

## Enhancing Beginner Vocabulary Through the Power of Songs

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### ABSTRACT

**Objective:** The objective of this research was to investigate the effectiveness of using songs as a method to teach vocabulary. It aimed to address the challenges faced by beginner students, such as memory issues, vocabulary retention, incorrect pronunciations, and lack of context. **Method:** The study was conducted on 25 beginner students from Toah Al-Mouradia Primary School in Iraq-Najaf. Additionally, a questionnaire was given to ten teachers from various primary schools in Najaf and Diwaniyah. Both tools were used to collect data. **Results:** The research findings indicated that songs can be used as an effective pedagogical tool to teach vocabulary. The experiment showed positive results when songs were incorporated in the classroom. Furthermore, Iraqi primary school teachers believe that songs can provide young learners with opportunities to practice, learn, and retain vocabulary. These findings support the use of songs as a valuable tool to enhance young learners' vocabulary proficiency. **Novelty:** Therefore, songs should be used more often in Iraqi schools, as this research proved it to be a sustainable pedagogical tool for beginner vocabulary learners.

## INTRODUCTION

Language is an instrument of communication between people around the world. It's one of the most important and most needed skills for humans in their everyday lives. Teaching a language means teaching people to speak and understand it. Furthermore, one must know that learning vocabulary is essential to learning any language. Language is made up of words. Language vocabulary can be compared to the bricks that make up a tall building. They may be tiny fragments, but they are essential to the entire structure. Therefore, vocabulary and word knowledge are fundamental to communication. In the past few years, educators have started looking into various methods to improve beginner students' vocabulary learning. Teaching vocabulary to young students can be challenging because it requires interesting and efficient teaching method to guarantee understanding and retention. Using songs to teach vocabulary is one such method that continues to increase in popularity when it comes to language teaching [1]. Utilizing song as a tool for language acquisition has been an integral part of language teaching for decades. Over time, this method has changed to reflect improvements in both educational methods and technology developments. While teachers used to teach vocabulary through traditional songs and rhymes, modern technology makes it possible to bring a variety of music genres and multimedia materials into the classroom [2]. Songs have a unique ability to hold people's interest, arouse feelings, and produce an educational experience they are unlikely to forget. Teachers can create a dynamic and engaging environment that

promotes language acquisition by incorporating songs into their language instruction. Additionally, studies have demonstrated that songs can improve cognitive and memory functions, making it a useful aid for language retention. Beginner students, when learning vocabulary face a set of problems that the research will discuss associated with memory, retention, and acquisition. Another area is the difficulties of pronunciation and the lack of exposure to the target language. Also, a stressful environment can hinder the learning problem. This research tries to investigate the effectiveness of songs in solving these problems. The objective of this study is to examine the effectiveness of songs as a method to teach vocabulary. Discussing the available literature to the best of the researcher's knowledge starting with vocabulary teaching generally. Moving on to the importance of songs in Teaching Vocabulary to Beginner Students and how to Use songs as a pedagogical tool. Drawing conclusions based on empirical evidence and theoretical frameworks. The last section explains the methodology Using two types of data collection an experiment focuses on younger students in an Iraqi school in the Najaf governorate and a questionnaire for their teachers then show the results in details. By covering these main sections, the research paper provides a comprehensive exploration of using songs to teach vocabulary of beginner students, from setting the context to detailing specific methods and their potential influence

### **Statement of the problem**

This study aimed to investigate whether teaching vocabulary through songs proves to be more effective than teaching vocabulary through other methods. The most important problematic area in learning vocabulary is the method of teaching. Initially, any language has thousands of vocabulary words. Thus, using the wrong method can lead to memory issues and make it hard for beginner students to remember vocabulary. Learning vocabulary out of context makes it hard to understand the meaning and put words in the right place. Furthermore, pronunciation is an essential part of learning vocabulary; wrong pronunciations can cause misunderstandings and trouble the process of communication.

### **The aim of the study**

The purpose of this study is to determine whether teaching vocabulary through songs will result in better vocabulary learning than teaching vocabulary using traditional methods. It aims to show that songs are very effective for teaching English vocabulary to students because they can adopt learning motivation so that students can easily remember the vocabulary being taught. Also, to show the impact of using songs bringing a different atmosphere in the classroom so that the beginner students feel more interested and comfortable in learning English vocabulary and prevent them from being bored. Moreover, it also gives the students opportunities to remember the words and the sentences easily because of the lyrics. Also to test if songs can assist student pronunciation. in order to better understand the subject matter, this research work will try to find answers to the following research questions:

1. Is there an influence of teaching vocabulary through songs on students' vocabulary learning. Specially, acquisition, memorization, and retention?

2. Can songs be used as a sustainable pedagogical tool for beginner vocabulary learners?

### **Significance of the study**

This study makes some important contributions to teaching vocabulary, which is one of the most important and challenging aspects of language study. Although vocabulary is an essential component of learning a foreign language, it continues to be a difficult aspect of language that many students worldwide still find it problematic to acquire, particularly in situations where they are just starting in beginner contexts. Along with the other elements of language, vocabulary is crucial to communication. Naturally, the most frequent reason why students struggle to express themselves during communication activities is a lack of vocabulary. Songs can be a useful tool to assist students in remembering and using the words effortlessly to prevent confusion and have an effective recall. This study examines the adoption of songs that are considered to be beneficial in teaching vocabulary, by listening to and singing multiple songs students may notice a significant change in attention, increase their motivation to learn English, and most importantly vocabulary development, as a result, they respond to the teacher's questions more actively and even provide answers.

### **Hypothesis**

It is hypothesized that Songs can be used as a sustainable pedagogical tool for beginner vocabulary learners which will result in effective vocabulary learning.

### **Research Procedure**

The central concern of this study was to investigate the effect of songs on teaching vocabulary to young learners. The use of songs to teach vocabulary to young learners was a sample of the study.

Two research instruments, one concerning the importance and teaching vocabulary to young learners through songs, and reviewing the available literature and previous studies. Using two types of data collection the first one is a questionnaire of teachers' Perceptions. The second one is an experiment in a Primary School. Then the analyzed data will be presented, and the analysis will be followed by the findings, conclusion.

"Students of English as a second language don't hear a lot of spoken English outside of the classroom, but all of them are exposed to American and English songs on radio, TV, or movies. Music is a part of the student's real world and that explains the fact that they find songs easy to relate to" [3]. Learning a new language can be challenging, especially when it comes to vocabulary acquisition. For English as second language (ESL) students this task can be even more daunting. So incorporating songs into language instruction can make this process more enjoyable and effective. This chapter aims to present a review of the available literature relevant to the topic and it consists of six main sections. Starting with Vocabulary teaching which opens by explaining the wide term of vocabulary, reasons for teaching vocabulary are provided, and embraces a review of vocabulary teaching giving a better understanding of the critical role that vocabulary plays in language learning and mentioning a teaching strategy to effectively teach it to

students. The following section discusses the importance of songs in teaching vocabulary explaining the benefits with detailed advantages of using songs in teaching vocabulary and why using songs makes a difference covering retention, pronunciation, and acquisition of vocabulary. Then moving on to using songs as a pedagogical tool which highlights incorporating songs into language instruction in beginners' classes with examples of song application in listening, speaking, culture, and most importantly vocabulary. Following explaining three techniques in vocabulary teaching like Generating interest and so on. The fifth part is the influence of using songs in ESL classes explaining the powerful influence of songs and music [4]. The last section explores previous studies to provide a foundation of knowledge.

### **Teaching vocabulary to young learners**

Words are what make up language. The vocabulary of a language is comparable to the bricks that make up a tall construction. They may be tiny bits, but they are essential to the entry Framework. Language proficiency is essential for communication, to properly employ language we must possess a strong vocabulary. Words and their meanings must be understood in order for written and spoken communication to be easy to comprehend. Vocabulary is essential for helping students grasp language through what they read and hear in the classroom. Therefore, vocabulary takes on greater significance than grammar, because very little can be Communicated without grammar, and nothing can be communicated without vocabulary, so it enables the learners to communicate both inside and outside the classroom.

Because of the necessity for information, the cumulative nature of word learning, the narrow scope of word teaching, and the variety of features of words, teachers instruct their students to understand word meanings based on context. [5] says, "Teaching vocabulary to Young learners will be better if the words are given related to the children's world".

Numerous methods and strategies for teaching and learning vocabulary have evolved due to the recognition of its significance When teaching vocabulary in English, teachers should employ a variety of methods and exercises to engage students, expand their vocabulary, and help them speak the language correctly. Thus, teaching vocabulary would only be tedious and time-consuming without any strategy. Therefore, there is a variety of engaging methods that May be employed while teaching new vocabulary among them:

#### **1. Introducing**

New word pronunciation should be covered by the teacher and accurate manner. In the Classroom, the instructor may use real objects or pictures.

#### **2. Simulation**

The teacher models new words with an example for instance, after introducing the word "smile" The teacher smiles displays of emotion in the front of the class Therefore, the Young students are able to visualize the word in particular contexts.

### 3. Practice

As the instructor speaks, the young students mimic and practice the words. The teacher should pronounce the words several times to help students to recall and repeat what they hear.

### 4. Utilizing

With the teacher's assistance, the young students are asked to apply the scenario to make the lesson engaging. The instructor should set up a unique situation, young learners quickly apply the new words. Also, the teacher needs to make the young learners understand how to use and express the words as the instructor narrates.

### **Importance of Songs in Teaching Vocabulary of Beginner Students**

Songs play an important role in the development of language, especially with beginner students. Among various methods applied to vocabulary teaching, the use of songs has gained more importance in recent years due to the latest technological advancements. The traditional methods of language teaching have been challenged by new and inventive methods and using songs is the most extraordinary. Songs can be used to teach different vocabulary to all people regardless of their age or proficiency. Beginners who are just getting started are excellent at learning a language via play, songs, and other entertaining activities that they find enjoyable, using songs when teaching English vocabulary is a great way to create a friendly, comfortable atmosphere for these students to learn. They are valuable resources to enhance students' listening, speaking, reading, and writing skills.

Songs are amusing and engaging, young learners enjoy the learning process when they use songs to acquire vocabulary since they get to sing along and listen to appealing melodies. It should be noted that learning vocabulary through songs is considered multisensory learning because songs stimulate hearing, sight, and movement. Students can listen to the song, read lyrics, or even dance, creating multisensory learning.

Songs contain words they help students build vocabulary. This can improve vocabulary retention because songs often repeat the same words over and over. Which aids beginner students in remembering vocabulary even after a while. Also, songs' rhythm and tune can help with vocabulary recall. Furthermore, when songs repeat and reinforce the sentences of the lyric, because they have repetitive structure and choruses this provides lots of opportunities for students to hear and practice vocabulary multiple times. So, without a doubt through hearing entire sentences in the songs, students unconsciously pick up grammar and syntax, which aids with vocabulary and phrase retention. That would explain the extraordinary attributes of songs as mentioned "the rapidity with which they can be unconsciously and unwittingly memorized, and the tenacity of the melody-lyrics link that enables songs to be recalled in their entirety even after years of absence from the 'conscious' memory" [6].

Following, it's a must to highlight the importance of songs' lyrics since not only they can be a meaningful context that introduces beginner students to vocabulary and grammar and is filled with idioms. But also, Songs put vocabulary in natural language patterns, including grammar structure and common collocations, and by providing

context students can internalize vocabulary more effectively and easily and apply them in their language production.

Furthermore, Songs help students develop their listening abilities by encouraging them to try to understand what the song is saying, this can help students to become more fluent speakers because they aid in their perception of the natural rhythms and stresses of vocabulary, which enhances pronunciation.

Finally, when students feel at ease and in a safe environment, they have the potential to better retain information. Using songs changes the atmosphere in class positively and boosts the energy which helps students to be motivated and pay more attention. And because they are fun and catchy pupils will be happy to hear them many times.

It is important to select an appropriate song that corresponds to the age and level of the targeted student. Four main categories of songs that can be used in ESL classes, and each category focuses on a specific set of vocabulary items;

- a. List songs: Songs that feature repeated structures and vocabulary. E.g.
- b. "Good morning, good morning".
- c. Story songs: they are songs that tell a story. E.g. "Goldilocks and the Three Bears"
- d. Action songs: Songs that require students to perform actions while listening to them. E.g. "If you are happy", "Head, shoulders, knees and toes".
- e. Special occasion songs: refer to music that is specifically used to celebrate or commemorate significant events throughout the year.
- f. E.g. Christmas Carols, and Halloween songs.

### **Using songs as a pedagogical tool**

One of the greatest companions in life is music; it can brighten your day. Using this concept as a guide, it is simple to see why songs were probably chosen as crucial teaching resources for English classes. A song that students will still be thinking about after class. Teachers need to be considering how they may use songs to make learning materials easier for their students. The majority of teachers use music-based classes to help learners study a variety of disciplines. The social and cognitive growth of students must be taken into consideration during this challenging procedure. To do this, an environment that is similar to what children naturally experience must be created. Engaging in interesting activities is one of the greatest methods to create a stress-free environment.

"Many ESL students come to class in a state of uncertainty. They often feel cut off from their native culture and struggle to adapt, causing a disturbance in their affective filters" [7]. According to Krashen, students' emotional states serve as a filter, and when they are shown engagingly and uniquely, songs can contribute to a more successful lesson. From a teacher's perspective, it eliminates stress and encourages the learning process. As Bob Lake said, "A song is more than words on paper, it conveys a message. Researchers have found that music trains the brain for higher forms of thinking. The use of music in second language acquisition is easy to see." Songs are an ideal way for young learners to acquire language, whether they are well-known rhythms or more traditional

and instructional ones with verses and chants. Maintaining interest and enthusiasm is secondary to the development of communication skills. Children enjoy songs in general, they are thoughtfully planned out, used, and evaluated. It is necessary to create a division between the various music genres and their objectives. [8] makes a distinction between traditional songs and songs written specifically for young learners. She claims that while the latter are, as their name implies, specifically generated for a textbook to reinforce specific vocabulary and grammar issues, children are typically more familiar with the first kind. It is crucial to choose the right song to listen to as well as it's important to select songs that fit the interest level and English proficiency of the young learners. Some teachers select songs based on what they think their students need to improve based on the analysis of their students' performances during class. Another method of selecting songs is based on the criteria presented by Curtain and Pesola:

1. The song should have a limited vocabulary.
2. The lyrics of the song must be appropriate for the language used in the classroom.
3. The song should have a simple musical structure that doesn't pose a significant challenge.
4. The rhythm should be simple and repetitive.
5. The topics of songs should be related to the experiences of children.
6. For primary levels 4 and 5, it is beneficial to have songs accompanied by actions.
7. The song should be Catchy and have repetitive lyrics and a repeated refrain.

According to academics, the curriculum for young students learning a second language should have songs, rhymes, and chants as well as be experientially relevant. Many researchers also make the point that songs are effective components of primary language education.

#### **A. Listening**

Students who listen to a narrative or dialogue repeatedly may grow weary of it while they try to learn new words or phrases in context. On the other hand, the melody and rhythm of a song might make repeat listening appear less boring. Certain songs, like "Hello," have popular phrases in them and provide quite entertaining listening exercises. For instance, learners could reply with the next three lines of the song after the teacher sings:

Hello,  
Hello,  
Hello, how are you?  
I'm fine,  
I'm fine,  
I hope that you are, too.

Some teachers believe that music has the ability to become ingrained in our minds. Songs work on our short- and long-term memory and are therefore suitable tools for use in the language classroom.

## **B. Vocabulary**

Typically, songs have a theme or topic that serves as a backdrop for vocabulary development. You may use the song *Head, Shoulders, Knees and Toes*, for example, to learn body parts, or you could use the song *I Can Sing a Rainbow* to study color names. The majority of children's songs have monosyllabic words, many of which are repeated frequently. A greater exposure to these terms through repetition can facilitate better vocabulary acquisition.

## **C. Speaking**

Youngsters frequently have a strong desire to acquire new sounds, but it might call for a lot of practice. Minimal-pair drills are used by some teachers, although young students rarely find these kinds of exercises appealing. On the other hand, songs can help young students practice a new sound without making them feel as bored. In addition, songs have a natural rhythm with a repeating beat that is comparable to spoken English stress patterns.

## **D. Culture**

Using songs can also help language learners have a deeper comprehension of the target language's culture. Songs reflect culture; Shen proclaims, "Language and music are interwoven in songs to communicate cultural reality in a very unique way" [9]. Although this is probably more suitable for older learners, young learners can be given the opportunity to learn about seasonal or historical events in the target language through songs.

In conclusion, teaching through songs is a pleasant and successful pedagogical technique. Teachers can improve language learners' competency and produce fluent ESL learners by introducing music into their language classes.

## **Method for Teaching Vocabulary through Songs**

In connection with the significance of vocabulary in teaching and learning, vocabulary plays a major part in students' education. Vocabulary instruction requires relevant methods. Using songs is one method of teaching vocabulary to young students.

### **A. Creating curiosity**

As with other listening courses, the goal is to pique students' attention. Giving the pupils the song's title or a few of its most important lyrics is the easiest approach. Another is to start playing the music for the class right away. Ask them to write down what they thought and felt about the music. Alternatively, invite students to jot down whatever lyrics they hear, then try to identify the song's key themes at the conclusion.

### **B. Gaps in lyrics**

Removing lyrics that are relevant to the lesson's emphasis, such as target vocabulary, is the simplest way to make changes to a song. For the kids who don't know the language, Print the lyrics, listen to them, and have them fill in the spaces. You might offer the Pupils hints to the answers or the words on a different page to change things up.

### **C. Cut lyrics**

One line should print on each strip of paper with the lyrics. Divide the pupils into Groups and give each group the mixed-up version of the whole song. While the music is playing, have the kids arrange the lines in the proper sequence. As the music is playing, remind the pupils they are not allowed to touch the words for variety. Let them arrange the lyrics for 20 seconds after playing the music for 20 seconds. Next, carry out the same action.

### **Influence of music and songs on ESL vocabulary improvement**

The majority of people make use of English as a form of expression and a communication tool for various reasons. This demonstrates that it is now one of the languages that is written and spoken throughout the world. An effective communication process can benefit from an extensive vocabulary. People in their lives are surrounded with songs, they offer a wealth of information about the culture from where they originated. They impact people's emotional spheres and provide them with a richer mental experience. Moreover, song is an excellent tool to learn English because a large variety of words and phrases are frequently used in the lyrics, which helps students comprehend how they are employed in various circumstances as the repetitive nature of many songs can help reinforce new vocabulary in the minds of ESL learners. According to researches, songs are seen as successful and commonly consumed media by both teachers and learners, who feel that their listening habits have aided in their acquisition of English vocabulary and provide valuable practices.

Songs have an advantageous influence on young learners' retention of language. Those findings demonstrate that songs are appropriate for a variety of learning styles, encourage enjoyable learning experiences, and raise students' awareness regardless of the learning environment—aural or aural/visual. Worldwide, English as a second language (ESL) teachers are full of praise for their efficient application of songs with their students and for their acknowledgement of the value and impact of music education and music-related activities for ESL students. Among them is the Vietnamese ESL teacher [10] who noted that when teaching speaking, listening, reading, and writing skills, songs are highly regarded by both ESL educators and their students. Indeed, ESL instructors are aware of how song brings out the classroom and animates the lessons they teach. Likewise, songs are regarded as effective and widely used tools when learning English as a second language.

### **Previous Studies**

Over the years, using songs in teaching English has gained popularity among both educators and learners. Previous researches have explored the effectiveness of this approach in enhancing language learning particularly in terms of vocabulary acquisition, grammar, and pronunciation. These studies additionally have examined the influence of using songs as a teaching tool.

“Many professors do not pay much attention to teaching vocabulary. For this reason, students find it hard to master English skills and cannot communicate satisfactorily in their target language” [11]. As previously stated Vocabulary is essential

in the learning of a new language because it allows learners to communicate successfully in the target language. Also, people can develop all of their skills in any chosen language by having a large range of vocabulary. It is important to keep in mind that learners will not be able to acquire any English language abilities if their vocabulary is not improved.

This section aims to mention the previous studies that explore the impact of using songs to develop vocabulary learning.

**A. Duisembekova, Zerde (July, 2014) The use of English songs on YouTube to teach vocabulary to young learners**

The problem of the research was Vocabulary is an indispensable element in language and learners have great difficulty in its learning and for many years teachers used traditional approaches and techniques such as giving the meaning of the word in the mother tongue in ELT. However the teachers were not aware of the fact that these approaches were pejorative. One way to raise students' interest is using songs, which will enable them to give more reaction in learning English.

The main focus of this study was to ascertain whether the implementation of songs had any positive effects on the young learners' vocabulary knowledge. Within this consideration, it has been the center of various studies and researches. In a similar way, teaching vocabulary to young learners is the focus of the present research. Thus, a great many different techniques are employed to be successful. One of the most important techniques is using songs in order to teach vocabulary to teach young learners 10-11-year-old students of the 4rd form at primary state school participated in the research as subjects in the academic year of 2012-2013 in the spring semester. There were 37 pupils in experimental, and 36 in control group. 23 pupils of the experimental group were female, and 14 were male. In the control group, 18 pupils were female and the remainder 18 of them was male. One of these two classes was randomly assigned to the experimental group, and the other was treated as the control group.

There were six units each of which had been chosen to attract the attention of the children. For each unit of vocabulary the researcher used video-songs on YouTube. Generally, ten or eleven new vocabulary items were introduced. Totally, 68 new vocabulary items were taught through the songs. Using songs to improve the vocabulary competence among primary school students is indeed an interesting and effective method. With proper planning and song selections, students will be able to learn more new words effectively.

At the end of this study the research saw that the use of songs improved students' vocabulary learning. Moreover, the motivation of the students was higher thanks to the video patterns; so, it should be born in mind that the use of technology, especially the technology that students are keen on, makes learning easier, faster, and more interesting.

**B. Jean Carlos Orrala, (2022-2023) Songs to boost vocabulary in English language learners**

This research is by [11], in the school year (2022-2023). To identify how the role of songs influences the boosting of English vocabulary in 7<sup>th</sup> grade students at Unidad

Educativa “Francisco de Miranda,” Valdivia, Manglaralto, Province of Santa Elena. Discussing that using songs to improve vocabulary affects students significantly and positively.

The problem of this research was about how songs benefit and boost students’ vocabulary of the English language. The main concern was teaching the English language as a subject since the vast majority of students do not have a wide range of vocabulary. This issue did not allow them to form sentences, express their ideas, or communicate properly when they are asked to do it with simple words that they should already know. Moreover, the lack of resources, pedagogical strategies, and supplies impedes students from enhancing their skills and boosting their vocabulary, which seems to be the main problem that Francisco de Miranda students were struggling with.

This study aimed to identify the influence of songs in boosting vocabulary in the students’ English learning. For this study, it was applied the qualitative method and phenomenological research type. This research paper had as samples five English professors from a private school in the north of Santa Elena province.

For that, an interview was applied to each one in order to ascertain how songs can influence and improve the students’ vocabulary since they had experience working with songs in their classroom. As a result, it was determined that songs are such an efficacious strategy to boost vocabulary as well as arouse students’ interest in learning.

## **RESEARCH METHOD**

### **Research Design**

In this research two types of data collection tools were used: the first one is an experiment on the 4th primary students at Toah Al-Mouradia Primary School. The second is a questionnaire of teachers' Perceptions about Songs in Vocabulary Instruction and Teachers' Perceptions about the Benefits of Songs in VIYLs (vocabulary instruction to young learners).

The experiment two groups selected randomly at the same proficiency level (elementary) were compared according to two different instruments for vocabulary teaching. The first instrument was the use of songs in teaching vocabulary. The second instrument was the use of course books in teaching vocabulary. In order to understand the effects of songs in teaching vocabulary, data were gathered through activities complementary to the experimental design.

There were eight vocabulary each of which had been chosen to attract the attention of the children. The teaching process was implemented in two sessions, on the same day. In the sessions, the experimental group listened to one action song stressing eight target vocabulary items. In contrast, the control group was taught the same eight target vocabulary through the traditional method by using a course book. After the teaching process, to test the hypotheses of this study, both groups were given the same oral-test. The same vocabulary test was used for both of the groups.

## **Participants**

The research was conducted at a Primary School in Iraq-Najaf. Young learners of English at a primary school are the major universe of the study. The sample identified for this study is 25 young learners of English. Another dimension of the sampling includes ten teachers from different primary schools (Toah Al-Mouradia, Al-Ansar, Al-Tafuf, Al-Shaimaa and Al-tur) in Najaf and Diwaniyah.

## **Demography**

This experiment took place in an Iraqi school Toah Al-Mouradia Primary School, with two groups of twenty-five girls, 10-11 years old. Students of the 4<sup>th</sup> grade participated in the research as subjects in the academic year of 2023-2024 in the first semester. The number of subjects in the experimental group and the control group was not equal, 10 in the experimental group and 15 in the control group, but as is seen, the difference between class sizes is not significant. Other participants were 10 English teachers who work at different Primary Schools.

## **Data Collection Techniques and Instruments.**

Different data collection techniques were administered in this research and several materials used in this study were oral tests, action-song, and photos. Also, a questionnaire of teachers' Perceptions.

## **Selection of the Vocabulary and song.**

This research aimed to teach vocabulary through action-songs to beginner students at the elementary level. When the song is selected take into consideration what was previously mentioned in Chapter Two, the interest level and level of English proficiency. Therefore, the vocabulary was chosen according to their level. While keeping in mind that the more fun and life-related the topic the more young learners will be interested.

The song "Action Song" by Ja-Hae Oh and Josh Grimely is educational. The writers are English teachers in South Korea. This song is used in classrooms to teach beginner students the action verbs (clap, stomp, swing, dance, sing, jump, touch, and shake). These action verbs can be performed by parts of the body (clap your hands, stomp your feet, swing your arms). An action song requires students to do some action while listening to the song "Touch the Sky and Touch the Ground" Figure 1. So, not only do they learn the action verbs. They learn parts of the body. Which can be used in grammatically correct sentences example: I can clap my hands etc.

I'm so happy  
 Oh, so happy  
**Sing** with me  
  
**Clap, clap, clap** your hands  
**Stomp, stomp, stomp** your feet  
**Swing, swing, swing** your arms  
**Dance** everybody and **sing** with me  
**Jump, jump, jump** around  
**Touch** the sky and **touch** the ground  
**Shake, shake, shake** your hips  
 I know a song and it goes like this

**Figure 1.** Short version lyrics from the song *action song* (action verbs bolded).

### Method of teaching

It is important to note that the Total Physical Response (TPR) method was considered for this classroom proposal. TPR is a teaching technique that focuses on the connection between language and movement. James Asher developed this method in 1960s, and it involves students actively participating in learning new words by watching and imitating the teacher's actions while she speaks. This makes it easier for beginner students to remember vocabulary and understand the language more quickly. By using movement to learn, students can associate language with relevant actions through the use of their body. They receive instructions from the teacher and respond by performing the relevant actions. For example, they can accompany songs with physical actions, demonstrating that they understand the meaning of the song even before they can produce the language themselves.

### Welcome to the class

The first thing a teacher does when entering a classroom is greet the pupils. In standard ESL classes, the response is by greeting the teacher through a short rhythmic phrase. The students stand up and sing "Good afternoon teacher" Then when the teacher orders them to sit down they sing "Thank you teacher" stressing the word "teacher" at the end. This short greeting song at the beginning of the class lets the beginner students know that the time for the English class starts. This is circulated throughout Iraq for all ages and levels, and the responses can change to "Good morning teacher" depending on the time of the class.

This experiment group class was at 2 pm so, the greeting started with "Good afternoon teacher" This short song helped the pupils acquire the vocabulary "good, teacher, afternoon, morning" subconsciously without putting any effort and helped them to match "afternoon, morning" to the specific time of the day. The rhythm and tune of this short song made the process of vocabulary acquisition easier, just by being exposed to it in the class environment.

## The lesson

The lesson began by asking the students about their knowledge of English vocabulary. They responded by giving examples like “Hi, Hello” When they were asked about the meaning they only answered by translating it into their mother tongue. Then the teacher started highlighting the importance of vocabulary and how it helps in communicating.

The main part of this English lesson is the leading activity. Singing and performing the song can be the main objective of the activity along with others. So, after the short presentation [12], [13][13]. Firstly, the students were asked to listen carefully to the *action song*, and the teacher acts out the action verbs while the song plays to help the students recognize the meaning of the new words. The teacher plays the song again time, then the students are asked to listen and perform the verb actions along with the teacher this time. Eventually, time they listen and act alone without the teachers' help. Every time they listen to that word they can remember the gesture and know what it means at any other time during the lesson. There are different types of movements in this song: “clap, stomp, swing, dance, sing, jump, touch, and shake”. The teacher highlights the important vocabulary in the song, by writing them down on the whiteboard alone without the other lyrics. After understanding the meaning.

Secondly, after a short pause, the teacher plays the song again and asks students to sing along. She sings along with them at first, and then they sing alone and perform the action verbs. In this phase, the teacher focuses on the correct pronunciation of every vocabulary.

Here in this stage, six out of ten of the experiment group had a problem mixing the pronunciation of two vocabularies “sing and swing”. Keep in mind they can identify the meaning and perform the actions. This problem was solved by putting the lyrics on the songs next to each other “**Swing, swing, swing** your arms”, and “**Sing** with Me” Figure 1. Then singing both sentences while stressing the word's correct pronunciation, which helped reinforce the correct pronunciation and clear the mixing. Afterward, the 4 who pronounced the words correctly were asked to sing the sentences followed by the rest student.

## Oral test

Different activities are implemented to assess the effectiveness of songs as a pedagogical tool. One of the activities involves linking photos of action verbs with the appropriate vocabulary word. The teacher writes the vocabulary word on the whiteboard and prompts the student to select the right photo to confirm their understanding of the meaning. Additionally, the researcher may ask the student to read the vocabulary aloud to evaluate their pronunciation skills. Another activity used is the information gap method, where students are asked to fill out gaps in the lyrics using a provided vocabulary box.

## RESULTS AND DISCUSSION

The following table displays, that it's clear the experimental group showed a significant increase in vocabulary learning. As shown in Figure 2, the experimental group developed a greater vocabulary knowledge than the control group. This study validates the effectiveness of using songs to teach vocabulary and how it can overcome various challenges faced by students while learning vocabulary. Songs are an effective tool for teaching vocabulary as they offer context and make it easier to comprehend meanings and word usage. Additionally, it aided in pronunciation, as the experimental group demonstrated a 70% improvement in pronunciation compared to the control group.

**Table 1.** Units and number of students who acquire each vocabulary after the experiment in both groups.

Item	Number of students in the control group	%	Number of students in the experimental group	%
Sing	10 out of 15	66%	10 out of 10	100%
Clap	7 out of 15	46%	8 out of 10	80%
Swing	5 out of 15	33%	10 out of 10	100%
Dance	7 out of 15	46%	8 out of 10	80%
Stomp	1 out of 15	6%	5 out of 10	50%
Jump	7 out of 15	46%	10 out of 10	100 %
Touch	3 out of 15	20%	9 out of 10	90 %
Shake	4 out of 15	26%	7 out of 10	70%

Songs had a significant influence on the experimental group. Students in this group became more confident and it helped them to be more active by providing a change from routine activities as well as creating a fun atmosphere, this helped with overcoming shyness too. While the control group remained shy. The control group identified fewer words compared to the experimental group, as the song provided a varied range of words and phrases in its lyrics. Songs greatly aided vocabulary acquisition. In the experimental group, students not only learned the eight target words but also became familiar with other vocabulary in the song. Thus they learned them unconsciously for example (Happy, hands, feet, arms, hips, everybody, around, sky and ground) in the action song. Furthermore, the song played a crucial role in facilitating the memorization and retention of information.

As it mentioned, this experiment focused on reading, speaking, and listening. songs have proved to have positive outcomes assisting both pronunciation and language production. Songs proved to be helpful when it came to vocabulary acquisition and retention breaking the records of time, students in the experiment group learned so fast in comparison to the control group. And also recalled the vocabulary faster. Because of the opportunities the song provided for students to hear and practice vocabulary multiple times. At last singing along helped so much with the correct pronunciation.

Making it easier for students to recognize the vocabulary while reading, and with producing language faster when speaking.

Ending with the skill that showed the most improvement listening to songs helped with utilizing the vocabulary and reinforcing it in beginner students' memory. The findings obtained in the present study are in complete agreement with the outcomes reported in the previous studies by [14] and [11], (2022-2023), supporting the notion that results are reliable and trustworthy.

In summary, the study's findings show that the intervention put in place in the experimental group significantly increased the number of students who participated in a variety of activities. The increased rates of singing, swinging, dancing, stomping, jumping, touching, and shaking indicate that the students were successfully encouraged to participate actively in the action taken. These results demonstrate the potential of intervention value in educational and developmental settings by confirming how well it works to increase students' participation in verbal and physical activities. Additional investigation and the application of identical activities could provide important new understandings into encouraging student participation.

### Findings from Questionnaires

Section One of the questionnaire contains nine items about teachers' perceptions about songs in vocabulary instruction to young learners. The results are mostly positive. Of the total of 10 surveyed teachers who responded to the questionnaire, 10 teachers (100%), the highest response rate, indicated that songs are effective and necessary in teaching vocabulary to young learners (item 1&2), When asked if songs are important to develop young learners' vocabulary (item 3), 7 teachers (70%) strongly agree on the role of songs. 9 teachers (90 %) believed that songs are essential and draw learners' attention to the lesson (item 4). In (item 6) 7 teachers thought that Songs are provide young learners with opportunities to practice (70%), and (item 5) learn English (80%). When asked about (item 9) songs identify word meanings in context (80%), and (item 7) maintain frequent practice (80%). At last (item 8) six teachers agree with the fact songs can offer a friendly environment. These findings reveal that teachers have a high level of agreement about the beneficial effects of songs in improving young learners' vocabulary proficiency or performance.

**Table 2.** Teachers' perceptions about songs in vocabulary instruction.

No	Item	Strongly Agree & agree		Neutral		Strongly disagree and disagree	
		n	%	N	%	n	%
1.	I think it is necessary to use songs to teach vocabulary to young learners.	10	100%	0	0	0	0

2.	I think it is effective to use songs to teach vocabulary to young learners.	10	100%	0	0	0	0
3.	I think songs are important in developing young learners' vocabulary	7	70%	3	30%	0	0
4.	I think songs can draw young learners' attention to the lesson.	9	90%	1	10%	0	0
5.	I think songs provide young learners with opportunities to learn English.	8	80%	2	20%	0	0
6.	I think songs provide young learners with opportunities to practice vocabulary.	7	70%	3	30%	0	0
7.	I think songs allow learners to practice vocabulary regularly	8	80%	1	10%	1	10%
8.	I think songs used to teach vocabulary can offer young learners a friendly environment.	6	60%	0	0	0	0
9.	I think songs create a meaningful context for young learners to gain vocabulary.	8	80%	2	20%	0	0

This questionnaire is by [15].

Section Two of the questionnaire consists of six items concerning teachers' perceptions about the benefits of songs when teaching vocabulary to young learners, as shown in Table 2. The majority of responses fall between the category of 'Neutral and Agree'. In particular, (Item 2) shows that 9 teachers agree that songs allow young learners to learn more vocabulary than usual with one teacher disagreeing, which the highest agreement rate. 8 of the participants thought that songs are used to facilitate young learners' vocabulary retention (item 1). (70%) agreed that songs can create conditions for young learners to learn and practice vocabulary (item 3). In (items 4&5) the answers are equal between 'Neutral and strongly Agree' regarding that songs can help young learners

focus on and develop vocabulary. With (80%) agreeing that songs offer young learners opportunities to review vocabulary.

**Table 3.** Teachers’ perceptions about benefits of songs in VIYLs.

No	item	Strongly Agree & agree		Neutral		Strongly disagree & disagree	
		n	%	N	%	N	%
1.	I think songs facilitate young learners’ vocabulary retention.	8	80%	2	20%	0	0
2.	I think songs allow young learners to learn more vocabulary than usual.	9	90%	0	0	1	10%
3.	I think songs can create conditions for young learners to learn and practice vocabulary	7	70%	3	30%	0	0
4.	I think songs can help young learners focus on vocabulary.	5	50%	5	50%	0	0
5.	I think songs can help young learners develop vocabulary.	5	50%	5	50%	0	0
6.	I think songs can offer young learners opportunities to review vocabulary.	8	80%	2	20%	0	0

This questionnaire is by [15].

The findings from the study show that teachers had positive perceptions about using songs in instructing vocabulary to young learners as beginners. The high level of agreement among teachers suggest that songs are effective and necessary in teaching vocabulary to beginner students, The majority of teachers believe that songs provide young learners with opportunities to practice, learn, and retain vocabulary. Additionally. These findings support the use of songs as a valuable tool in enhancing young learners' vocabulary proficiency or performance. Songs should be used more in Iraqi schools, as this research proved it can be used as a sustainable pedagogical tool for beginner vocabulary learners.

## CONCLUSION

**Fundamental Finding :** The purpose of this study was to examine whether songs could be a useful and sustainable teaching tool for beginner students of vocabulary. The study utilized two different instruments to test this hypothesis. The results of the study indicated that songs had a favorable effect on students' vocabulary learning and that teachers had a positive view of its advantages and effectiveness in instruction. Therefore, it can be concluded that songs can be used as a sustainable pedagogical tool, especially for beginners. **Implication :** The application of songs in language learning can assist in modifying the challenge of acquiring a large amount of vocabulary. Incorporating songs in the classroom setting reduces stress and promotes a comfortable learning environment, which can enhance student retention. Also, the repetitive nature of songs can facilitate faster recall of information. In addition, songs can provide contextual examples for vocabulary acquisition. Moreover, songs can aid in the development of proper pronunciation and communication skills. **Limitation :** The study was constrained by a limited number of participants, which is attributed to the brief duration of the study. This narrow sample may limit the generalizability of the findings and restricts the ability to make broad conclusions about the effectiveness of songs in different educational settings or among various student populations. **Future Research :** Consequently, future research endeavors should aim to conduct the study with a more extensive and diverse group of participants to obtain more robust and generalizable results. Further studies could also explore the long-term effects of using songs in vocabulary instruction and investigate its impact across different age groups and language proficiency levels.

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