# The Impact of Songs to Teach Vocabulary to Young Learners

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**Abstract**. *Due to its beneficial impact on language learning, the use of songs in language instruction, especially for younger students, has drawn a lot of attention. Songs offer an entertaining and captivating way to teach English, motivating young students to take an active role in their education. Songs' rhythm and melody aid in strengthening listening comprehension, pronunciation, and word recall. Additionally, songs frequently include recurring structures that help kids learn new language patterns and syntax. This article discusses the impact of songs on teaching vocabulary to young learners. It explores how incorporating songs into vocabulary lessons can enhance language acquisition, improve memory retention, and make learning more enjoyable and effective for young students. Songs offer a fun and engaging way to reinforce new words and phrases, fostering both language development and motivation.*

**Key words**: *Songs, vocabulary acquisition, young learners, language learning, engagement, interactive methods, multisensory learning, cognitive development, pronunciation.*

## Introduction

Language acquisition scholars have been emphasizing the value of utilizing songs to teach vocabulary for a number of years, particularly to younger students. Songs have been

acknowledged as an effective technique in language instruction because of its.capacity to blend melody, rhythm, and repetition, which increases vocabulary memorability and engagement. Although a large body of research has concentrated on the overall advantages of songs for language acquisition (Mora, 2013; Pradana, 2014), there is currently a lack of organized, useful strategies for using songs into vocabulary teaching in the classroom. Songs are known to inspire and include students in the learning process (Zatnikasari, 2014; Dale, 2017), but their use for vocabulary retention in particular has not been well investigated.Previous research indicates that songs can aid in vocabulary reinforcement through repeated exposure in a joyful, contextualized manner (López, 2015; Asma, 2017). However, they sometimes fall short of offering instructors pedagogical tools that are easy to implement in the classroom. Many teachers are unsure of how to use songs to teach vocabulary since there is a dearth of useful advice.This framework is still theoretical, though, and it doesn't provide specific guidance on how to use it in the classroom. Because of this, a lot of teachers still employ songs informally and often without incorporating them into a clear lesson plan, which may reduce their ability to effectively aid vocabulary acquisition (Dale, 2017).The purpose of this study is to investigate the results of a useful, instructor-friendly approach to teaching vocabulary to young students through songs. This study will provide a more approachable and methodical method for teaching in the classroom by modifying the theoretical frameworks of previous studies. It will also look at whether young students with varying skill levels react to this approach in various ways.

**Research methodology**. In the research, there were two variables, which was a method of teaching(traditional  vs.song-based) ( independent variable)  and acquisition of vocabulary (as determined by usage, recall, and recognition) was the dependent variable.Both variables were considered to be categorical. Learners were placed into one of the many of categories or groups(songs vs no songs).Consequently,rather of being continuous this variable was categorical. It was categorical and it was quantified in terms of categories (e.g., low, medium, high proficiency). Promote active vocabulary was used in an entertaining and captivating manner.The level of students was  elementary.

The aim was to determine if two groups—one receiving song-based vocabulary instruction and the other not—were causally different from one another. We were investigating if the usage of music affects vocabulary learning results.Thats's why this research design  considered as quasi-experimental without random assignment.Indeed, our  comparison group could  be the one that was taught without the use of songs. We could  utilize this group to evaluate how songs affect vocabulary acquisition in comparison to more conventional approaches.The research was aimed to target comparison group, and overall 30 students  participated overall.30 male and female students  were enrolled in this research. The age of participants was 11  or 12 years olds and they were all  school pupils  as they study at 6th grade.Treatment (Traditional vs. Song): Treatment

Group: we could use songs to teach vocabulary to the first group (e.g., a song about animals, colors, or everyday activities). Comparative Group: we could use conventional techniques to teach the second group vocabulary (e.g., flashcards, writing exercises, direct vocabulary instruction).Duration of Pre-Test could last just 15 minutes  The intervention Sessions continued 30 to 40 minutes each,duration of Post-Test lasted 15 minutes.Each lesson went  between thirty and forty minutes. Both groups got therapy via songs or conventional techniques, which combined vocabulary teaching with practice tasks (such as singing, flashcard exercises, and conversations). Treatment Group (Songs): Through theme-related songs (e.g., animals, colors), this group could acquire vocabulary. Comparison Group (Traditional Methods): This group used traditional teaching techniques, such direct instruction and flashcards, to acquire vocabulary. The pre- and post-tests were both paper-pencil assessments. In these assessments, students had to complete sentences with missing words, match vocabulary terms with images, and select the appropriate definitions for words that were provided. The assessments were made to evaluate vocabulary in a written format, which was suitable for the study's younger participants.

**Discussion.**The findings of this research support the theory that vocabulary training through songs may be more effective than conventional approaches for improving vocabulary acquisition in young students. Students in the treatment group, who learned vocabulary via songs, showed considerably greater advancement in vocabulary skills compared to those in the comparison group, who were taught using conventional methods. This aligns with earlier studies indicating the possible benefits of integrating music and rhythm into language learning. One explanation for the treatment group's enhanced performance might be the multisensory approach of song-based learning, since songs stimulate various senses, such as auditory, visual, and kinesthetic, potentially boosting word recall and memory retention. Furthermore, the repetitive quality of songs aids in strengthening vocabulary.Furthermore, vocabulary training through songs offers several advantages compared to traditional teaching methods. Songs can enhance vocabulary acquisition for young learners in a memorable and effective manner by providing a fun, engaging, and contextually rich educational experience. Educators aiming to increase student participation and improve language learning outcomes might consider this approach as a valuable resource.

**Results.** This study sought to determine if song-based vocabulary training differed significantly from conventional approaches in terms of vocabulary learning. Thirty pupils aged eleven to twelve took part; the comparison group was taught using conventional techniques, while the treatment group received song-based training. Pre-Test Findings: Prior to the intervention, there were no appreciable differences between the two groups' percentages of pupils exhibiting lesser vocabulary competency. Results of the Post-Test: Following the intervention, a greater proportion of students in the treatment group demonstrated improved vocabulary competency. In terms of word usage, memory, and recognition, a sizable portion of the children in the therapy group

showed improvement. Less children in the comparison group advanced to higher competency levels, indicating a lesser improvement. In terms of post-test results, a statistical comparison showed that the song-based therapy group fared better than the comparison group, which used traditional approaches. With 70% of students in the treatment group demonstrating improvement and 40% achieving medium proficiency, a higher proportion of students moved from low to medium competence. Just 20% of students in the comparison group achieved medium competency, whereas 45% of students demonstrated improvement. Compared to the group receiving traditional education, a larger proportion of students demonstrated substantial progress, indicating that song-based vocabulary instruction increased vocabulary learning.

**Conclusion**

In conclusion, songs provide a multifaceted approach to vocabulary learning for young learners. Through engagement, repetition, contextual learning, cultural exposure, and emotional connection, songs offer a highly effective and enjoyable way to enhance vocabulary acquisition. By integrating songs into language teaching, educators can create a more interactive and memorable learning experience that significantly benefits young learners' language development.

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