, not all respondents use it when studying grammar. While some believe that songs are an effective means of developing students' motivation, other teachers confirmed the use of pop songs during their lessons in the context of different age groups of students. However, they noted that this method is more effective for studying lexical material. A third of teachers said implementing this method requires additional material and technical support, which may be a limitation for its effective implementation in the educational process.

The student questionnaire and testing confirmed progress in the development of grammatical skills. Moreover, some students independently saw an improvement in mastery of grammatical structures in their speech. In turn, only 4% of students noted that pop songs do not positively affect the development of grammatical competence but only contribute to increasing motivation.

Despite the positive results of the research, there are limitations and challenges in its implementation in grammar lessons. First, it is important to note the relatively small number of students in the target group. An increase in the sample, namely students from other educational environments, would make it possible to more accurately assess the effectiveness of developing grammatical competence using English songs. Another area for improvement is the duration of the study. Due to the limited time required to implement this method, it was impossible to check how long the effect would last. Increasing the time spent conducting the research would make it possible to check whether students' positive results in grammar development are maintained over time.

The selection of songs is a crucial aspect of the research process. In this study, songs were chosen based on students' preferences, tested for the content of the target material and an acceptable context, and used directly in the method's implementation. This careful selection process empowers educators to ensure the effective consolidation of grammatical units. It is important to note that while the analysis of songs can be time-consuming, it is a worthwhile investment that can significantly enhance the learning experience.

Therefore, it is clear that pop songs have significant potential for enhancing the grammar competence of high school students. Despite the specific challenges identified, the use of songs can effectively aid in the acquisition of grammatical structures and the development of students' speaking confidence. This potential should inspire educators to explore and utilize this method in their teaching practices.

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**Appendices**

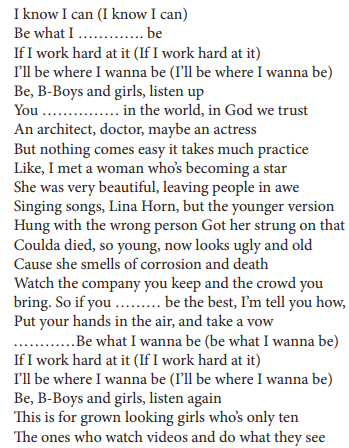
**Appendix A**

Samples of activities for developing grammar competence through pop songs within the intervention

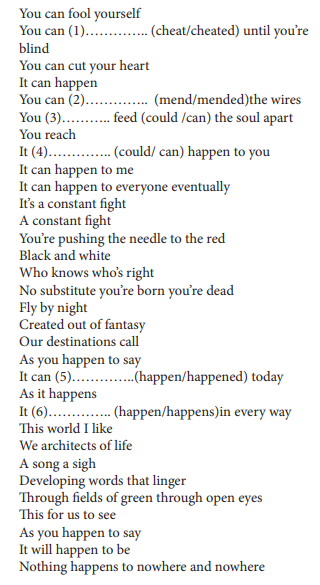
Sample 1

The Modal verb "can"

1. Listen to the song 2 and fill in the following blanks



1. Listen to the song again and choose the correct verb form to complete the lyric.



1. Based on the song idea, create a list of your goals. For each objective, write sentences with can or conditional constructions.

Example:

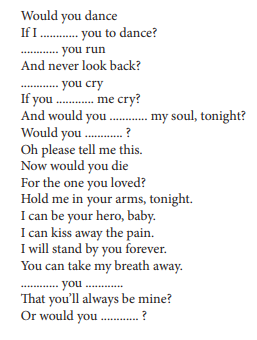
I can improve my English if I practice daily.

If I save money, I can travel to my dream country.

Sample 2

Let Me Be Your Hero

Listen to the songs and fill in the blanks



Imagine that you are asking a question to the hero of the song. Write 3-5 questions using conditional sentences.

Example:

What would you do if you were my hero?

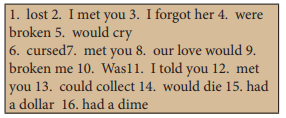
Would you fight for me if I needed help?

If I trusted you, would you stay forever?

Sample 3

I Wish I Had Never Met You

Complete the lyric of the following song called “I Wish I Had Never Met You” by choosing the correct answer from the table



And I wish I never (1) ……………..

And I wish that I (2)……………..

And my whole life, I’d love you, baby

And I know deep down inside

That I wish that I (3)……………..

And I wish (4) …………….. die

And I wish that I (5) ……………..from you

For all your senseless crimes, yeah

And I wish that (6) ……………..

And I’ll buy another drink

And all the love you’ve taken back

Was all that took me sane

And all the things you told me

And all there was to tell

And all that love you’ve taken back

Will all end up in hell, well

And I wish that day (7) ……………..

With a thought with a doubt

And all my dreams (8) ……………..

And just lying on the ground

And I (9) …………….. the day I (10) ……………..

And I (11) …………….. your way of life

And all that times you (12) …………….. I was all chocked up inside, well

And I wish the day (13) …………….. (14) ……………..all my love for sale

And I can’t trust you, baby

You're just lying over here, yeah

And I wish I (15) ……………..

And I wish I (16) ……………

For all the lies you told me

And all your central crimes

And I just got to leave you

And lying in your dreams

Cause all those lies are broken

And all those special things, well...

Compare this expression from the song: "I wish I had never met you", with your life situations. Write a sentence based on your personal experience.

Example:

I wish I had studied harder for my exams last year.

**Appendix B**

Students` pre-test

1. Complete the sentences with the correct form of the verbs.

* If water (freeze), it (turn) into ice.
* Plants (die) if they (not/get) enough sunlight.
* If you (heat) metal, it (expand).

1. Complete the sentences using the First Conditional

 If I (study) hard, I (pass) the test.

 She (call) you if she (have) time.

 If they (not/arrive) soon, we (leave) without them.

1. Change the sentences using the correct form of "can".

* He (swim) fast because he practices every day.
* They (solve) this problem if they work together.
* I (help) you with your homework if you want.

1. Write a complete sentence

* If you (exercise) regularly, you (feel) better and (can/stay) healthy.
* If it (snow) tomorrow, we (can/make) a snowman.
* You (can/learn) a lot if you (pay) attention in class.

**Appendix C**

Students` post-test

1. *Complete the sentences using the correct form of the verbs.*

* If you (mix) red and blue, you (get) purple.
* If people (eat) too much sugar, they (gain) weight.
* The engine (stop) if you (not/fuel) the car.

1. *Complete the sentences using the First Conditional.*

* If I (wake) up early tomorrow, I (go) for a run.
* She (be) upset if you (forget) her birthday.
* If we (not/hurry), we (miss) the bus.

1. Complete the sentences using the Second Conditional.

* If I (be) a millionaire, I (buy) a big house.
* She (travel) the world if she (have) more time.
* If we (not/live) in this city, we (can/move) to the countryside.

1. Complete the sentences using the given structures.

* If you (exercise) regularly, you (feel) better and (can/stay) fit.

(Zero Conditional + Modal "can")

* If she (not/have) a map, she (can/not/find) her way.

(First Conditional + Modal "can")

* If I (be) in your place, I (can/try) a different strategy.

(Second Conditional + Modal "can")