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Using Songs to Improve Vocabulary

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Abstract

Vocabulary is a fundamental component of language that must be acquired for the teaching and learning process to be successful is vocabulary. There are so many methods that may be used to make vocabulary courses both more beneficial and entertaining. These methods include music, gestures, and images. Songs and music are frequently very important for teaching vocabulary. The purpose of this study was to determine the use of English songs in enhancing students' vocabulary acquisition and how students react to song-based vocabulary instruction because songs play a significant role in aiding students in increasing vocabulary mastery. This study was applied to two groups whose English levels are A2. The first group of 9 people was taught vocabulary through the songs and the second group through the passages. This study is a quantitative study based on a pretest and post-test.

It was discovered that the students enjoyed the songs and found it easy to pick up the vocabulary through songs. The study was entertaining, and the students found it inspiring. Additionally, it was discovered that the students could recall the phrases they had studied.

Key words: Songs, Lyrics, ESL, Young Learners, Motivation, Perception, Vocabulary acquisition and retention, Listening Skills, Multiple Intelligence, Linguistic Intelligence

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INTRODUCTION

In recent years it has been known that diversity is one of the most crucial elements in preserving a high degree of motivation and interest among foreign language learners. Various real-life activities can be implemented in the classroom to enhance student experience in English language learning and to add diversity to the teaching process. Singing is one of these real-life activities.

Singing is a popular method of teaching foreign languages. Songs are a great way for foreign language instructors to get their students excited and focused on the material. Instead, you should use well-known music to get their attention and improve the atmosphere.

These well-known songs can help students improve all of their foreign and second language teaching competencies. Songs can be helpful in teaching all areas of language learning, including writing, reading, speaking, and listening comprehension. In addition to all of above, songs can be used to introduce new vocabulary. Songs can also be an effective tool for reviewing vocabulary.

Developing one's vocabulary is the most important aspect of learning a foreign language. The foundation of teaching English language is vocabulary. Students who lack vocabulary will find it difficult to communicate their own ideas and comprehend those of others. Since words are necessary for language to exist, vocabulary is the most significant component of a language. The more vocabulary learners are able to master, the more readily learners are able to communicate.

If songs are utilized as a vocabulary teaching tool at the elementary (A2) level, can students learn words taught in this way more quickly and easily?

Research Questions

Can students easily recognize terms taught in this way if songs are utilized as a vocabulary teaching tool at the A2 level?

Can students easily recognize term taught via reading passages?

Can students create a meaningful story or a short paragraph with the terms taught?

The purpose of this study is to determine how much influence English songs have on improving listening skills for English students and to stress that students who learn target vocabulary words through popular songs perform better in the vocabulary recognition category when compared to students who learn the same target vocabulary words through reading passages.

Significance of the Study

As it was stated before, vocabulary is essential to the teaching of English language because without sufficient vocabulary students cannot comprehend others or express their own ideas. Wilkins (1972) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111–112). In recent years, it has been found that using songs to help with English language acquisition is a useful tool that supports the development of linguistic levels like grammatical, phonetic-phonological and semantic as well as psycholinguistic elements.

The study aims to prove that applying appropriate popular songs as audio-visual aids can enhance students' vocabulary comprehension and make teaching and learning process more entertaining and interesting.

Assumptions

It is assumed that the song-group is better about vocabulary retention than non-song group.

It is assumed that both groups are able to create a meaningful story or a short paragraph by using the terms taught.

Limitations

In this study,

- Only A2 level students were used in teaching vocabulary in two different approaches of vocabulary teaching; teaching vocabulary through songs and reading passages.
- This study was applied to only female students.
- The number of the students was 9 for each group.
- The study only focused on the chosen ten words.
- The vocabulary pre-test, post-tests and a week later instruction were both developed and applied by the same teacher.
- Both groups didn't have the chance of being the control and the experimental groups twice during the vocabulary teaching process according to this design.

Definitions of the Terms

Lexis: "Lexis" generally refers to the total stock of words and phrases in a language, also known as the vocabulary.

Vocabulary Acquisition: “Vocabulary acquisition” refers to the process by which individuals learn and internalize new words and their meanings. It is a fundamental aspect of language learning and is essential for effective communication, comprehension, and expression.

Vocabulary Recognition: "Vocabulary recognition" typically refers to the ability to understand and identify words in a given context. It allows individuals to comprehend and engage with texts, conversations, and various forms of communication effectively in language learning.

Audio-Visual Aids: Audio-visual aids refer to tools or materials that facilitate learning through both auditory (sound) and visual (sight) channels.

Multiple Intelligence: Multiple Intelligence Theory, proposed by psychologist Howard Gardner in 1983, suggests that intelligence is not a single, fixed entity but rather a set of distinct abilities or intelligences, each with its own strengths and weaknesses.

Linguistic Intelligence: This involves sensitivity to spoken and written language, as well as the ability to understand and use language effectively. People with high linguistic intelligence excel in activities such as writing, speaking, storytelling, and debating.

REVIEW OF LITERATURE

As the primary goal of the study is to compare two ways to vocabulary teaching, this chapter will go into the function of songs in vocabulary instruction as well as vocabulary assessment. The study comprised a pretest and a posttest to assess the development in the students' lexical unit knowledge. As a result, a very quick summary of vocabulary testing is provided.

The Importance of Vocabulary

Humans, unlike other animals, can express ourselves through words (Cevallos, Cedeño, 2023) and Lewis (1993) stated that “Lexis is the core or heart of language.” As Cevallos, Cedeño and Lewis indicated, vocabulary is crucial for effective self-expression and it is important for students to create their own particular vocabulary acquisition strategies and to gain more effective vocabulary knowledge, especially as they become more fluent and expressive in English.

Use Lyrics As a Media to Teach Vocabulary

Utilizing music as a didactic approach in teaching second languages can highlight how fundamental this process is, requiring that students develop a music appreciation and learn to identify and appreciate the fundamental qualities of sound, such as height, duration, intensity, and timbre. (Medina, 2019)

In recent years, songs have been shown to be an invaluable tool in the development of English language skills, including phonetic-phonological, grammatical, semantic, and psycholinguistic levels.

Songs are a very effective way to teach and reinforce so many different linguistic concepts. There are numerous methods to include them in a lesson, and they can be used at any point during the instruction. Occasionally, they serve as warm-ups and fillers, sometimes as the main part of a lesson, and occasionally they are just there to create a playful environment. One important contributing element is that students view songs as a joyful and enjoyable component of English instruction because they are unaware that they are actually learning through them. In addition, songs are an excellent way to develop vocabulary and listening comprehension as well as pronunciation, intonation, and accents.

Sevik's (2011: 1029–1030) list of the most notable benefits of using songs with young learners can be used to expand on everything that has been discussed thus far. He concluded that songs are the most effective way to teach listening comprehension. One of the best aspects of contemporary elementary language programs is songs. The attention span of young learners may be extended by songs. Songs are an excellent early language acquisition aid. One of the best tools for memory is thought to be music. Songs offer a range of understandable feedback. Music fosters a natural and safe classroom environment. Songs help people become fluent in language because of their high repetition. Songs are full of cultural content.

How to Teach a Song?

Every teacher may have a unique approach to incorporating music into their lessons. Application is the secret to using a song well, no matter how it is taught. That is to say, the activities and presentations must take into account the interests, traits, and language proficiency of the young learners. This requires the use of a certain technology in order to be accomplished. The recommended, yet adaptable, process is as follows:

(Brewster et al., 2002):

Establish the scene.

To introduce new vocabulary, use visual aids.

To introduce the song to the class, play it or sing along.

Do further listening exercises.

Practice your accent's rhythm, stress, and intonation.

Invite your kids to participate by acting out or miming.

Play the song multiple times.

Give the song's written text to the pupils. Additional activities that can be done with the text include gap-filling, listening and sequencing, illustrating, matching pictures to lines, and more.

Ask pupils to contrast the song with a comparable tune in their mother tongue.

Join the class in singing the song.

Choosing the appropriate songs is crucial. It is important to select songs that are appropriate for the English proficiency and interest level of the students. It is widely accepted that children like simple, catchy songs. Songs are an essential component of English lessons since young children all have a love of repetition and a need to move.

The Advantages of Learning Vocabulary through Songs

There are advantages to using songs in the process of learning. They are:

- 1) Music keeps students from getting bored in class
- 2) The music creates a welcoming environment in the classroom, encouraging students to be excited about their studies.
- 3) The song helps students concentrate better during learning activities by encouraging them to learn and pay attention to the topics being taught.
- 4) Songs can help learners feel less stressed.
- 5) Songs can inspire pupils' creativity and ingenuity.
- 6) After listening to the song, students can expand their vocabulary.
- 7) Educate pronunciation effectively. You can learn to pronounce words like a native speaker by listening to English songs.
- 8) Make studying English enjoyable for students.
- 9) They offer a comfortable atmosphere and inspire learners with a passion for learning.

The Disadvantages of Learning Vocabulary through Songs

However, there are drawbacks to incorporating music into the learning process.

These are:

- 1) Not every student can learn how to receive instruction from their teacher in an effective manner.
- 2) Some students have no interest in listening to music.
- 3) The sound of songs being used to teach English in the classroom distracts other students during the exercise. (Dilago, Liando, Kukus, 2022)

In summary, there are several reasons why songs and rhymes are so important in the classroom for young students. These are, first and foremost, the preferred language activities for kids, with their predictable phrases and repetition of words. Additionally, they help students improve their listening comprehension, teach natural pronunciation, intonation, and emphasis, as well as the song's vocabulary and linguistic structures. Songs also help kids become more confident because they let them participate regardless of how well they speak English. They also

strengthen the dynamics inside the group. Lastly, if a song appeals to the children, they will typically sing it outside the classroom. (Roth, 1998: 53)

Music

It is possible to incorporate music into language classes in a variety of ways to produce this kind of effect; for example “group singing can lower the walls between people, decreases competitive instincts and build cooperation in its place” (Jackson & Joyce, 2003, p. 7) Music can become an essential aspect of any educational platform; it creates a pleasant and welcoming environment, calms the classroom during transitions, revives enthusiasm, and decreases test anxiety. (Campbell & Dickinson, 1996, p. 136).

Janet Allen (1999, p. 4) “Songs help us move away from decontextualized single definitions and towards a concept-based multilayered knowledge of words” The use of music in the classroom also helps with memory; many people can recall rhyme, rhythm, or melody more readily than spoken words. (Falioni, 1993).

Contrary to popular belief, educators can introduce music into the classroom and use it to help students acquire academic material without any prior musical expertise (Campbell & Dickinson, 1996). One may refer to music as the often-ignored tool that supports academic achievement and has numerous scientifically confirmed advantages and interactions with the body, brain, and learning. (Merrell, 2004). Research such as the adult-focused "Mozart Effect" (Campbell, 1994) and the "Mozart Effect for Children" (Wanda Routier, 2003), studies on how music influences students' moods and enhances classroom discipline (Hallam & Price, 1988), We should be able to view music and songs as 101 effective teaching tools in light of research on attention and memory (Merrell, 2004), classroom management (Jackson & Joyce, 2003), and more.

Since most song lyrics have more meaning for students than lengthy reading passages or lectures do, music may also be a substantially encouraging tool for learning. (Richard-Amato, 2003). Musical intelligence works in very parallel patterns with linguistic intelligence (Gardner, 1984). Moreover, according to Gardner, the majority of musical abilities are primarily placed in the right hemisphere of the brain, while linguistic abilities are primarily located in the left hemisphere. It allows songs to deal with language and a musical medium at the same time, synchronizing the two hemispheres.

Multiple Intelligence (MI)

The topic of multiple intelligences (MI), which was also briefly mentioned in the previous section, is the other topic covered in the literature review. More precisely, Howard Gardner talked about using all of our intelligences to achieve a learning objective (Gardner, 2011). Gardner suggests that we can reach a greater number of children by utilizing many intelligences. The language and musical intelligences are related in several ways because their origins are in early life. Storytelling is one of the oldest and most captivating language arts since language is primarily a vocal matter and a message to the human auditory system (Gardner, 1984). (Campbell & Dickinson, 1996).

Since most real songs tell musical tales, they draw listeners in right away. In addition, most school-age children can compose songs they hear and have a clear concept of what a song is by the time they reach school age (Gardner, 1984). This is due to the fact that musical intelligence and linguistic intelligence follow roughly the same structural path. This study used music with the intention of "enlivening and enhancing the learning process," keeping in mind that the majority of people are capable of understanding music (Campbell & Dickinson, 1996, p. 145)

Real songs were used to communicate with students and provide them with satisfaction. This study used the song method to teach new vocabulary items to language learners with the goal of developing their linguistic intelligence by engaging their musical intelligence. An authentic song was used as instructional material to attain this goal. In language classrooms and perhaps across the curriculum, musical intelligence has "a life of its own," according to the song method's good results as compared to the non-song technique (Campbell & Dickinson, 1996). Furthermore, songs become more meaningful because, according to Gardner (1984), most musical abilities are mostly placed in the right hemisphere of the brain, while language abilities are primarily located in the left

C. METHODOLOGY OF THE RESEARCH

This chapter presents information on the context of the study, the research design, participants and instruments utilized to collect and analyse the obtained data.

Research Design

When modeling and studying numerous phenomena, researchers can use both qualitative and quantitative models. As Almeida (2007:369) states, "While a qualitative methodology is intended to understand the complex meaning of actions in a given context, a quantitative methodology seeks to obtain accurate and reliable measurements that allow for statistical analysis." He also adds that "both methodologies offer a set of methods, opportunities, and limitations that must be explored and known to researchers." Two methods of teaching vocabulary were used in this study. In this research, the study belongs to a descriptive study using quantitative methods. Quantitative is a technique of gathering, analyzing, deciphering and writing the result of study. The researcher carried out a descriptive approach to explain the data dealing.

The initial method involved teaching vocabulary through songs. Using narrative reading passages to teach vocabulary was the second method. Since this research was a comparative study, two groups of 9 students were formed and these groups were used in the study. The two groups (song and non-song group) were matched and included similar students in terms of ability based on their English level. After the formation of groups, one song was selected for vocabulary-teaching purposes. The lyrics of the song are presented in Appendix D.

Within one song 10 words were randomly selected as the target words of the study. For the other group, one reading passage was selected with the same 10 words. In this study, both vocabulary recognition components and productive vocabulary aspects were taken into consideration.

A pretest created by the teacher was given as the study's initial phase. They both took the same pretest. Ten words made up the pretest. The style of training, which had two levels (song and non-song), and the time, which had three levels (pre-test, post-test, and one week later), were the independent variables in this study. These assessments can be found in Appendices A, B, and C. The word use was one of the dependent variables. A few new vocabulary words were presented in context to both student groups. These vocabulary items were presented to the song group in a song (Appendix D), while the non-song group was introduced to the new vocabulary items in a passage (Appendix E) that used the song's precise terms.

The new vocabulary items were the same despite the difference of instructional materials. As stated above, data were collected by conducting pre-tests (Appendix A) right before instruction, post-tests (Appendix B) right after instruction and a follow up test (Appendix C) one week after instruction in the students' pre assigned classes.

The statistical results were calculated by the application of "paired-sample t-test" and "two-sample t-test". The between subjects factor (type of instruction) had two levels, song and non-song. The within subject factor (testing date) had three levels: pre, post, and one week later. "Paired-sample t-test" was used for within group comparisons and "two-sample t-test" was used for between group comparisons. These t-tests were used due to the fact that the number of subjects in each group was fewer than 30. All the results were compared at the "0.05" level of significance.

The instrument of this research is pre and post test. The testing instrument for each group was administered three times for both, song and non-song groups: First time before any instruction took place; second time right after instruction of both methods; third time, one week after instruction in both groups to test the retention of the new vocabulary items in both groups.

The Participants

The study was conducted with 18 Kazakh students of level A2 at the linguistic center of Khoja Akhmet Yassawi International Kazakh-Turkish University in Turkestan. The participants consisted of female students between the ages of 18 and 20. Two groups were used in the study and the number of students in each group was 9.

Data Collection

The study was set as follows: Before instruction, the pre-test was taken by both the song group and the non-song group. The teacher carried out the procedures, and it took about ten minutes in total. Immediately following the pre-test administration, each pre-test was sealed and labeled with the following information: a) group number; b) song group or non-song group; c) pre-test; d) date of administration; and e) number of students. The researcher then carefully stored the pretests in a locked cabinet in her own office.

Following the test administration, every teacher participated in the educational portion of the study, closely according to the comprehensive guidelines provided by the researcher in the pertinent "instruction protocol."

Using various teaching aids, the same ten new vocabulary words were taught to both groups in the same order. The song "Dark Horse" was used to present the new 10 vocabulary items to the song group, while a passage "Why We Should All Walk More" was used to introduce them to the non-song group. The duration of the session was about forty minutes.

The post-test was given immediately following the end of the instruction period. This went on for about ten minutes. The teacher gathered the post-tests and repeated the process that had been used for the pre-tests. In all, sixty minutes were required. The pre-, post-, and follow-up tests that were administered to each group were all the same. A week later, the follow-up exam was given by the teacher.

One week later, the researcher used the exact same protocol and timing for the follow-up exam. It is important to note that before the follow-up exams were given, the vocabulary items were not exposed. The researcher graded each of the three tests for the overall tests' total number of correct items out of ten and the active vocabulary test's total number of correct items out of ten. At last the researcher wanted to write the students a meaningful story or a short paragraph with ten words taught by using simple past tense.

This design allows for comparisons between the groups in terms of immediate learning gains and retention over time. It's a common approach in educational research to assess the effectiveness of different instructional methods

Data Analysis and Findings

In this study, the general aim is to compare two vocabulary teaching approaches. Teaching vocabulary through songs and teaching vocabulary through reading passages are compared.

To achieve this goal, a pretest and posttest were administered to two groups of A2(elementary) level students. The aim of the pre-test was to obtain baselines which will enable us to compare and evaluate the results of the posttest. The aim of the posttest, which was administered to the same groups of students after the vocabulary teaching process, was to compare the students' improvement in their active vocabulary, which was taught by means of two approaches. After 7 retention grade post test, the students were wanted to write a meaningful story or a short paragraph with words taught by using simple past tense.

The first task in the analysis of the results is to evaluate the contribution of both approaches in vocabulary teaching for every session of the study both for Song Group and Non-Song Group.

Table 1

The results of the t-test showing the difference between the vocabulary pretests of song and non-song group

<i>GROUP</i>	<i>SONG-GROUP</i>	<i>NON-SONG GROUP</i>
Mean	44,44	44,44
SD	22,70	24,42
SEM	7,57	8,14
N	9	9

P value and statistical significance:

The two-tailed P value equals 1.0000

By conventional criteria, this difference is considered to be not statistically significant.

The confidence interval is the mean of the Song group minus the non-song group equals 0.00

95% confidence interval of this difference: From -23.56 to 23.56

Intermediate values used in calculations:

$t = 0.0000$

$df = 16$

standard error of difference = 11.115

According to this result, the levels of the students are almost same in song and non-song groups.

Table 2

The results of t-test showing the difference between the vocabulary post-test of song and non-song group.

<i>GROUP</i>	<i>SONG GROUP</i>	<i>NON-SONG GROUP</i>
Mean	92,78	60,00
SD	6,18	23,45
SEM	2,06	7,82
N	9	9

According to this results, there is a big difference between song and non-song group after the first post-test. In the post test, students were shown to write longer sentences from inside the song.

Table 3

The results of the t-test showing the difference between 7 days retention grade of song and non-song group

<i>GROUP</i>	<i>SONG GROUP</i>	<i>NON-SONG GROUP</i>
Mean	76,67	83,33
SD	14,36	14,58
SEM	4,79	4,86
N	9	9

According to this result, the non-song group was found to remember more words and make more sentences

Table 4

The results of the t-test showing the difference between writing a story based on the number of terms taught of the song and the non-song group

<i>GROUP</i>	<i>SONG GROUP</i>	<i>NON-SONG GROUP</i>
Mean	65,56	58,89
SD	18,21	21,47
SEM	6,21	7,16
N	9	9

According to this result, the song group is a little more successful in using the words taught and creating a meaningful story.

Figure 1

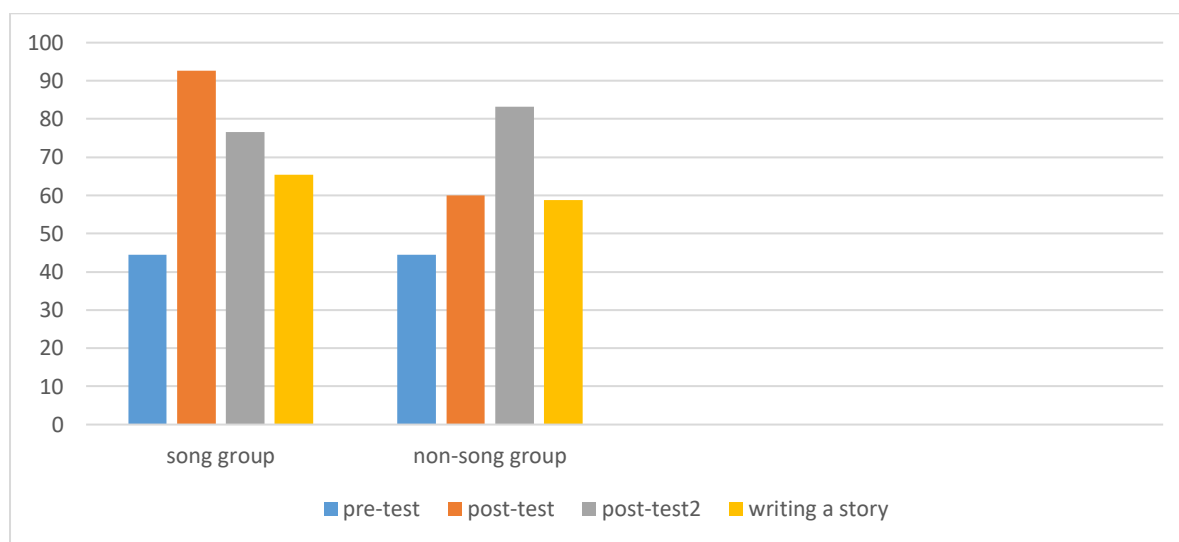
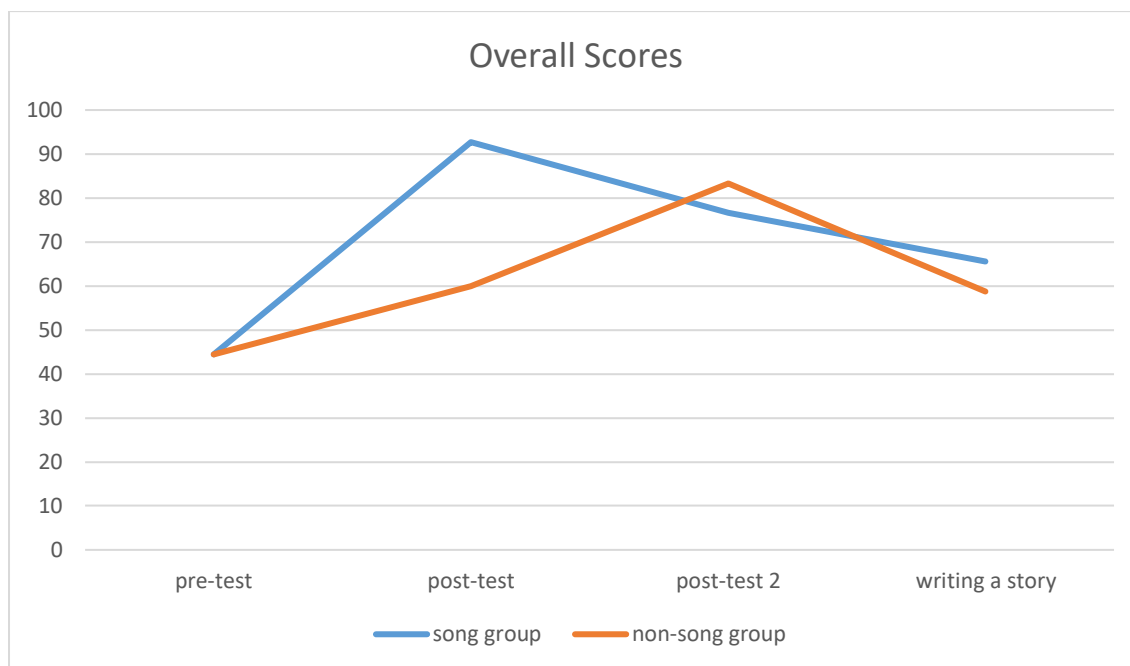


Figure 2

Overall Scores for Song and Non-song Group



D. CONCLUSION, DISCUSSION AND SUGGESTION

Conclusion

The study's findings led the researcher to the conclusion that the majority of A-2 level students view song lyrics favorably as a medium for increasing vocabulary mastery, which helps them learn English more easily and enjoyably while also becoming more at ease. According to the pre-test, the levels of the students are almost same in song and non-song groups. To the results of t-test showing the difference between the vocabulary post-test of song and non-song group, there is a big difference between song and non-song group after the first post-test. In the post test, students were shown to write longer sentences from inside the song. It shows us that students make sentences by using the words in lyrics. According to the second post-test which indicates the results of the t-test showing the difference between 7 days retention grade of song and non-song group, the non-song group was found to remember more words and make more sentences. Memory is also assisted by the use of music in the classroom; rhyme, rhythm or melody is often remembered by many people better than ordinary speech (Falioni, 1993). However, it shows us that if words aren't repeated, they get forgotten even if the vocabulary are taught via lyrics into enjoyable environment. According to the results of the last t-test showing the difference between writing a story based on the number of terms taught of the song and the non-song group, the song group is a little more successful in using the words taught and creating a meaningful story. Music can become a fundamental aspect of any educational setting; it provides a welcoming atmosphere, has a calming effect, soothes classroom transitions, reawakens energy and reduces examination stress (Campbell & Dickinson, 1996, p. 136). Moreover, it shows us that the students who like learning a foreign language with the aid of

music may be more creative and imaginative. It may be considered that there is a connection between music and writing skills.

Lyrics from songs may be a powerful teaching tool since they teach students not just the vocabulary words in the song but also how to pronounce the words and construct sentences. Thus, they are becoming more proficient speakers. It will be easier for the pupils to form sentences without blending native language and vocabulary when they have a large enough vocabulary. Because song lyrics can grab students' attention and make for a lively and creative classroom environment, the researcher advises other English teachers to employ them when teaching English. Additionally, songs might facilitate the quicker and easier acquisition of new language by the students.

As a result, they found it simpler to commit these words' pronunciation to memory through song. The aim of this study was to ascertain the extent to which English songs enhance listening comprehension for English language learners. It also emphasizes that vocabulary recognition performance is higher for students who acquire target vocabulary words through popular songs than for those who acquire the same words through reading passages.

Discussion

This study examined two methods of teaching vocabulary: teaching vocabulary through reading passages and teaching vocabulary through songs. Based on the findings analysis, the value of both methods for teaching vocabulary was supported.

The vocabulary was introduced in nearly the same way in both methods. As the target words were included in the passage, students in one group were given the opportunity to listen to the sentences in a melody, while the other group read the passage aloud. While learning the new language, both groups received copies of the songs or reading passages.

Songs were thought to aid in language retention for students. In other words, it was believed that songs or melodies would aid students in remembering what they had studied. The purpose of this study was to determine whether or not songs could be used to teach vocabulary. From that point on, efforts were made to assess vocabulary recall throughout the study.

It was discovered that the melody did not make up the only noteworthy contribution to the memory of the taught language following the statistical examination of the second posttest findings.

It is feasible to discuss the study's time constraint in relation to the potential cause of this outcome. One week following the final instruction session, the posttest was administered. One could argue that the amount of time used to assess how well the taught songs' words were

remembered was insufficient. These results don't represent a hard-and-fast truth; rather, they raise the possibility that, if the posttest were given later, there might still be a substantial difference between the groups.

Moreover, the productive aspect of the taught vocabulary was taken into consideration in a similar study. The students were asked to write paragraphs by using the target vocabulary in an appropriate context, but there was not a definite difference between two groups.

The researcher noticed that music added diversity to the lessons, and that diversity resulted in increased motivation, which led to the highest level of involvement. During the process of teaching vocabulary, the teacher and the students enjoyed the mood in the classroom.

One may also draw attention to Condori's (2017) research, which concluded that oral language, voice, and speech constitute the basic forms of human communication and enable children to communicate and comprehend concepts, feelings, ideas, knowledge, and actions. A process of imitation and maturation brought on by the abundance of environmental stimuli leads to the development of spoken language. Due to all of these factors, the primary goal of this study is to determine how music affects the acquisition of vocabulary in the English language. The following conclusions are drawn: Using music as a teaching tool has the potential to improve learning outcomes and become a true asset for mastering the language of English. With delight and excitement, the kids sing together with their teachers, embracing music as a teaching tool and learning.

They respond well to music as a teaching tool, picking up vocabulary through the songs' lyrics, which cause them to repeat words automatically or unconsciously. This allows them to express themselves clearly when speaking, as music's melody serves as a stimulus for learning the English language. (Cevallos, Cedeño,2023)

According to the findings, students felt that popular songs could help them become more proficient with vocabulary since they were easy to comprehend and had a lot of new vocabulary. Popular songs also added to the enjoyment and fun of teaching and learning. On the other hand, the students did not get boring easily.

In conclusion, it is evident from the higher number of affirmative answers that employing audio-visual aids, such songs, can enhance students' vocabulary acquisition and add excitement to the teaching and learning process. The researcher noticed that music added diversity to the lessons, and that diversity resulted in increased motivation, which led to the highest level of involvement. During the process of teaching vocabulary, the teacher and the students enjoyed the mood in the classroom.

Suggestions for Further Studies

For more research, the following details may be useful.

- 1) The method of teaching vocabulary can require more time. It may take more than a week.
- 2) It is possible to carry out a study akin to this one with advanced students.
- 3) For both groups, there can be more subjects than 18 in order to get superior statistical findings.
- 4) Songs can be used to teach vocabulary and existing methods can be improved upon or replaced.
- 5) It is possible to look into how music might motivate students during the teaching process.
- 6) This study should be applied to both male and female students.
- 7) The study can focus on more than ten words.
- 8) Both groups can have the chance of being the control and the experimental groups twice during the vocabulary teaching process according to this design.

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APPENDIX A

PRE-TEST ON VOCABULARY

Name-Surname:

Signature:

Date:

Make a sentence by using these words:

WALK:

MAKE:

HORSE:

BIRD:

MAGIC:

HEART:

CAREFULLY:

BETTER:

PERFECT:

STRONG:

APPENDIX B

POST-TEST ON VOCABULARY(right after instruction)

Name-Surname:

Signature:

Date:

Make a sentence by using these words:

WALK:

MAKE:

HORSE:

BIRD:

MAGIC:

HEART:

CAREFULLY:

BETTER:

PERFECT:

STRONG:

APPENDIX C

POST-TEST(one week after instruction)

Name-Surname:

Signature:

Date:

Make a sentence by using these words and write a meaningful story or short paragraph by using these ten words in simple past tense.

WALK:

MAKE:

HORSE:

BIRD:

MAGIC:

HEART:

CAREFULLY:

BETTER:

PERFECT:

STRONG:

APPENDIX D

Name-Surname:

Signature:

Date:

LISTENING

“Dark Horse” by Katy Perry

1. Put the verbs in the correct tense.

Oh, no.

Of anything and everything

[Juicy J:] Yeah

Ya'll know what it _____(BE)

_____ **(MAKE)** me your Aphrodite

Katy Perry, Juicy J, aha.

Make me your one and only

Let's rave

But _____(NOT **MAKE**) me your enemy,
your enemy, your enemy

[Katy Perry:]

I knew you were

So you wanna _____(PLAY) with **magic**

You were gonna come to me

Boy, you should _____(KNOW) what
you're falling for

And here you _____(BE)

Baby do you dare to do this?

But you **better** _____(CHOOSE)
carefully

Cause I'm coming at you like a dark **horse**

'Cause I, I'm capable of anything

2. Fill in the gaps with the correct word from the box below.

*** MAKE– GIVE – *WALK – THIS – *MAGIC – MINE – READY – FALLING FOR –
GOING BACK – BABY**

Mark my words

This love will _____ you levitate

Like a **bird**,

Like a **bird** without a cage

But down to earth

If you choose to **walk** away, don't
_____away

It's in the palm of your hand now _____

It's a yes or no, no maybe

So just be sure before you _____ it all to
me

All to me, give it all to me

So you wanna play with _____

Boy, you should know what you're

Baby do you dare to do _____?

Cause I'm coming at you like a dark **horse**

Are you _____ for, ready for

A **perfect** storm, **perfect** storm

Cause once you're _____, once you're
mine (love trippin')

There's no _____

3. Match the phrases.

[Juicy J - Rap Verse]uh

- | | |
|---|--|
| 1. She's a beast | A. Like Jeffrey Dahmer (woo) |
| 2. She eats your heart out | B. Cause her love is so strong |
| 3. Be careful | C. I call her Karma (come back) |
| 4. Shorty's heart is on steroids | D. I'm gon' put her in a coma |
| 5. You may fall in love | E. Try not to lead her on |
| 6. If you get the chance you better keep her | F. That fairy tale ending with a knight in shining armor |
| 7. She'll turn cold as a freezer | G. When you meet her |
| 8. She can be my Sleeping Beauty | H. She's sweet as pie but if you break her heart |

4. Put the lines in order.

___ Turned the bedroom into a fair (a fair!)

___ But lil' mama so dope

___ She ride me like a roller coaster
___ Shorty so bad, I'm sprung and I don't care
___ I was tryna hit it and quit it
___ Damn I think I love her
___ I messed around and got addicted
___ Her love is like a drug

5. Correct the lines (10 corrections).

So I wanna play with music

Boy, you should know where you're falling for (you should know)

Baby do you care to do that?

Cause I'm coming at you like a black horse (like a dark horse)

Are you ready for, ready from (ready for)

A perfect stop, perfect storm (a perfect storm)

Cause once you're my, once you're mine (mine)there is no going back

APPENDIX E

Name-Surname:

Signature:

Date:

Why We Should All Walk More

Walking is a great activity for everyone. It is good for our health and easy to do. You don't need special equipment, just a pair of shoes. Walking can make a big difference in our lives.

When we **walk**, our heartbeat gets faster which is good for our **heart**. Walking helps to keep our **heart strong** and healthy. It is a simple way to take care of our health. "Taking regular walks can improve your overall health," says Dr. Sarah James, a local doctor. "It's a natural way to boost your **heart** health and manage weight."

Walking also helps us count our steps. Many people are capable of walking 10,000 steps a day. This is a good goal, but even a few thousand steps can help. Every step we take is good for our bodies.

Walking up steep hills is also like a **magic**. It **makes** our muscles work harder. This helps to build strength in our legs. Walking up and down hills is a great exercise. After a while, you can be fast like a **horse**.

Walking is not just **better** for the body. It is also **better** for the mind. It helps us to relax and clear our thoughts. A walk in the park or countryside make you feel like a **bird**.

It is easy to start walking more. You can walk to the shops instead of driving. You can take the stairs instead of the lift. Cause, every little change helps.

Dr. James advises, "Start with short walks and increase your distance **carefully**. The benefits of regular walking are **perfect**."

Walking is a natural and easy way to stay fit and happy. Let's all take more steps towards a **perfect** life.

Read the text and choose the correct answer.

1. What do you need to start walking for exercise?

- a. A map so you don't get lost.
- b. A gym membership.
- c. Something for your feet.

2. What health benefit is NOT mentioned in the text?

- a. Lungs
- b. Heart
- c. Muscles

3. According to Dr. Sarah James, what are the benefits of walking?

- a. Improved flexibility.
- b. Faster running speed.
- c. Better heart health and weight control.

4. How does walking help our mind?

- a. It reduces stress.
- b. It's good for memory.
- c. It's good for planning ahead.

5. What simple change can increase daily walking?

- a. Going for walks with friends.
- b. Leaving your car at home.
- c. Walking with our dogs.