

## **Songs to support foreign language learning and memory: Evidence from two experimental studies**

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Educators often report that songs can be used effectively in foreign language teaching (Spicher & Sweeney, 2007), yet to date there is little empirical evidence to support such reports (Sposet, 2008). Recent experimental research with adults suggests that word boundary learning is improved when listening to a continuous stream of nonsense words which are sung, compared with hearing monotone speech (Schön *et al.*, 2008). Songs can also improve pronunciation and intonation in a foreign language (Fomina, 2000). In this talk, I will present results from two experiments that compare learning and memory when participants listen to or listen-and-repeat sung vs. spoken paired-associate foreign language phrases. These experiments can begin to offer evidence for whether songs may be effective in practice as a means of improving foreign language learning. The influence of individual differences on participants' learning and memory will also be discussed.

### References:

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