



Utilization of english songs in translation practice sessions

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Abstract

The integration of English songs into foreign language teaching and learning is not a novel approach. However, the employment of English songs for the purpose of translation studies, particularly translation practice, poses a great challenge. Nevertheless, the benefits of this approach are undeniable, as it yields positive impacts on translation practice and fosters language proficiency and translation competence among learners. This paper, based on qualitative research and analysis, will first delve into the translation methods currently employed in translation practice, including their application to translating songs. Subsequently, it will examine the beneficial outcomes of incorporating English songs into English-Vietnamese translation practice sessions. Finally, the author will discuss some conclusions regarding the dialectical relationship between language proficiency, translation competence, the utilization of English songs as materials in translation practice sessions, and the quality of the translation.

Keywords: English songs, translation practice, translation competence, translation quality

Introduction

Music is an art form that emerged early, from the dawn of humanity. As an art form of sound, in the process of movement and development, music is not only a place where people express their esthetic abilities, creativity, and appreciation of the beauty of life, but also a factor that connects people with other fields in life, including language. Music has the function of reflecting language, helping people perceive and learn language; in addition, music also plays a role in accompanying language development, serving as a tool for people to reinforce language. In the trend of innovating teaching methods, the search for experiential learning forms that stimulate emotions and connect learners with the context of practical language use is gaining attention. Music, as a culturally rich and expressive product, is considered a potential pedagogical tool in foreign language teaching. Songs not only provide authentic linguistic resources but also reflect the social life, thinking, emotions, and cultural value system of the community speaking that language. Thru the lyrics and melodies, learners have the opportunity to engage with the language in an emotionally rich environment, thereby enhancing their motivation to learn and their ability to remember.

Music has the ability to stimulate dopamine – the happiness hormone. When listening to a favorite song, the brain is in a relaxed state, helping to absorb knowledge more quickly and deeply. Moreover, curiosity about the meaning of the lyrics will prompt listeners to look up new words and remember them longer. This is intrinsic motivation – an important factor that helps maintain long-term English learning, rather than feeling bored or pressured like traditional learning methods. In the process of teaching English to students, including teaching and guiding translation practice, I have noticed that the use of English songs for translation research purposes, especially for translation practice, although not yet emphasized, is very

necessary to be researched and widely applied due to the effectiveness this method brings to learners. This study aims to:

1. Review major translation methods applicable to song translation
2. Analyze the pedagogical benefits of using songs in translation practice
3. Discuss how music-based translation activities enhance students' translation competence.

Document Review

Translation competence is widely regarded as a combination of linguistic knowledge, cultural awareness, and communicative ability that enables translators to transfer meaning accurately between languages (Reynolds, 2016)^[11]. In translation training programs, students are often exposed to a variety of text types in order to develop flexible translation strategies and problem-solving skills. Authentic materials play a crucial role in this process because they reflect real language use and cultural contexts. English songs serve as useful, lively, and favored materials for both teachers and students in translation practice. The learning process of translation becomes more effective if students are exposed to diverse text types, and English songs are an essential part of these. Many previous studies have confirmed the positive impact of music on the development of listening skills, pronunciation, and vocabulary of foreign language learners (Murphey, 1992)^[12].

Flexible and creative use of English songs helps learners expand their knowledge of vocabulary, grammar, language skills, creative ability, and general translation competence. It also broadens their understanding of English-speaking cultures and enhances intercultural communication skills in a musical context (Spencer & Franklin, 2007)^[5]. This, in turn, trains and fully prepares them to become professional translators in the future. From the perspective of experiential

learning, music has helped learners go thru all stages of experiencing – reflecting – generalizing, in accordance with Kolb's (1984) ^[6] theoretical framework.

Besides that, the flexible and appropriate application of translation methods supports and helps students develop translation skills through English songs, making translation learning activities more vibrant, active, and effective (Machin, 2007) ^[2]. Discussion, sharing, and debate about song content motivate students, making them more interested in learning, confident in performing, and expressing their translation abilities and creative thinking. Consequently, the translation learning environment becomes favorable, enthusiastic, and achieves the best results.

Researchers in language education have emphasized that music can enhance learner motivation and facilitate language acquisition through repetition, rhythm, and emotional engagement (Samovar & Porter, 1998) ^[7]. Motivation for learning is a key factor influencing success in learning a foreign language. Gardner (1985) ^[4] emphasized the role of integrative motivation, in which learners have the desire to understand and integrate with the community using the target language. Music, with its appeal and familiarity, has the ability to spark learning interest and enhance the integrative motivation of learners. Translating songs requires students not only to understand lexical meaning but also to interpret emotional tone, poetic imagery, and cultural references. Paquette and Rieg (2008) ^[17] also point out that music contributes to enhancing learners' engagement with lesson content, especially for those who lack motivation. When exposed to the music of the target language, learners not only learn the language but also experience the spiritual and emotional life of the community that speaks that language. This contributes to the formation of positive attitudes and cultural empathy, laying the groundwork for the development of intercultural communication skills. Therefore, the use of music in foreign language teaching not only has methodological significance but also profound psychological and social value (Dan, 2026).

Music is not only a form of entertainment but also has a powerful impact on human emotions, memory, and information processing abilities. In the field of English language teaching, many studies suggest that song lyrics, characterized by rhythm, rhyme, and repetition, can help learners memorize vocabulary and approach intonation naturally (Lems, 2001) ^[9]. Such tasks encourage learners to develop creative problem-solving skills and intercultural competence (Samuelsson, 2010) ^[3]. Despite these pedagogical advantages, the use of songs in translation training has received relatively limited scholarly attention. Hence, the current study investigates how English songs can be used as effective teaching materials in English–Vietnamese translation classes.

Methods

The study embraces a qualitative analytical approach combining theoretical review and pedagogical reflection. First, major translation theories and translation methods are reviewed based on established literature in translation studies (Jorgensen & Phillips, 2002), (Newmark, 1998), (Wodak & Meyer, 2016) ^[10, 16, 19]. Second, examples of song lyrics and their Vietnamese translations are analyzed to illustrate how different translation strategies may be applied in translation practice sessions.

The analysis focuses on how English songs can support translation training in four main areas: learner motivation, creativity, contextual language acquisition, and intercultural competence. Observations are also drawn from translation classes in which song lyrics were used as supplementary materials for English–Vietnamese translation exercises.

Analysis and Discussion

1. Translation methods

Translation in general, and interpreting/translating in particular, is a process of converting a text from a source language to a target language, ensuring that the information and content maintain their original meaning within the initial context (Kelly & Zetzsche, 2012) ^[14]. There are various translation methods, each with its own advantages, and the choice of method requires consideration of its suitability for specific text types, contexts, and the target audience. Newmark distinguishes several fundamental translation methods spanning from source-oriented strategies to target-oriented approaches (Newmark, p.45-91, 1998^[16]), including:

a. Word-for-word translation

This method is characterized by preserving the word order of the source text, with words translated according to their most common meanings. Factors such as the context of the word are not considered. Consequently, with complex sentence structures and multi-layered text meanings, the meaning will not be clearly conveyed, and the nuances of words are ignored. The resulting target text often feels unnatural to the target language recipient. However, this method still has certain uses, such as when the translator is working on a first draft or with texts containing many specialized terms that require dictionary lookup.

Source Text	Target Text
He is a big liar	Anh ta là một lớn người nói dối

This method directly translates vocabulary units from the source language to the target language. The word order of the original language is maintained with basic dictionary meanings, without relying on context. Translations using this method are the closest to the original language and retain most of its characteristics compared to other methods.

b. Literal translation

In this method, grammatical structures of the source language are converted into equivalent grammatical structures of the target language. However, similar to word-for-word translation, the meaning of the source language is still translated out of its specific context, often by choosing the most common meaning of the word.

Source Text	Target Text
He tells a white lie	Anh ta kể một lời nói dối trắng

In these examples, literal translation yields a translation where the grammatical structure of the source language is transferred to the closest equivalent structure in the target language. However, vocabulary is still translated word-for-word from the dictionary, isolated from its context.

c. Faithful translation

Faithful translation aims for a translation whose content is accurate according to the context of the source language,

while still ensuring conversion according to the grammatical structure of the target language. However, cultural elements will be retained according to the source culture. This is helpful for translating literary texts and understanding the culture of the source language.

Source Text	Target Text
He is as fast as a Kangaru	Anh ta nhanh như con Kangaru

According to this method, the contextual meaning of the original text is considered to be accurately conveyed. However, it is still limited by the grammatical structure of the target language, thus the translation still contains grammatical structures of the original text. Additionally, cultural words like “kangaru” are retained from the original. This can cause difficulties in information reception if the cultural element is not common knowledge or the recipient is unfamiliar with it.

d. Semantic Translation

Semantic translation ensures all elements of the faithful translation method. Additionally, this method requires the translator to effectively handle translation so that the aesthetic values and beauty of the language in the source text are fully and completely expressed in the target language. This method leans more towards the target language and the recipient of the translated text. It is more flexible because it is less dependent on the grammatical rules of the source language, while allowing for the translator's creativity.

Source Text	Target Text
Tom: Hi, I'm Tom. You look new here. Lai: I am. I'm Lai from Ha Giang. Tom: Oh, I've heard about beautiful Ha Giang. Do you live in the mountains? Lai: Yes, I do. I'm from the Tay ethnic group. We are the second largest ethnic group in Viet Nam, only after the Kinh. Tom: Oh ... I once saw a bamboo house on high posts in a travel brochure. Do you live in a home like that? Lai: Yes, we call it a “stilt house”. Our house overlooks terraced fields. (Book Global success)	Tom: Chào cậu, tớ là Tom. Chắc cậu là học sinh mới ở đây. Lai: Ủ. Tớ là Lai, tớ quê Hà Giang. Tom: Ồ, tớ đã nghe nói về Hà Giang xinh đẹp. Cậu có sống ở vùng núi không? Lai: Có. Tớ là người dân tộc Tày. Chúng tớ là dân tộc lớn thứ hai ở Việt Nam, chỉ sau dân tộc Kinh thôi. Tom: Ồ... Tớ đã từng nhìn thấy một ngôi nhà bằng tre dựng trên các cột cao trong một tờ quảng cáo du lịch. Cậu có sống trong ngôi nhà như vậy không? Lai: Có, chúng tớ gọi nó là “nhà sàn”. Ngôi nhà của chúng tớ nhìn ra ruộng bậc thang.

In the example above, the translator accurately conveys the contextual meaning of the original, making the translated text easy to access and understand for the recipient. The informative and communicative value of the information and sentences is highly emphasized. Cultural elements in the source language are replaced by equivalent cultural elements in the target language.

f. Idiomatic Translation

Idiomatic translation helps to recreate the “message” of the original text, but it does not rely on the grammatical phenomena or vocabulary expressed in the original text. Instead, it aims to put these “messages” into colloquialisms and equivalent idioms in the target language. The translation will result in the most natural, vivid, and closest text to the target language.

Source Text	Target Text
Out of sight, out of mind / No guide, no realization	Xa mặt cách lòng / Không thầy đồ mầy làm nên

Source Text	Target Text
Right in the heart of Hanoi, Hoàn Kiếm lake is an enchanting body of water, a peaceful oasis away from all the hustle of the city	Nằm ngay giữa trái tim Hà Nội, Hoàn Kiếm là một hồ nước đẹp mê hồn, một ốc đảo bình yên tách biệt với sự hối hả bận rộn của thành phố.

In the target text, the translator re-expresses the meanings of the source text, particularly paying attention to conveying the aesthetic value of the original. The translation is geared towards the recipient of the translated text, so the translation is not rigid or rule-bound by the grammar of the original, resulting in a smooth text that is close to the recipient in the target language. The linguistic creativity of the translator can be accepted in this method.

e. Communicative Translation

The target audience of the source text is emphasized in this translation method. Therefore, the translation process focuses on accurately conveying the content according to the context of the source language, so that both the content and language of the target text are easily accessible and understandable to the recipient. Communicative translation considers all elements of the source text and original text regarding meaning, vocabulary, context, culture, etc.. However, the most important factor in this method is the transmission of the “message” of the text to be translated, ensuring that the recipient does not encounter difficulty in understanding the “message”.

Idiomatic or proverbial translation provides a translation that contains many colloquialisms and idioms, which often do not have direct equivalents in the original. The translation shows vividness, naturalness, pure target language, and closeness to the recipient of the translated text.

g. Free Translation

This translation method allows for breaking away from the style and structure of the source text, providing a translation that ensures the content of the message in the original text and makes the target text as easy as possible for the recipient to understand. Thus, translators often add explanations to the translation, which may make the translated text longer than the original.

Source Text	Target Text
Business is business	Công việc là công việc, tình cảm là tình cảm, không thể lẫn lộn được

Formal and linguistic details in the source text are no longer binding factors for the translator. The translated text in the example above can be seen as a recreation of the original message with much creativity in the target language. The translator expresses information freely, and vocabulary meaning serves only as a basis for the translator to convey the message during translation.

Source Text	Target Text
What feeling do I borrow? Sometimes I am happy / Sometimes I am sad / I can feel my heart / Telling me I feel bad / First I'm up there / First I'm down here / I'm holding my fear / But it's hard to hear / What I sing today / Is what I feel tomorrow? ... (Music Magazine)	Cảm xúc nào tôi đang mượn Có những lúc trong tôi là hạnh phúc / Có những lúc sầu muộn lại đông đầy / Trái tim tôi tâm sự với tôi đây: / Tôi thấy xấu, buồn đau và khổ ải! / Đang trên cao cảm thấy lòng thoải mái / Bỗng ngờ đầu phúc chốc lại rơi đây / Sự hãi bão tôi đang giữ trong tay / Nó giằng giụa, quấy rầy cho tôi khổ / Tôi đang hát một bài ca nào đó / lời nhạc này - cảm giác của ngày mai? ... (Tạp chí Âm nhạc)

The translator of this poem only retains the main theme, context, and characters of the original text to create a translation in their own style. The culture of the source language is also transferred to the culture of the target language. The entire poem in the translation is a talented linguistic and emotional creation by the translator based on the context, theme, etc., of the original.

The application of translation methods in the translation process is not rigid, nor can only one method be applied to a specific type of text. Excellent yet accurate translation requires a whole process and experience from any translator. Although in the current 4.0 technology development stage, translation support tools are increasingly developing, creating advantages but also many challenges for translation work, translation opportunities, and concerns for career choices of students pursuing translation. Translating songs provides teachers and students with a creative experience and shows the flexibility of translation work. Translation methods are integrated and combined seamlessly with language knowledge and translation skills to achieve the best results for the translation process. Another prominent feature of translating English songs is that lyrics often contain diverse emotional nuances, color nuances, and layered meanings. Each lyric is imbued with spiritual elements, cultural emotions, and poetic associations. This requires sensitivity and understanding of both the source and target languages and cultures from the translator. This very factor shows that the translator's perception, ability, and competence are indispensable to deliver a translation product that conveys the essence of the songs, the emotions, and the imagery of the original work.

2. Benefits of incorporating English songs into translation classes

Translation teaching and learning sessions are often quite stressful and pressure-filled for learners, as they must meet the demands of the translation process. This involves proficiently applying translation skills and methods to transform language knowledge, cultural understanding, and personal experience into translation products that are "faithful" to the original meaning but easily accessible and understandable to the reader of the translation (Storti, 1990)

^[1]. These products must be "translations" yet also resemble "originals" in the source language. This is quite challenging for students still in the internship and practice phase. Therefore, classes often have high demands on students, and sometimes they can be quite boring due to a lack of

h. Adaptation

Considered the freest translation method among all translation methods, adaptation is used in translating poetry, plays, etc.. In this method, the theme, characters, and plot of the original are usually retained, while original cultural elements are adapted to suit the target culture. Thus, the translated text appears to be rewritten by the translator.

liveliness, even with exchanges and discussions throughout the learning process. Incorporating English songs as materials in translation practice will bring promising results, create more relaxed classes, and positively impact learners' translation competence. Students' general translation ability will therefore be improved and enhanced.

a. Creating interest for the class and fostering positive learning motivation for learners

One of the most practical benefits of using English songs in English-Vietnamese translation teaching is their ability to stimulate interest and, thus, motivate students to learn, making them more eager, lively, and proactive in class. This is because music is a powerful catalyst, evoking positive, fresh emotions and energy in listeners. In such a vibrant learning atmosphere, students will naturally be much more interested in the translation practice subject. Instead of just acquiring knowledge or working with texts full of specialized terms, sometimes students need to be exposed to natural English, stemming from life and made vivid through melodies and lyrical nuances. This will make the class and the learning process lighter, fresher, and more interesting. Students will therefore feel interested and excited even when asked to work individually or in groups to discuss translation. Applying this music-based method to the translation practice curriculum shows that a vibrant, energetic learning environment helps to alleviate stress. Learners focus on their tasks with interest, they can sway to the music, discuss song content, and present their creative individual translations. All of this creates excitement and a positive learning spirit throughout the class. Furthermore, precisely because of the mental relaxation and stress relief it provides, using songs as translation material helps students reduce academic pressure, thereby enhancing knowledge retention and maintaining long-term learning motivation, avoiding fatigue and boredom during the learning process. Instructors can also allow students to choose their favorite English music products for future translation exercises or projects to maintain and develop a positive learning spirit and motivation. For example, the songs of young singer Taylor Swift, currently loved by many young people, can be used. Her song melodies always make listeners, especially young people, feel a sense of resonance. With her songwriting talent alongside her singing ability, she constantly surprises her fans with her masterful use of language and captivating, enchanting musical rhythms:

Fever dream high in the quiet of the night You know that I caught it (oh yeah, you're right, I want it) Bad, bad boy, shiny toy with a price You know that I bought it (oh yeah, you're right, I want it)
Killing me slow, out the window I'm always waiting for you to be waiting below Devils roll the dice, angels roll their eyes What doesn't kill me makes me want you more
And it's new, the shape of your body It's blue, the feeling I've got And it's ooh, whoa-oh It's a cruel summer (Cruel Summer – Taylor Swift)

b. Developing learners' creativity

It can be seen that, according to the translation methods mentioned above, translating songs provides students with the most creative opportunities possible. The adaptation method for poetry is the freest translation method, where elements of the theme, plot, and characters in the song are retained, but cultural and linguistic elements of the source culture will be

translated and expressed appropriately for the target culture (Venuti, 2017) ^[8]. Thus, the translation is a creative art based on the original work by the translator. Analyzing and translating English songs requires learners to maximize their creative thinking to find the most suitable expressions in Vietnamese, appropriate for Vietnamese culture, while still retaining the beauty of language use in the target translation. The process of applying creative thinking helps students refine their language skills, vocabulary, expression errors, and the ability to use language flexibly and fluently in their own mother tongue. This is extremely necessary and important for a professional translator. The process of comprehending, analyzing, and producing a translated musical work is a creative process for the translator. Students have the opportunity to demonstrate their personal competence, creativity, language ability, and even their communication skills with an imagined target audience. All of this contributes to helping students build confidence, assert themselves, and develop essential soft skills for translation studies and their future professional translation careers. Let's look at the translation of John Lennon's "Imagine," an immortal song that has endured through time due to its slow melody that touches listeners' hearts, along with its deep, hopeful meaning.

Imagine there's no heaven, It's easy if you try, No hell below us, Above us only sky, Imagine all the people Living for today...	Nào tưởng tượng chẳng có thiên đàng Nếu thử, thật dễ dàng Dưới ta chẳng địa ngục nào Trên ta là bầu trời cao Hãy hình dung cả cõi trần ai An sinh trong thực tại
Imagine there's no countries, It isn't hard to do, Nothing to kill or die for, No religion too, Imagine all the people Living life in peace...	Thử nghĩ quốc gia không biên giới Đâu khó để đạt tới Không gì phải sát hay thối cho Cũng không tôn giáo phải lo Hãy tin tất cả nhân tình Sống vui trong an bình
You may say I'm a dreamer, but I'm not the only one, I hope someday you'll join us, And the world will live as one. <i>John Lennon</i>	Em nói tôi là kẻ mộng mị Nào có hay tôi chẳng một mình Hy vọng một ngày em sẽ cùng chúng tôi Vì một thế giới chung sống hoà bình <i>UNICEF</i>

In this translation, it can be seen that the translator displays creativity through extremely novel expressions, suitable for the context and culture of Vietnamese. As a result, expressive and creative skills—two important elements for producing high-quality translations—are also enhanced. Applying the method of using English songs as translation material will provide students with the opportunity to develop their Vietnamese expression ability based on refining creative skills and language usage ability. In the process of translating songs from English to Vietnamese, students will gradually develop flexible, vivid, and accurate Vietnamese expression because word choice must be appropriate, sentences must be logically arranged, and rhetorical devices such as metaphors and similes may sometimes need to be used to fully convey the information and meaning of the song while also showing its depth and beauty. Not merely a literal or semantic translation, English songs often employ many rhetorical devices, wordplay, metaphorical expressions, and symbolic imagery. Therefore, students need to maximize their creativity in finding novel expressions that suit the context and culture of Vietnamese

people. Each of their translations may carry unique nuances, through which they will develop and reveal their own style and confidence in using language. This will also enhance their professional abilities in their future translation careers after graduation.

c. Language elements acquired in a specific context

According to many experts in the field of translation, song lyrics contain a wealth of vivid and natural English vocabulary, grammar, and structures. This makes it easier for learners to acquire knowledge and helps them remember information for a longer time. First, it is important to mention that students receive information by listening to songs. This rich English material, when conveyed through a voice that the students themselves enjoy, will be effectively absorbed. Students also train their ability to acquire information through auditory senses, which stimulates listening comprehension skills, a crucial skill in translation and interpreting. Moreover, students can actively improve and practice natural English pronunciation with intonation and stress when exposed to songs sung by famous artists.

Regarding vocabulary, songs included in translation practice sessions should cover diverse themes such as love, family, friends, peace issues, world love, and the environment. Exposure to texts in the form of songs covering such various themes, within specific contexts, will provide students with the opportunity to research, explore, and understand how to use words in specific contexts, thereby applying vocabulary more accurately, flexibly, and effectively. Furthermore, the often unique expressions in song lyrics will help learners enhance and expand their vocabulary, phrases, and natural vocabulary structures, in line with native speaker usage. When analyzing lyrics to translate, students must simultaneously analyze grammatical structures. Identifying and understanding new sentence structures, grammatical structures, and the specific use of tenses, pronouns, conjunctions, etc., in each line will help learners improve their knowledge of grammatical rules, leading to more accurate and effective use of the English language (Breeze, 2011), (Fairclough, 1995) ^[13, 18]. For example, in John Lennon's song 'Imagine': the translator needs to understand the context in which the song was written and the author's use of a first conditional sentence (expressing events likely to happen in the future) instead of a second conditional sentence (expressing unreal events that cannot happen in either the present or future). This choice made John Lennon's song (written in 1971) remain a lasting symbol of hope and belief in a world living in peace for decades. Or in Luis Fonsi's song 'Despacito' (written in 2017) the chorus uses many metaphorical images such as 'mojito,' 'talento,' 'playa,' etc.. Students need to research Latin culture and explain these metaphorical images appropriately.

d. Enhancing diverse translation competence in a colorful cultural environment

With different translated texts, students will apply flexible strategies and translation methods to produce the most faithful and accurate translation compared to the original. This ensures there are no grammatical or vocabulary errors that cause the recipient of the translated text to misunderstand, incorrectly understand, or limit their perception of the expressive meaning of the words. The translation must be suitable for the context of the original content, expressed in the target language appropriately for each theme, situation, culture, and target audience. Incorporating English songs as part of the material in translation practice will enhance students' diverse translation competence, immersing them in the native cultural space of the music world. Music and songs are an indispensable part of human spiritual life, a colorful reflection of the culture, customs, and lifestyles of each nation and people. Using English songs in translation practice helps learners approach translation issues and translation skills in a direct and vivid native cultural environment through melodies and lyrics. From approaching local culture through music, learners will also gain a deeper and more specific understanding of that culture, lifestyle, and human thought. This is because the content of songs often expresses themes related to the cultural, social, and emotional life of a specific society. For example, songs by artists like Marc Anthony, Shakira, Ricky Martin, Enrique Iglesias, or Jennifer Lopez have provided insights into Latin culture with colorful images and distinctive festival traditions. Specifically, as Helen Spencer mentions the intercultural ability when translating literary and musical products, it can be envisioned that the process of translating a song requires learners to possess

intercultural ability (Spencer & Franklin, 2007) ^[5]. From analyzing, researching, and thoroughly understanding English-speaking cultures, they then must find the most suitable way to express it in the target language's culture within the translation, while still fully conveying the information and cultural meaning of the original song. In the song 'Hallelujah' famously sung by Leonard Cohen, it shows a song with a very religious name (in Hebrew meaning Glorify/Thank Yahweh - Yahweh is God), but the content is permeated like a love poem, a song loved by young people. Throughout the song are a series of associations from biblical legends to everyday life, enriching emotions, allowing listeners to contemplate: the love of God and the love between humans. The song 'Hallelujah' carries the nuance of a prayer, a plea, expressing the desire for harmony between spirit and physical being. And the fulfillment in this harmony allows humans to transcend. When learners approach works like this, they will be exposed to and develop their "cultural adaptation" ability. This includes the ability to research the source culture and find material to adapt it appropriately for the target audience, without losing the meaning of the original song. The recipient of the text will still perceive the deep meanings of the original, absorbing different cultural nuances, but these will be adapted to the local culture and perception.

I've heard there was a secret chord That David played, and it pleased the Lord But you don't really care for music, do you ? It goes like this The fourth, the fifth The minor fall, the major lift The baffled king composing Hallelujah ... (Leonard Cohen)	Nghe kể rằng có một hợp âm bí mật Mà David đã chơi và hài lòng Chúa Nhưng em thiết gì đến âm nhạc, phải không em ? Này nhé, nó như vậy: Quãng tư, quãng năm Điệu thứ trầm, điệu trưởng vút cao Vì vua thất sủng soạn bài Hallelujah ... (<i>Tạp chí Âm nhạc</i>)
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In summary, English songs on diverse themes, used interchangeably and flexibly in translation practice sessions, are a useful method to help students enhance their diverse translation competence in a colorful, lively cultural environment. This method can both help them expand their understanding of world cultures and improve their intercultural communication skills through the process of translating from source culture to target culture. From this, they accumulate and fully develop the skills, experiences, and knowledge needed to become professional translators in the future.

Conclusion

Incorporating English songs into translation practice classes is a teaching method that should be encouraged. Although it presents a challenge for both students and teachers of translation practice, it is a challenge worth experimenting with to bring positive effects to the process of training students in the diverse and increasingly demanding and competitive field of translation. The challenges arise from the diverse nuances in language use, the meaning of songs, the liberal use of lyrics, poetic imagery, rhetorical devices, and typical cultural characteristics of each community and nation. Translation will require flexibility, sensitivity to

words, cultural sensitivity, background knowledge, and linguistic knowledge to convey the original meaning as well as the emotional aspect of the song. It can be seen that integrating English songs into translation practice has genuinely positive effects, bringing many benefits to learners, contributing to improving learning outcomes and translation knowledge and skills. This is particularly an effective teaching and learning method that helps students develop language ability and translation skills, and promotes understanding of native culture in issues related to culture and society. Therefore, teachers should flexibly use English songs appropriate to the lesson objectives and student levels to maximize effectiveness: students absorb knowledge effectively, and practice language skills and translation skills in a lively, active, proactive, and fresh learning environment. It should also be affirmed that the key factor in using songs in translation practice sessions is to aim for a diverse, colorful, and effective teaching and learning environment. The translations will be opportunities for learners to explore the imagery and emotions of the original song. They will practice skills in using words and adapting expressions to suit the culture of the recipient of the translated text. And since this is a learning and practice environment, it does not require students to produce a professional translation demanding the utmost accuracy and depth.

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