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Teachers' perceptions of using songs to acquire
new vocabulary

The Case of 3rd Year EFL Teachers at Primary Schools

A thesis submitted in partial fulfillment of the requirement for the Master's Degree
in Didactics.

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Dedication

We would like to extend our gratitude to the following individuals and entities for their invaluable support throughout this project:

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List of Abbreviations

ELT = English Language Teaching

L2 = Second Language

el. al = Formal way of saying ' and others,"

ESL = English as a second Language

EFL = English as a foreign language

SLA = Second Language Acquisition

Abstract

This study explores teachers' perceptions of using songs to acquire new vocabulary. It aims to explore teachers' approaches and practices in using songs for vocabulary instruction and examine the factors influencing their decision to incorporate songs in vocabulary teaching. The study employs a quantitative approach; The study utilizes a questionnaire that includes nine closed-ended and four open-ended questions to gather data from 36 teachers from different cities in Algeria. The quantitative analysis demonstrates a high consensus among participants regarding the significance of teaching new vocabulary words and the effectiveness of using songs to facilitate vocabulary acquisition. The thematic analysis of free-form responses highlights key themes, including the impact of songs on vocabulary acquisition, the engagement and motivation fostered by musical engagement, and the importance of catchy melodies, relevant lyrics, and clear pronunciation. The findings confirm the effectiveness of using songs as a teaching method to enhance vocabulary acquisition. The significance of this study lies in its exploration of teachers' perceptions of using songs to acquire new vocabulary. The study provides valuable insights into the role of songs in language classrooms. Understanding teachers' perceptions of the effectiveness and benefits of using songs for vocabulary acquisition enhances vocabulary learning strategies. It provides valuable insights into the role of songs in the classroom. The findings from this study can inform educators and curriculum developers in optimizing vocabulary instruction by incorporating songs as a pedagogical tool.

Keywords: songs, vocabulary acquisition

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General Introduction

Background Of The Study:

The use of songs as a teaching strategy has become increasingly common in the field of education, particularly in the area of vocabulary instruction. While some educators still prefer to rely on traditional teaching methods in the classroom, there are several benefits to incorporating songs into the curriculum for vocabulary acquisition. One advantage is that pupils are more likely to engage with learning when it is presented enjoyably and entertainingly. Songs provide an interactive and dynamic experience that can make the learning process more exciting and engaging for pupils. Besides, the repetitive nature of many songs can aid in retaining and recalling new vocabulary words.

Moreover, singing can be a stress-free activity contributing to a positive classroom environment. Pupils may find that singing helps them relax and feel more comfortable in the learning environment, enhancing their learning experience. Furthermore, using songs may also be appreciated by parents, as it provides a tangible indication of their children's progress in English language acquisition. Selecting repetitive and easy-to-understand songs is vital when incorporating songs into the curriculum. It can aid in acquiring and retaining new vocabulary words and help pupils feel confident and booming in their learning. Using songs can enhance pupils' vocabulary skills and overall learning experience in the classroom. Studies have shown that using songs to help pupils learn new vocabulary words is essential. A study on "The Effect of Using Songs On Pupils and Their Motivation for Learning English" seeks to confirm whether songs affect pupils' motivation to learn and improve their English vocabulary. The analytical section of the study represents the procedure and results obtained from the pre-tests, post-tests, and delayed tests for three different pupils' songs, as well as the questionnaire used to collect data on the motivation provided by songs. The results demonstrated that songs have a positive effect on the retention of vocabulary by pupils. Regardless of the setting, aural or aural/visual, the results indicate that songs are appropriate for various learning styles, promote a positive learning experience, and increase pupils' knowledge. Songs increase motivation and foster a passion for language study in pupils. Pupils inspired in this manner are innovative, resourceful, and eager to

succeed. (Nihada Delibegovic Dzanic & Alisa Pejic, 2016) . A study was conducted by Tien Cam Nguyen and Huan Buu Nguyen (2020) on teachers' perceptions about using songs in vocabulary instruction to pupils. Seventy-five teachers from an English language centre in the Mekong Delta participated in a descriptive study. The questionnaire and, after that, semi-structured interviews were administered for a semester, gathering information regarding teachers' attitudes toward utilizing songs to teach pupils' vocabulary as part of a more extensive study. The findings indicate that instructors positively viewed songs used in teaching vocabulary to young learners. In addition, the findings provide instructors with insightful perspectives on the effectiveness of using songs to promote pupils' vocabulary and serve as a valuable resource for teachers and practitioners by suggesting how to use songs to promote pupils' vocabulary.

The present study, "Teachers' Perceptions of using songs to acquire new vocabulary", explores teachers' approaches and practices in using songs for vocabulary instruction and examines the factors influencing their decision to incorporate songs in vocabulary teaching. The study explores teachers' perceptions of the effectiveness and benefits of using songs for vocabulary acquisition

Statement of the problem:

Despite the potential advantages of using songs to help pupils learn vocabulary, little is known about how teachers feel about including music in the classroom. This knowledge gap limits pupils' ability to improve their language abilities and makes employing song-based vocabulary learning methodologies challenging. In order to encourage successful and engaging language instruction, it is crucial to look into instructors' opinions of utilizing songs to learn new vocabulary and identify any difficulties or limitations they may encounter.

Research Aims:

This study examines teachers' perceptions of using songs to acquire new vocabulary. It aims to explore teachers' approaches and practices in using songs for vocabulary instruction, examine the factors influencing their decision to incorporate songs in vocabulary teaching. By exploring teachers' perceptions of the effectiveness and benefits of using songs for vocabulary acquisition, this study aims to understand better the role of songs in language classrooms and their potential impact on vocabulary learning.

Research Questions:

- Do you use songs to teach vocabulary?
- Does listening to songs help pupils learn new vocabulary words?
- What are teachers' perceptions about the use of songs in the classroom?

Methodology:

The study adopted a positivist paradigm to examine objective facts and causal relationships regarding teachers' perceptions of using songs to acquire new vocabulary. The research employed a quantitative strategy utilizing a questionnaire to gather data on teachers' perceptions of using songs to acquire new vocabulary.

The researchers used a quantitative research strategy because numerical data and statistical analysis permit a more objective approach to research, minimizing the impact of researcher subjectivity and bias. A questionnaire was used as a research method tool for collecting data from people quickly and efficiently while providing standard, reliable data that can be readily analyzed using statistical techniques.

The Population and Sampling

The target population for this study comprises primary school teachers. The study was conducted where primary school teachers from different cities were selected. Researchers employ Non-probability sampling; non-probability sampling is a technique where participants are selected based on the researcher's judgment or convenience rather than through random selection. The researcher does not have a complete sampling frame or known probability of selection for each participant. Convenience sampling was used in this study to recruit participants. This method was

selected due to the ease of access to potential participants, which allowed for a more effective selection process to ensure proportional representation from different socioeconomic backgrounds and cultural contexts. The inclusion criteria for participants will be as follows: currently enrolled in a primary school, proficient in the language of instruction, which is the English Language, and no known hearing impairments or cognitive disabilities that may affect their ability to participate in the study.

The sample size for this study was determined to be 36 participants. This number was based on the specific requirements and objectives of the research. Participants informed consent will be sought, and all data will be collected and processed following ethical guidelines and regulations.

Structure of the dissertation:

Chapter One explores the multifaceted aspects of vocabulary acquisition in primary school education, specifically focusing on using songs to enhance vocabulary learning. The first section of this chapter explores the perceptions of educators regarding the use of songs as a means to facilitate vocabulary acquisition in primary school students. It examines teachers' perceptions of incorporating songs into vocabulary teaching. The second section delves into the primary school textbook used in English as a Foreign Language (EFL) instruction, focusing on its significance in vocabulary instruction. It investigates how the textbook reflects the implementation of English as a new language in primary schools. Additionally, this section explores the intricate relationship between vocabulary acquisition and using songs as a teaching tool. It examines how songs can enhance vocabulary learning in the primary school context. The third section explores how songs can enhance vocabulary acquisition and learning. It examines the impact of songs on acquiring new vocabulary and highlights their role in providing a context for exploring word meanings and making connections to target vocabulary. In addition, it discusses the potential of songs to engage learners and enhance their understanding of multiple vocabulary words.

Chapter Two presents this study's meticulously formulated research design, comprising the selected research paradigm, strategy, and tool. Furthermore, it provides a detailed elucidation of the study's target population and the rationale behind its selection. Additionally, the chapter expounds upon the sampling technique utilized to ensure the representativeness and feasibility of the study. By adhering to rigorous methodological principles, Chapter Two establishes a solid

foundation for the subsequent phases of inquiry, facilitating the systematic pursuit of the research objectives

Chapter One: Exploring Vocabulary Acquisition and the Role of Songs in Primary School Education

Section One: Perceptions on Vocabulary Acquisition Using Songs for Pupils

Introduction:

This literature review seeks to analyze and synthesize the existing body of research on Teachers' perceptions of using songs to acquire new vocabulary. This study seeks to comprehensively understand the current knowledge state by identifying gaps, inconsistencies, and key findings in the relevant literature. The study aims to provide a balanced and comprehensive understanding of the subject. This literature review will serve as a foundation upon which the current investigation's theoretical framework and research methods can be built.

This chapter provides an analysis of the existing literature on vocabulary acquisition. It covers various topics, such as perceptions of vocabulary acquisition using songs, primary school textbook and the implementation of English, and the relationship between vocabulary acquisition and the use of songs.

1.1 Perceptions

The literature contains numerous definitions of perceptions. One's "perception" [e.g., 15, 16, 17] is their "ability to think and understand information or the world around us through the senses." A person's perceptions are a recognition, organization, and interpretation of data based on past experiences [15, 16]. These viewpoints imply that teachers' perspectives are crucial to the teaching and learning process. The responsibility for pupils' progress toward or acquisition of a foreign language, especially English, rests squarely on the shoulders of their teachers [18].

1.2 Perceptions about Vocabulary Instruction

Studies have indicated that teachers see vocabulary instruction as crucial to their pupils' language education, mainly when teaching and learning a foreign language [3, 9]. There are two ways to teach vocabulary [1]: explicitly and through incidental acquisition. Whereas the former focuses on lexical analysis, the latter emphasizes functional language acquisition. Vocabulary instruction is often portrayed as accidental since it is seen as a byproduct of reading and listening inside and outside the classroom [19, 20]. This form of instruction also allows pupils to acquire four language skills: reading, writing, speaking, and listening for meaning-focused, fluency-focused, and

language-focused features [22-24]. Instruction with a focus on meaning includes concepts from specific messages generated by the learners and communicated to others. Fluency entails practices that increase the likelihood of language learners becoming fluent and competent in the target language. Language-focused vocabulary knowledge develops when other aspects of language, such as grammar, writing, and syntax, are taught simultaneously with vocabulary instruction [24].

1.3 Pupils and Vocabulary Learning

There are numerous definitions of 'pupils' in the literature. The term 'pupils,' generally refers to any learner under eighteen, can be ambiguous because it encompasses a wide age range concerning physical, emotional, social, and cognitive development [25]. Ellis presents a list of terms to define pupils according to life stage, which relates to the early years, pre-primary, and primary schooling in the English language teaching profession for ages two to five, six to ten, and eleven and up. Pupils are those in their first year of formal education, between the ages of five or six and eleven or twelve [26], or between five and twelve years' old who are learning a foreign or second language [27-29].

Pupils begin to categorize words connected to concrete objects at an earlier age than adults do, which affects how they process information in both their first language (L1) and their second language (L2), even if they do not know why or how they are often more engaged, passionate, and energized to take part in any activity than adult learners. Moreover, pupils have a greater tendency to lose concentration and are less able to maintain their interest in challenging tasks [31]. Imagination and physical activities capture the attention of pupils [32]. They are restless and physically active since they cannot sit still for long [33]. These perspectives imply that the vocabulary acquisition of pupils is an active process that engages them with language contexts or patterns. As vocabulary is essential to language proficiency and interpersonal communication [8, 34, 35], They must be exposed to lexical knowledge more effectively.

1.4 Songs in Vocabulary Instruction to Young Learners

Studies [e.g., 4, 36, 37] show that songs can successfully teach and improve vocabulary among pupils. Songs as musical compositions benefit them in numerous ways. Besides, songs tend to capture the attention of pupils [38, 39] because they create a joyful, amicable, and convivial classroom environment. Song lyrics affect pupils' receptive lexical knowledge when presented in

both sung and spoken formats around the same topic or theme [4, 11, 14, 40]. Songs help teachers provide language knowledge to pupils based on the teachers' design of various activities and readily capture pupils' attention [41]. They help pupils obtain an adequate vocabulary, practice employing words in context, remember what they've learned, and lessen classroom anxiety [6, 14]. United States [42], United Kingdom [43], China [44], Greece [45], Japan [46], Malaysia [47], and Vietnam [48] all make use of music in their foreign language classrooms, as stated by [12]. Further, the use of music in the classroom has been shown to increase pupils' engagement, motivation, and vocabulary development in the English language [5, 49].

1.5 Songs as a Teaching Tool for Vocabulary Acquisition

Education through song is a phenomenon that has been around for a while. The tone of music or songs is frequently used in the study process, particularly while pupils complete assignments (Levy, 2000; DePoter, 1999; Schmid, 1999 in Dryden, 2000) in Puasa (2008:5). Some songs can engage and stimulate the brain during the learning process. Moreover, while teaching a foreign language, mainly English, songs can help teach skills and language aspects (Lems, 2001; Puasa, 2003). According to Sumardi (1992) in Puasa, the recommendations of music and songs might send pupils into a condition of rest, comfort, and freedom from stress-inducing circumstances (2008:5).

Even though there are numerous reasons why songs are a good teaching tool, there are a few difficulties to consider. The teacher must exercise caution when selecting appropriate music for the pupils. Some songs' language, vocabulary, and sentence structure can vary significantly from spoken English (Richards, 1969, p. 163). Murphey (1992) argues that singing songs, regardless of how entertaining or memorable, will not teach anyone how to use the language or provide pupils with the skill to speak another language. Nevertheless, the lyrics of songs do not transfer to usage. Also, there are some negative concerns concerning music and songs that language instructors should consider. Murphey (1992: 8-9) states that playing music too loudly may disrupt neighboring classes. Besides, some pupils become overly enthusiastic and forget the rules.

Furthermore, problematic is that some pupils may have divergent opinions regarding musical compositions and preferences. Many educators say pupils would rather sit and listen than do any work. Nevertheless, many songs may be intelligible to pupils since they contain numerous

colloquial terms and have a rapid tempo. According to Siek-Piskozub and Wach (2006: 91-97), some songs touch on taboo issues such as violence and sexism, which may confuse or embarrass learners.

Many individuals rely heavily on music in their daily lives. Since the advent of radio and recordings, many individuals have listened to music continuously throughout the day, whether for relaxation, distraction, or emotional upliftment. Due to its near-ubiquity, music has been identified as a significant factor in forming autobiographical memories and, consequently, in forming opinions about oneself and others. Levitin, D. J. (2006) suggests that music can be a powerful tool for promoting cognitive development and plasticity, particularly in attention, memory, and learning. The author argues that music can provide a structured and complex cognitive challenge, enhancing brain development and plasticity.

Justin, P. N., & Västfjäll, D. (2008) argue that music can have powerful effects on emotions and affective responses, influencing learning outcomes. The authors suggest that music can evoke various emotions and feelings, impacting learners' motivation, engagement, and memory. Pekrun, R., Elliot, A. J., & Maier, M. A. (2009) argue that music can have powerful effects on emotions and motivation, influencing learning outcomes. The authors suggest that music can enhance positive emotions, such as enjoyment and interest, and reduce negative emotions, such as anxiety and boredom, leading to improved learning outcomes. Kirschner, P. A., & Tomasello, M. (2010) indicate that music can be a powerful tool for promoting social learning and collaboration. The authors argue that music-making involves complex social interactions, such as turn-taking, joint attention, and communication, which can promote social bonding and cooperation.

Hargreaves, D. J., & North, A. C. (2010) argue that music can be a powerful tool for enhancing well-being, social connectedness, and personal identity. The authors suggest that music can provide a sense of belonging, offer opportunities for self-expression, and foster positive emotions and social relationships. Fujii, M. (2011) means that music can promote intercultural communication and understanding by exposing learners to different musical cultures and traditions worldwide. The author argues that music can provide a shared language and cultural experience, facilitating communication and understanding among other cultural groups. Patel, A. D. (2011) suggests that music played a critical role in the evolution of human cognitive abilities,

particularly regarding the development of language and social communication skills. The author argues that music and language share common cognitive and neural mechanisms and that exposure to music may enhance these mechanisms. Schellenberg, E. G. (2011) argues that exposure to music can improve cognitive abilities such as spatial-temporal skills, verbal memory, and mathematical abilities. Music training may also benefit language acquisition and executive function. Schunk, D. H. (2012) suggests that music can be a powerful tool for promoting self-regulated learning by enhancing motivation, engagement, and attention. The author argues that music can provide a stimulating and enjoyable learning environment, enhancing pupils' interest and engagement in learning tasks. Trainor, L. J. (2012) suggests that music can be a powerful tool for strengthening early childhood development, particularly in language, social-emotional skills, and cognitive processing. The author argues that music can provide a stimulating and engaging learning environment to enhance children's language and cognitive development. Rickard, N. S. (2012) argues that music can enhance creativity and problem-solving abilities, particularly in divergent thinking and innovation. The author suggests that music can provide a stimulating and immersive learning environment that fosters creativity and innovation. Thompson, W. F. (2012) means that music can be a powerful tool for promoting emotional intelligence by enhancing empathy, social cognition, and self-awareness. The author argues that music can provide a rich and complex emotional experience, which can help learners develop their emotional intelligence and interpersonal skills.

V. N. (2013) suggests that music can affect the brain's reward and motivation systems, influencing learning outcomes. The authors argue that music can stimulate the release of dopamine in the brain, leading to increased motivation and reward-related learning. Juslin, P. N. (2013) suggests that music can have powerful emotional effects on listeners, influencing mood, motivation, and learning outcomes. The author argues that music can enhance positive emotions and reduce negative emotions, leading to improved learning outcomes. Miendlarzewska, E. A., & Trost, W. J. (2014) suggest that music can be a powerful tool for enhancing memory and attention. The authors argue that music can stimulate dopamine release in the brain, improving memory consolidation and attentional focus. Demorest, S. M. (2017) suggests that music can promote cultural understanding and diversity by exposing learners to different musical styles and traditions worldwide. The author argues that music can provide a unique and engaging window into different cultures and ways of life.

The use of music in education has been the subject of debate and skepticism from certain scholars. Music's positive effects on learning have been called into question by researchers like those at the University of Maryland (Furnham, A., & Strbac, L., 2002). As the authors point out, music can be a significant distraction when learning something new, especially if the activity is challenging. Mammarella, N., Fairfield, B., & Cornoldi, C. (2007) suggest that the effects of music on learning may depend on the specific task and the type of music used. The assumption that listening to Mozart's music can increase cognitive function was called the "Mozart effect." However, research by Rauscher, F. H., and Hinton, S. C. (2011) suggests this may be an overstatement. The authors claim that the flawed methodology of the initial studies that claimed the Mozart effect explains why subsequent studies have failed to duplicate the findings. Some researchers (Schlegel, A. A., Rudelson, J. J., & Tse, P. U., 2012) have hypothesized that only particular types of learners (those with extensive musical training or experience, for example) benefit from music's influence on the educational process.

According to Barbour, M. K. (2012), some ethical and cultural difficulties arise when employing music in the classroom, especially when such music is seen as insensitive or objectionable to some demographics. The author asserts that teachers must consider the social and cultural effects of incorporating music into the classroom. Regarding learning and remembering new knowledge, Szpunar, K. K., & Schacter, D. L. (2013) suggest that music can negatively impact learners. The authors hypothesize that music can interfere with the encoding and retrieval of information by learners, resulting in diminished memory performance.

There is a need for more significant research to thoroughly understand the mechanisms underlying the impact of music on learning, as Smith, J. A. (2013) suggested. Educators, the author says, should use music in the classroom with caution and critical thinking, considering this method's risks and limitations. Sundararajan, N., & Azariah, J. (2013) suggest that music in learning may be culturally and socially mediated and that educators should be aware of the potential cultural biases and assumptions that may underlie the use of music as a tool for learning. MacGregor, J., & Toomey, R. (2016) argue that using music in education may be unproductive or even harmful for pupils with disabilities, such as hearing disorders or sensory processing disorders. The authors propose that teachers consider each student's unique background and learning style before selecting whether or not to employ musical instruction. The benefits of

music for learning have been debated, with Hébert, S., & Côté, M. (2018) arguing that additional study is needed to determine its efficacy. The authors imply that more thorough investigation into the impact of music on learning is required because many previous studies have had methodological flaws.

1.6 Perceptions of the Role of Songs in Vocabulary Acquisition

Griffee (1992:5) states that songs effectively teach vocabulary by providing a meaningful context. It is indisputable, as stated by Krashen (1981) in Fauziati (2010: 61), that most learners' vocabulary increases by incidental acquisition, such as through regular exposure to comprehensible language in hearing, speaking, reading, and writing exercises.

Karen M. Ludke offers some insights into why music is an engaging tool for teaching and learning a second language. She refers to a 2008 study in which participants were subjected to a continuous stream of nonsense synthesized words; one group heard these syllables spoken, and the other group heard them sung. When asked to recite the synthesized syllables into nonsense words, the group that had heard the sung version fared noticeably better. This experiment implies that music has great potential for the implicit learning of words (Ludke, 2009). She continues by offering five properties of songs that are particularly likely to support verbal learning. The first of the properties of songs that Ludke presents is the simple and predictable structure of songs. In this lies that the structure of songs often is predictable and manageable, i.e., that a chorus follows a verse and vice versa; It is not exclusive to songs. It is common in popular music, despite poets using the same structure. A symmetrical melodic line is the second characteristic. If there is an increase in pitch, it will be followed by a fall rather than a continuous rise, as in a symmetrical melody line. The third characteristic is that songs may naturally transition from one section to the next, such as a fast chorus into a slower verse, and vice versa. The fourth characteristic is a song's internal rhyming structure, which may influence memory. This aspect is noteworthy given the thesis on vocabulary learning through music, in which the rhyming scheme is crucial for word memorization. The fifth characteristic is that songs that provide a limited amount of new vocabulary or grammar at once will be more beneficial for learners than those that do (Ludke, 2009). According to Ludke, teaching language learners too much new vocabulary can lead to irritation and confusion.

Ludke's theories are predicated on the premise that auditory processing, memory, attention, and emotion are all shared by music and language. Learners can use these standard mental processes by listening to music while studying a foreign language. It makes learning a new language more pleasurable and helps pupils retain what they have learned. In addition, Ludke emphasizes the importance of music in raising one's social and cultural awareness, which are fundamental to effective language acquisition. As a result, pupils of a foreign language might gain a deeper insight into and respect for the culture of its speakers by listening to music from that country. Karen M. Ludke's contributions to language teaching can be summed up as follows: her observations on the efficacy of using music to facilitate second-language acquisition are supported by extensive research.

Scholars have responded positively and negatively to Karen M. Ludke's studies on using music in language instruction. While many academics concur that music can be helpful for language acquisition, others have questioned its efficacy. Chan, A. S., Ho, Y. C., and Cheung, M. C. (1998) criticize the notion that music can enhance language acquisition based on their research finding that background music can sometimes hinder reading comprehension. The authors suggest that additional research is required to completely comprehend the connection between music and language acquisition.

DeKeyser, R. M. (2005) criticizes using songs in language instruction because they may not effectively develop the complex cognitive and linguistic skills necessary for language acquisition. DeKeyser suggests that explicit grammar instruction and other traditional methods of language instruction may be more effective in developing these skills.

While music has increased mutual understanding and appreciation between people of different cultures, Kramersch, C. (2007) contends that it may not always result in better language learning outcomes. Kramersch urges teachers of foreign languages to think carefully about the pedagogical aims of employing music in language instruction and check that it fits in with the overall goals of language acquisition.

According to McPherson, G. E., and Hallam, S. (2011), music can be a valuable technique for boosting motivation and engagement in language acquisition; however, its efficacy may rely on the learners' level of musical skill and background.

Nesi (2012) discusses the idea that music could be a universal and culturally neutral medium for language instruction. Nesi argues that cultural differences can profoundly influence the meaning of music and the music that people listen to.

Adank, P., Stewart, A. J., Connell, K., & Woodley, E. (2013) contend that music's impact on learning outcomes may be limited, despite its effectiveness in enhancing language acquisition's emotional and social components. The authors assert that using music to teach a foreign language is a good idea so long as the goals are well-defined and the curriculum is thoughtfully created to correspond to the interests and needs of the pupils.

Though listening to music while studying a foreign language can be a fun and inspiring experience, O'Brien, J. (2015) believes that it may not lead to better language acquisition. O'Brien suggests that using music in language instruction must be supported by empirical evidence and meticulously incorporated into existing language curricula to be effective.

One critique of Ludke's insights is that music in language teaching may only suit some learners. For instance, some learners may not have a musical background or may not be interested in the type of music selected for language teaching, which can result in decreased engagement and motivation. Moreover, some critics have pointed out that the effectiveness of music in language teaching may be limited to specific language skills, such as listening comprehension and vocabulary acquisition, and may not necessarily improve other language skills, such as writing and speaking.

Section Two: Primary School Textbook and The New Implementation of English at Primary school level.

Implementing English as a new language at the primary school level presents challenges and opportunities for teachers and students. Vocabulary acquisition is a crucial aspect of language learning, and teachers utilize various techniques and the primary school textbook as a valuable resource. This section examines the textbook's relevance to vocabulary instruction, explores the implementation of English as a new language in primary schools, and analyzes the alignment between textbook content, teachers' perceptions, and using songs for vocabulary instruction.

2.1 Examination of the primary school textbook

2.1.1 Techniques for Vocabulary Acquisition in Foreign Language Learning: Visual Approaches, Songs, and More:

Due to the crucial role of vocabulary acquisition in foreign language learning, numerous techniques and methods have been proposed by researchers. Steven Stahl (2005) emphasizes that vocabulary knowledge encompasses not only word definitions but also an understanding of how words relate to the world. Teachers employ fundamental techniques such as flashcards, pictures, and dictionaries to facilitate vocabulary learning.

These techniques can be categorized into visual and verbal approaches. Visual techniques involve using flashcards, tangible objects, and visual aids, allowing students to learn and memorize new vocabulary through visual and auditory stimuli. Physical and facial expressions, gestures, and mime can also aid in memorizing new words. According to Joanna Tatomir, Theresa Spanella, and Jennifer Levitas, the visual learning style employs images and diagrams to enhance comprehension and processing of new knowledge through sight. This visual learning style, also known as spatial learning, prioritizes using sight as the primary tool for understanding and memorizing course materials.

Furthermore, songs have proven valuable in stimulating pupils' IQ, EQ, and SQ (N. et al.). Songs provide a context for learners to explore the meanings of words and make connections to words that sound or resemble the target vocabulary. Incorporating songs at the beginning of a lesson can engage pupils, activate their minds, and enhance their understanding of multiple vocabulary words.

In summary, various techniques such as flashcards, pictures, visual aids, and songs play a significant role in vocabulary instruction. These methods cater to different learning styles and provide engaging and effective ways for students to acquire and retain new vocabulary words.

2.2 The implementation of English as new language at primary school level:

2.2.2 The Role of Textbooks in Vocabulary Development and Language Learning:

Vocabulary holds paramount importance in the process of language learning. In classrooms where pupils grapple with the unfamiliarity of a foreign language, interactive and engaging vocabulary exercises can facilitate effective learning. Despite the influence of new technologies on English as a Foreign Language (EFL) instruction, textbooks persist as the primary and indispensable resource for teachers and students, particularly regarding vocabulary development. Textbooks provide a sense of continuity and coherence to the teaching process, enabling teachers to plan and organize their classes meticulously while offering pupils a wealth of content and learning opportunities.

The definition of textbooks encompasses a wide array of interpretations. A commonly accepted definition characterizes textbooks as printed and bound artefacts designed for specific academic years or courses of study. In the realm of language teaching, textbooks remain a ubiquitous tool worldwide. As an international language, English plays a pivotal role in global relationships. Consequently, many countries emphasize mastering English as a central tenet of their educational systems. The acquisition of English has become imperative for nations aspiring to keep abreast of the advancements brought about by new technologies.

2.3 Examining the Alignment: Textbook Content, Teachers' Perceptions, and the Incorporation of Songs for Vocabulary Instruction

2.3.1 Enhancing Vocabulary Acquisition in English Language Learning, the role of the textbook and songs:

Teaching and learning vocabulary is one of the complicated challenges either for teachers or students since to attain a good level of vocabulary knowledge, learners do not only need to learn as many words as possible, but they need to memorize and remember them, so great challenge for language learners and teachers is to keep the taught material memorized. For this reason, a great emphasis on vocabulary is a requirement in language learning, especially for English language

learning. To learn unfamiliar vocabulary, learners have to get information about the word by analyzing the word parts, guessing from context, consulting references sources or using parallel throughout the textbook. These techniques can be helpful in vocabulary acquisition. Moreover, the textbook contains simple songs at the end of each unit that encourage the pupils to be active and in the context. According to Webb, improving vocabulary is essential for language proficiency. Finally, the using of songs in textbooks is very essential part of improving the vocabulary of the English language.

**Section Three: The relationship between Vocabulary Acquisition and
The Use of Songs**

3.1 The Impact of Songs on Vocabulary Acquisition:

3.1.1 The positive effects of songs on vocabulary acquisition

According to Gadani (2015), songs are one of the most effective forms of media for second language instruction and acquisition. According to Enhg (2013, as referenced in Nagy & Herman, 1987, p.114), music plays a significant role in people's lives, making it a powerful tool for educators to use in bridging the gaps between learners' various social groups. According to Claer and Gargan (1984), songs can be used in various ways to teach a second language.

Gadani (2015) asserts that including songs in classrooms helps pupils strengthen their listening and pronunciation abilities, crucial components of language proficiency. Furthermore, research conducted by philosophers, scientists, researchers, and educators has consistently demonstrated the positive impact of music on various language-related skills, such as vocabulary acquisition, grammar understanding, and overall language fluency.

He uses the following terms to describe songs: "Music is a powerful component for student engagement because it touches directly to their hearts while still allowing them to use their brains to analyse the input." Lorenzutti (2014, as cited in Harmer, 2001, p. 21). A song can change a classroom's mood or prepare kids for a new activity. It can build a strong connection between the worlds of leisure and learning while also amusing and entertaining. What Lorenzutti says supports the legitimacy of the 'edutainment' trend, a recent development.

According to Lorenzutti (2014, as cited in Harmer, 2001) songs are influential instruments because they allow pupils to have fun while studying. Songs soothe pupils and allow them to learn without using a textbook. Ghanbari and Hashemian (2014) indicate that second-language learners generally complain about dull English classes, which aligns with the abovementioned assertion. A practical solution to this problem is incorporating songs and music into the curriculum to make English classes more vibrant and stimulating.

Vocabulary learning is critical for learners during the SLA acquisition process. Absorbing many words is a necessary procedure for becoming fluent in a language. Being fluent in a language and developing vocabulary, according to Murphey (1990), cannot be separated. Songs are involved with the evolution of human languages and human beings' linguistic development;

they are equally important from an anthropological standpoint. Sari Coban (2010) claims that songs give kids great resources for improving their primary language skills.

In a Los Angeles elementary school, Medina (2000) performed research with Spanish-speaking second-graders who could also speak English. During the treatment, some children were exposed to a spoken version of a tale, while others were exposed to a song version of the story with music. Following a four-day therapy, the former outperformed the latter.

Li and Brand (2009) conducted a study that focused on the relative efficacy of the various applications of songs in vocabulary learning, language use, and meaning among university-graduate ESL pupils in China, in line with Medina's experimental study from 2000. Participants were divided into three groups. The first group received full exposure to music during courses, the second group received half-time exposure to songs, and the third group received no exposure to songs. Subjects that were fully exposed to songs over a three-week treatment had the best learning scores. The group that was not exposed to songs performed similarly to the fully exposed participants. Surprisingly, the group who was exposed to songs half-time during their sessions received the lowest ratings, maybe because the uneven exposure to music was perplexing for them.

XiaoWei (2010) conducted another study among college pupils in China, measuring the effects of songs on vocabulary development. pupils received a questionnaire and were interviewed. As a result, it was discovered that songs played a crucial part in vocabulary instruction. In line with earlier studies, the pupils obtained vocabulary implicitly through songs while having fun. Songs also helped pupils improve their pronunciation and spelling skills due to singing and listening. Yuliana (2003) says singing songs helps youngsters acquire rhyme and vocabulary. Singing a song is also entertaining for learners, and because words are repeated numerous times, learners may easily retain them. Furthermore, learners learn set collocations, informal and non-standard vocabulary, and everyday usage via songs. As a result, while songs are not a formal learning technique, they are prevalent and profitable.

Alipour, Goijian, and Zafari (2012) explored the impact of songs on language pupils' vocabulary development. They were divided into musical and non-musical groups: the former as the study group and the latter as the control group. A multiple-choice test assessed the participants' vocabulary learning through three different genres of songs: pop, rap, and country. According to the data, the musical group outperformed the non-musical group regarding language recall and

retention. Furthermore, the data revealed that songs were enjoyable and helpful in teaching vocabulary.

Burhayani (2013) was aware of second language learners' difficulties when learning vocabulary in their target language. While researching these issues, he sought to determine the benefits of songs in improving pupils' vocabulary knowledge. This study was conducted with the participation of second-year pupils from Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School in West Jakarta. The study included 50 pupils, 25 in the study group and 25 in the control group. The treatment part was repeated six times, and the process concluded with a post-test administered by the researcher. Finally, a t-test was employed for analysis. The findings revealed the significance and effectiveness of songs in vocabulary development. Clearly, it shows that songs made the learning process easier and more fun.

Schwarz (2013) used a survey to investigate incidental vocabulary learning from pop songs in and out-of-school situations in Austria. The survey results revealed that implicit vocabulary acquisition through music and songs was achievable in and out of school environments. Music and songs were discovered to be valuable instruments that support vocabulary development in tandem with previous studies in the literature.

In addition to this research, Moeinmanesh, Mumani, Rezaei, and Shakerian (2016) explored the influence of pop songs on advanced adult EFL learners' vocabulary retention and recall. The study's participants were advanced adult EFL learners from Iran. A placement test (Quick Oxford Placement Test) was administered at the start of the trial. The participants were divided into two homogeneous groups at random. The first group was the musical group, and the second was the non-musical group. Pop songs were used to teach the musical group new terminology. The non-musical group, on the other hand, was taught new vocabulary without utilizing songs. The participants in two groups were evaluated using an English vocabulary test created by the researcher, which assessed the learners' vocabulary recall. A questionnaire was also distributed to determine learners' attitudes toward the instruction. The vocabulary exam was re-administered after a month as a delayed retention test. The test results were statistically examined, and the t-test findings revealed that the musical group outperformed the non-musical group in word recall and retention.

3.1.2 The negative effects of songs on vocabulary acquisition

In his 2009 book, P. Nation expresses scepticism regarding the influence of songs on vocabulary acquisition. However, particular academics may hold a favourable opinion." Teaching ESL/EFL Listening and Speaking " asserts that while songs can be an engaging way to learn and practice vocabulary, they are not inherently more effective than other input types, such as listening to lectures or watching television. He argues that the effect of songs on vocabulary acquisition is frequently overstated and that instructors should not rely solely on songs as a teaching tool.

Derwing, T. M., & Munro, M. J. (2011) questioned a group of ESL pupils to assess their views of their speech abilities. Some participants said they could learn new words by singing or listening to songs, whereas others did not find this strategy helpful. Authors note that pupils and their educational environments affect how well songs help them learn new words.

Rost (2011) points out that songs are not always more helpful than other forms of hearing input when learning new words. He suggests that teachers consider various input sources, such as lectures, interviews, and conversations, to help pupils develop their vocabulary.

3.1.3 A Comprehensive Examination of Positive Effects and Limitations:

Previous studies on the impact of using songs for vocabulary acquisition have identified two main perspectives: the positive effects of songs on vocabulary learning and the limited attention given to other language-related aspects such as pronunciation, general oral competency, and receptive skills in the empirical literature. Nonetheless, the existing research in these areas also presents promising findings. To support this notion, Orhan Kosman emphasizes in his article that songs serve as enjoyable, encouraging, and accessible materials for language learning. However, it is essential to acknowledge that not all pupils may benefit equally from this technique. Some pupils may struggle to receive the content delivered through songs. In addition, potential disadvantages of using songs include disruption to other lessons, loss of control in the classroom, and limited vocabulary coverage.

3.2 Exploring the Connection between Songs and Vocabulary Learning:

Language and Music have complemented one another throughout history. In innumerable instances, art is a means of communicating mixed concrete and abstract concepts. Maess and Koelsh (2001) have concluded that although language and Music are distinct forms of communication, they

are processed in the same brain region by the exact mechanism. According to Ayotte (2004), "Music and language share a set of acoustic, perceptual, and cognitive processes that give incoming sounds a framework. " (p. 10). According to Mora (2000), the first aspect of a language we acquire is its musicality. It has been proved by Wilcox (1996) that "songs comprise a vast literature of music" since every culture has songs that have been passed down through the ages to provide tempo and rhythm for collective labor. There are tunes for rowing, marching, and harvesting among them. (p. 9). The rhythm and melody of speech are additional characteristics that affect the success of English as a foreign language (EFL) pupils. (Mora, 2000, P. 148) Claims that the musicality of language creates a fertile ground for sound learning by fostering fluency through imitation and cultivating an awareness of sounds, rhythms, stresses, and intonations. Stansell (2005) argues that using Music in language learning can boost pupils' enthusiasm, decrease their inhibitions, foster cross-cultural understanding, improve their working memory, and contribute to long-term vocabulary retention.

There are numerous theoretical and physiological arguments in favor of integrating music into language instruction. Multiple studies have confirmed that listening to music while learning a new language improves the retention of new words and other linguistic elements (such as grammar and pronunciation). In her research, Hazel-Obarow (2004) examined how listening to music can have immediate and long-term benefits on children's vocabulary growth as they learn English. The findings show that using music as a vocabulary-building exercise significantly increases student motivation. Ayotte (2004) investigated the effect of songs on second-language learners' acquisition of verb forms. One of his experimental groups learned verb forms through songs, while the other learned the same material in a non-musical setting. The former group had significantly higher post-test scores regarding grammatical accuracy than the latter group.

The critical components of learning a second or foreign language are its grammar, sound system, and vocabulary. Learning vocabulary is incredibly important while learning a new language. According to Laufer (1997), vocabulary learning is the foundation of language learning and language use. One can infer the significance of vocabulary teaching from the vital function that vocabulary learning is said to play in learning a second or foreign language. In the past, second language programs frequently gave little attention to vocabulary teaching and acquisition, but recently (Richard & Renandya, 2002), there has been a resurgence of curiosity about the vocabulary's characteristics and its role in education.

There are three general strategies for teaching and learning vocabulary: incidental or indirect learning (i.e., learning vocabulary as a by-product of doing other things such as reading or listening), explicit or direct instruction (i.e., diagnosing the words learners need to know, presenting such words to the learners, and elaborating their knowledge), and the development of independent strategies (i.e., exercising guessing the meaning of words based on context and training pupils to use dictionaries) (Hunt & Beglar, 2000, cited in Richards & Renandya, 2002).

Vocabulary is typically taught using various methods and technologies, which can be found in approach textbooks. Weatherford (1990) noted that second language vocabulary development can be done in several ways in the classroom. Methods like memorization, visual aids, rote playing, learning words in a specific cultural context, learning words through art activities, the root-word approach, and mnemonic approaches, such as the fundamental word approach, semantic fields to illustrate conceptual relationships between words, two types of mnemonics, include the use of music (simple song and the desuggestopedia method); physical activities, as in Total Physical Response instruction; the study of cognates and direct borrowing; synonyms, analogies, drills, and games on the computer, and the study of loan translations are all part of the language lab's curriculum, are the usage of drama tapes in the style of soap operas.

Learning new words can be made more fun with the help of some catchy tunes. ESL practitioners agree that songs motivate pupils to learn English and increase learner involvement (Reeve & Williamson, 1987; Guidice, 1986). Music's memorability is mentioned in almost every article or book regarding music in the classroom (Hubbard et al., 1983; Murphy, 1992). Murphy observes that tunes seem to affect both short-term and long-term memory. "It is a common occurrence for us to forget nearly everything we learn in another language, with the exception of the few songs that we learn," she said. Songs stick in our memory and become part of us, making them easy to use in the classroom.

Murphy (1992) compared singing to Piaget's egocentric language, in which children talk merely to hear themselves repeat without regard for the listener. He added that the need for ego-centered language never leaves us and is fulfilled partly through song. Krashen suggests that Chomsky's "language acquisition device" may cause this automatic repeating. Songs may powerfully activate language acquisition device repetition. Children learn songs quickly (Murphy, 1992). Stern (1983) defines language instruction as "activities intended to bring about

language learning" (P.21). Thus, any theory of language education should start with the learner. The psychological study of learning has considerably influenced the concept of learning as it is understood today (ibid, P.18).

Music transcends linguistic barriers and unites individuals worldwide. In the classroom, songs are an excellent method to introduce pupils to real-world language usage. Numerous educators praise the memorability and motivational qualities of English songs. There is also evidence that English songs provide pupils with relatable, meaningful, contextualized content and help them decompress. Because the language used in these tunes is understandable and conversational, it is easier to comprehend. Additionally, pupils frequently listen to English tracks, accelerating their vocabulary acquisition.

However, the present research suffers because of its dispersion among numerous journals. In addition, there is nothing in the way of scientific evidence suggesting that listening to English music is an effective way to acquire L2 English vocabulary. Associate professor at Pusan National University in South Korea, Dr. Dennis Murphy Odo, sought to address this knowledge gap by conducting a quantitative meta-analysis of the impact of using English songs to teach L2 vocabulary. Dr. Murphy Odo analyzed data from 27 carefully conducted studies (with 28 and 1,864 participants) published between 1990 and 2020 for this article in *Language, Culture, and Curriculum*. After outlining the study's parameters and the magnitude of the effects, he used a random-effects model to examine the data.

The findings were encouraging, revealing that learners who received instruction through English melodies learned more L2 English vocabulary than others. Interestingly, pop music songs were more effective at fostering L2 vocabulary than textbook songs. Pop songs' success is ascribed to their high musical standards, and their lyrics are often easy to relate to. Dr. Murphy Odo also observed that pupils benefit most from listening to English songs for a duration of instruction between 199 and 600 minutes (as defined by the study). The use of songs as a supplementary teaching approach to boost pupils' English L2 vocabulary learning is now something that "English teachers can feel more confident about." explains Dr. Odo, while elucidating how these discoveries may ultimately benefit educational institutions and their personnel in the long run. Dr. Murphy Odo's research also revealed that speakers of Sino-Tibetan languages (such as Mandarin Chinese) had the most difficulty understanding English lyrics. It may be due to the substantial linguistic

difference between Sino-Tibetan and English. In addition, songs were more effective for adult learners than children, attributed to adults' remarkable ability to comprehend melodies and broader background knowledge. "These results should convince teachers that singing songs to their classes is more than just a fun way to break the ice; it's also a powerful way to ensure their pupils retain essential English vocabulary. This study can inspire confidence among language instructors and pupils that using tunes in the second or foreign language classroom will improve vocabulary acquisition." Dr. Murphy Odo provides a summary of the long-term implications of his work.

Most scholars concur that songs have a positive effect on vocabulary acquisition. It has been argued, however, that the causality between songs and vocabulary acquisition is not always straightforward and may depend on factors such as the complexity of the song's lyrics, the learners' familiarity with the song, and the learners' motivation and interest. Some academics have questioned or provided nuanced interpretations of the correlation between music and vocabulary acquisition.

While acknowledging the potential benefits of songs in language learning, Green, J. M., & Oxford, R. L. (1995) indicate that " Understanding when and under what conditions such actions might yield the best results is an area with significant room for discovery. " (p. 285). They also caution against overreliance on songs as a teaching tool and stress the importance of integrating multiple strategies to support language learning.

In a study on the effectiveness of using songs and music videos in vocabulary instruction, Nazari, O., and Hashemi, M. (2012) discovered that the intervention group demonstrated a significant increase in vocabulary knowledge compared to the control group. They also observe that not all songs are equally effective at fostering vocabulary acquisition. Some may even experience adverse effects due to unfamiliar syntax and vocabulary.

The research conducted by Cheung, H. (2014) on the use of popular music as a teaching tool for ESL pupils shows that "Songs can provide a unique form of linguistic instruction, practice, and incentive that goes beyond what is typically available in traditional classroom materials." (p. 173).

Chapter Two: Field Work

This chapter presents the study's findings and analysis. It has two sections; The first section discusses the study's sample and the questionnaire used to collect data. The second section presents the study's findings; it examines and interprets the questionnaire results. A concise summary of the study's analysis results following the chapter provides an overview of the procedure.

Research design:

The research design employed in this study encompasses several key elements that guide the investigation process. An overview of the studies has been included here paradigm, strategy, tool, population, and sampling technique employed to gather data and analyze the research objectives.

The study employs the positivism paradigm, allowing researchers to develop predictions based on empirical evidence by establishing causal links between variables. It allows for the collection and analysis of the quantitative data. It emphasizes gathering measurable and verifiable data that researchers can test. It is a research paradigm that values objectivity, empirical evidence, measurement, and generalizability.

This study employs a quantitative research design to explore teachers' perceptions of using songs for vocabulary acquisition. The research methodology involves using a questionnaire with closed-ended and open-ended questions to gather data from a sample of 36 teachers. The collected data is then subjected to quantitative analysis, including statistical measures and data interpretation, to examine the effectiveness and benefits of using songs as a teaching strategy for vocabulary acquisition.

The study's research design incorporates a quantitative approach because it enables systematic data collection and analysis, increases objectivity levels, and reduces bias. Using this approach will allow for objective measures and analysis of data. It increases the external validity of the study. In addition, it involves using numerical data that can be analyzed through statistical techniques, enabling the researchers to identify patterns and statistical significance of the collected data. Quantitative methods implicate standardized measures and scales, allowing for precise variable measurement. It helps to quantify and compare variables to facilitate drawing interpretations and conclusions.

A questionnaire was used as a data collection tool for this quantitative study. The research tool was chosen because it aligns with the research objectives, which aimed to investigate the effectiveness

of using songs as a teaching strategy, examine the factors of using songs in the classroom, improve vocabulary skills and retention of words through songs. The questionnaire was designed to gather data on the effectiveness of using songs as a teaching strategy and insights into participants' views about the technique. The questionnaire used closed-ended questions predominantly and a small number of open-ended questions to create a combination of gathering data. Including closed-ended questions allowed for quantitative data collection, providing measurable and standardized responses; the questions were designed to capture specific information about how teachers teach vocabulary and whether using songs helps pupils. They provided a structured approach to gathering quantitative data, entitling statistical analysis and comparison. Combining closed and open-ended questions will facilitate data comprehension that aligns with research objectives. Allowing for exploring both aspects, quantitative and qualitative. Using both formats will provide a thorough analysis of the effectiveness of using songs, the factors affecting their use, and solutions for implementing songs in teaching. qualitative data complemented the quantitative data, which resulted in more profound insights into the use of songs.

The study employed SPSS as the quantitative data method to analyze closed-ended questions because it improves the data analysis process's efficiency, accuracy, and interpretability. It enables researchers to process large datasets efficiently, saving data management and analysis time. Since SPSS offers various statistical techniques, researchers can perform descriptive, inferential statistics, correlation, regression analysis, and many more, which provide an understanding of the data. It permits the researchers to use data visualization to present and interpret data findings and ensures the analysis's results' accuracy and validity.

Population and Sampling:

The target population for this study comprises primary school teachers. The study was conducted with a diverse range of primary school teachers were selected. Selecting primary school teachers is vital for the educational growth of pupils. They are involved in teaching pupils' vocabulary acquisition. Researchers choose primary school teachers because they use songs in teaching. In other words, pupils respond positively to enjoyable learning methods like songs. primary school teachers interact with pupils daily and can provide valuable insights into their perceptions of using songs in the classroom, and having them as participants in the study will provide rich quantitative and qualitative data on the effectiveness of using songs as a teaching strategy.

The sample size for this study was determined to be 36 participants. This number was based on the specific requirements and objectives of the research. Participants informed consent will be sought, and all data will be collected and processed following ethical guidelines and regulations.

Ethical considerations are taken seriously in this study. The researchers protect participants' rights and identity during the study process. The consent form was obtained from primary school teachers online, including the purpose, procedures, benefits, the protection of their personal information, and identity before participating. They had the freedom to participate and withdraw anytime. Personal information was kept confidential to protect the “participants.”

Research Tool:

Administration of the Questionnaire:

The questionnaire was administered to primary school teachers on 13 April 2023. The sample of the study consists of a total of 36 teachers. The researchers distributed the questionnaire to the participants online, providing them with clear and concise instructions on how to complete it.

Description of the Questionnaire

The questionnaire was purposefully crafted to extract crucial data from the participating teachers concerning their pedagogical approach to vocabulary instruction. Specifically, it aimed to assess the effectiveness of employing songs as a teaching strategy and to explore teachers' perceptions and opinions regarding using songs in the classroom. The questionnaire comprised 13 items, each with a specific objective in “mind”. The questions were predominantly closed-ended, including Yes/No and multiple-choice questions. The decision to employ closed-ended questions was made in light of their tendency to elicit more substantial response rates, their statistical analysis efficiency, and the minimal effort required for respondents to answer them.

Analysis of the Results:

The study aims to investigate the effectiveness of using songs as a teaching strategy for vocabulary acquisition at the primary school level. The research questions that guided the data analysis were: 1) How Does listening to songs help learners with their vocabulary? 2) How Can Songs influence learners' vocabulary? 3) How Can Songs be implemented as a teaching strategy? 4) What are the

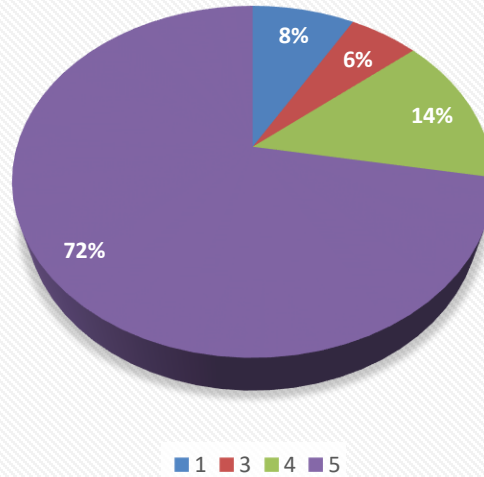
solutions that can improve pupils' vocabulary? The usefulness of songs as a pedagogical resource for developing vocabulary skills will be assessed by reviewing the data gathered from a sample of elementary schools. The following section presents the data analysis, detailing how song-based education and vocabulary acquisition are related.

1. On a scale from 1 to 5, Teaching new vocabulary words is important for pupils.

Table 01 shows the frequency of vocabulary's importance.

| On a scale from 1 to 5, Teaching new vocabulary words is important for pupils. | Response | Percentage |
|-----------------------------------------------------------------------------------------|----------|------------|
| 1 | 3 | 8.3 % |
| 2 | 0 | 0 % |
| 3 | 2 | 5.6 % |
| 4 | 5 | 13.9 % |
| 5 | 26 | 72.2 % |
| Total | 36 | 100 % |

Figure 1 displays how essential teaching vocabulary is to primary school teachers.



The exhibited table summarizes the responses provided by teachers regarding the significance of vocabulary teaching. 26 of 36 teachers, or 72.2% of the participants, agreed that teaching vocabulary is essential. The teachers rated the significance of vocabulary instruction on a scale from one to five. In addition, five respondents (or 13.9% of the total) indicated that imparting vocabulary is of moderate importance. 5.6% and 8.3% of participants, respectively, chose a scale of two for the importance of imparting vocabulary.

Table 1.1 : Calculation of Central Tendency for Scale Question One.

| Statistics | | |
|------------|---------|--------------------------------------------------------------------------------------|
| | | On a scale from 1 to 5, Teaching new vocabulary words is important for pupils. |
| N | Valid | 36 |
| | Missing | 0 |
| Mean | | 4.4167 |
| Median | | 5.0000 |
| Mode | | 5.00 |

| | |
|----------------|---------|
| Std. Deviation | 1.18019 |
| Minimum | 1.00 |
| Maximum | 5.00 |

The table displays the measures of central tendency for the scale

question. With a mean score of 4.4167, the question centered on the significance of vocabulary for pupils. It indicates a comparatively high agreement regarding teaching new vocabulary words. The median score was 5, with a mean score of 5.00. The maximum and minimum scores were identical. The calculated standard deviation for the question was 1.18019.

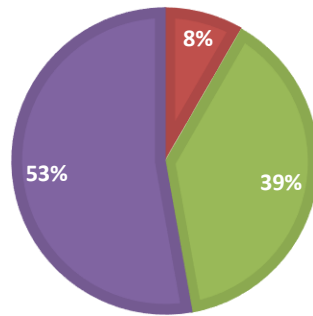
2. How do you approach teaching new vocabulary words to your pupils?

Table 2 illustrates the approaches primary school teachers adopt in teaching vocabulary.

| How do you approach teaching new vocabulary words to your pupils? | Responses | Percentage |
|----------------------------------------------------------------------------------------------|------------------|-------------------|
| By giving pupils lists of words to memorize | 0 | 0 % |
| By introducing new words in context through reading passages or stories | 3 | 8 % |
| By using visual aids such as pictures or diagrams to help pupils understand new words | 19 | 53 % |
| Flash cards | 14 | 39 % |
| Total | 36 | 100 % |

FIGURE 2 SHOWS HOW PRIMARY SCHOOL TEACHERS APPROACH TEACHING VOCABULARY

- By giving students lists of words to memorize
- By introducing new words in context through reading passages or stories
- Flash Cards
- By using visual aids such as pictures and diagrams



The table presents the various approaches teachers adopt to teach vocabulary to their pupils. Of the 36 teachers, 19, accounting for 53%, use visual aids such as pictures or diagrams to teach vocabulary. Fourteen teachers, representing 39%, prefer using flashcards to help their pupils learn new vocabulary words. On the other hand, only three teachers, amounting to 8%, approach teaching vocabulary words by introducing new words in a context through reading passages or stories. Notably, no teacher in the study gives pupils a list of words to memorize.

3. Have you ever relied on songs to help your pupils learn new vocabulary?

Table 3 displays the frequency distribution of the number of times teachers use songs in their classrooms.

| Have you ever relied on songs to help your pupils learn new vocabulary? | Response | Percentage |
|-------------------------------------------------------------------------|----------|------------|
| Always | 12 | 33,3 % |
| Often | 16 | 44,4 % |
| Sometimes | 7 | 19,4 % |

| | | |
|--------|----|-------|
| Rarely | 1 | 2,8 % |
| Never | 0 | 0 % |
| Total | 36 | 100 % |



Figure 03 displays the frequency distribution of the number of times teachers use songs in their classrooms.

Even though the calculation indicates that the percentage is 99.9, it is customary to round up to the nearest whole number, which would be 100%, due to rounding conventions. Consequently, the percentage will be deemed 100% for this analysis.

The presented Table demonstrates the frequency distribution of the number of times teachers use songs in their classrooms to teach vocabulary. Most teachers, 16 out of 36, or 44.4%, rely on songs, indicating frequent usage. Out of these, twelve teachers, accounting for 33.3%, always employ songs as a teaching aid for vocabulary. On the other hand, seven teachers use songs sometimes, an estimated 19.4%, while one teacher relies on songs rarely.

4. How do you choose which songs to use for vocabulary instruction?

Table 4 presents the factors considered by teachers when selecting songs to be used in their classrooms.

| How do you choose which songs to use for vocabulary instruction? | Response | Percentage |
|-------------------------------------------------------------------------------|-----------|--------------|
| By selecting songs that include relevant vocabulary words | 0 | 0 % |
| By choosing songs that are appropriate for the pupils' age and language level | 11 | 30.5 |
| By considering the cultural background and interests of the pupils | 1 | 2.8 % |
| By using songs that have a clear and catchy melody to help with retention | 0 | 0 % |
| All of the above | 24 | 66.7 % |
| Total | 36 | 100 % |

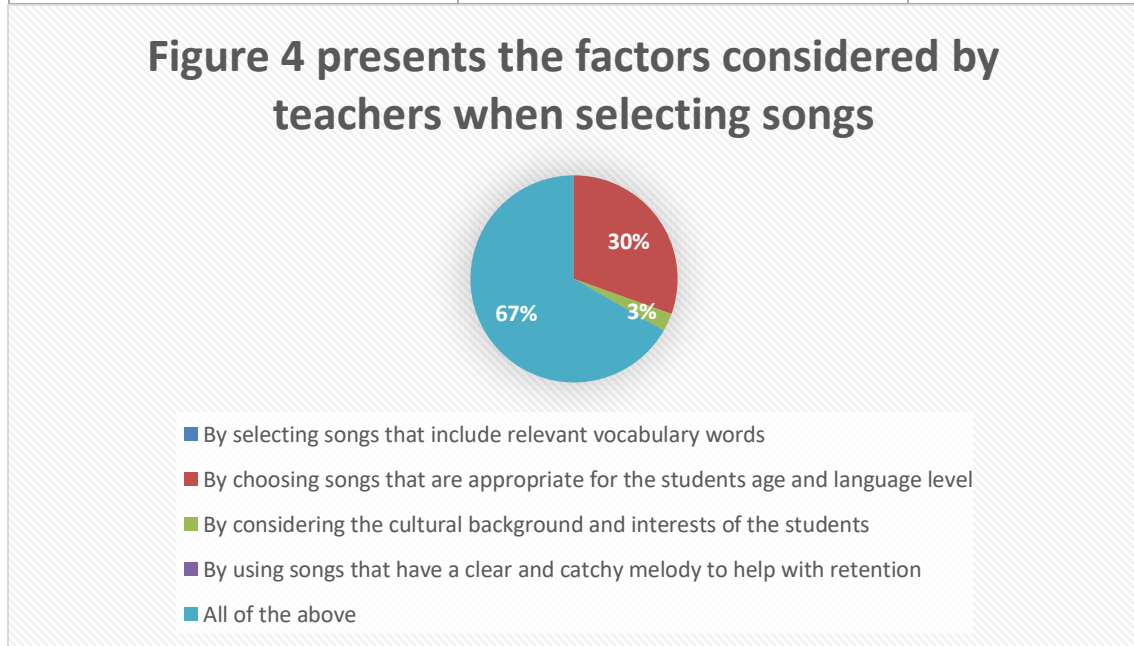


Figure 4 presents the factors considered by teachers when selecting songs to be used in their classrooms.

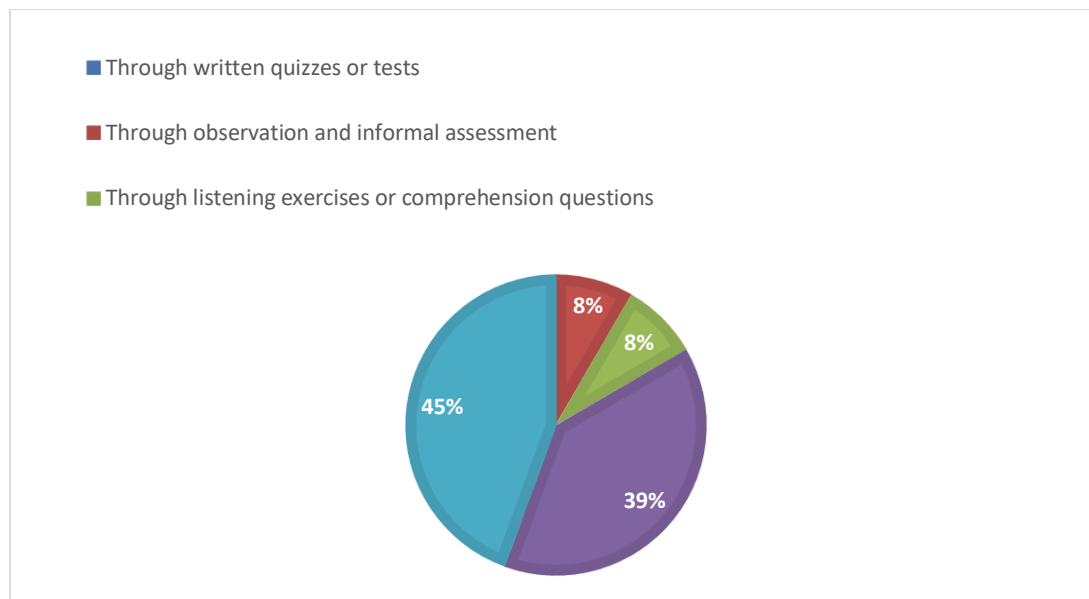
The table depicts the factors teachers consider when selecting songs for vocabulary teaching. Notably, a significant proportion of teachers, 24 out of 36, consider multiple factors such as the relevance of vocabulary words, appropriateness to pupils' language level and age, and songs with a clear and catchy melody that aid in retaining words. It represents an estimate of 66.7%. However, a minority of teachers choose the factors mentioned above individually. Specifically, only one teacher considers cultural background, representing 2.8 %, while eleven teachers opt for age and language-appropriate songs, representing 30.5 %.

5. How do you assess pupils' vocabulary learning when using songs as a teaching strategy?

Table 5 illustrates the methods that teachers use to evaluate their pupils when incorporating songs as a teaching strategy.

| How do you assess pupils' vocabulary learning when using songs as a teaching strategy? | Response | Percentage |
|-----------------------------------------------------------------------------------------------|-----------------|-------------------|
| Through written quizzes or tests | 0 | 0 % |
| Through oral assessments such as presentations or conversations | 16 | 44.4 % |
| Through listening exercises or comprehension questions | 3 | 8.3 % |
| Through vocabulary games or activities | 14 | 39 % |
| Through observation and informal assessment | 3 | 8.3 % |
| Total | 36 | 100 % |

Figure 5 illustrates the methods that teachers use to evaluate their pupils when incorporating songs as a teaching strategy.

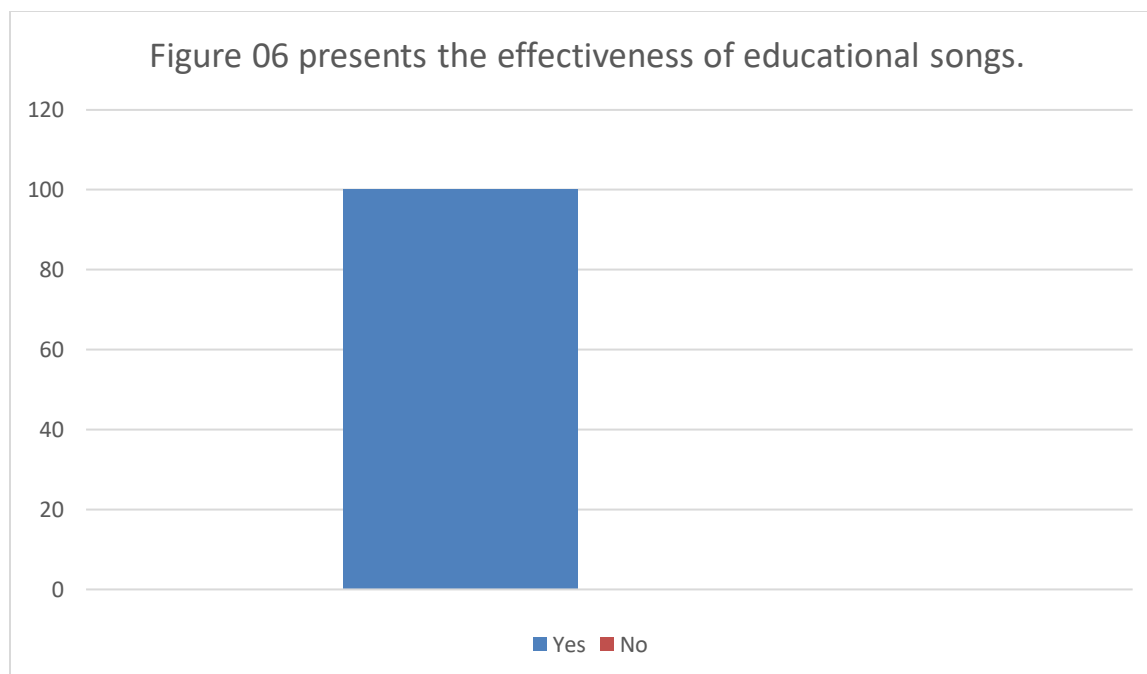


The tabulated data shows that out of 36 participating teachers, 16 of them, accounting for 44.4%, evaluate their pupils' vocabulary through oral assessments, including presentations and conversations facilitated by songs. Similarly, 14 teachers, representing 39% of the participants, operate vocabulary games and activities to evaluate their pupils' vocabulary. The remaining teachers, comprising 8.3% each, employ listening exercises, comprehension questions, observations, and informal assessments in the evaluation process.

6. Do you think that educational songs may help pupils learn new vocabulary words?

Table 06 presents the effectiveness of educational songs.

| Do you think that educational songs may help pupils learn new vocabulary words? | Response | Percentage |
|---------------------------------------------------------------------------------|----------|------------|
| Yes | 36 | 100 % |
| No | 0 | 0 % |



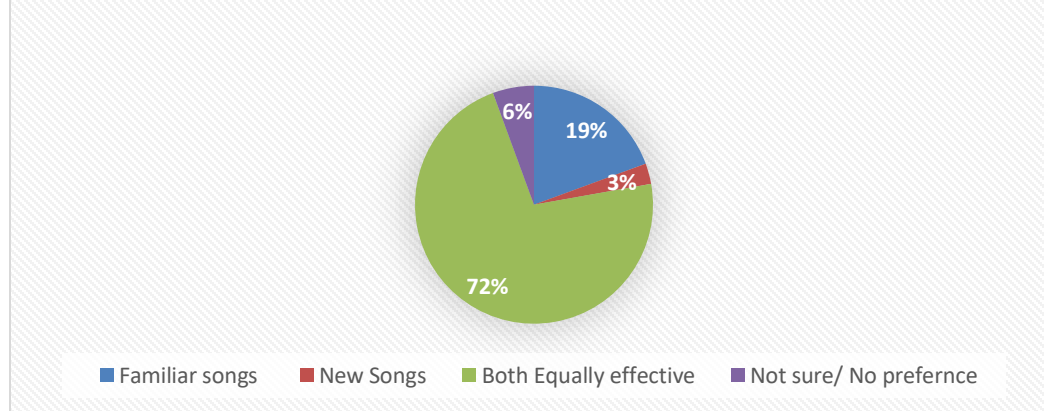
According to the data in the table, all 36 participants viewed educational songs as helpful to their pupils' acquisition of new vocabulary words. In addition, none of the participants disagreed that educational songs are efficacious.

7. Have you found it more effective to use familiar songs or new songs when teaching vocabulary through music?

Table 07 illustrates teachers' preference regarding the familiarity of songs used in their vocabulary teaching.

| Have you found it more effective to use familiar songs or new songs when teaching vocabulary through music? | Response | Percentage |
|-------------------------------------------------------------------------------------------------------------|----------|------------|
| Familiar Songs | 7 | 19.4 % |
| New Songs | 1 | 2.8 % |
| Both equally effective | 26 | 72.2 % |
| Not sure/ no preference | 2 | 5.6 % |
| Total | 36 | 100 % |

Figure 07 illustrates teachers' preference regarding the familiarity of songs used in their vocabulary teaching."



The presented Table depicts teachers' preferences concerning the familiarity of songs utilized in their vocabulary teaching. Out of 36 teachers, seven teachers, approximately 19.4 %, prefer using familiar songs to facilitate pupils' vocabulary learning. Conversely, one teacher, accounting for 2.8 %, introduces new songs to teach vocabulary. A majority of teachers, 26 in number, amounting to an estimated percentage of 72.2 %, consider both familiar and new songs to be equally effective. In contrast, two teachers have no preference or are unsure about using songs, representing a percentage of 5.6 %.

8. On a scale of 1 to 5, how strongly do you agree with the statement: "Music can enhance the acquisition and retention of vocabulary words for pupils."

Table 08 represents teachers' opinions on the benefit of using music in vocabulary acquisition.

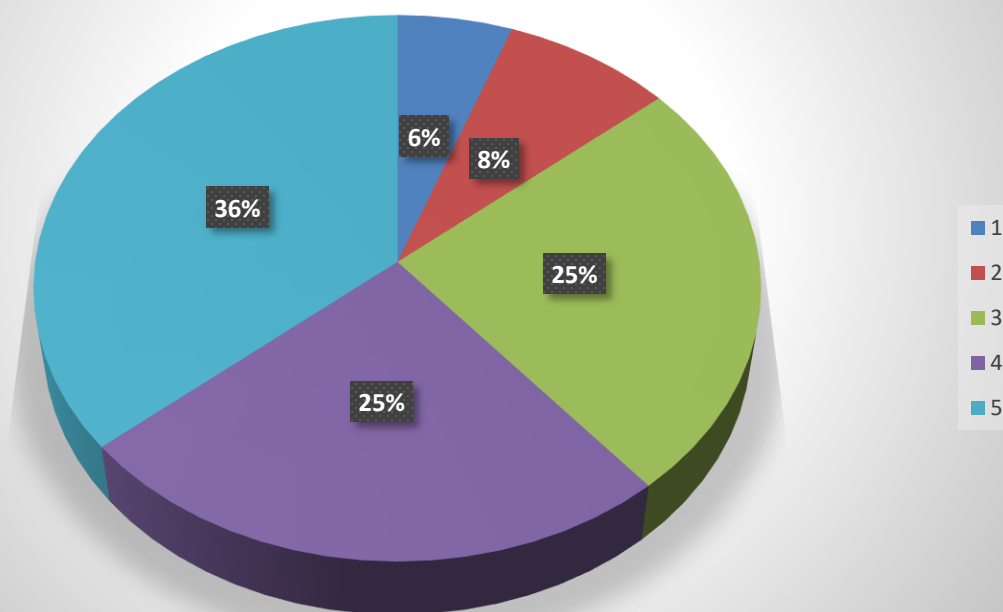
On a scale of 1 to 5, how strongly do you agree with the statement: "Music can enhance the acquisition and retention of vocabulary words for pupils."

Response

Percentage

| | | |
|--------------|----|--------|
| 1 | 2 | 5.6 % |
| 2 | 3 | 8.3 % |
| 3 | 9 | 25 % |
| 4 | 9 | 25 % |
| 5 | 13 | 36.1 % |
| Total | 36 | 100 % |

Figure 08 illustrates teachers' opinions on whether music improves the acquisition of vocabulary by students.



The presented Table outlines teachers' opinions on the effect of music on pupils' vocabulary acquisition. Approximately 36.1% of the participants (13 out of 36) rated the statement "music enhances vocabulary acquisition" a 5 out of 5 on a Likert scale. Meanwhile, approximately 50% of the teachers (18 out of 36) rated statements 3 and 4 out of 5. Conversely, 13.9% of teachers (5 out of 36) rated statements 1 and 2 out of 5, indicating their belief that music does not improve vocabulary acquisition.

Table 8.1: Calculation of Central Tendency for Scale Question Eight.

| Statistics | | |
|----------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | On a scale of 1 to 5, how strongly do you agree with the statement: "Music can enhance the acquisition and retention of vocabulary words for pupils." |
| N | Valid | 36 |
| | Missing | 0 |
| Mean | | 3.7778 |
| Median | | 4.0000 |
| Mode | | 5.00 |
| Std. Deviation | | 1.19788 |
| Minimum | | 1.00 |
| Maximum | | 5.00 |

The table displays the measures of central tendency for the scale question. A mean score was 3.7778—indicating a somewhat lesser degree of agreement. The median for the question was 4. It had a mode score of 5.00. 5.00 was the highest possible, and 1.00 was the lowest. The calculated standard deviation for the question was 1.19788.

9. Do you believe that using songs can improve pupils' vocabulary skills and retention of words? Please explain your answer.

After coding participants' responses to question nine, several keywords emerged: enjoyment, engagement, active participation, motivation, retention, listening skills, vocabulary acquisition, and facilitating vocabulary acquisition.

10. What do you believe are the key factors determining song effectiveness as a teaching strategy?

Several keywords emerged after coding responses to question ten, such as engagement of the song, relevance, age-appropriateness, Cultural background, interests, educational, and purposeful.

11. What specific types of songs do you find most effective for teaching vocabulary?

Table 11 presents the specific types of songs teachers use in their classrooms.

| What specific types of songs do you find most effective for teaching vocabulary? | Response | Percentage |
|----------------------------------------------------------------------------------|----------|------------|
| Songs with simple and repetitive lyrics | 28 | 77.7 % |
| Songs with rich and varied vocabulary | 4 | 11.1 % |
| Songs with a catchy melody or rhythm | 5 | 13.9 % |
| Song with simple and clear language | 4 | 11.1 % |
| Total | 41 | 113.8 % |

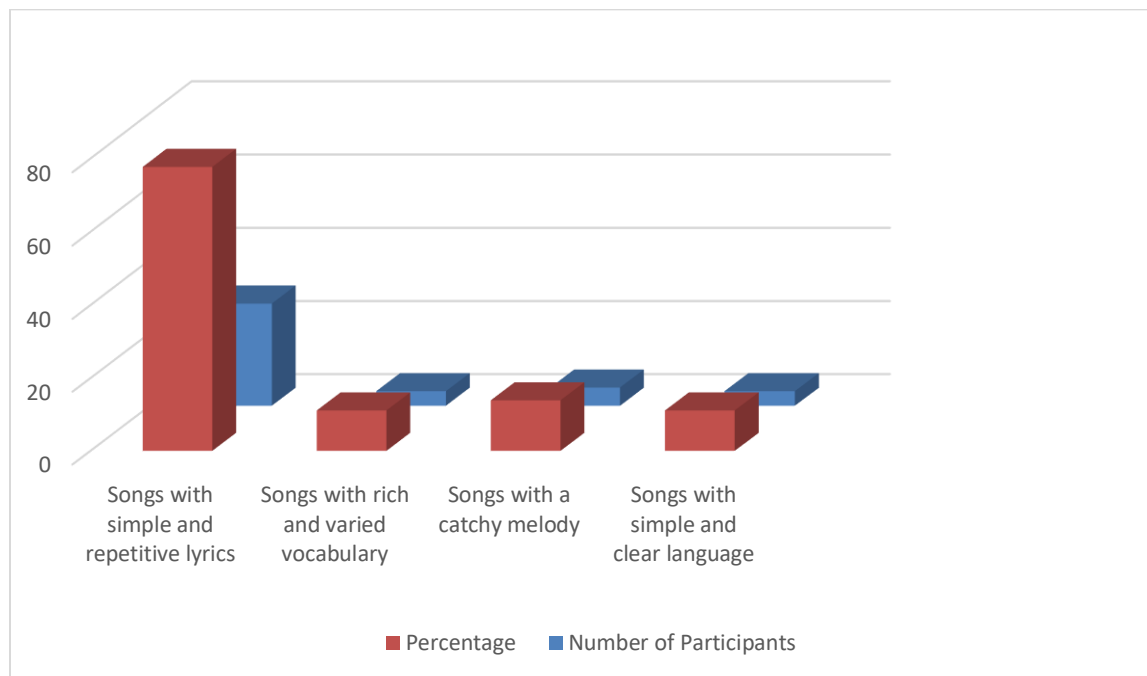


Figure 11 presents the specific types of songs teachers use in their classrooms.

The analysis reveals that the proportion of respondents who selected particular responses is more significant than 100 percent, and in some instances, the total number of respondents exceeds 36. This mismatch makes sense because it is a multiple-choice question in which respondents can choose more than one option. The table shows examples of the numerous musical formats used to

teach vocabulary. 28 out of 36 teachers (77.7%) favor songs with simple, repetitive lyrics. On the other hand, a smaller proportion of educators prefer utilizing diverse varieties of songs. Four teachers, or approximately 11.1%, prefer songs with a diverse vocabulary, while five teachers, or 13.9%, favor songs with an appealing melody. Additionally, four educators (11.1%) prefer music with easy-to-understand lyrics.

12. How do you think using songs in the classroom can support vocabulary acquisition for pupils?

Integration of songs, positive classroom environment, pronunciation, motivation, encouragement to study, coral repetition, new words and memorization are the key concepts that emerged from coding participants' responses to question twelve.

13. What solutions do you think can be implemented to improve pupils' vocabulary skills through songs?

Repetition, realia, visual aids, songs' choice, simplified terms, age-appropriateness, common songs, Easy and short vocabulary, and songs' lyrics are the key concepts that emerged from question thirteen's coding process.

Discussion of the findings:

Based on the statistical data provided and the calculation of the central tendency. "On a scale from 1 to 5, Teaching new vocabulary words is essential for pupils " The mean score for this statement is 3.7778, indicating moderate agreement that music can facilitate vocabulary acquisition and retention. Participants' degrees of agreement were all over the map, with a median score of 4.00000, displaying a middle ground. The mode of 5.00 signifies that the response with the highest frequency was a 5, but the presence of other ratings with lesser frequency contributes to the lower mean score. Compared to the first statement, the standard deviation of 1.19788 indicates a comparatively more extensive range of ratings.

The findings show that participants hold differing opinions regarding how music facilitates vocabulary acquisition and retention. Even though there is some agreement, as indicated by the mode and median, the average mean score indicates a greater diversity of opinions. It is consistent with previous research that emphasizes the influence of individual differences and contextual factors on the effectiveness of using music for vocabulary acquisition.

Moving on to " On a scale of 1 to 5, Music can enhance the acquisition and retention of vocabulary words for pupils ". Vocabulary learning and retention can be aided by listening to Music, as indicated by a reasonable mean score of 3.7779. The median score of 4.0000 points that responses clustered around the midpoint, with participants' levels of agreement ranging from strongly disagreeing to somewhat agreeing. The most common rating was 5, as indicated by the mode of 5.00. However, the presence of additional ratings made the mean score lower. With a standard deviation of 1.19788, there appears to be more variation in the ratings than in the first assertion. The results indicate that participants' perspectives on the possibility of music enhancing vocabulary acquisition differ. The estimated mean value reveals various participant opinions despite some accord regarding the mode and median.

Theme 01: Enhancing Vocabulary Skills and Learning Engagement through Songs

The analysis of participant responses demonstrates several central themes regarding the effect of music on language development. The first theme emphasizes the positive influence of songs on vocabulary acquisition and the enjoyable nature of learning through musical engagement. Moreover, it highlights pupils' enthusiasm and motivation when exposed to songs as a learning aid. These findings demonstrate that music significantly enhances language acquisition and promotes a positive learning environment.

Theme 02: Factors Influencing the Effectiveness of Songs as a Teaching Strategy

The analysis of participant responses reveals various factors that influence the teaching effectiveness of songs. Influential factors that contributed to the memorability and retention of the taught material were discovered to be catchy melodies and exciting patterns. According to some participants, the efficacy of using songs to teach vocabulary is determined by the song's clarity, relevance, lyrics, and length. Participants stated that songs with relatable and significant lyrics were more effective at captivating learners' attention and facilitating comprehension. Many respondents cited the importance of lyrics with clear pronunciation. Participants argued that incorporating educational, clear, and purposeful songs and nurturing a positive learning environment can enhance the benefits of using music as a teaching tool. Moreover,

incorporating visual aids, such as music videos or dancing, emerged as a factor facilitating comprehension and engagement during song-based instruction, as they facilitate both entertainment and spontaneous learning. These results demonstrate that the efficacy of songs as a teaching strategy is influenced by some contextual and pedagogical factors that contribute to pupils' engagement, comprehension, and retention of the material.

Theme 03: Songs as a Vocabulary-Learning Tool

Analysis of the responses showed widespread agreement that songs help teach new vocabulary. Vocabulary building through music is a popular opinion among respondents. They emphasized that listening to music provides a memorable and context-rich way for pupils to learn new vocabulary. According to them, listening to songs boost pupils' motivation and concentration level, developing their receptive skills and paving the way to learning new words. Through songs, learners can richly learn phrases and expressions. Participants suggest that repetition is vital in vocabulary acquisition through songs. They noted that The songs' lyrical repetition helped pupils remember and use new words. Participants also reported that songs' rhythmic and melodic features helped their learners remember and recall vocabulary words since the music made learning stand out.

Theme 04: Effective Strategies for Vocabulary Acquisition through Song-based Activities.

Analysis of Participants' responses revealed that using songs for vocabulary acquisition is beneficial and has been regarded as an effective strategy. They suggested that incorporating singing-along activities, practice, cross-curricular connections, and game-based activities will show promising results in helping pupils learn new vocabulary words. participants emphasized the role of repetition in reinforcing vocabulary retention. Singing-along activities contributed to active engagement, pronunciation, and language skills. In addition, integrating song-based activities has been underscored by participants due to their significance on the knowledge base. Using realia and visual aids, selecting age-appropriate songs stimulates curiosity and maintains learning engagement. Generally, participants have stated their satisfaction regarding the efficacy of song-based activities and their nature involving multiple facets of vocabulary acquisition.

Generally, the findings above indicate that using songs in teaching vocabulary is something learners need in their learning process. From teachers' responses, the quantitative results back up the claim that songs can favor pupils' vocabulary skills and supports the widespread acceptance of the value of using songs in vocabulary instruction. As evidenced by the participants' agreement with the statements and their acknowledgment of the influence of music on vocabulary acquisition, the quantitative findings support the use of songs in vocabulary

Conclusion:

This study tested song-based vocabulary instruction. Quantitative data analysis showed that respondents agreed that teaching new vocabulary terms and using music to learn them was necessary. Songs improved pupils' attention, motivation, and language retention. Qualitative evidence illuminated how songs affect language acquisition; musical engagement, catchy melodies, relevant lyrics, and clear pronunciation motivated participants.

This study has limitations. Thirty-six teachers made up the sample. Song-based education studies with more extensive and diverse samples would reveal its effects. The study also focused on elementary school instructors and may not apply to higher educational levels.

Recommendations for Future Research:

The findings of this study provide valuable insights into the effectiveness of using songs as a teaching strategy to enhance vocabulary acquisition among pupils. Building on these findings, several recommendations for future research can further contribute to understanding this area.

- Examine, through longitudinal research, the effects of using songs to teach vocabulary over time.
- Evaluate the effectiveness of using melodies to teach vocabulary compared to other methods.
- Determine how cultural factors influence the effectiveness of using songs to learn new vocabulary words.

Limitations of the study:

A limitation of the study was the relatively small sample size, which may have limited the generalizability of the findings. In addition, the study was limited to a specific population, and further research is needed to investigate the effectiveness of songs as a strategy for teaching vocabulary to diverse learner populations.

Due to the study's reliance on a questionnaire as its primary data collection tool, it cannot claim to have captured all of the richness and complexity that may have been present in the participants' responses. Time constraints also prevented using direct observation from collecting data, which may have shed light on how and whether participants used songs to learn new words.

This study used convenience sampling due to the limited number of English instructors in Algerian primary schools. The results cannot be extrapolated to a broader population or context, as the sample does not represent the whole. Convenience sampling may incorporate bias into the study because it depends on the availability and willingness of participants. To ensure that the scope and implications of the findings are appropriately comprehended, it is necessary to acknowledge the limitations of the sampling technique.

Incomplete and absent responses present a further limitation. Despite the efforts of the researchers to encourage participants to provide comprehensive data, some participants did not

respond to specific questions, while others left them blank. The majority of queries were open-ended. It may introduce bias and restrict data's generalizability. Despite the limitation, the study provides valuable insights into the topic and the results should be interpreted considering the available data.

General Conclusion:

This study explored teachers' perceptions of using songs as a teaching strategy to acquire new vocabulary. The study aimed to gain insights into how teachers approach and incorporate songs in vocabulary instruction and understand the factors influencing their decision to use this method. This study's conclusions provided valuable insight into the advantages of incorporating songs into language instruction. It was discovered that listening to music is essential for expanding pupils' vocabulary. Songs have the potential to influence vocabulary development by providing learners with a pleasurable and immersive learning experience. The study also identified key factors that contribute to the positive influence of using songs as a teaching technique, such as catchy melodies, clear pronunciation, relatable lyrics, and the incorporation of visual aids.

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Appendix A: Consent Form

Research Consent Form

Teachers' perceptions of using songs to acquire new vocabulary

Abdelghani Bernou

Mohammed Kerai

Introduction - Nowadays, individuals worldwide learn English using different methods instead of traditional ones; Learners learn through listening to songs. English songs are popular among learners. It is easy to notice how people become influenced by songs—singing on the streets while listening to songs. Listening to songs and repeating the lyrics is used by

learners without the teacher's instruction. They may develop ways of enhancing vocabulary using songs and sound patterns

Purpose of Research this study examines teachers' perceptions of using songs to acquire new vocabulary. It aims to explore teachers' approaches and practices in using songs for vocabulary instruction and examine the factors influencing their decision to incorporate songs in vocabulary teaching.

Duration – If all participants are available on the scheduled dates, this study could be completed in a month or less.

Benefits -In this study, teachers will benefit from it by discovering solutions to problems that arise in the classroom. Specifically, it will help pupils increase their vocabulary and other linguistic abilities. It enables the teacher to be creative and use different teaching methods.

Confidentiality - The data provided by the participant will be treated as completely confidential and will not be shared with third parties without the participant's prior permission.

Right to Refuse or Discontinue - The participant is free to withdraw from the study at any time.

Type a question

- I declare that my participation in this study is entirely voluntary.
- I fully understand that I will receive no compensation for my participation.
- I agree that the research I'll be a part of will take 10 to 30 minutes. This includes filling out questionnaire.
- I acknowledge that I have the right to decline or withdraw from this research if I have a sufficient reason to do so.
- I have read and grasped the research and its implications for the intended audience.
- I understand that the researchers will not identify me by name in any reports using information captured from one of my interviews or answers to the surveys I completed.

I accept that the researchers will publish their findings in books, movies, newspapers, magazines, and other publications relating to their research.

Participant's Name

First Name

Last Name

Age

Gender

- Male
 Female

Phone Number

Phone Number

Email

example@example.com

Date Signed

Month Day Year

If you have questions or inquiries, you are more than welcome to ask. Thank you for your interest and participation in our study!

Abdelghani B : specialabdou@gmail.com

Mohammed K: mohammed.kerai@univ-bba.dz

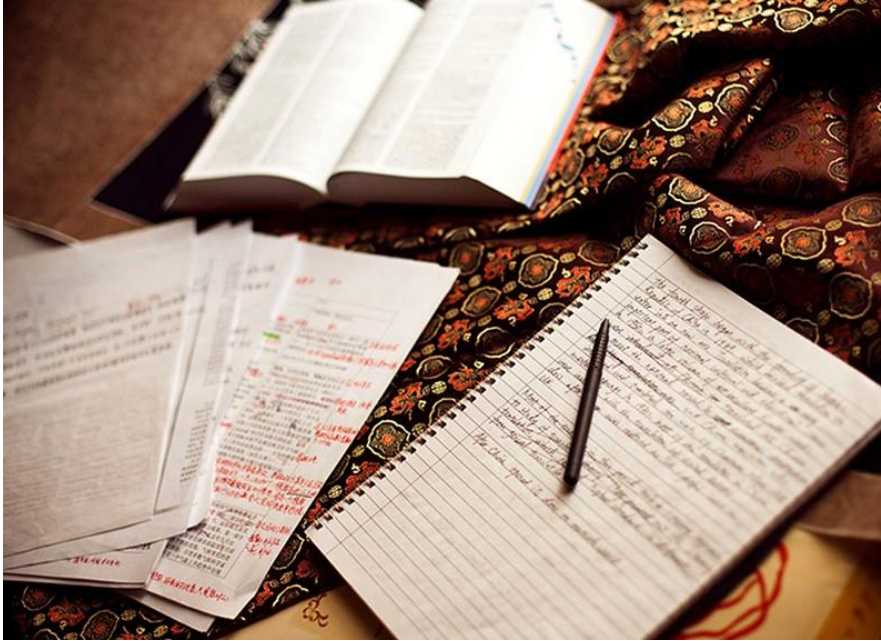
Appendix B: Teachers' Questionnaire

Teachers' Perceptions of using songs to acquire new vocabulary

Dear Teachers

This questionnaire aims at collecting data for a master's degree thesis. Our study explores teachers' perceptions of the effectiveness and benefits of using songs for vocabulary acquisition in the classroom. Hence, you are kindly requested to fill it out. We will be grateful for your contribution to our research. Thank you for taking the time to complete this questionnaire.

Important Note: Researchers will treat the data provided by the participant as entirely confidential and will not be shared with third parties without the participant's prior permission. Remember that the collected data will be used for research purposes only.



1. Email Address *

Section 02

1. On a scale from 1 to 5, Teaching new vocabulary words is important for pupils. *

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

2. How do you approach teaching new vocabulary words to your pupils? *

Mark only one oval.

- By giving pupils lists of words to memorize
- By introducing new words in context through reading passages or stories
- By using visual aids such as pictures or diagrams to help pupils understand new words
- Other:

3. Have you ever relied on songs to help your pupils learn new vocabulary? *

Mark only one oval.

- Always
- Often
- Sometimes
- Rarely
- Never

2. 4. How do you choose which songs to use for vocabulary instruction? *

Mark only one oval.

- By selecting songs that include relevant vocabulary words
- By choosing songs that are appropriate for the pupils' age and language level
- By considering the cultural background and interests of the pupils
- By using songs that have a clear and catchy melody to help with retentionAll of
- All of the above

3. 5. How do you assess pupils' vocabulary learning when using songs as a teaching strategy? *

Mark only one oval.

- Through written quizzes or tests
- Through oral assessments such as presentations or conversations
- Through listening exercises or comprehension questions
- Through vocabulary games or activities
- Through observation and informal assessment

Section 03

4. 6. Do you think that educational songs may help pupils learn new vocabulary words? *

Mark only one oval.

- Yes
- No

5. 7. Have you found it more effective to use familiar songs or new songs when teaching vocabulary through music?

Mark only one oval.

- Familiar Songs
- New Songs
- Both equally effective
- Not sure/No preference

6. 8. On a scale of 1 to 5, how strongly do you agree with the statement: "Music can enhance the acquisition and retention of vocabulary words for pupils."

*

Mark only one oval.

Strongly disagree

1

2

3

4

5

Strongly agree

7. 9. Do you believe that using songs can improve pupils' vocabulary skills and retention of words? Please explain your answer.

*

8. 10. What do you believe are the key factors determining song effectiveness as a teaching strategy?

9. 11. What specific types of songs do you find most effective for teaching

*

vocabulary?

Check all that apply.

- Songs with simple and repetitive lyrics
- Songs with rich and varied vocabulary
- Songs with a catchy melody or rhythm
- Other: _____

10. 12. How do you think using songs in the classroom can support vocabulary acquisition for pupils?

11. 13. What solutions do you think can be implemented to improve pupils' vocabulary skills through songs?
